Human Rights
STAGE 2 SUGGESTED CLASSROOM ACTIVITIES

English

EN2-11D - Responds to and composes a range of texts that express viewpoints of the world similar to and different from their own

Resources:
Read *The Little Refugee (2011)* By Anh Do. Based on the autobiographical novel by comedian Anh Do, this book tells the inspiring and uplifting story of Anh's family from their dangerous journey by boat from Vietnam to their struggle to establish a new life in Australia.

Student Activity:
Students write a retell of the story in their own words, discussing how Anh Do's childhood may have been similar or different to their own.

EN2-10C - Thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts

Resources:
Read *Letters to Grandma Grace (1999)* By Victoria Francis. An African refugee family’s experiences in their country of asylum are told through letters from the children to their Grandma Grace. The letters illustrate the difficulties and hardships they face in adapting to their new home.

Student Activity:
Students imagine they are an African refugee arriving in Australia. They will write their first letter to Grandma Grace, describing their experiences.

Human Society and Its Environment

CCS3.1 - Explains changes in the community and family life and evaluates the effects of these on different individuals, groups and environments

Resources:
Read *The Colour of Home (2002)* By Mary Hoffman. This book is about the difficulties refugees may face adjusting to a new environment. Hassan feels out of place in a new, cold, grey country. At school, he paints a picture showing his colourful Somali home, covered with the harsh colours of war from which his family has fled. He tells his teacher about their voyage from Mogadishu to Mombasa, then to the refugee camp and on to England. But gradually things change. When Hassan’s parents put up his next picture on the wall, Hassan notices the maroon prayer mat, a bright green cushion and his sister Naima’s pink dress: the new colours of home.

Student Activity:
Students make a list of all the changes that occurred in Hassan’s family life and evaluate the effect of these changes on Hassan.
Human Society and Its Environment

SSS2.8 - Investigates rights, responsibilities and decision-making processes in the school and community and demonstrates how participation can contribute to the quality of their school and community life.

**Student Activity:**
Investigate your school leadership election process. What are everybody’s rights and responsibilities within this process? Who makes the decisions through-out the process? Do you feel that anybody is disadvantaged or discriminated against in the process? Design your own election process, on ethat you believe is fair and equitable for all students involved.

Mathematics

MA2-17MG - Uses simple maps and grids to represent position and follow routes, including using compass directions

**Resource:**
Read *The Colour of Home (2002)* By Mary Hoffman This book is about the difficulties refugees may face adjusting to a new environment. Hassan feels out of place in a new, cold, grey country. At school, he paints a picture showing his colourful Somali home, covered with the harsh colours of war from which his family has fled. He tells his teacher about their voyage from Mogadishu to Mombasa, then to the refugee camp and on to England. But gradually things change. When Hassan’s parents put up his next picture on the wall, Hassan notices the maroon prayer mat, a bright green cushion and his sister Naima’s pink dress: the new colours of home.

**Student Activity:**
On a world map, students show the route that Hassan’s family took on their journey. Include compass directions as well.

MA2-18SP - Selects appropriate methods to collect data, and constructs, compares, interprets and evaluates data displays, including tables, picture graphs and column graphs

**Student Activity:**
Your students are going to collect school-based data about ethnicity within the school. Students selects appropriate methods to collect data, and constructs, compares, interprets and evaluates data displays, including tables, picture graphs and column graphs.
1. At [www.unicef.org.au](http://www.unicef.org.au) you will find a list of “Child Rights.” Choose five “rights” and copy them in this table. Add an illustration as well.

<table>
<thead>
<tr>
<th>“Child Right”</th>
<th>Illustration</th>
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<tbody>
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Human Rights

STAGE 3 SUGGESTED CLASSROOM ACTIVITIES

**Human Society and Its Environment**

CCS3-1 - Explains the significance of particular people, places, groups, actions and events in the past in developing Australian identities and heritage

**Student Activity:**
Discuss with students the concept of ‘discrimination’. It is the denial of certain peoples’ or groups’ human rights because of who they are or what they believe. This activity will show your students what it is like to be discriminated against. Tell your students that everyone who has blue eyes will not be allowed to go to recess. Students discuss their answers to the following questions with a partner:

- In this situation, how would you feel if you had blue eyes?
- Do you think it’s reasonable for your teacher to decide who can go to recess based on eye colour? What if your teacher decided that only students who had green eyes could go to recess?
- How would you feel if you had green eyes and were allowed to go to recess when your best friend, who has blue eyes, is not allowed to play?

**Student Activity:**
As a class, discuss the following:

- Who is being treated unfairly in this situation? These people are being discriminated against.
- If you were the one being discriminated against, what would you do?
- What would you do if you saw a classmate being discriminated against?

Ask students to do some online research. Are they able to find people or groups in Australian history that were ever discriminated against? Record and present their research creatively.

CUS3-3 - Describes different cultural influences and their contribution to Australian identities

**Student Activity:**
Choose one of the following groups: refugees; Aboriginal people; religious groups; ethnic groups. Examine what life would be like for them living in Australia. Present your work in the form of a project book.

Mapped to Australian Curriculum and NSW BOSTEC standards as at March 2014
English

EN3-7C - Thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts

Resources:
Read The Sneetches, by Dr Seuss, aloud as a whole class or in small groups.

Student Activity:
Make a class list of class privileges, i.e. lining up first, extra points for tasks, homework passes, extra play time. Divide the class into two groups by assigning students odd/even numbers. Half the class wears a green star or dot, using paper or a washable marker. The group with green stars/dots is granted the privileges on the class list. Allow an extended time for all students to have time in each group, those privileged with stars and those without stars or privileges.

Students discuss The Sneetches and students’ experiences in small groups:
• How do the Star-Belly Sneetches look? How do the Plain-Belly Sneetches look?
• How is the language different for plain and Star-Belly Sneetches?
• When you were without a star, how did you feel about classmates with stars?
• What kinds of things do we use as “stars” that make people feel special?
• What makes you feel like a Plain-Belly Sneetch, a Star-Belly Sneetch?
• What feelings did you have during the class activity?
• What lessons did you learn?
• List three actions you will take to help everyone feel like they belong.

Small groups share reflections and action ideas with the whole class. Building on the action ideas from small group discussions, the class should brainstorm and make a list of suggestions for ending discrimination in the class or school, e.g. stop teasing. Discrimination can be defined as “unfair treatment of a person or a group.”

Challenge the class to put their class list into practice and work to end discrimination.

Assist students in pairing with a classmate that is outside their usual circle of friends.

The pairs become “Fairness Teams” for several days and keep a journal of ways that they -- or others they observe -- help end discrimination.

Allow a brief time each day for teammates to share their experiences and discuss journal entries. After several days, the whole class meets and discusses the journal entries. Each Fairness Team reflects on what they learned about putting an end to discrimination.

Encourage students to set goals for extending the activity to their homes and communities. Team reflections and assessments can be an ongoing activity.
HUMAN RIGHTS
STAGE 3 SUGGESTED CLASSROOM ACTIVITIES

Mathematics

MA3-13MG - Uses 24-hour time and am and pm notation in real-life situations, and constructs timelines

Resources:
http://www.timeanddate.com/holidays/australia/australia-day

Student Activity:
Use the link above to find out about ‘Australia Day’ celebrations. Investigate the characteristics of this celebration. Create an imaginary time-line as if you are involved in the day of celebrating. Pretend this is a real-life situation and write down what you are doing at every hour of the day. Use 24 hour time and convert it to AM and PM time as well.

Student Activity:
Following on from the activity above, now choose another cultural celebration and complete exactly the same activity, using the time-line.

Resources:
Use this website to choose: http://www.australia.com/explore/australian-events/culture-events.aspx

MA3-17MG - Locates and describes position on maps using a grid-reference system

Student Activity:
Find out from what countries Australian asylum seekers are coming from. On a world map, locate these countries and label them. Record the grid references of each country. Using the table below, locate each of these countries on a world map and record the grid references for each country.

Resources:
Below is a table that shows countries of origin of refugees under UNHCR's mandate (top ten), 2012.

<table>
<thead>
<tr>
<th>Rank</th>
<th>Country of origin</th>
<th>Refugees</th>
<th>People in refugee-like situations</th>
<th>Total (Refugees + People in refugee-like situations)</th>
<th>Asylumseekers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Afghanistan</td>
<td>2,585,605</td>
<td>-</td>
<td>2,585,605</td>
<td>51,834</td>
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<tr>
<td>2</td>
<td>Somalia</td>
<td>1,136,142</td>
<td>1</td>
<td>1,136,143</td>
<td>32,978</td>
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<tr>
<td>3</td>
<td>Iraq</td>
<td>746,424</td>
<td>16</td>
<td>746,440</td>
<td>23,920</td>
</tr>
<tr>
<td>4</td>
<td>Syria</td>
<td>728,218</td>
<td>324</td>
<td>728,542</td>
<td>25,671</td>
</tr>
<tr>
<td>5</td>
<td>Sudan</td>
<td>558,468</td>
<td>10,744</td>
<td>569,212</td>
<td>21,525</td>
</tr>
<tr>
<td>6</td>
<td>Dem. Rep. of the Congo</td>
<td>509,188</td>
<td>208</td>
<td>509,396</td>
<td>56,965</td>
</tr>
<tr>
<td>7</td>
<td>Burma</td>
<td>215,312</td>
<td>200,031</td>
<td>415,343</td>
<td>25,621</td>
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<tr>
<td>8</td>
<td>Colombia</td>
<td>111,778</td>
<td>282,344</td>
<td>394,122</td>
<td>18,850</td>
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<tr>
<td>9</td>
<td>Eritrea</td>
<td>247,795</td>
<td>37,347</td>
<td>285,142</td>
<td>20,511</td>
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<tr>
<td>10</td>
<td>China</td>
<td>193,337</td>
<td>-</td>
<td>193,337</td>
<td>14,718</td>
</tr>
</tbody>
</table>

Mapped to Australian Curriculum and NSW BOSTEC standards as at March 2014
Name

1. Find the meanings of the following words:

Moral ________________________________________________________________

Legal _______________________________________________________________

Rights _______________________________________________________________

Universal ____________________________________________________________

Egalitarian ___________________________________________________________

2. Briefly describe the history of human rights:

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

____________________________________________________________________

3. Briefly explain what the “United Nations Charter” is about:

____________________________________________________________________

____________________________________________________________________

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____________________________________________________________________
Certificate of Achievement

Congratulations

-------------------------------------------------------------------
on completing your studies of HUMAN RIGHTS
From
“Enquiring Minds”. You are well on your way to becoming a HUMAN RIGHTS ADVOCATE

Signed: ____________________________  Dated: _______________________

cert of achievement
# Human Rights

## STAGE 4 - 6 SUGGESTED CLASSROOM ACTIVITIES

### English

EN4-2A - Effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies

**Student Activity:**
Create an advertisement raising money for a humanitarian cause such as refugees from war torn Afghanistan.

### Geography

4.7 - Identifies and discusses geographical issues from a range of perspectives

**Student Activity:**
Write an essay. Compare and contrast Australia’s use of refugee camps and government driven processing of refugees with Malaysia’s integration and assimilation of refugees into the community and using UN officials to determine the outcome of a refugee application.

### Legal Studies

P3 - Describes the operation of domestic and international legal systems

**Student Activity:**
Identify all the Australian domestic and international law present in this video. Describe how they work together to achieve justice. Are they effective in doing this?