

Human Rights for Younger Children

Educator's Guide



Peaceful Planet Human Rights Education – Human Rights for
Children

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Introduction

Respecting the Human Rights of Others

In 1948, the Universal Declaration of Human Rights was agreed by the leaders of the 50 original nations that formed the United Nations in 1945, after the end of World War II. It consists of 30 separate human rights called Articles and an Introduction, officially called the Preamble.

Any parent or teacher can read this booklet to a child or group of children after they have read the whole booklet themselves and make sure they have fully understood it—often that involves finding and clearing in a dictionary, words that are not totally clear.

The Educator should then follow each step of this guide and sign it off as it is completed.

The Universal Declaration, or UDHR, is the best-known list of human rights and is regarded around the world as the moral backbone of human rights on planet Earth. Educating children about human rights means that the next generation of civic, business and military leaders, and people in general, will have an understanding of human rights which, in essence, is about how to treat other people well. The original version of the UDHR can be found on the United Nations website

<https://www.un.org/en/about-us/universal-declaration-of-human-rights>

It is as much a Declaration of Human Responsibilities as it is a Declaration of Human Rights. Each Article tells how we should

treat others as well as how we should expect to be treated. The Golden Rule is to treat others as we would wish to be treated ourselves. The Universal Declaration of Human Rights gives specific examples.

Many schools that include human rights in their teaching programs apply human rights in the way they run the school. The term for schools that do this is a 'rights-respecting school'. This human-rights environment and experience helps children take Human Rights with them into adult life.

General Guidelines for Delivering this Program

The program may be used with a group of any size, or even just one child. Arrange a time at least once a week to meet with your children. More frequently is better. Allow for a minimum of thirty minutes with them for each lesson. The lesson time may go longer depending on the attention span of the students. The course should be done step-by-step following the order of the guidelines in the book. There is a checklist that goes with the course that allows you to sign off each step as you complete it.

Make sure that every child understands all the words in the booklet. If the child can't seem to understand one of the guidelines or a part of it, this is usually because there is some word that has not been understood at all, or has been understood wrongly. Thoroughly check the area they are having trouble with, and the section just before it, for a word that was not understood. There is a glossary at the back of the booklet. Tell them the glossary definition or find it in a dictionary if not in the glossary and have the child use it in sentences until you are sure they understand it. Then reread the part they were having difficulty with, repeating the above until the child understands.

It is very important that the human rights from the Universal Declaration of Human Rights in the booklet are real to the children. Make sure they give plenty of real-life examples of the concepts in the guidelines. It is also helpful to have them draw some examples or act them out with the other children.

First Lesson

Ask: What is a Human Right? Read aloud the Introduction chapter on page one. This is very important. Human rights arise from the human dignity that should be recognised in every human being. All the individual rights in the Declaration follow from this simple fact.

Have your students follow along reading silently or take turns reading parts of it aloud. Involving the children helps them greatly to understand, absorb and practice the human rights as it keeps them interested. Have each child think of a time when people have been either nice or nasty to them and how they felt in each situation.

You can draw a horizontal line on a chalkboard or tablet and put good treatment on the top and bad treatment on the bottom. With each suggestion given you can show how that action or behaviour will help a person to feel good about themselves and the world or feel bad and withdrawn from the world. You can spend some time with this discussing each one. It's important for them to see that the way they treat others or are themselves treated makes a big difference to their enjoyment of life and their success in living and succeeding in whatever they are doing.

Tell them that the rest of the book will talk about ways they can make their life, and the lives of other people, better by the way they behave and act with other people. Often it has never occurred to a child that they can create a better life around them by their behaviour and actions. At this point they should all be interested in doing the course as nearly everyone wants life to be productive and successful.

_____ Initial/date

Article 1

Right to Equality

Read Article 1 out loud:

You are important. That means you matter. You should be treated with care and respect and you should always treat other people the same way. We are all born free and equal in dignity and rights. That means we should all be treated well.

Initial/date

Make sure they understand the meaning of the words 'Article', 'equality,' and 'respect'.

Initial/date

Ask them what this Article is about

Initial/date

Ask the children to give you examples of when they have seen people not being treated well or not being treated with equality and respect and what happened as a result. Then ask them for examples of how people will feel if this rule is not followed.

Initial/date

Article 2

No Discrimination

Read Article 2 out loud:

Everyone should be treated the same. No one should discriminate against you. It doesn't matter where you are born, who your family is, what colour skin you have or whether you are a boy or a girl. Everyone should be treated equally.

Initial/date

Look up 'discrimination' in the Glossary. Make sure the children understand what it means

Initial/date

Ask them what this Article is about.

Initial/date

Get the children to give you examples of when they have seen people not being treated fairly or equally and what happened; ask them for examples of what would happen if people were always treated fairly. (eg. renting a house, getting a job)

Initial/date

Article 3

Right to Life, Liberty and Safety

Read Article 3 out loud:

You have a right to feel safe and secure. Make sure you treat people nicely, so they feel safe and secure too. Many children are not free and horrible things are still happening to people in the world. Everybody needs to know about human rights.

Initial/date

Look up the definition of 'secure' and 'safety' in the Glossary. Make sure the children understand what they mean.

Initial/date

Ask them what this is about.

Initial/date

Get the children to give you examples of people or animals being denied/granted this right and what would happen if people are treated well or badly.

Initial/date

Article 4

Freedom from Slavery

Read Article 4 out loud:

Freedom from slavery. Nobody has the right to own another person. People are not property. Your life belongs to you and to no one else. You should be free to live your own life and play and work together to learn what you need to have a good life. People should not be forced to do certain work or to marry someone against their will.

Initial/date

Look up 'slavery' in the Glossary. Make sure they understand in simple terms the concept of one person owning or having control of another person.

Initial/date

Ask them what this is about.

Initial/date

Get the children to give you examples of when they have been forced to do things for the benefit of the person forcing them rather than to benefit themselves and other people. Describe at a level they can understand and handle about some aspects of modern slavery like children having to work long hours and not being able to go to school to learn what they need to know to do well in life.

Initial/date

Article 5

Freedom from Bullying and Abuse

Read Article 5 out loud:

No one should hurt you. No one should bully you at home, around where you live, at school or online. There are many ways people can mistreat each other. You have a right to decide how to live your life as long as you don't harm anyone or cause unhappiness.

Initial/date

Ask them what this is about.

Initial/date

Get the children to give you examples of when they have experienced this or seen people being mistreated. Ask them how they feel when they are being treated well.

Initial/date

Article 6

You have rights wherever you go

Read Article 5 out loud:

Wherever you go you have the same rights. We all have the same rights and we should all be treated fairly, wherever we go. These rights are universal, meaning they should be the same everywhere.

Initial/date

Look up 'universal' in the Glossary. Make sure the children understand what it means.

Initial/date

Ask them what this is about.

Initial/date

Get the children to give you examples of when they have seen this rule being broken.

Initial/date

Article 7

Rules are the Same for Everyone

Read Article 7 out loud:

Rules are the same for everyone. Everyone should be treated with kindness and respect. The rules should apply to everyone in the same way. The law and the courts should treat everyone the same. No one should avoid punishment because they know important people or receive a bigger punishment than someone else for the same crime.

Initial/date

Look up 'law' and 'courts' in the Glossary. Make sure the children understand what they mean.

Initial/date

Ask them what this is about.

Initial/date

Get the children to give you examples of when they have seen rules being applied differently to different people or groups of people and what happened. What does this have to do with fairness? (In other families, with other groups of children etc.)

Initial/date

Article 8

If someone is unfair to you, you have the right go to someone else and get help

Read Article 8 out loud:

You should be able to talk to someone to sort out difficulties. If you are being treated unfairly you should be able to go to someone for help. The person you go to must apply the same rules to everybody. No one should be put in prison without good reason.

Initial/date

Check on their understanding of the word 'fair'.

Initial/date

Ask them what this is about.

Initial/date

Get the children to give you examples of when this didn't happen and also of when it did happen. What difference did this make in how they felt.

Initial/date

Article 9

You should not be punished without all the facts being known.

Read Article 9 out loud:

You should be able to talk to someone to sort out difficulties. If you are being treated unfairly you should be able to go to someone for help. The person you go to must apply the same rules to everybody. No one should be put in prison without good reason.

Initial/date

Look up the word 'punish' and "conclusion" in the Glossary. Make sure they understand what each word means.

Initial/date

Ask them what this is about.

Initial/date

Get the children to give you examples of when they have seen people being punished before all the facts were known. Ask if that has ever happened to them?

Initial/date

Article 10

Right to a fair public hearing

Read Article 10 out loud:

You should not be punished without proper reason, for example if someone is in pain or in a bad mood. You should not be punished just because someone says so.

Initial/date

Ask them what this is about.

Initial/date

Have the children give you examples of when they have seen this happen.

Initial/date

Article 11

You are innocent until proven guilty

Read Article 11 out loud:

You should not be punished until all the facts are known and understood about a situation and they prove that you really did do something wrong.

Initial/date

Look up 'innocent' and 'guilty' in the Glossary. Make sure the children understand what they mean.

Initial/date

Ask them what this is about.

Initial/date

Get the children to give you examples of when they have seen someone being accused of something when there was no proof they did it.

Initial/date

Article 12

Your right to Privacy at Home and at School

Read Article 12 out loud:

Nobody should say nasty things about you or be horrible to you on social media. You have the right to keep your personal things private.

Initial/date

Look up in the glossary the meaning of the words 'private' and 'invaded'. Make sure the children know what they mean.

Initial/date

Ask them what this is about.

Initial/date

Get the children to give you examples of when they have seen or experienced someone's privacy being invaded.

Initial/date

Article 13

Right to Free Movement in and out of the Country

Read Article 13 out loud:

Right to free movement. You should have the right to move around freely and be safe in your own country or when travelling to another country.

Initial/date

Ask them what this is about.

Initial/date

Get the children to give you examples of when they have been prevented from moving around safely.

Initial/date

Article 14

Right to Asylum

Read Article 14 out loud:

If life is dangerous in the country where you live, you have the right to go to another country where you will be safe.

Initial/date

Look up 'asylum' in the Glossary. Make sure the children know what it means.

Initial/date

Ask them what this is about.

Initial/date

Get the children to give you examples of people they know who have had to leave their own country because it was dangerous.

Initial/date

Article 15

Right to a Nationality and the Freedom to Change it

Read Article 15 out loud:

Everyone has a right to belong to a country, so they can say they are from England, Greece, Jordan or Nigeria. And if they want, they can apply to the government of another country to make that their new country instead.

Initial/date

Look up 'nationality' and 'government' in the Glossary. Make sure the children know what it means.

Initial/date

Ask them what this is about.

Initial/date

Find out which countries the children in the group, or their parents are. Get the children to give you examples of people they know from different countries.

Initial/date

Article 16

Right to Marriage and Family

Read Article 16 out loud:

Children should be protected while they are growing up. You have right to have a best friend and when you are grown up you have a right to marry and have a family. No one should be forced to marry until they are grown up and they should be allowed to choose who they want to be married to.

Initial/date

Look up the definition of 'marry' in the Glossary. Make sure the children know what it means.

Initial/date

Ask them what this is about.

Initial/date

Get the children to give you examples of families that are sad and families and families that are happy.

Initial/date

Article 17

Right to own Property

Read Article 17 out loud:

Your own things are yours. Other people have the right to their own things too. You can share your things with other people if you want to.

Initial/date

Look up "share" in the Glossary. Make sure the children know what it means.

Initial/date

Ask them what this is about.

Initial/date

Ask the children to give you examples of when they have shared something with another person. Ask the children how this could apply to their own life. How about owning their own things. Or having someone take them away...how that made them feel.

Initial/date

Article 18

Respect the Religious Beliefs of Others

Read Article 18 out loud:

You have a right to believe what you believe and think your own thoughts. It is not OK for someone to put you down for what you think or believe.

Initial/date

Look up 'religious' and 'beliefs' in the Glossary. Make sure the children understand what they mean.

Initial/date

Ask them what this is about.

Initial/date

Ask the children to say if they know people who have not been allowed to think their own thoughts and follow their own beliefs.

Initial/date

Article 19

Freedom of Expression and Information

Read Article 19 out loud:

Freedom of Expression and Freedom of Information. You have the right to say what you think, as long as you don't criticise others for what they believe or say, or stop someone from doing learning and saying what they want. You should respect the views of other people.

Initial/date

Look up 'expression' and 'information' in the Glossary. Make sure the children understand what they mean.

Initial/date

Ask them what this is about.

Initial/date

Ask the children what will happen if people are not allowed to express themselves fully or to learn things that they felt were valuable or interesting or true. Ask them how they like to express themselves and what information they like to discover.

Initial/date

Article 20

Right of Peaceful Assembly and Association

Read Article 20 out loud:

You have the right to spend time with your friends. No one should force you to be part of a group if you don't want to.

Initial/date

Ask them what this is about.

Initial/date

Ask the children what people they like to be with.

Initial/date

Article 21

Right to participate in Government and Free Elections

Read Article 21 out loud:

You have the right to help make decisions about what happens in your life. When you are grown up you will be able to vote to choose who makes decisions about how the country is organized and run. The choosing is called an election. You vote by putting a cross by the name of the person you want to win the election. The party that wins the election forms the government so your vote will be a big responsibility.

Initial/date

Look up 'government', 'election' and 'responsibility' in the Glossary. Make sure the children understand what they mean.

Initial/date

Ask them what this is about.

Initial/date

Ask the children to share their ideas about how they could make things better in their community.

Initial/date

Article 22

Right to Social Security

Read Article 22 out loud:

You have the right to be taken care of and kept safe and well, so you can grow up trusting you are a good person.

Initial/date

Look up 'social' and 'security' in the Glossary. Make sure the children know what it means. (Clarify the difference here between social security and social media)

Initial/date

Ask them what this is about.

Initial/date

Get the children to say what life would be like if people had protection against poverty and ill-health. Ask them for suggestions about what can be done in their community to make this happen.

Initial/date

Article 23

Right to Desirable Work and to Join Trade Unions

Read Article 23 out loud:

You have the right to help your family and be thanked for what you do. You should not be made to work instead of going to school.

Initial/date

Look up 'desirable' and 'Trade Union' in the Glossary. Make sure the children understand what they mean.

Initial/date

Ask them what this is about.

Initial/date

Get the children to tell you what their lives would be like if they had to work long hours as children and could not learn things that would help them as they grow up. And to see how the freedom to organize for all the workers would help make the best working conditions

Initial/date

Article 24

Right to Rest and Leisure

Read Article 24 out loud:

You have the right to play as well as work and learn.

Initial/date

Ask them what this is about.

Initial/date

Ask the children what life would be like if they were not allowed to play. Then ask them about their favourite games.

Initial/date

Article 25

Right to Adequate Living Standard

Read Article 25 out loud:

You should have enough healthy food so your body grows fit and strong and a place to live that protects you from the weather.

Initial/date

Look up 'adequate' and 'standard' in the Glossary'. Make sure the children know what they mean.

Initial/date

Ask them what this is about.

Initial/date

Get the children to give you examples they have seen on TV where this does not happen. Ask them about their own lives.

Initial/date

Article 26

Right to Education

Read Article 26 out loud:

Right to education

You have the right to learn all the things you need to know to have a good life, to help others and be happy.

Initial/date

Look up 'contributing' in the Glossary. Make sure the children understand what it means.

Initial/date

Ask them what this is about.

Initial/date

Ask the children what it would be like if they had to work all day instead of going to school. Ask them what they like about going to school.

Initial/date

Article 27

Right to Join in with Art and Music

Read Article 27 out loud:

You have the right to join in the arts where you live and to benefit from scientific discoveries. You have the right to benefit from your own ideas and nobody can say your ideas are theirs. You have the right to join in with art and music, the social and cultural activities of your family and community, to play or listen to music, and other fun things. You have a right to benefit from your own ideas and artistic creations—no one should say your creations are theirs.

Initial/date

Clear various words

Ask them what this is about.

Initial/date

Ask the children to give you examples of pictures they have drawn or painted or poems they have written.

Initial/date

Article 28

Right to a Free and Fair World

Read Article 28 out loud:

We should all be allowed to live in a world where people obey the rules and respect these rights.

Initial/date

Look up the word 'community' in the Glossary. Make sure the children understand what it means.

Initial/date

Ask them what this is about.

Initial/date

Ask the children to give you examples of what they would like to do to create a free and fair world. Ask them to write poems or paint pictures that describe or illustrate a world where human rights are respected and everybody is happy.

Initial/date

Article 29

Responsibility to Share the Human Rights Widely

Read Article 29 out loud:

The people around us have rights too. You can help by telling people about their rights. Doing this helps keep you and other people safe.

Initial/date

Initial/date

Ask them what this is about.

Initial/date

Ask the children to give you examples of how they would like to share their knowledge of human rights. Create a human rights promotion event at the school or in the local community.

Initial/date

Article 30

No one can take away your rights

Read Article 30 out loud:

All these rights are important and should all be respected by everybody. No one is allowed to take them away.

Initial/date

Ask them what this is about.

Initial/date

Your Human Rights – Everybody’s Human Rights. Ask the children what they have learned about human rights. Ask them why they think human rights are important and what they can do to respect the human rights of the people they know and the rights of strangers they will meet.

Initial/date



What to do next

Have children write up what they learned from the course and any wins or realizations they had. (You can write them for them if they can't write.)

Have a graduation party to acknowledge their successes. Invite parents, dignitaries, etc. This is a way they can put into practice what they have learned.

Publicly pass out certificates for children and/or any other awards.

You can have one or a few kids read their "Success Story" or tell how the Human Rights Course helped them, etc. Take lots of pictures and a video if you can.

Congratulations!

You have just provided children with knowledge on how to create peace and good will with the people around them and in the wider world. You have not only helped make their lives better, but the future of society brighter.

As a Human Rights educator your feedback is very valuable for us to improve the seminar. Please send any questions, comments, or suggestions to duncan@peacefulplanet.org.

Glossary definitions for Younger Children

Adequate – enough, sufficient

Article – a piece of writing. In the Universal Declaration it has a special meaning and is given a capital letter. Each Article of the Declaration describes one of the human rights.

Asylum - protection that is given by one country to refugees from another, a place that offers safety

Beliefs – a belief is something you believe, belief is something you believe

Believe – to believe something is to think that is true, to believe in something is to think it is true or important

Community – the people living in one area, the people involved with an online activity

Conclusion – a decision that you reach after a lot of thought

Contribute – contributing to something is to give money to help it, to help to cause

Contributing – helping to make something happen

Desirable – worth having or doing

Discrimination – treating people differently because of their race sex of religion

Election – the process of voting for people, especially members of Parliament

Equality – being equal, not being better or more important than others

Expression – a word or phrase, a way of speaking or performing music that expresses feelings

Fair – right or just, honest

Government – the group of people who are in charge of a country

Guilty – someone is guilty when they have done something wrong

Information – facts or what someone tells you (misinformation in untruth)

Innocent – not guilty of doing something wrong

Law – a set of rules that everyone must follow

Law courts – a room or building where a judge and jury decide whether someone has broken the law

Marry – to marry someone is to become their husband or wife

Nationality – the nation or country that someone belongs to

Punish – to make a person suffer in some way because they have done something wrong. Sometimes people are punished for no reason by bad people.

Religion – what people believe about God or gods and how they worship

Religious – to do with religion, someone is religious when they believe in a religion and follow it carefully

Respect – admiration for someone's good quality or achievements

Responsibility – looking after something and likely to take the blame if something goes wrong, able to be trusted

Safety – being safe, protected

Secure – made safe or protected from attack

Share – to share something is to divide it between several people or things

Slavery – a slave is a person who is owned by someone else and has to work for them without being paid

Social security (contrast social as in social security with social media)

Standard – (noun) how good something is, (adjective) of the usual and ordinary kind

Trade union – an organization of workers in a particular industry, set up to improve pay and work conditions

Universal - including everyone and everything

After the Course is Completed

As a group, pick a human right you can tell people about as a community activity, i.e., Do a survey with the children and find out what they'd like to do. Let them get creative. They might surprise you!

Make yourselves known in the community. After all, you are helping to change the future! You are keeping people safe by sharing knowledge of human rights.!

THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

Preamble

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

Whereas it is essential to promote the development of friendly relations between nations,

Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

Whereas Member States have pledged themselves to achieve, in co-operation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

Now, therefore,

The General Assembly,

Proclaims this Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

Article 1

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Article 3

Everyone has the right to life, liberty and security of person.

Article 4

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 5

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6

Everyone has the right to recognition everywhere as a person before the law.

Article 7

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

Article 8

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 9

No one shall be subjected to arbitrary arrest, detention or exile.

Article 10

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

Article 11

1. Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.
2. No one shall be held guilty of any penal offence on account of any act or omission which did not constitute

a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

Article 12

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

Article 13

1. Everyone has the right to freedom of movement and residence within the borders of each state.
2. Everyone has the right to leave any country, including his own, and to return to his country.

Article 14

1. Everyone has the right to seek and to enjoy in other countries asylum from persecution.
2. This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

Article 15

1. Everyone has the right to a nationality.
2. No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Article 16

1. Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.
2. Marriage shall be entered into only with the free and full consent of the intending spouses.
3. The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

Article 17

1. Everyone has the right to own property alone as well as in association with others.
2. No one shall be arbitrarily deprived of his property.

Article 18

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

Article 19

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 20

1. Everyone has the right to freedom of peaceful assembly and association.
2. No one may be compelled to belong to an association.

Article 21

1. Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.
2. Everyone has the right of equal access to public service in his country.
3. The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

Article 22

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

Article 23

1. Everyone has the right to work, to free choice of employment, to just and favourable conditions of work

and to protection against unemployment.

2. Everyone, without any discrimination, has the right to equal pay for equal work.

3. Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.

4. Everyone has the right to form and to join trade unions for the protection of his interests.

Article 24

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Article 25

1. Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.

2. Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

Article 26

1. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and

professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

2. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

3. Parents have a prior right to choose the kind of education that shall be given to their children.

Article 27

1. Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.

2. Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

Article 28

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

Article 29

1. Everyone has duties to the community in which alone the free and full development of his personality is possible.

2. In the exercise of his rights and freedoms, everyone

shall be subject only to such limitations as are determined bylaw solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.

3. These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

Article 30

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

GLOSSARY

Arbitrary – based on or derived from uninformed opinion or random choice; despotic; capricious (capricious comes from caprice = an unaccountable or whimsical change of mind or conduct. Whimsical = of or relating to a sudden wish, desire, decision etc)

Aspiration—strong desire or ambition, as for advancement, honour etc

Barbarous—uncivilised, cruel

Being—the nature or essence of a person (also the spiritual aspect)

Before the law - Equality before the law, also known as: equality under the law, equality in the eyes of the law, or legal equality, is the principle that each independent human being must be treated equally by the law and that all people are subject to the same laws of justice (due process).

Brotherhood—community of feeling between all human beings

Capricious—irregular, unpredictable

Cohesive-consists of parts that fit together well and form a united whole.

Common understanding – an agreement between people, agencies or companies to do things in the same way

Conscience—the knowledge of our own thoughts, feelings and actions as right or wrong

Conscience—a moral sense of right and wrong as felt by a person and affecting behaviour

Cruel—indifferent to, or gratified by, another’s suffering

Degrading –humiliating, causing a loss of self-respect

Deplorable-deserving strong condemnation

Despot—tyrant or oppressor (despotic—like a despot)

Determination—the process of deciding, determining or calculating

Dignity—the state of being worthy of honour or respect

Discriminate – to make distinctions in treatment of people, either in favour of or against (people can be incited to discriminate against members of a group and this can lead to persecution and genocide)

Discrimination – unfavourable treatment based on prejudice

Distinction–the act or an instance of discriminating or distinguishing

Ecosystem-a biological community of interacting organisms and their physical environment

Equal–having the same rights or status

Equity–fairness

Fair–just, unbiased, equitable, in accordance with the rules

Foment-instigate or stir up (an undesirable or violent feeling or course of action)

Free–not under the control of another, having personal rights and social and political liberty

Freedom of thought–the state of being free to think your own thoughts

Full age-in t Article 16 means full physical maturity (not just the onset of menstruation)

Fundamental–of or forming a foundation or basis

Guarantees necessary for his defence–such as a defence lawyer and an impartial judge

Honour- 1. High respect; glory; credit, reputation, good name (which should flow from)

2. Adherence to what is right

Human–any man woman or child of the species homo sapiens

Humiliate –to hurt the pride or dignity of by causing a person to be, or seem, foolish or contemptible, so Humiliation is the state of experiencing that happening to you)

Impartial–treating all sides in a dispute etc equally; unprejudiced; fair

Incite – set in motion, urge; stir up, arouse (as in a bad or evil action). (Synonym: foment–continuing incitement over an extended period of time.)

Inhuman—brutal; unfeeling; barbarous

Jurisdiction —an area within which a particular system of laws is used (also, the power or right to govern an area)

Jurisdictional—relating to the administration of justice

Kafkaesque— (from Merriam-Webster dictionary) after the style of Franz Kafka (1883-1924) who was a Czech-born German-language writer whose surreal fiction vividly expressed the anxiety, alienation, and powerlessness of the individual in the 20th century. Kafka's work is characterized by nightmarish settings in which characters are crushed by nonsensical, blind authority. Thus, the word Kafkaesque is often applied to bizarre and impersonal administrative situations where the individual feels powerless to understand or control what is happening.

Law - the whole set of rules made by the government of a town, state, country etc

Libel - a published false statement that is damaging to a person's reputation; a written defamation.

Liberty—freedom from captivity, imprisonment, slavery or despotic control

Manifest—display or show

Microfinance-also called microcredit, is a type of banking service provided to unemployed or low-income individuals or groups who otherwise would have no other access to financial services.

Nationality—the status of belonging to a particular nation

Obligations—the constraining power of a law, precept, duty, contract etc.

Observance—the act or process of keeping or performing a law, custom, ritual etc.

Oppression-unjust or cruel exercise of authority or power

Pediment—a triangular structure over a doorway, particularly on a classical Greek temple or other building

Penal offence—an offence punishable by law

Person—an individual human being

Pledge-a serious promise or agreement

Pledged-having made a serious promise or agreement.

Pluralist - an advocate of a system in which two or more states, groups, principles, sources of authority, etc., coexist

Polity –a form or process of civil government or constitution

Preamble - the introductory part of an official document, stating its purpose, aims, and justification

Presumed innocent–taken for granted one is innocent before the trial

Problematic- being or presenting a problem or difficulty:

Protection– keeping a person or thing safe

Public–done or existing openly

Reason–the faculty of the mind by which man draws conclusions, and determines right and truth

Repeal–to pass a law that cancels a previous law

Reputation–a good reputation is the state of being well thought of

Respect–to feel or show honour or esteem for; to hold in high regard

Right to life–a moral principle based on the belief that a human being has the right to live and, in particular, should not be killed by another human being

Rights–those freedoms which a person has simply because they are human

Rule–(verb) to have authority over, to govern, to direct

Security of person - the legal and uninterrupted enjoyment by a man or woman of his/her life, body, health and reputation.

Servitude–being under the control of another person, or of an institution or state

Slander- the action or crime of making a false spoken statement damaging to a person's reputation

Slave–a person who is the legal property of another or others and is bound to absolute obedience; a human who is a possession of another human

Slave trade–the procuring, transporting, and selling of human beings

PEACEFUL PLANET HUMAN RIGHTS EDUCATION

Peaceful Planet Human Rights Education (PPHRE) is a British not-for-profit organization founded by Lord Duncan McNair, former member of the British House of Lords and humanitarian campaigner.

Peaceful Planet Human Rights Education, through its website at www.peacefulplanet.org, makes available a full program of human rights education for all ages from children of seven years old up to adult.

In addition to this Elementary School version of the UDHR, the *Peaceful Planet Human Rights Education* website provides the Secondary School course, *What are Human Rights?*, published by *Youth for Human Rights International*. This is translated into Arabic, Turkish, Kurdish, Persian, and Urdu. It has a booklet, teachers' manual with lesson plans and video clips for each Article of the UDHR. We also offer a free online course for senior and post-secondary level. The website, the Elementary School booklet, this Educators' Guide and the online course are being translated into the same five languages and a further translation program is under way to make the materials available in other languages.

When the *Universal Declaration of Human Rights* was agreed upon and signed by the leaders of the countries of the world in 1948, their clear intention was that the Declaration should be taught in all countries at all levels. If this had been happening over the past 75 years, we would no doubt be living in a very different world. It is the intention of Peaceful Planet Human Rights Education to make this original idea the everyday reality.

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