



# HUMAN RIGHTS (2 SESSIONS)

## I. GOALS

- Understand that laws are designed to protect human dignity
- Understand that international human right laws touch every aspect of life

## II. METHODOLOGY AND TIMING

### A. LECTURE

- Pass out poem “Like You”
  - Ask someone from class to read (or identify someone before class).
  - Explain that Roque Dalton was from San Salvador, El Salvador, and he was born in 1935. He was a journalist, poet and writer. Because of his political beliefs, he was imprisoned in El Salvador and then lived in exile in many different countries. He was assassinated in 1975.
- Ask students to explain what they understand by the concept “human rights”.
  - Work towards this definition: HUMAN RIGHTS ARE THOSE BASIC STANDARDS WITHOUT WHICH PEOPLE CAN NOT LIVE IN DIGNITY AS HUMAN BEINGS)
- Encourage brainstorming and have partner write responses on board.
- Ask them to think about the poem and the author as well, and see if that gives them any other ideas about what are human rights.
- Explain that human rights are rights that all people have just because they are human; basic rights that every individual on this planet has. A violation of a human right is a violation of a person’s dignity. Again, “HUMAN RIGHTS ARE THOSE BASIC STANDARDS WITHOUT WHICH PEOPLE CAN NOT LIVE IN DIGNITY AS HUMAN BEINGS.”
- Unlike other rights that are determined by governments, both government and private actors can violate someone’s human rights. Human rights violations occur in our home, our schools, our workplaces, and in interactions between the government and citizens—whenever a person’s dignity has been violated.

### B. ACTIVITY

- Human Rights in Space
  - Pass out handout of problem
  - Ask student to read problem out loud
  - Explain that each student should individually create a list of the three most important human rights they think should be respected in our space colony. When you’re done please look up and we’ll move on as a group to the next part



- Break into two small groups to compare lists and create a master list of 10 most important human rights. Have the group elect a spokesperson to present to class
- Call students back together and ask spokesperson from each group to identify their first right
- Use the Zoom whiteboard write on board rights for this new colony. Go around class until no new rights appear.
- As we go around and check in with the groups, ask class to think about why some rights are more important than other rights, and if any of the rights listed conflict with each other, and why. Also ask students WHY? that particular right is important
- **MAKE SURE TO NOTE THE SPACE LAWS THE GROUP CAME UP WITH**

### C. DAY TWO:UDHR

- Hand out a copy of the Space Laws created
- Hand out a copy of the Universal Declaration of Human Rights
  - Ask students if they've ever heard of the Universal Declaration of Human Rights?
  - Ask students what they think this declaration means, just given the title.
  - Explain that the UDHR is a statement of basic human rights which has been agreed to by almost every country. Every country that belongs to the United Nations agrees to promote, recognize and observe these rights. However, the UDHR is not the official law of any country. There are other international documents though that include many of the rights included in the UDHR, and countries have the option of making those documents laws in their country as well.
- Divide up Articles according to group:
  - Group 1: Articles 1-7
  - Group 2: Articles 7-13
  - Group 3: Articles 14-19
  - Group 4: Articles 20-25
  - Group 5: Articles 25-30
- Ask each group to take "their articles" and see if our space colony includes the rights granted in those articles of the UDHR. (Keep board or overhead of the space colony's rights visible, so that students can compare)
- Ask students: Compare our space colony to UDHR in terms of respect for human rights. How does our space colony measure up to the UDHR?
- Report back to class findings as groups. Teacher make a mark on space colony list to show that it is also found in the UDHR (For example, underline those rights that are also in UDHR). On board or overhead, make a separate list of rights that are in UDHR but that we didn't include in our space colony
- **Discussion:**



- a. Why do you think some rights are in the UDHR but not in our space colony?
- b. Which rights are legal rights in the US? Which rights are not legal rights? What does a “legal right” mean? How is that different from a human right?
- c. Did your ideas about which rights were most important change during this activity?
- d. How would life be if we excluded some of these rights from our colony?
- e. Are there any rights that you now want to add to the final list (of our space colony)?
- f. Did anyone list a right themselves which was not included in any of the lists?
- g. Why is it useful for us to make such a list?
- Human Rights violation Worksheet
  - Give students a few minutes to review the questions.
  - Begin discussing the scenarios.

### III. MATERIALS

- Syllabus
- Daily Activities

### IV. FEEDBACK