

One Human Family promotes appreciation of the common citizenship of humanity (Grade 4)

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 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 way 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.

For additional ideas and activities for this lesson see:

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