

Class 4

Theme: *The Right to be Me!*

Personal Growth Curriculum: *Human Rights*



Life skills I will be covering:

- Tolerance
- Perseverance
- Resilience
- Collaboration
- Responsibility

Vocabulary	
Tolerance	<i>the ability or willingness to tolerate the existence of opinions or behaviour that one dislikes or disagrees with</i>
Rights	<i>a moral or legal entitlement to have or do something.</i>
Responsibility	<i>the state or fact of having a duty to deal with something or of having control over someone.</i>
Fairness	<i>impartial and just treatment or behaviour without favouritism or discrimination</i>
Equality	<i>the state of being equal, especially in status, rights, or opportunities.</i>
Declaration	<i>a written public announcement of intentions or of the terms of an agreement.</i>
United Nations	<i>The United Nations is an intergovernmental organisation that aims to maintain international peace and security, develop friendly relations among nations, achieve international cooperation, and be a centre for harmonising the actions of nations.</i>

Key Knowledge	
<i>How can I use my experiences of what is right and what is wrong?</i>	<i>Through discussion, research and looking at examples of when a situation is right or wrong, generate ideas as to why we need to ensure everyone is choosing to do the right thing.</i>
<i>How can I use the choices I make every day influence others.</i>	<i>By using my knowledge of how to treat others fairly, hold discussions with peers about how they can support others in doing the right thing.</i>
<i>How can I use my knowledge of other peoples experiences to understand about equal rights and fairness and</i>	<i>By understanding the importance of fairness, evaluate the experiences of the lives of others such as; Martin</i>

<i>reasons why some people have their rights denied</i>	<i>Luther King, Rosa Parks, Gandhi and Nelson Mandela.</i>
<i>How can I use my knowledge of the word 'Responsible.'</i>	<i>By using my knowledge of who is responsible for the rights being met, such as teachers, the local and national government and ourselves.</i>

<i>Engaging and practical experiences</i>	
<i>Research into what are Human Rights and what responsibilities we have</i>	
<i>Explore our identities and discuss how we are all different, but should all be treated the same.</i>	
<i>Choose the appropriate vocabulary when discussing Human Rights.</i>	
<i>Work within a group to decide how to make situations fair for all.</i>	
<i>Create a class charter of rights</i>	
<i>Work collaboratively within a group to research, design, create and make a poster to highlight a 'Human Right.'</i>	

Greater Depth Thinking

Can I use my previous knowledge of what 'rights and responsibilities' are, to categorise the experiences of myself and others?

Can I explain the effect of fairness to all?

Can I create an awareness of what Rights and Responsibilities are to promote equality in my classroom and the wider community?

