

RIGHT TO RIGHTS

LESSON 1B

learning OUTCOMES I WILL HAVE

1. **Assessed and critically evaluated** my own knowledge of the wider world
2. **Explained** why human rights are so important
3. **Examined** why Catholic teaching on human dignity and freedom is relevant to rights



This lesson aims to encourage students to think in a more global way. The game at the beginning is intended to highlight gaps in their knowledge about the world. This part is can be light-hearted and competitive, so you may want to split the class into teams. It is likely that the flag section will be a challenge for a number of the class - when discussing it afterwards, that would be a good place to talk about what we know about the world, where our information comes from and why this matters. The second part of the lesson's activities should enable them to empathise with those who suffer the violation of their human rights and examine why solidarity is essential as part of the Body of Christ.

KEY QUESTIONS

1. What is the link between dignity and freedom?
2. What is human dignity?
3. Why do we value our freedom so much?
4. Where do human rights come from?

KEY BIBLE VERSE: (Genesis 1:26)
"Male and female he created them."

CURRICULUM DIRECTORY:

- 4.4.1. Human vocation and society: 1878 – 1885 A No vocation is lived in isolation (543, 804, 831, 1886, 1878-1885)
a Human beings exist in relationship with others; give of oneself in order to find oneself b There are many levels and types of relationship B Teaching and example of Jesus – his commandment of love (1823) a An unselfish gift of self to God and others
b Service to our brothers and sisters in the Church and world. 4.4.3. Human solidarity (1939-1942, 2437-2442) A Friendship and Social Charity (1939) b Different communities of solidarity (1941) c Spiritual goods (1942) B International Solidarity (2437-2438)
b International Aid and its limits (244) c Proper role of the laity (2442).



TIME	TEACHER	ACTIVITY	LEARNERS	SLIDE
3	register learning outcomes			1-3
5	play clip ask questions	STARTER	watching discussing	4-6
20	lead quiz with timings	TASK 1	playing game in team, guessing	7-18
15	facilitating human rights quiz	LEARNING 1	ordering, justifying responses making links	19-25
25	explaining encouraging responses playing clips	LEARNING 2	evaluating, answering	26-29
7	leading	PLENARY	linking, responding, summarising	30-34
5	creating prayerful environment	PRAYER	praying quietly with St Francis' Prayer	37

Lesson Time: 80 mins. Lesson 1 of 6 or 7 of 12 (see note below right)

Prior Learning

This lesson's tasks assumes that the students know what the Human Declaration of Human Rights is and why it came about. They may need to look it up in the lesson or, if necessary, you could print off copies for them in advance of the lesson.

ASSESSMENT

You can check whether they have met the learning outcomes when they share their thoughts during the plenary. They should record their thoughts, responses, questions, ideas and reactions at the end of each lesson in preparation for the AFL task



key words



DIGNITY, FREEDOM, SOLIDARITY, CATHOLIC
SOCIAL TEACHING, COMMON GOOD, JUSTICE,
BODY OF CHRIST.

RESOURCES

- **Presentation: Lesson 1B**
- **Case Scenarios**
- **Information sheets for group work**



Important Note

The lesson timing is 90 minutes. As this is too long for one session in most schools, you could split it into two lessons or reduce the time spent on feedback and the game at the beginning.

TO CONSIDER

If it were possible to obtain a large world map or some way of projecting a map of the world onto the wall or the floor you could make Task 1 more active. You could think of using large sheets of backing paper or chalk on the floor if you wanted to do so.



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