

Time	Activity	Resources
Preparation	<p><i>Resource Sheet 1.1 - What human rights means to me</i> for each student.</p> <p>Photocopy and cut three copies of <i>Resource Sheet 1.2 The Universal Declaration on Human Rights</i> and place in envelopes.</p>	<p><i>Resource Sheet 1.1 - What human rights means to me</i></p> <p><i>Resource Sheet 1.2 The Universal Declaration of Human Rights</i></p>
0-20 minutes	<p>Introduction Introduce students to the concept of human rights and a brief history of its origins using slides 1-5.</p> <p>Distribute the photocopied <i>Resource Sheet 1.1 - What human rights means to me</i> to individual students and ask them to complete (the cards can later be posted around the room).</p> <p>Ask students to get into small groups and discuss their individual definitions. Ask each group to select a definition that all members agree with and to share their definition and justification with the rest of the class.</p>	<p>Slavery and human rights PPT slides 1-5</p> <p><i>Resource Sheet 1.1</i> What human rights means to me</p>
20-30 minutes	<p>Choosing human rights Present slides 5-6 on the Universal Declaration on Human Rights</p> <p>Organise students into three groups and distribute envelopes of human rights from <i>Resource Sheet 1.2. The Universal Declaration on Human Rights</i></p> <p>Ask each group to stand in one corner of the room and to order themselves according to the rights they have chosen. They should then form a line representing the order of importance of each right.</p>	<p>Slavery and human rights PPT slides 6-7</p> <p>Resource Sheet 1.2 The Universal Declaration on Human Rights</p>

	<p>Ask each group to explain how they decided the order; you may find that some students choose to form a circle, which is the ideal ordering to show the indivisibility and interdependence of human rights.</p> <p>Present slide 7 and discuss the messages of the UDHR.</p>	
30-50 minutes	<p>Slavery and human rights Introduce slides 8-10 to students and distribute <i>Resource Sheet 1.3 Case Study of slavery</i> (one case per group) to the three groups.</p> <p>Ask each group to read their case study and indicate on <i>Resource Sheet 1.4 Universal Declaration of Human Rights Checklist</i> which human rights are being denied to the enslaved individual/group in the case study.</p> <p>Each group should share answers with the rest of the class.</p> <p>Engage the whole class in discussion on how slavery affects the other human rights of the individual.</p>	<p>Slavery and human rights PPT slides 8-10</p> <p><i>Resource Sheet 1.3 Case Study of slavery and photos to accompany case studies</i></p>
50-60 minutes	<p>Closing Ensure that students are aware of the interdependence of human rights and indivisibility of human rights.</p> <p>Conclude with quiz on <i>Resource Sheet 1.5 Quiz on human rights and slavery</i> and ask students to stand up when the answer is true and sit down when false.</p>	<p><i>Resource Sheet 1.5 Quiz on human rights and slavery</i></p>