

5th Level

Primary (Elementary)
School

Block 3. Life in society

HUMAN DIGNITY. HUMAN AND CHILDREN RIGHTS. THE RELATIONSHIP
BETWEEN RIGHTS AND DUTIES. UNIVERSALTY OF HUMAN RIGHTS

Activity 3.2: "RIGHTS"

Time: 1 h

PREPARATION

- During the previous lesson, the teacher will ask the students for information about values, its history and universality. Students will bring that information to this lesson.
- Student worksheet (see Appendix).

INTRODUCTION

Welcome routine:

Greet the students, write the date and hour on the blackboard, say the date and time out loud, instruct them to take out their materials for the lesson.

- *Hello, good morning/afternoon.*
- *Are you all okay? Is everything all right?*
- *Today is the ... (date) and it's ... (time).*
- *We are going to begin (continue) lesson (or activity) number ...*
- *Would you please, take out your material? Okay, let's begin.*

ACTIVITY

Opening activity:

Explain the meaning of following terms: *health, right, medical services, handicapped children, to grow up, care, supportive words*. It might be useful to introduce some linguistic structures, such

as: *the right to...* Explain what the students are going to do in this lesson: they will make a mural with the materials they create in class.

Main activity:

The week before, the teacher will assign the students a childhood right. The students will collect information at home about this right. During this lesson, the students will bring in the information they have found and put it on a letter-sized sheet of paper. Students will title the paper with the childhood right they have researched, and will include photographs, drawings or written comments representing the right. The class as a whole will take each right and discuss the different points of view represented by the students. This will initiate a debate about whether students agree or not about how the right has been presented. Finally, the students will decorate the walls of the classroom with their illustrated representation of a childhood right.

Closing activity:

- *What is your opinion of ... (the topic)?*
- *Did you like this activity? Why? What did you find most helpful in understanding the topic? Is there anything you didn't find helpful? Explain.*

CLOSING

Closing routine:

- *We have finished our lesson for today. Please clear your desks and put away your materials.*
- *Have a great day and I'll see you at the next class!*

ACTIVITY 3.2: "RIGHTS"

CONTENT BLOCK 3: Life in society		SECTION: Human dignity. Human and children rights. The relationship between rights and duties. Universality of human rights			
GOALS		CONTENTS		ASSESSMENT CRITERIA	
<ul style="list-style-type: none"> To know, to estimate and to evaluate the rights of children, and the idea that dignity humanizes. 		<ul style="list-style-type: none"> Children rights. 		<ul style="list-style-type: none"> Knowing children's rights and evaluating their importance. 	
BASIC COMPETENCES					
<ul style="list-style-type: none"> Linguistic communication. Treatment of information and digital competence. Learning to learn. 					
DESCRIPTION OF ACTIVITIES					
<p>The teacher will write each of the Children's Rights on a small piece of paper and will put them in a small box as part of the warm-up activity. The class will then discuss the existence of these rights and their importance in society. Then, the students will take a paper (representing one right), and on a letter-sized sheet of paper, they will write the title of the right they have picked. On this paper they will include a photo from a magazine, or an image taken from the web, or they are welcome to draw their own picture. In class, a list of the Children's Rights will be mounted on the wall, and the students will decorate the classroom with their projects.</p>					

OTHER OPTIONS		FEEDBACK & SUGGESTIONS FOR IMPROVEMENT	
- It would be ideal to have the completion of this lesson coincided with the international day of Children's Rights: 20th November.			
LINGUISTIC STRUCTURES		SPECIFIC VOCABULARY	
<ul style="list-style-type: none"> - <i>The right to ...</i> - <i>Every child has the right to ...</i> - <i>Everybody must respect ...</i> - <i>Human dignity is about ...</i> - <i>We have the right to ..., and the duty of ...</i> - <i>... is a child's right.</i> 		<i>Right, healthy, medical services, handicapped children, grow up, care, supportive world.</i>	
MATERIALS		TIME	
- Class material (see Appendix).		- One hour.	
TEACHER SELF-ASSESSMENT		STUDENT SELF-ASSESSMENT	
- Teacher self-assessment sheet (see Assessment folder).		- Student self-assessment sheet (see Assessment folder).	
STUDENT ASSESSMENT			
INTEREST	PARTICIPATION		ASSESSMENT

ASSESSING ACCORDING TO THE ESTABLISHED CRITERIA: NB (not bad), NA (need for amendment), G (good), VG (very good).