



Citizen of Humanity Lesson Plans

**Term Programme
Nine Classroom Lessons**

(Courtesy of the National Committee on Human Rights Education Inc.)

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Notes to Teachers:

The lessons are designed to be integrated into the existing education curriculum frameworks under the broader area of Society and the Environment. Particular attention should be paid to “values” and “social and emotional needs” in developing the lessons in the context of the curriculum. This includes “Active Citizenship” outcomes and an evaluation sheet at the back of the lessons.

Points to note:

- The lessons are for final year primary school students of Year 7 or Year 6/7
- These nine lessons can be used in the exact sequence that they are presented.
- The lessons can be used selectively according to the classes needs and therefore not all need to be done
- The lesson integrating the UN Declaration (Lesson 9) is an important final lesson for the Certificate of Humanity.
- The extension lesson ideas at the end are useful for developing more discussion around human rights issues.

Lesson 1: What are Human Rights? Conveys the universality of human rights, the concept of rights and illustrates the role of human rights in various contexts.

Lesson Title: Human Beings/Human Rights

Reference: *Human Rights Resource Centre*, University of Minnesota. (www1.umn.edu)

Overview: Through brainstorming and discussion, this activity leads participants to define what it means to be human and to relate human rights to human needs.

Materials: Whiteboard or chart paper, chalk or markers

Suggested Activities:

PART A: What Does It Mean to Be Human?

1. Write the words "HUMAN" and "RIGHTS" at the top of chart paper or a blackboard. Below the word "human" draw a circle or the outline of a human being.

Ask students to brainstorm what qualities define a human being and write the words or symbols inside the outline. For example, "intelligence," "sympathy."

2. Next ask students what they think is needed in order to protect, enhance, and fully develop these qualities of a human being. List their answers outside the circle, and ask students to explain them. For example, "education," "friendship," "loving family." (Note: Save this list for use in Part B)

3. Discuss:

- What does it mean to be fully human? How is that different from just "being alive" or "surviving"?
- Based on this list, what do people need to live in dignity?
- Are all human beings essentially equal? What is the value of human differences?
- Can any of our "essential" human qualities be taken from us? For example, only human beings can communicate with complex language; are you human if you lose the power of speech?
- What happens when a person or government attempts to deprive someone of something that is necessary to human dignity?
- What would happen if you had to give up one of these human necessities?

4. Explain that everything inside the circle relates to human dignity, the wholeness of being human. Everything written around the outline represents what is necessary to human dignity. Human rights are based on these necessities.

For younger children –

1. Ask children sitting in a circle to think of a quality about themselves that they consider a good quality. Using a talking stick or simply speaking in turns, ask each to describe that quality briefly.

- Note that everyone has good qualities.
- If children have difficulty generating qualities about themselves, ask "What are some qualities we admire in people?" and write a list of responses on the board. Have each child pick one that is true for her or him.

2. Ask some of these questions:

- Do you respect in others the quality you like about yourself?
- Do you respect good qualities in others that you do not have?
- Do all human beings deserve respect? Why?
- How do you show respect for others?

3. Ask children if they can remember a time when they felt hurt because someone did not respect them.

- Did someone say something insulting or hurtful to you?
- Why do people sometimes say bad things to each other?
- What is dignity? Is your dignity hurt when others do not respect you? How does it feel to you?

4. Ask the group how human beings differ from other living creatures. Emphasize that human beings communicate with words, not just sounds, and that they decide many things about their lives.

- Use the outline in Part A.

5. Ask, "What does it mean if we say that all human beings deserve respect because they all have human dignity?"

6. Explain that after a terrible war, World War II, all the countries of the world agreed in 1948 on a document that said the world would be more peaceful if everyone respected the dignity of every human being. These words are contained in the Universal Declaration of Human Rights.

7. Ask children to think of one example of how life in their community could be more peaceful if people showed greater respect for each other.

8. Have children work in pairs or alone to illustrate one way they could show respect to someone. Share these ideas with the rest of the class.

Lesson 2: What are needs and wants? Conveys the importance of differences in values and the diversity in needs and wants in contexts.

Lesson Title: Needs and Wants

Reference: *Thinking Global: Global Perspectives in the lower primary classroom*
Rebecca Reid-Nguyen

Overview: This activity helps students come to an understanding about the things all people must have in order to be healthy and safe, and the non-essential things or wants.

Material: Large pieces of paper and pens

Suggested activities:

- Brainstorm the things people needs in order to grow up healthy and safe. List them on the board or large piece of paper
- Discuss the difference between needs and wants. Needs are the things that we have to have and not having them will affect how we grow and live. Wants are the things that are nice to have but we can still be healthy and safe without them.
- Decide which items on the list are needs and which are wants.
- Try ranking the needs and wants from the most important to the least important
- Make a display of needs using the heading “ All people need....” Illustrate with pictures or a collage.
- Choose a newspaper article that is about people being denied what they regard as needs. Discuss what the effect of this denial of rights, may be on the society to which it refers.
- Look up the definition of a refugee in the dictionary.
- Invite a refugee willing to speak about their experiences to the class.
- Imagine how it would feel to have to leave your home and belongings and escape from the country you were born in and try and find a safe country to live in. Write a recount of your journey from one country to another.
- Look at the united nation list of the Rights of the child and compare the class list to these. The UNICEF’s site is a good one with pictorial explanation of the Rights <http://www.unicef.org/voy/meeting/rig/righome.html>

Discussion Points for middle to upper primary children:

- That needs are not just physical but include emotional, spiritual and mental needs.
- Some people’s needs are different to our own.
- What are some or the common values across all cultures that we might regard as necessary in our society.

Further lesson ideas can be found in *Thinking Global: Global Perspectives in the lower primary classroom* pp. 124-28

Lesson 3: One Human Family. Promotes appreciation of the common citizenship of humanity.

Lesson Title: A Human Rights Tree

Reference: *Human Rights Resource Centre*, University of Minnesota. (www1.umn.edu)

Overview: Students work cooperatively to create an image that helps to define human rights and human needs.

Materials: Art supplies, chart paper

Suggested Activities:

1. Ask students, working in small groups, to draw a tree on large chart paper.
 - Write on the tree (in the form of leaves, fruits, flowers, or branches) those human rights that they think all people need to live in dignity and justice.
 - A human rights tree needs roots to grow and flourish. Give the tree roots and label them with the things that make human rights flourish. For example, a healthy economy, the rule of law, or universal education.
2. When drawings are complete, ask each group to present its tree and explain its reasons for the items they have included.

Going Further:

1. Match the fruits, leaves, and branches with articles of the Universal Declaration of Human Rights and write the number of the article next to each item.
2. Display these trees in the classroom or in public places.
3. Identify rights concerns that are of particular concern to you and your community.

Source: Amnesty International-Austria



Lesson 4: Racism. Promotes appreciation of the concept of racism and the inappropriateness of racist behaviour.

Lesson Title: I am, you are, we are.

Reference: Racism, No way!

Interactive website <http://www.racismnoway.com.au/index.html>

Overview: Students recognise that individuals and groups have both common and different attributes and that each individual may be a member of many different groups.

Material: Any inanimate objects. The only restriction is that it belongs to a recognisable group and has its own distinct physical characteristics. Eg leaves, rocks, shells. In this lesson, we use potatoes, use several varieties if possible. One for each student.

Suggested activities:

- Students select one potato each
- Students examine their potato and have one minute of silence to name and get "acquainted" with their new friend.
- Teacher initiates the activity by showing his/her potato to the class and introducing it by means of a narrative. The story should focus on certain physical characteristics; eg, it has a certain bump because it was dropped on the way to market.
- Students then introduce their potatoes in pairs, groups or to the whole class.
- Students put their "friend" back into the bags. (Is there any difference between the ways the students handle their "friend" and how they handled it earlier?)
- Discuss: "All potatoes are the same!"
- Ask the students if they could find their friend again. Invite them to try.
- Students explain a unique feature of their potato, which helped them identify it.
- Teacher draws the analogy between potatoes and people and reiterates that a statement such as "they're all the same" probably means that the person saying it has not taken the time to get to know his/her friend.

Lesson 5 (for extension) : Racism. Promotes appreciation of the concept of racism and the inclusiveness of each other in group situations.

Lesson Title: We all are!

Overview: Students will identify the many groups to which they belong and consider how groups are formed, group dynamics and how group rules influence individual choice. Students will develop strategies that might influence their groups.

Introduction: We are all members of many groups and subgroups. Some groups we choose to belong to and some are chosen for us. Understanding group affiliations and influence helps us understand our individual, community and national identities.

Material: Post- it notes

Suggested activities:

Groups

- Brainstorm 'groups' that students might belong to. (gender, age, language spoken, ethnic background, community, place of birth, sports, hobbies, clubs, schools, classes, only children, favourite food, star sign etc)
- Distribute post-it notes.
- Students write their name and the name of each group they belong to on a separate post-it note.
- One student names one group he/she belongs to and puts the label on the board.
- Other students with the same or similar groups add their post-its to the one on the board.
- Continue until all post-its have been grouped.
- Highlight that students may have some groups in common but may also belong to other very diverse groups.

Choice

- What are the different things that members of a group may have in common?
- Could any student join any of these groups? Why/ why not?
- Some groups are groups of choice and some are not. Sort the post-its into two categories 'groups I choose to belong to' and 'groups I belong to without choice'.
- Distribute Handout 1.
- Students list their individual groups into the two categories on the handout.

For further ideas and strategies regarding how group dynamics and group rules influence individual choice and how students may develop strategies that might influence their groups see:

http://www.racismnoway.com.au/classroom/lesson_ideas/20020621_47.html

For additional ideas and activities for this lesson see:

http://www.racismnoway.com.au/classroom/lesson_ideas/20001010_20.html



Lesson 6: Fairness and Harmony. Promotes the need to consider fairness to promote harmony in the class, home and community.

Lesson Title: Fair Dinkum !

Reference: Racism, No way!

Interactive website <http://www.racismnoway.com.au/index.html>

Overview: Students understand that there are different interpretations of fairness, justice and equity.

Introduction: The questions raised in these activities are not uncommon in most classrooms. Through discussion of scenarios, the students should understand the complexities of the terms fairness, justice and equity. In particular students should understand that, depending on the circumstances, fairness and justice do not always result when everyone is treated the same, and unfairness and injustice do not always result when individuals are not treated the same. Teachers may adapt the scenarios, or use their own.

Materials needed:

Worksheets to download

[Explore](http://www.racismnoway.com.au/upload/explore.rtf) (<http://www.racismnoway.com.au/upload/explore.rtf>) (rtf File)

Get a player/reader for this file [here](http://www.racismnoway.com.au/help/reader.html) (<http://www.racismnoway.com.au/help/reader.html>)

[Teacher's notes](http://www.racismnoway.com.au/upload/Teacher's notes.rtf) (<http://www.racismnoway.com.au/upload/Teacher's notes.rtf>) (rtf File)

Get a player/reader for this file [here](http://www.racismnoway.com.au/help/reader.html) (<http://www.racismnoway.com.au/help/reader.html>)

Suggested Activities:

- **Explore**

- Download *Explore* scenarios and distribute to groups for discussion exploring the questions:
Do you think that this is fair?
Can you think of any circumstances under which this would be fair?
Do certain circumstances merit special treatment?
- Each group comments on one scenario.

- **Discuss**

- Ask students to share experiences they have had when they did not feel they were treated with fairness, justice and equity.
- Discuss their experiences in terms of:
Is treating everyone the same always fair?
Is it sometimes fairer to treat people differently?
Do certain circumstances merit special treatment

Define (see teacher's notes)

Discuss the following terms and construct group definitions for these concepts:
equality, equity, fairness, justice, social justice

For additional strategies in regards to the issues of fairness in a school context see:

http://www.racismnoway.com.au/classroom/lesson_ideas/20020828_49.html



Lesson 7: Celebrating diversity. Promotes an appreciation for the diversity of the human family.

Lesson Title: Considering a Picture

Reference: Human Rights Resource Centre, University of Minnesota. (www1.umn.edu)

Overview: Using photographs of people from a variety of cultures, this activity raises questions about universality, diversity, and human dignity.

Materials: Copies of simplified version of UDHR, a collection of pictures showing people of many different cultures, ages, and backgrounds. Especially recommended is the UDHR 50th anniversary poster set.

Suggested Activities:

1. Individually, in pairs or small groups, choose a picture from the selection.

Study the picture and discuss some of the following questions.

2. Questions about Universality:

- Why did you choose this picture? Why do you think the photographer chose this subject?
- What do you find in the picture that serves as a **mirror** of your own life, reflecting something familiar that you can easily recognize?
- What do you find in the picture that serves as a **window** onto another culture or way of living, something that is strange and unfamiliar to you?
- What do you think is going on here (e.g., is it a working environment? a religious setting?).
- How is the person(s) feeling?
- In what ways do you think the person(s) in the picture lives a very different life from you? Has different values? needs? hopes? expectations of life?
- In what ways do you think the person(s) in the picture is like you? Shares similar values? hopes? needs? expectations?
- Is this a complete picture of the way the person lives? What might be missing?
- Is there any evidence of victimisation in this picture? Of privilege? Of discrimination or privilege based on class? gender? ethnicity?

- What human rights do you think are most important to the person(s) in the picture? Do you think different rights are most important to you?
- Are human rights really universal? Do you think the person(s) in the picture wants the same human rights as you do? Do you think the person(s) enjoys the same human rights as you? Why or why not?

Adaptation

1. For Young Children –

- Why did you choose this picture?
- What do you see that is like your own life, something familiar that you can easily recognize?
- What do you see that is unfamiliar and different from your own life? Is there anything in the picture that you don't recognize or understand?
- In what part of the world do you think this picture was taken?
- How do you think this person is like you? In what ways is the person not like you?
- What do you think the person(s) in this picture is doing?
- Make up a story about the person(s) in this picture.
- How do you think the person(s) in this picture feels?
- What will the person in this picture do tonight? Tomorrow morning? What will he or she do that you do also? What do you think he or she will do differently or not at all?
- What do you think this person enjoys doing?
- What do you think this person will be like in a few years?
- What do you think this person would like to tell you? To ask you? What would you like to tell or ask this person?
- Draw a picture that illustrates one of the questions above.
- Try to copy the picture, matching colours and shapes as closely as possible.

Source: *Human Rights Educators' Network*, Amnesty International USA; adapted in part from Emily Style, National Seed Project 1.

A Dialogue - Write a dialogue between the persons in the picture or between a person in the picture and you.

- 1. A Cartoon – Draw a cartoon depicting a story about the people in this picture.**
- 2. Research – If possible, find out where the picture was taken. Find out about that country or its culture, including its human rights situation.**
- 3. Create – Write a poem or story or create an artistic expression that captures an idea or feeling raised by this photograph.**

Lesson 8 : Justice: A fair go for all. Draws the subject of human rights to the child's daily life and calls the students to explore ways in which they can show their respect for human rights (including civil, political, economic, social and cultural rights).

Title: Human Rights in the News

Reference: <http://www1.umn.edu/humanrts/edumat/hreduseries/hereandnow/Default.htm>

Overview: This activity uses recent newspapers and news media to develop an awareness of rights issues in everyday life and to show human rights not only as they are violated but also as they are protected and enjoyed.

Materials: Newspapers, chart paper, sticky tape or glue, scissors, Copies of the UDHR – [simplified version](http://www1.umn.edu/humanrts/edumat/hreduseries/hereandnow/Part-5/8_udhr-abbr.htm) (http://www1.umn.edu/humanrts/edumat/hreduseries/hereandnow/Part-5/8_udhr-abbr.htm)

Procedure:

1. Divide students into small groups. Each group receives a newspaper or pages from a newspaper, scissors, tape or glue, and a sheet of chart paper.
2. Each group will construct a poster using items from the newspaper grouped under these categories:
 - a. rights being practiced or enjoyed
 - b. rights being denied
 - c. rights being protected
 - d. rights in conflict

Encourage students to look not only for news stories but also for small features such as announcements and advertisements (e.g., the language of the paper itself illustrates the right to language and culture, advertisements can illustrate the right to private property, reports of social events may illustrate cultural rights, and personal columns can reflect many rights in practice).

3. Once students have found stories for each category, they should select one story from each category to analyse:
 - a. What specific rights were involved in the story? List them beside the article.
 - b. Find the article(s) of the UDHR that cover each right and write the article number(s) on the list.

Alternative: All groups contribute to four separate posters, combining the articles they have found to make class posters.

4. Ask a spokesperson from each group to summarise the group's selections.

5. Choose one or two stories from each group's poster and ask the group to explain their analysis of the story in terms of the UDHR:

- What specific rights were involved in several stories?
- What articles of the UDHR were involved?
- Were more stories concerned with political and civil rights or social, economic, and cultural rights? Why do you think one kind of right appeared more often?

6. Discuss:

- What categories of rights stories were easiest to find? Hardest? Why?
- Did some articles of the UDHR come up more often than others? Did others not come up at all? How can you explain this?
- How many articles explicitly mentioned human rights? How many concerned human rights issues but did not use those words? Why do you think human rights were not mentioned?
- Based on these news stories, what seems to be the state of human rights in the world today? In Australia? In your community?
- What are some positive initiatives and actions for the protection and fulfillment of human rights indicated by the stories? Who is taking these actions?

Going Further

1. **Keep Searching** – Leave the posters hanging for an extended time, during which students continue to add clippings. Reassess the posters and the concluding discussion.

2. **Compare Media Coverage** – Ask students to compare coverage of the same human rights stories in different newspapers and/or different media (e.g., radio, magazines, TV). What differences can they observe in importance given the story? In emphasis of features of the story? Are there different versions of a single event? Did any version of the story explicitly mention human rights?

3. **Survey Television Coverage** – Ask students to watch a news program on TV and write down the topics covered and the amount of time given to each human rights topic.



Lesson 9 Integrating Lesson : **What is the Universal Declaration of Human Rights?**

Stimulates discussion about the need for a universal declaration of human rights encouraging and appreciation for its purpose in their lives as well as for the lives of others.(Grade 6/7)

Lesson Title: A Declaration of Our Own

Overview: Through a general review of the lessons prior to this lesson and a small discussion the class creates a declaration of rights for their school, reviews the Universal Declaration of Human Rights and reflects on how its contents encompass the rights they have just highlighted as needs in a school setting.

Materials: Whiteboard/blackboard /butchers paper and markers display area, class copies of Universal Declaration of Human Rights

Suggested lesson

Review the previous lesson on human rights prior to this lesson aiming to identify the underlying message of each lesson. Put up some of the students work samples on the board as a way of stimulating discussion and, if available, chose work that highlights important factors you would like included in the discussion. Aim to highlight

- Universality of human rights
- Common citizenship of humanity
- Celebration of our diversity
- Awareness of justice for everyone

Suggested questions:

What do human rights mean?

What is citizenship?

Does the colour of our skin, the language we speak or the colour of our hair make any difference to who we are?

Do all people have the same rights in Australia?

Do all countries have the same laws and rules as Australia?

How might a public statement about the needs of all people make a difference to people struggling in a country at war?

Drawing on the information you have gathered from your previous lessons and from your own personal experiences and knowledge, what would you want to include in a School Declaration of Human Rights?

Activity:

In groups children create a *Class Declaration of Human Rights*. Bring the different declarations back to the whole group and report on the similarities and differences of each group. Using these as a base point create a single class declaration of human rights Encourage children to acknowledge that the rights of the people in the class need to be available to everyone, not your best mate and close friends but everyone.

Display the new *Class Declaration of Human Rights* in School Library and/or classroom where everyone can clearly read it.

Close of Lesson

Hand out the Universal Declaration of Human Rights and briefly discuss how this declaration covers the needs of people in a school setting as well as in other areas.

The ***Citizen of Humanity*** certificates are presented to each class member at a special assembly or ceremony where friends, parents and citizens are invited to attend (media coverage advised)

‘Active Citizenship’ Extensions:

- **Display of material in school library**
- **Public library display and poem reading**
- **Poster competition for a P & C supported prize**
- **Letter to the local newspaper on human rights activities**
- **Letters of thank you for Certificate presentation by dignitary**
- **A Photo and poster display in a local suburban shopping centre**
- **A “human rights” book and reading session with younger children**

Some additional resources are available at the One World Education and Resource Centre (by joining) 5 King William Street, Bayswater WA 6053 : Ph: 9371 9133
<http://www.oneworldcentre.org>

Extensions: While “Citizen of Humanity” activities can be undertaken in one class, teachers can also provide extension programs to consolidate students’ understanding of rights and to allow students to gain practical experience in the field. Here are some examples of extension activities.

Extension One: (Whole Class Extension Activity from “Racism No Way” website) **for further exploration of the topic of human rights**

Do you think that this situation is fair?

Can you think of circumstances under which this would be fair/unfair?

Do certain circumstances merit special treatment? Why?

Scenarios:

1. The class has been given a geography test. Kim has been given 10 minutes extra and is allowed to use a dictionary. Kim has recently arrived in Australia and has difficulty speaking, reading and writing in English.
2. The teacher gives a maths test. Each student has 30 minutes in which to complete the test except Mary. Mary has been absent often recently and she is allowed 45 minutes.
3. The teacher lets Robert, who is on crutches, leave the class and go to lunch ten minutes before any other student.
4. An interpreter has been employed to help James in the classroom. James is deaf.
5. The teacher spends more time helping some students than others.
6. The school has introduced a new school policy. Under no circumstances are students allowed to wear hats or other head gear in the classroom.
7. Your school decides that it wants to have the same number of sports teams for girls and boys. To increase the number of girls’ teams, the school plans to take money from the boys’ program.
8. The school has organised a year camp for the students. The cost of the camp is quite expensive, but the Principal has said that the school will help pay for students whose families are having financial difficulties.
9. *This scenario is easily adaptable from gender to race.*
Often in the past, women have been discriminated against in education and employment. It has been particularly difficult for women to enter certain occupations (e.g. law, construction, medicine) and to progress. Men have often tended to hire and promote men rather than women. Should we now discriminate against men to give women a chance to catch up?
10. Newspaper, television and radio current affairs items relating to issues such as immigration, family reunions, refugees, asylum seekers and social security payments also lend themselves to guided discussion.

Extension Two (Can be done individually or in groups)

Students are asked to design a practical plan for implementing a culture of respect for Human Rights in their school. The plan can be presented in writing or through the arts. Students are free to be as creative and idealistic with the project as they wish, but the strategy should also be founded on a measurable goal for the school and a realistic method to attain this goal. As many schools already include human rights related programs in their activities, this project could start with looking those programs (e.g. suggesting changes and improvements to an existing anti-bullying campaign).

Extension Three (Can be done individually or in groups)

This extension would allow students who have completed Extension 2 and been successful in bringing about a new program in their school to study how effective their ideas were in practice. The student/s must provide evidence of a progress in the culture of respect for Human Rights in their school and the contribution of their project in such an advancement. Their project can take the form of a written report or be presented in a creative media of their choice.



A FAIR GO FOR ALL

Student Evaluation: Covers Active Citizenship Outcomes Aspects One and Two

Lesson One: What are Human Rights?

Aspect 2: Social Justice

The student values and cares for other people:

- Is sensitive and concerned about other people

The student upholds the equality of all people whilst appreciating and respecting their differences:

- Respects people's basic rights

Lesson Two: Needs and Wants

Aspect Two: Social Justice

The student upholds the equality of all people whilst appreciating and respecting their differences:

- Values the diversity of cultural expression

Lesson Three: One Human Family

Aspect One; Democratic Process

The student values and participates in the political process

- Co-operates in group activities.

The student respects legitimate and just authority structures and the role of the law.

- Respects the need for authority and the rule of law.

Lesson Four: I am, You are, We are.

Aspect Two: Social Justice

The student values and cares for other people

- Treats people with dignity and respect

Lesson Five: We all are!

Aspect One: Democratic Process

The student values and participates in community life.

- Contributes to community life in a way that is consistent with good citizenship.

Extension activity:

- Accepts social responsibility

Lesson Six: Fair Dinkum

Aspect Two: Social Justice

The student works cooperatively to resolve conflict peacefully:

- Works cooperatively to resolve conflict in a manner that enhances the dignity and worth of all people
- Addresses prejudice and discriminatory behaviour in peaceful ways

Lesson Seven: Considering a Picture

Aspect Two: Social Justice

The student upholds the equality of all people whilst appreciating and respecting their differences:

- Treats people equally
- Values the diversity of cultural expression

Lesson Eight: Human Rights in the News

Aspect One: Democratic Process

The student respects legitimate and just authority structures and the role of the law:

- Respects the need for authority and the rule of law
- Respects the right to urge change to the law by appropriate and peaceful means.

Aspect Two: Social Justice

The student values and cares for other people:

- Is sensitive to and concerned about other people
- Treats people with dignity and respect

Lesson Nine: A Declaration of Our Own

Aspect One: Democratic Process

The student values and participates in the political process:

- Respects and is articulate about the political process
- Respects and is committed to democracy as a system of decision making and formal government.

SOCIETY AND ENVIRONMENT

Monitoring Active Citizenship Indicators

These indicators represent the emerging, developing and well developed phases of students in the areas of Democratic Process and Social Justice.

Democratic Process

Aspect One: Participates in political process.

Emerging:

- Participates willingly in group activities and decision making.
- Accept responsibilities for group tasks and roles

Developing:

- Cooperates in group activities and decision making to ensure activity is completed.
- Articulates the value of everyone being involved in the decision making process in the class.

Well developed:

- Encourages others to participation in the decision making process across the class and school.
- Actively seeks opportunities to represent the school.
- Ensures the views of peers are represented.
- Appreciates the benefits of participating in community life.

Aspect Two: Values and participates in community life.

Emerging:

- Appreciates the benefits of contributing to the group.
- Begins to use initiatives for the benefit of the class without being directed.

Developing:

- Articulates the benefits and need for participation in school and wider community activities.
- Actively participates in school and wider community activities.

Well developed:

- Creates opportunities to fully participate in the life of the school and wider community.
- Reflects on the outcomes for the others as a result of their actions and contributions.

Aspect Three: Respects legitimate and just authority structures and the role of the law.

Emerging:

- Appreciates that rules exist in a variety of situations
- Respects people in positions of authority.

Developing:

- Appreciates and articulates the need for rules and laws.
- Takes responsibility for their behaviour.
- Takes responsibility for the formation of classroom rules.

Well Developed:

- Appreciates the need for rules and laws and just authority.
- Abides by rules and laws but may sometimes disagree with them.
- Respects authority though it sometimes challenges it.
- May seek appropriate ways to have rules or laws changed.

Social Justice

Aspect One: Values and cares for other people

Emerging:

- Shows concern and sensitivity to others in their friendship group.
- With some direction, takes action to care for others.

Developing:

- Shows concern and sensitivity to others outside their friendship group.
- Initiates action to care for others.

Well Developed:

- Shows and articulates concern and sensitivity towards other people.
- Seeks opportunities to take positive action to assist others and make them feel valued.
- Reflects on the consequences of their action on others.

Aspect Two: Uphold the equality of people whilst appreciating and respecting their differences.

Emerging:

- Shows respect for others in their friendship group/ class including those from different backgrounds.
- Treats others equally and fairly.

Developing:

- Shows respect for others beyond their immediate friendship group/ class including those from different backgrounds.
- Includes others from different cultures in their activities.
- Treats others in school fairly and well.

Well Developed:

- Shows respect and appreciation of others from different backgrounds within the school and beyond.
- Treats all people equally and fairly.
- Seeks opportunities to learn more about people of different backgrounds.
- Seeks opportunities to address inequalities.

Aspect Three: Works cooperatively to resolve conflict peacefully

Emerging:

- Tries different ways to resolve personal differences in their friendship group.
- Attempts to resolve issues with the help of a teacher.
- Shows some understanding for the feelings of those who have been discriminated against.

Developing

- Uses a range of strategies to successfully negotiate personal differences.
- Explores different ways to resolve differences.
- Intervenes appropriately in situations of discrimination.

Well developed:

- Devises and uses a range of strategies to successfully negotiate personal differences.
- Tries to resolve conflict to achieve the best outcome for all involved.
- Seeks opportunities to address discrimination and prejudice.