

PR2.A – TEACHING SOURCES

Title	Human rights
Duration	50'
Age Group	14 – 16 YO
Dimension of the advised group of students	10-15
Area	<input type="checkbox"/> <i>Area 1: Reading, writing and literature</i> <input type="checkbox"/> <i>Area 2: Math</i> <input type="checkbox"/> <i>Area 3: Second language learning</i> <input type="checkbox"/> <i>Area 4: Sciences</i> <input type="checkbox"/> <u>Area 5: Soft skills</u>
Specific objectives	<ul style="list-style-type: none"> -To help students understand the different rights that meet different human needs - To understand experientially how rights are interrelated, and how rights are linked to everyday life or to the different living conditions of other peoples - To learn about the Universal Declaration of Human Rights and its significance
Needed Materials	<ul style="list-style-type: none"> - Computers - Internet access - Projector- I/W - Paper
Software	The activities can be used in the physical class or online.
Description	<p>The educational game aims to help students discover and learn about their rights, as well as the rights of all people, so that they realise that all people have equal rights and deserve equal treatment, despite their individual differences.</p> <p>Their conscious inclusion in groups with common characteristics, the recognition and acceptance of groups with 'different' characteristics from them, as well as the recognition and acceptance of the rights of these 'different' groups promotes democratic attitudes and values through empathy.</p>
Procedure on how to put in practice	<p>Using the brainstorming technique, we ask students what they understand when they hear the term "human rights". We record their answers on the board.</p> <ul style="list-style-type: none"> - We highlight key points, such as: - All people have rights, which they should enjoy regardless of their skin colour, ethnicity, religion or sexual identity. - Human rights are part of the very nature of human beings, they can neither be bought nor inherited. They are inalienable, which means that no one can take them away from anyone for any reason. - People have rights, even when their own countries do not recognise them. - Briefly introduce students to the Universal Declaration of Human Rights, and read some articles, linking them to fundamental needs of all people -Categorisation of rights



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	<p>We emphasise the fact that there have been no absolute movements and views and that there are different ways of categorising human rights. The most commonly accepted is to divide them into three categories.</p> <ul style="list-style-type: none">- Individual and civil rights.- Economic and social rights.- Economic, social and cultural rights. <p>-We play the online game about human rights. -We discuss with the class various parameters that have emerged from our activity so far.</p>
Link	<p>https://www.coe.int/en/web/youth/-/the-fair-a-game-to-explore-human-rights</p>



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