

JustNow - Human Rights Timeline

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THEME

Overview of important human rights events sorted by the following topics: Important books and literature, Legislation, Heroes, Protection mechanisms, Women's Rights, Children's Rights, Human Rights Organizations, History of Human Rights, Conflicts and Wars, Crimes Against Humanity.

CONTEXT

After setting the basic chronological framework, a student/participant can follow the events related to the development of human rights, creating the environment for the further research of a chosen topic. The activity plan is designed as an introduction to the topic of human rights, or when students/participants are presented with the topic for the first time. The duration of the lesson should be at least 45 minutes, but it is left to the educators' autonomy.

GOALS

Students/participants use the chronological framework and in various ways show the sequence, duration and facts about events, phenomena and processes in the development of human rights and democracy.

MATERIAL AND EQUIPMENT NEEDED

"JustNow - Human Rights Timeline", flip chart or poster for writing, computer, projector, smartphones, magnets for the blackboard.

Overview of activities (process)

Duration: 45 minutes

The introductory part gets a baseline of what students/participants already know about the topic of Human rights. We recommend asking students/participants following questions:

- What are the human rights?
- What are the basic principles associated with human rights?
- What are human rights and why are they so important?
- What do you mean by human rights?
- What are some basic human rights?

- Who adopted the Universal Declaration of Human Rights?
- What are the articles of the Universal Declaration of Human Rights?
- What is the purpose of the Declaration of Human Rights?

Allow all students/participants to give answers and encourage them to talk freely and to exchange their opinions about the topic and answers. Write down their thoughts/answers on a flipchart or a poster.

The introductory part ends with the two key questions:

- Why do you think human rights are violated?
- Why is it important to protect human rights?

“JustNow - Human Rights Timeline” material (online or hardcopy). Each card is marked with a category/number, time reference (year or date) and a brief description. The material consists of 100 cards, which are split into 10 categories.

FIRST VERSION OF LESSON ACTIVITY (HARDCOPY)

The teacher/educator displays the timeline cards randomly on his/her desk (or on more desks in the room). He/she/they encourages students/participants to choose one card that they find interesting. After choosing a card, students/participants remain at the desk and form a circle around the teacher/educator. They hold the selected cards so the others can see them. The teacher/educator asks for volunteers who would like to explain why they picked this particular card.

The next task is for students/participants is to form a line – a Human Rights Timeline. Using the information on the back of the card, students/participants form a line in “chronological order”. Students/participants read explanations on the card ordering the events from the oldest to the most recent ones. Together with the teacher/educator, they discuss the information and conclude whether the chosen events are sufficient to explain the turn of events in human rights and democracy development.

Subsequently, the teacher/educator divides the students/participants into 10 groups. Each group covers a specific category of the timeline (Important books and literature, Legislation, Heroes, Protection mechanism, Women's Rights, Children's Rights, Human Rights Organizations, History of Human Rights, Conflicts and Wars, Crimes Against Humanity). The teacher/educator distributes the remaining cards from their respective periods among the group. The task of the students/participants is to examine all the materials (photographic and textual parts - photographs should be analyzed - what do they depict, who are the people in the photos and what profession do they have, what is the occasion, etc.) and to choose those cards which, in their opinion, describe their category the best. There is no limit to the number of chosen cards and no additional instructions are given. Students/participants themselves can make that decision. Later they will have to explain their choices.

Group representatives explain their choices and use magnets to attach the materials in chronological order to the blackboard. After all the groups have presented their cards, students/participants analyze the newly created timeline and reassess to what extent the development of human rights and democracy has become more clear.

In the final part students/participants compare notes from the beginning of the lesson and talk about what they have learned.

SECOND VERSION OF LESSON ACTIVITY (ONLINE)

All students/participants should have a smartphone or computer with access to the internet

The teacher/educator displays the cards slowly and randomly on his/her computer. He/she/they encourages students/participants to choose one card that they find interesting on their computer or smartphone. After choosing a card, the teacher/educator asks for volunteers who would like to explain why they picked a particular card. Students/participants talk about the card they picked to the teacher/educator, and the teacher/educator uses his/her computer to locate the card and show it to everyone using the projector.

The next task for students/participants is to form a line – a Human Rights Timeline. Using their smartphones and based on the information on the card, students/participants form a line in “chronological order”. Students/participants read the explanations from their smartphones, on the cards, ordering the events from the oldest to the most recent ones. Together with the educator they discuss the information and conclude whether the chosen events are sufficient to explain the turn of events related to the development of human rights and democracy.

Subsequently, the educator divides the students/participants into 10 groups. Each group focuses on a specific category of the timeline (Important books and literature, Legislation, Heroes, Protection mechanism, Women's Rights, Children's Rights, Human Rights Organizations, History of Human Rights, Conflicts and Wars, Crimes Against Humanity). The teacher/educator gives the following instruction: that the group should find all remaining events that fit into their category on the online timeline. Their task is to examine all the materials (photographic and textual part - photographs should be analyzed; what do they depict, who are the people in the photos and what profession do they have, what is the occasion, etc.) and to choose those cards which, in their opinion, describe their category the best. There is no limit to the number of chosen cards and no additional instructions are given. Students/participants themselves can make that decision. Later they will have to explain their choices.

Group representatives explain their choices and use the computer and projector to present their categories. After all the groups have presented their cards, the educator goes through all other events which were not covered by the groups during their presentation. Next, students/participants analyze the “JustNow - Human Rights Timeline” and reassess to what extent the development of human rights and democracy has become more clear.

In the final step, students/participants compare notes from the beginning of the lesson and talk about what they have learned.

SOURCES

- JustNow – Human Rights Timeline

FURTHER READINGS

- Universal Declaration of Human Rights
- Materials available on the Internet (from reliable sources)

HOMEWORK IDEAS

- Students/participants can create their own timelines using the information/materials. These timelines can then be compared (individually or in class) with key events from the development of human rights and democracy.
- Using key information, students/participants can conduct short interviews with various people by asking the questions mentioned in the introductory part of this lesson. The collected material can be analyzed in class with a special emphasis on personal perspectives.
- At home students/participants can search the Internet to find additional information about the events they have chosen in this lesson. They can identify causes and consequences of a particular event, find biographies of key figures and other materials. Research results can be presented to the same group in the following days.



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