

**LOWER SECONDARY LEVEL**



## **Cherish Life**

Human rights are meaningful as long as we celebrate life. The basis of human rights is life, lived by individuals in society and with other life forms in the natural environment. In living with others in society, human rights play an important role of ensuring that life is respected, protected and enjoyed.

<b>Topic</b>	: Cherish Life
<b>Level</b>	: Lower secondary
<b>Subject</b>	: Thought and Morality
<b>Human Rights Concept</b>	: Right to life
<b>Time Allotment</b>	: Three sessions

### **I OBJECTIVES**

Students will be able to

1. Express appreciation of the value and meaning of life of human beings and other species on earth, and the need for all of them to live in harmony
2. Express the value of one's own life and demonstrate respect for others' lives.

### **II RESOURCES**

- This lesson plan is based on lesson plans in Thought and Morality (《思想品德》Sixiang Pinde) of Grade 7. Selected from the Teachers' Manual on the Course on Thought and Morality (Grade 7), 3rd edition, People's Education Press, 2008, pages 59-71.

### **III PROCEDURE**

#### **A. Opener**

The teacher briefly introduces the topic “The importance of life” by citing Article 3 of the Universal Declaration of Human Rights (UDHR): “Everyone has the right to life, liberty and security of person”.

The teacher explains that one cannot be deprived of life arbitrarily, and this is based on an international document (UDHR) that was adopted way back in 1948 by the community of nations.

The teacher also notes that life should not only refer to human life, but to all forms of life. All forms of life should be loved and respected for the sake of the planet where we all live on.

#### **B. Development of Activities**

##### **Session One: “Lives Adorn the World”**

###### **Activity One: Colorful world of life**

The teacher has divided the students into several groups in the previous session and gave them the assignment to collect pictures, videos, or actual samples of organisms.

In the class, the teacher tells the students to discuss within their respective groups how they would introduce the organisms they researched on and assign one member to present its report to the class.

The teacher facilitates the group reporting.

###### **Activity Two: “Different species should love each other”**

After the group reports, the teacher instructs the students to discuss within their respective groups the topic “Different species should love each other.” The teacher asks the students to share within their respective groups touching stories about the topic from their own experiences and from what they learned from the books, and then prepare a group report.

Based on the group reports, the teacher comments on the students’ understanding of the importance of love, encourages them to care for and protect the lives around them, and to be kind-hearted people.

The teacher instructs each group to raise an organism, record in a Life Note how the organism grows, and then discuss appropriate name for the organism such as “Star of Raising Animals”, or “Star of Growing Plants.”

To end the session, the teacher expresses the following message:

Different species exist in the world. When we observe how they exist, or how they grow, we realize that they exist alongside each other. We also

realize that this is a natural situation. And just like people, giving support to each other's existence makes everyone's lives meaningful.

**Session Two: “Uniqueness of Human Life”**

The teacher discusses the uniqueness of human life by citing the right to life in the Universal Declaration of Human Rights and also its Article 1 which provides that all human beings are born free and equal in dignity and rights, endowed with reason and conscience, and should act towards one another in the spirit of brotherhood. We should respect our own life and that of others. Another meaning of the word life is related to one's career. Besides, the meaning of a great life or an ordinary life will be discussed.

**Activity One: “My Life Identity” personality show**

The teacher asks each student to make a “Life Identity Card” by writing on a piece of paper her/his own signature, personality, hobbies, skills, mottos and wishes along with a human figure.

The teacher encourages the students to introduce themselves in a lively manner and listen to their classmates' self-introduction carefully.

After the students have introduced themselves, the teacher makes a conclusion that everyone is unique and everyone should cherish one's own life and respect that of others.

**Activity Two: Sequel writing**

The teacher informs the students that they will hold a competition on “Sequel Writing,” with students participating either as individuals or in groups. The teacher asks the students (or the groups) to write on a big piece of paper a description of human beings' wisdom. The most fantastic piece wins the competition, and the teacher puts it up on the classroom wall as an award.

**Activity Three: Giving advice on choosing a life path**

The teacher tells stories about the lives of celebrities to inspire the students.

The teacher asks the students to play the game “I help you, you help me” with the following instructions:

- a. Think individually about the following:
  1. What is your goal in life?
  2. What do you need to do to reach your goal? What kind of education will you need for this purpose?
  3. How much money do you think you would need to complete the things you need to do?

b. After a while, students consult fellow students on what answers would be appropriate, as well as give suggestions to each other.

After the game has ended, the teacher tells the students about the importance of choosing the proper way of life on the basis of self-evaluation, peers' advice and the teacher's suggestion.

At the end of the session, the teacher gives the following assignment:

1. Write down the steps to take to protect yourself when your apartment is on fire.
2. Make a plan for your life.

### **Session Three: "Blooming Life"**

The teacher makes a short introduction about cherishing our lives. The right to life is one of the most important human rights protected by international human rights law. It should not be deprived arbitrarily. On the other hand, the individuals should also learn how to protect their own life too.

#### **Activity One: "Never lose hope in life" stories**

The teacher tells several short stories (vignettes) about never giving up hope in life: for example, the story of "The Miracle of Life" tells about a woman who survived falling into a trap because of her strong will to live.

#### **The Miracle of Life**

Two miners were trapped inside the mines after some pillars collapsed during their work. They could not find any exit out of the mines after a thorough search. However, the two miners did not lose their hope to live. They kept encouraging each other: "the only thing we can do is to wait for the rescuers; as long as we have faith, we could survive; the strongest enemy is not the shortage of food and water, but the lack of faith; if we persist, we'll have the chance to live."

With their eagerness to live and the perseverance challenging their physical capability, the two miners were rescued and freed after nine days and eight nights. They created the miracle of life.

The teacher guides the students on leaning how to value of life even more from model people, peers and celebrities, and then asks them to write down their own motto after a careful thinking.

The teacher instructs the students to do a role-play according to this story,

- a. expressing the feeling about the character's strong will to live while inside a trap

b. telling experiences on seeking own way of life, or performing the stories.

The teacher may ask some questions:

- What supported the woman to survive?
- What would you do if you were the heroine?

**Activity Two: Learning self-protection**

Using the stories collected prior to the class by the students on ways of protecting one's self, the teacher develops a set of questions for a quiz. The teacher asks the students to form small groups that will compete in the quiz.

The teacher includes questions in the quiz that relate to different principles such as value of life, right to protect one's life, etc.

The teacher then organizes a "Self-protection Camp" where students act out what to do in situations of robbery, kidnapping, fire outbreak, and drowning of a person.

The students act out different situations and their reactions to them.

The teacher asks the students to freely raise their ideas and share their feelings about the "camp" experience. The teacher guides the exchange of ideas and feelings among the students.

The teacher summarizes some of the major ideas expressed by the students and emphasizes those that relate to such principles as value of life, right to protect one's life, etc.

**Activity Three: Recognizing and respecting life**

The teacher starts the activity with the question of "what kind of happiness could you bring to others?"

The teacher then encourages the students to share their stories about the idea of "help", either helping others or getting help from others. And the teacher tells them to be kind-hearted persons while cherishing the happiness they already have.

The teacher asks the students to interview some people who are successful in their endeavor or acquire information about them before the class, and present the contribution they made to the society and their hometown. The teacher points out the important lessons in the lives of the successful people to motivate the students to work step by step in order to realize their own dreams.

The teacher makes a conclusion that everyone is an important part of happy life.

**Activity Four: Realizing the value of life**

To make the students understand that everyone makes a contribution to the class and the society, the teacher asks the students to make a speech on the theme “Realize the Value of Life.”

The teacher instructs and comments on the content, skill and language and effect of the speeches.

The teacher takes note of the content of the speeches and points out parts that show the need to respect others’ lives while cherishing one’s own life.

**Activity Five: Self-acceptance**

After reading and thinking about the story in the textbook about an ordinary disabled person who lives a happy and decent life, the teacher guides the students in discussing the idea of being kind in life (being kind to their own lives and those of others).

The teacher expands the scope of the discussion by providing topics such as

- What should I do if had cancer?
- What should I do if a person was trapped?

The teacher concludes and guides the students on the concept of kindness to others while realizing, respecting, accepting and cherishing one’s own life. The teacher leaves the final message: “Life may be imperfect, but an imperfect life needs more respect.”

**Activity Six: “My Life Motto” personality show**

Based on a previous assignment on the collection of materials about the work and life of two persons (a celebrity and an ordinary person), the teacher asks the students the following question: what are their respective contributions to society?

The teacher lists on the board the responses of students, and comments that everyone could increase the value of his/her life by persistent endeavor.

The teacher explains the meaning of Nikolai Ostrovsky’s well-known saying in the textbook:

“Man’s dearest possession is life. It is given to him but once, and he must live it so as to feel no torturing regrets for wasted years, never know the burning shame of a mean and petty past; so live that, dying, he might say: all my life, all my strength were given to the finest cause in all the world - the fight for the Liberation of Mankind”

- **How the Steel was Tempered**, Nikolai Ostrovsky, 1932

**C. Closure**

The teacher closes the session by emphasizing a number of ideas that were discussed in the previous sessions:

- the world is composed of all kinds of lives, and the different species should cherish each other
- human beings are part of nature, and are also unique
- the significance of one’s self and the lives of others, and the respect for them
- the importance of developing self-awareness and choosing the right way to the future
- the value of life lies in its content rather than its length.

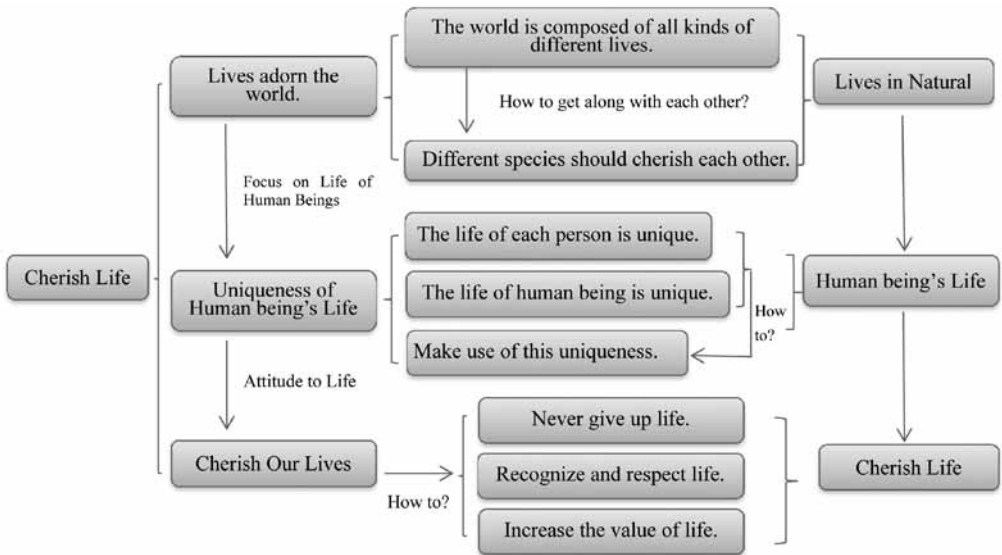
**IV EVALUATION**

One way for the teacher to evaluate the students’ performance is by giving different titles to each group, such as “Star of Raising Animals”, “Star of Growing Plants”. Another way is by encouraging students to keep a “Life Note” when raising an animal or grow plants. This Life Note can be regarded as part of class performance.

Besides, the teacher can evaluate the students by giving a quiz on basic knowledge of the right to life at the end of the semester. The ability to understand the concept of the right to life and its application should be evaluated in the quiz.

**Notes**

Knowledge structure:





Everyone has the right to life. That right cannot be deprived arbitrarily. In many countries, death penalty has been abolished. That means one's life cannot be deprived even by law.

Furthermore, life should be respected not only by others, but also be cherished by oneself.

Finally, in the long run, there are other lives on the planet. Human beings cannot have a happy life without respecting natural lives. Some wild lives are in danger and we should cherish them.



## **Right to Protection**

Each person was born into this world by a mother. Wanting to become a mother is part of the inherent human rights of every woman. Yet pregnancy and maternity are challenges for women, especially for those who work. Long work hours, night shifts, threats of getting fired are still widely affecting women. There is a need for women to have hospitable environment, adequate time to recover from giving birth, and sufficient time to nurse their new-born child. Many women still suffer from traditional views about gender division of labor, and motherhood ideology. Every mother of a young child deserves assistance by understanding her roles and the importance of proper support from other members of the family as well as society. This secures not only the physical and mental health of the mother, but also the dignity of the next generations.

Every child has the right to be raised with love in the family or family-like environment. The child should be fed with balanced nutrition, be cured of diseases, and be educated for their future well-being. However, in reality, a powerless child in the family is easily ignored and sometimes becomes a victim of various forms of abuse.

<b>Topic</b>	: Family Life and human rights
<b>Level</b>	: Lower secondary
<b>Subject</b>	: Extracurricular activity
<b>Human Rights Concept</b>	: Right to protection/care
<b>Time Allotment</b>	: Four sessions

## **I OBJECTIVES**

Students will be able to discuss the link between human rights and family life.

## **II RESOURCES**

- Materials about maternity protection and childcare

(In the previous class, the teacher gives students an assignment to collect reports on cases of abusive actions against mothers and children from whatever sources [online, print (newspaper, magazine), or personal interview].)

- Convention on the Rights of the Child (CRC), article numbers 3, 6, 19, 24, 34, 35, 36 and 37 (see Notes for the texts of the articles).

## **III PROCEDURE**

### **A. Opener**

The teacher asks the students who among the family members would have the “most precious” human rights, and explain why.

The teacher writes on the board the answers of the students, and the reasons for their answers.

### **B. Development of Activities**

#### **1. Activity**

The teacher asks students to form small groups (not more than 5 per group) to discuss the materials they have collected regarding abuse of mothers and children, and prepare a group report. The groups choose a specific case for the group report.

The teacher provides the following guide questions:

- What happened in the case? Identify the type of abuse involved.
- Why did it happen? Explain the probable reason(s) behind the abusive action(s).
- Who are involved?

The teacher asks the groups to briefly share their discussions to the whole class.

After the group reports, the teacher asks the students to role-play the cases they presented. The teacher asks the students to highlight the abusive actions affecting mothers and children. The teacher instructs the students to decide in their respective groups the actions each student would roleplay.

## 2. Analysis

The teacher lists on the board the roleplayed actions and asks the students to answer the following questions:

- Are there attitudes in the roleplayed actions that adversely affect mothers and children?
- What values are missing in the roleplayed actions?
- How can such actions/behavior be changed?

The teacher writes the answers of the students corresponding to each of the roleplayed actions listed on the board.

The teacher classifies the roleplayed actions into several categories such as those that relate exclusively to mothers and children, types of abuse (physical or verbal), and any other appropriate classifications.

## 3. Abstraction

The teacher explains the concept of maternity protection and childcare, stressing the following points:

- everyone has the right to be protected from any form of human rights violation
- but there is special emphasis on the welfare and safety of some people who are most vulnerable to abuse by others. Mothers and children have been identified as needing special treatment. The Universal Declaration of Human Rights states that “[M]otherhood and childhood are entitled to special care and assistance.” (Article 25)

The teacher mentions that the Convention on the Rights of the Child (CRC) obliges governments, as part of their responsibility under this international agreement, to

- “take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.” (Article 19)
- take appropriate measures on “pre-natal and post-natal health care for mothers.” (Article 24d)

In addition, under the CRC, the government has the obligation to:

- adopt laws and administrative measures, and ensure that government child care institutions follow the standards established by competent authorities for the care and protection of children (Article 3)

- ensure to the “maximum extent possible the survival and development of the child” (Article 6)
- protect the child from all forms of sexual exploitation and sexual abuse (Article 34)
- ensure that no child is subjected to torture or other cruel, inhuman or degrading treatment or punishment (Article 37).

The teacher explains that these international human rights standards should likewise guide people in ensuring that children are cared for and protected from harm.

#### **4. Application**

The teacher asks the students to form new small groups and choose any topic below for their research:

- a. national or international laws on the prevention of child abuse
- b. measures that protect and support mothers regarding maternity and child care
- c. novel measures adopted by families to care for mothers and children.

#### **C. Closure**

The teacher stresses the importance of understanding ways of improving the human rights situation in the family, especially the situation of mothers and children.

### **IV EVALUATION**

The teacher conducts observation evaluation on the whole process of learning and teaching.

Alternatively, the teacher asks the students to make a list on why and how human rights are protected in family.

#### **Notes**

Relevant provisions of the Convention on the Rights of the Child:

##### Article 3

States Parties undertake to ensure the child such protection and care as is necessary for his or her well-being, taking into account the rights and duties of his or her parents, legal guardians, or other individuals legally responsible for him or her, and, to this end, shall take all appropriate legislative and administrative measures.

States Parties shall ensure that the institutions, services and facilities responsible for the care or protection of children shall conform with the standards established by competent authorities, particularly in the areas of safety, health, in the number and suitability of their staff, as well as competent supervision.

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### Article 6

1. States Parties recognize that every child has the inherent right to life.
2. States Parties shall ensure to the maximum extent possible the survival and development of the child.

### Article 19

States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.

### Article 24

1. States Parties recognize the right of the child to the enjoyment of the highest attainable standard of health and to facilities for the treatment of illness and rehabilitation of health. States Parties shall strive to ensure that no child is deprived of his or her right of access to such health care services.

2. States Parties shall pursue full implementation of this right and, in particular, shall take appropriate measures:

- (a) To diminish infant and child mortality;
- (b) To ensure the provision of necessary medical assistance and health care to all children with emphasis on the development of primary health care;
- (c) To combat disease and malnutrition, including within the framework of primary health care, through, inter alia, the application of readily available technology and through the provision of adequate nutritious foods and clean drinking-water, taking into consideration the dangers and risks of environmental pollution;
- (d) To ensure appropriate pre-natal and post-natal health care for mothers;
- (e) To ensure that all segments of society, in particular parents and children, are informed, have access to education and are supported in the use of basic knowledge of child health and nutrition, the advantages of breastfeeding, hygiene and environmental sanitation and the prevention of accidents;
- (f) To develop preventive health care, guidance for parents and family planning education and services.

### Article 34

States Parties undertake to protect the child from all forms of sexual exploitation and sexual abuse.

### Article 35

States Parties shall take all appropriate national, bilateral and multilateral measures to prevent the abduction of, the sale of or traffic in children for any purpose or in any form.

### Article 36

States Parties shall protect the child against all other forms of exploitation prejudicial to any aspects of the child's welfare.

### Article 37

States Parties shall ensure that:

- (a) No child shall be subjected to torture or other cruel, inhuman or degrading treatment or punishment. Neither capital punishment nor life imprisonment without possibility of release shall be imposed for offences committed by persons below eighteen years of age;
- (b) No child shall be deprived of his or her liberty unlawfully or arbitrarily. The arrest, detention or imprisonment of a child shall be in conformity with the law and shall be used only as a measure of last resort and for the shortest appropriate period of time;
- (c) Every child deprived of liberty shall be treated with humanity and respect for the inherent dignity of the human person and in a manner which takes into account the needs of persons of his or her age. In particular, every child deprived of liberty shall be separated from

adults unless it is considered in the child's best interest not to do so and shall have the right to maintain contact with his or her family through correspondence and visits, save in exceptional circumstances;

(d) Every child deprived of his or her liberty shall have the right to prompt access to legal and other appropriate assistance, as well as the right to challenge the legality of the deprivation of his or her liberty before a court or other competent, independent and impartial authority and to a prompt decision on any such action.



### LESSON PLAN 3

## **Caring for Each Other**

School can be defined as the community where teachers and students gather, share their daily life, and teach or learn together. But it is also a place where human rights violations are becoming serious social problems. There is a need to develop the culture of caring for each other to help improve the human rights situation in the school.

<b>Topic</b>	: School Life and human rights
<b>Level</b>	: Lower secondary
<b>Subject</b>	: Extracurricular activity
<b>Human Rights</b>	: Human rights violations in school
<b>Time Allotment</b>	: One session

### **I OBJECTIVES**

Students will be able to discuss the human rights violations in school.

### **II RESOURCES**

Media reports on the enactment of the Students' Human Rights Ordinance. One news report is available online: [www.hani.co.kr/arti/english\\_edition/e\\_national/440444.html](http://www.hani.co.kr/arti/english_edition/e_national/440444.html).



### **III PROCEDURE**

#### **A. Opener**

The teacher shows videos of the news on the proclamation of Student Human Rights Ordinances in some schools in Korea.

The teacher asks the students what they feel about the news.

#### **B. Development of Activities**

##### **1. Activity**

The teacher asks the students to form small groups (not more than 5 per group) and discuss the Student Human Rights Ordinance. The teacher provides copies of the Ordinance to the groups. The teacher instructs the students to give their comments on the different relationships covered by the Ordinance: teacher-student, student-teacher, student-student.

The teacher asks the groups to report to the whole class the results of their discussion. The teacher writes on the board the major points in the group reports.

The teacher provides the students several newspaper articles about the relationships in the school (teacher-student, student-teacher, student-student) covered in the Ordinance. In case, not enough newspaper reports on the three relationships are available, other reports relating to schools can be used.

The teacher asks the groups to discuss possible violations of the Ordinance in the newspaper reports and to share their discussions to the whole class.

The teacher tells the groups to employ different ways of reporting their discussions, including the use of drawings and other forms.

##### **2. Analysis**

The teacher asks the students several questions:

- What are the issues presented in the newspaper reports?
- Why did human rights violations occur in the schools according to the reports?
- What can be done about such violations?
- Does the Ordinance provide solutions or guidelines on how to address such violations in schools?
- Do you think the provisions of the Ordinance make sense?
- What do you think are the limitations of the Ordinance?
- What values should be emphasized in order to prevent such violations from happening again in schools?

The teacher may prepare newspaper reports that present problems such as:

- Teachers’ disregard of the students’ personality
- Students’ unruly behavior that disturb the class
- Bullying done by students to fellow students focusing on name, sex, appearance, etc.

**3. Abstraction**

The teacher explains to the students that the Ordinance tries to address the issues contained in the newspaper reports as well as other concerns that affect the students, teachers and even parents in the context of the school.

The teacher emphasizes the value of the Ordinance as basis for determining what rights should be enjoyed in the schools and why they should not be violated.

The teacher reminds the students that many of the rights included in the Ordinance refer to the Convention on the Rights of the Child, as stated in its (Ordinance’s) Article 1. Thus the rights are similar to the international human rights standards.

The teacher clarifies that there are many more rights provided by the international human rights standards that the Ordinance does not include. And because the rights in the Ordinance are contextualized in the school setting, some rights are specifically education-related such as the right to freedom to do extra-curricular activities, right to participate in revising school regulations, right to participate in decision-making, and rights of minority students. These rights can be considered related to a large extent to the international human rights standards.

The chart below provides some of the rights covered by the UDHR:

<b>Chart of Human Rights</b>	
<ul style="list-style-type: none"> <li>• Right to equality</li> <li>• Freedom from discrimination</li> <li>• Right to life, liberty, personal security</li> <li>• Freedom from torture and degrading treatment</li> <li>• Freedom from interference with privacy, family, home and correspondence</li> <li>• Freedom of belief and religion</li> </ul>	<ul style="list-style-type: none"> <li>• Freedom of opinion and information</li> <li>• Right of peaceful assembly and association</li> <li>• Right to participate in government and in free elections</li> <li>• Right to social security</li> <li>• Right to adequate living standard</li> <li>• Right to education</li> <li>• Right to participate in the cultural life of community</li> </ul>

#### **4. Application**

The teacher asks the students to discuss in groups what practical measures can be done to prevent violations of the Ordinance, and make a list of such measures.

The teacher further instructs the groups to classify their practical measures according to the three relationships covered by the Ordinance (teacher-student, student-teacher, student-student).

The teacher asks the groups to report their lists to the class, and comments or ask questions on the lists whenever necessary.

#### **5. Closure**

The teacher stresses that each student can be an advocate of human rights in school by understanding the human rights relevant to their situation.

### **IV EVALUATION**

The teacher can use any suitable way to evaluate student's understanding the human rights in school life.

### **V ASSIGNMENT**

The teacher tells the students to develop, in their respective groups, an action plan on how to prevent violations of the Ordinance. The action plan should have provisions on the three relationships covered by the Ordinance and should be based on the practical measures they discussed earlier. Each group would report their action plans in the next session.

#### **Notes**

Human rights violations occur in various forms. Preventing people from enjoying their rights (such as preventing students from studying, or stopping them from using school facilities such as library or gyms), doing physical harm (such as bullying through physical attack on students), verbal/online statement that affect the reputation of students (such as calling names or making threats of violence, or even spreading lies and wrong information about students through the social media), excluding or ostracizing people from groups (such as forcing students to leave student clubs or organizations) are all forms of human rights violations. The list of rights provided in international human rights documents such as the United Nations Convention on the Rights of the Child provide good reference.



## LESSON PLAN 4

### **Family and Social Security**

Social security aims to promote the welfare of the population through assistance measures guaranteeing access to sufficient resources for food and shelter and to promote the health and wellbeing of the population. Services providing social security are often called social services. All the social security and welfare services are generally covered by government programs and interventions. A major part of the programs protects the rights of vulnerable sectors such as children, the elderly, the sick and the unemployed.

<b>Topic</b>	: Family and Social Security
<b>Level</b>	: Lower secondary
<b>Subject</b>	: Social Studies
<b>Human Rights Concept</b>	: Right to social security Equal opportunity Social protection Social welfare system
<b>Time Allotment</b>	: One session

#### **I OBJECTIVES**

Students will be able to:

1. Identify how governments deal with social protection and welfare programs to improve the quality of life of the people
2. Analyze how basic human rights are implemented and exercised through the government's social welfare programs and public services.

## II RESOURCES

- “Social Studies – III” Textbook, UB, 2011, pages 84-87
- Local newspapers and TV news programs on the situation of families
- Universal Declaration of Human Rights (UDHR) – Article 22
- Convention on the Rights of the Child (CRC) - Article 26

## III PROCEDURE

### A. Opener

The teacher shows a documentary or provide a report about the situation of families in the country due to the changing social and economic conditions, and then asks the students to identify the issues facing the families.

### B. Development of Activities

#### 1. Activity

The teacher asks the students to brainstorm on the challenges that families face in order to enjoy good life. The expected challenges that the students will identify may include

- finding a job with adequate pay
- taking care of young children and/or old people
- being able to afford medical treatment for unexpected illnesses
- paying for education
- getting social services from the government, etc.

The teacher writes on the board a list of the challenges raised by the students.

Using the list of challenges on the board, the teacher asks the students whether or not families in the country would be equally capable of meeting these challenges.

The expected answer would be that there are families that are not capable of meeting the challenges. The teacher tells the students to cite reasons for this situation, and makes a list of the reasons on the board.

#### 2. Analysis

The teacher asks the students to form small groups (not more than 5 per group) and instructs them to discuss the following question:

Considering the reasons why some families are not in a position to face the challenges of having an adequate standard of living, what are the possible measures that the government can provide to these families?

The students are likely going to cite government programs on health care, child care, education, unemployment, pension, etc.

The teacher provides additional questions for group discussion:

- What are the goals of social welfare programs and public services?
- Why are these policies and programs important to the people?
- What are the steps required to obtain benefits from these welfare services?
- Do you and your parents benefit from each of these services, and if so, how?

The teacher tells the groups to report the results of their discussion to the whole class.

### **3. Abstraction**

The teacher introduces the concept of social security, with its goal of ensuring as much as possible that every person is not deprived of the opportunity to enjoy it.

The teacher clarifies that social security is not a matter of privilege but a right that governments are obligated to support. The following provisions of the Universal Declaration of Human Rights (UDHR) and the Convention on the Rights of the Child (CRC) provide the bases of the right to social security:

a. Article 22 of the UDHR:

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

b. Article 26 of the CRC:

1. States Parties shall recognize for every child the right to benefit from social security, including social insurance and shall take the necessary measures to achieve the full realization of this right in accordance with their national law.
2. The benefits should, where appropriate, be granted, taking into account the resources and the circumstances of the child and persons having responsibility for the maintenance of the child, as well as any other consideration relevant to an application for benefits made by or on behalf of the child.

The teacher emphasizes that under the human rights framework, governments should use whatever resources are available to assure that people enjoy social security. And therefore the current social welfare programs and other public services of the government should be seen from this perspective.

#### 4. Application

The teacher tells the students to go back to their respective groups and asks them to think of possible ways of improving the social welfare and other public services of the government in terms of the following:

quality and quantity of services being provided

accessibility to such services by those who need them most (such as children, persons with disabilities, old people, poor people, etc.)

The teacher asks the groups to report the results of their discussion to the whole class.

#### C. Closure

The teacher emphasizes that people should benefit from social services being provided by the government as a matter of right. Social security is a necessary measure to support people who are in a weak or poor situation.

### IV EVALUATION

The teacher asks the students to write a reflection paper on the value of social security to people in general.

#### Notes

Social security is a fundamental human right recognized in numerous international legal instruments, in particular the Declaration of Philadelphia (1944), which is an integral part of the Constitution of the International Labour Organization (ILO), and the Universal Declaration of Human Rights (1948) adopted by the General Assembly of the United Nations.

The notion of social security covers all measures providing benefits, whether in cash or in kind, to secure protection, inter alia, from

(a) lack of work-related income (or insufficient income) caused by sickness, disability, maternity, employment injury, unemployment, old age, or death of a family member;

(b) lack of access or unaffordable access to health care;

(c) insufficient family support, particularly for children and adult dependants;

(d) general poverty and social exclusion.

In social security: (1) benefits are provided to beneficiaries without any simultaneous reciprocal obligation (thus it does not, for example, represent remuneration for work or other services delivered); and (2) that it is not based on an individual agreement between the protected person and provider (as, for example, a life insurance contract) but that the agreement applies to a wider group of people and so has a collective character.

Access to social security is, in its essential nature, a public responsibility, and is typically provided through public institutions, financed either from contributions or taxes. However, the delivery of social security can be and often is mandated to private entities. Moreover, there exist many privately run institutions (of insurance, self-help, community-based or of a mutual character) which can partially assume selected roles usually played by social security, including in particular occupational pension schemes, which complement and may substitute in considerable measure for elements of public social security schemes.

Text taken from World Social Security Report 2010/11: Providing coverage in times of crisis and beyond (Geneva: International Labour Office, 2010), pages 7, 13-14.



## **Taking Human Rights Action**

Learning about human rights significantly contributes to promoting equality and the rule of law, enhancing participation and democratic processes, and preventing conflict and human rights violations. Thus human rights education constitutes a fundamental contribution to the effective realization and enjoyment of human rights at all levels. One of the contents, as well as impact, of human rights education is learning what to do to protect, promote and realize human rights.

<b>Topic</b>	: Taking Human Rights Action
<b>Level</b>	: Lower secondary
<b>Subject</b>	: Social Studies
<b>Human Rights Concept</b>	: Rule of law and human rights Legal aspects of human rights
<b>Time Allotment</b>	: One session

### **I OBJECTIVE**

Students will be able to demonstrate what they have learned about human rights and take a stand for community members whose rights are not respected, protected or realized.

### **II RESOURCES**

- “Social Studies – III” Textbook, UB., 2011, pages 88-92



- “Grandma fighting for human rights,” video of the Asia-Pacific Youth Network (APYN) – available at [www.youtube.com/watch?v=n6qerj3PbWw](http://www.youtube.com/watch?v=n6qerj3PbWw)

### **III PROCEDURE**

#### **A. Opener**

The teacher shows the human rights education video “Grandma fighting for human rights” and asks the students to reflect on what options the old woman in the video has in resolving the problem she faces.

The teacher writes a list on the board of what the students say as main ideas on their reflection.

#### **B. Development of Activities**

##### **1. Activity**

The teacher introduces the Human Rights Portfolio, which is a record of the work demonstrating an individual’s and collective’s journey and accomplishments in learning human rights.

The teacher explains that Human Rights Portfolio may cover different activities such as the following:

- Organizing a school event to raise awareness on the human rights issues
- Researching about institutions that can provide help to people in need such as those providing legal assistance
- Learning how to write to relevant government agency about cases that may involve human rights violations
- Visiting a human rights organization or the national human rights institution to learn about their programs.

The portfolio will have to:

- Record the actions that they have taken to raise awareness about human rights issues
- List actions they have taken to help others
- Include information they have learned about human rights issues
- Record any events they have been part of to contribute to human rights issues as well as the results of these events (e.g., making human rights posters).
- Write observations and reflections on things they may have seen that affected them.

The teacher shows a sample Human Rights Portfolio, Annex 1.

## 2. Analysis

The teacher asks the students to form small groups (not more than 5 per group) and discuss the human rights involved in the video “Grandma fighting for human rights.” The groups likewise discuss what measures can be done by other people to help the old woman resolve her problem.

The teacher allows the groups sufficient time to work on their projects, and encourages them to think about ways to present their projects to their peers and their community.

The teacher reminds them that the output of their discussions (both the activities being planned, the expected output, and their reflections or thoughts about the activities and the issues) should be recorded in the form of a Human Rights Portfolio.

## 3. Abstraction

The teacher cites the good points in the Human Rights Portfolios of the groups to say that human rights are those things that affect people in their ordinary lives and thus can be enjoyed (or resolved in case of violations) in simple ways. However, some human rights issues are complicated and involve institutions (government or private entities) and thus their resolution requires the help of institutions with capacity and program to resolve human rights issues.

The teacher points to relevant domestic laws that protect human rights (e.g., anti-discrimination laws, law against domestic violence, law to protect farmers) and cite their provisions on what people can do to enforce or protect their rights.

## C. Closing

The teacher closes the session by pointing to the importance of seeing human rights from a practical perspective. The teacher emphasizes the importance of concrete measures on human rights action ranging from educational activities, to research, to visiting relevant government institutions, to providing help to people whose human rights have been violated.

## IV EVALUATION

The teacher conducts observation evaluation on the whole process of learning and teaching.

**Annex 1****Sample Human Rights Portfolio**

<b>Date &amp; Place</b>	<b>Activity</b>	<b>Results/ Output (expected)</b>	<b>Comments/Reflection</b>
	(Describe activities or events in detail. Activities refer to what the students would like to undertake. Events refer to activities organized by other people that the students can attend.)	(Write concrete results or outputs)	(Write any thoughts that affect the students personally while doing the activities, as well as any learning that students gain in the process)