## HRiE logoMe on the wall

(Adapted from OHCHR (2003) ‘ABC: Teaching Human Rights – Practical activities for primary and secondary schools. Page. 22. Download this resource from <http://www.unhchr.ch/html/menu6/2/abc_text.pdf>)

### Rationale

Through encouraging children to learn about the similarities and differences between them and their peers, a concurrent appreciation for diversity, equality and the universality of many human traits can be fostered.

#### Curriculum

**Learning areas**

Social sciences

The Arts

**Values**

Respect for self, others & human rights

Innovation, inquiry & curiosity

Diversity

Equity

**Key Competencies**

Thinking

Using language, symbols, and texts

Relating to others

Participating and contributing

**Achievement objectives**

Level 1 (Social Studies): Understand that people have different roles and responsibilities as part of their participation in groups.

Level 2 (Social Studies):

Understand how cultural practices reflect and express people’s customs, traditions, and values.

#### Links to other learning areas

English

#### Human Rights

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|  | **International Bill  of Human Rights** | **UNCRoC** |
| Freedom from discrimination | UDHR 2 | CRC 2 |
| Freedom from torture or cruel, inhuman or degrading treatment | UDHR 5 | CRC 37 |
| Right to equality before the law | UDHR 7 |  |
| Right to a nationality | UDHR 15 | CRC 7 |
| Freedom of thought, conscience and religion | UDHR 18 | CRC 14 |
| Freedom of opinion & expression | UDHR 19 | CRC 13,17 |
| Right to know human rights | Preamble to UDHR | CRC 42 |
| Right to participate in cultural life | UDHR 27 | CRC 30 |

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### Activity

#### Type of activity

Discussion, self analysis, formulating questions.

#### Preparation

Gather materials, make sure children have adequate desk space/floor space to make large posters or drawings on the ground.

#### Materials

Pens and Large pieces of paper or chalk

#### Time Frame

#### Activity steps

* Trace the outline of each child on a large piece of paper (best done lying) or on the ground.
* Have students draw in physical details and then write their personal and physical qualities around the figure: e.g. name, height, weight, culture, religion, what the children would most like to learn or do at school, or in adulthood.
* If you have used papers, pin them up around the wall.
* Set up discussion between students so they can learn about each other as well as themselves.

\* for Lower Primary School

#### Extension

You could have students report back to the class on what they have picked out as important characteristics for themselves.

Students could also be put into small groups and asked to write up a table of similarities and differences between them.