

Subject	Social Studies			Grade Level	5 th Grade (Elementary School)		
Format	Storytelling Group Discussion	Group Formation	6 Groups (4 students each)	Teacher	Kim Hwa Seon		
Unit	5-1-2. Respect for Human Rights and a Just Society			Lesson Number	2/7	Textbook	Pg.89
Learning Objectives	<p>1. Overall Learning Objectives of the Class</p> <p>■ Learning Topic: Learn about rights of the child</p> <p>■ Achievement Standards [6Sa02-01] Explore the importance of human rights and the activities of people who worked towards promoting human rights [6Sa02-02] Recognize the importance of human rights and develop attitudes to protect human rights by exploring cases in which human rights are needed in life</p> <p>■ Learning Goals [Knowledge] Students can explain the meaning and importance of human rights [Skill] Student can select topics on human rights and participate in discussions [Value & Attitude] Develop a behavior to try and protect human rights.</p> <p>2. GCED-related Goals</p> <p>■ Learning Topic [5] Diverse communities that people are part of, and the way the communities interact [8] Ethically responsible behavior</p> <p>■ Learning Objectives(Upper grade of Elementary School, 9-12 years old) [5] Compare and contrast various socially, culturally and legally shared norms. [8] Understand the concepts of social justice and ethical responsibility, and learn to apply them to everyday life</p> <p>■ Intention of the Teacher The purpose of this class is to recognize the meaning and importance of human rights, and to know that all people have dignity as human beings in any environment or condition and should not be subject to discrimination or exploitation. This class was designed to focus on children's rights among all other human rights. The students will observe the issue of child abuse that has recently occurred in Korean society as well as cases of children in various countries who are not guaranteed human rights, and think about what the problem is and what rights should be protected for them. In addition, students will discuss how a 'just society' looks like and what ethical responsibilities and attitudes they need to show as a global citizen. Also they will participate in solving human rights issues at the elementary school level.</p>						

	Teacher	Students
Materials	<ul style="list-style-type: none"> ▪ <i>UN Convention on the Rights of the Child</i> Cards ▪ PPT slides with quiz on <i>UN Convention on the Rights of the Child</i> ▪ Storybook, <i>The Stories Shouldn't Be True</i> (by Kang Gyeong-su) ▪ Pictures of characters from <i>The Stories Shouldn't Be True</i> ▪ Easel 	<ul style="list-style-type: none"> ▪ Writing Utensils
Prior/Follow-up Activities	<p>This class is more effective after the students have understood the concept of human rights overall, such as the meaning of and the need for human rights, and the appearance of a just society. We can then discuss about the minorities who are not guaranteed human rights in our society, and deal with the causes or actual cases on human rights issues.</p> <p>We can follow up on with topics such as rights of a disabled person, women's rights, discrimination between rich and poor, racism, and ultimately talk about human selfishness and discrimination underlying human rights issues. Also learn that in order to solve this problem, respect for others and understanding of dignity is necessary.</p>	

Stage	Learning Elements	Teaching and Learning Activities		Lesson Format	Comments	Duration
		Teacher	Student			
Introduction	Warm-up	1 Identify key concepts such as human rights and discrimination learned in previous lesson in student’s own words 2 Present a pictogram of the <i>UN Convention on the Rights of the Child</i> , and have the students guess what the lesson will be about	1 Review the words that comes to mind related to human rights and what is needed to create a just society 2 Look at a pictogram of the <i>UN Convention on the Rights of the Child</i> and guess what the lesson will be about		During review, make sure to check the meaning and the need for human rights learned in previous lessons in students’ own words In addition, make sure that the students have understood the fact that the majority of the people whose rights are not guaranteed are social minorities. Then help the students reach the conclusion that the lesson is about children’s rights, which is one of social minority groups.	5 min.
	Explore Learning Topic	Let’s learn about rights of the children				
	Introduce Learning Activities	Activity 1 Explore <i>UN Convention on the Rights of the Child</i> Pictogram Activity 2 Storytelling, <i>The Stories Shouldn't Be True</i>				
Development	Activity 1	Activity 1 Use the pictogram of <i>UN Convention on the Rights of the Child</i> to present what rights are there that children can enjoy. 1 Use the <i>UN Convention on the Rights of the Child</i> to briefly introduce what this is, for whom it was created and why. 2 Choose three to four articles from the Convention, present their images as a quiz, and have the students guess what the images represent	2 Explore the pictogram of the <i>UN Convention on the Rights of the Child</i> and guess what articles the images represent	Overall (Presentation of Resources & Quiz) Group Discussion	It is fine if the details of the UN Convention on the Rights of the Child is not visible when you first present it to the students. Just mention when, for whom and to ensure what this treaty has been made for and then continue on with the quiz. (The quiz should comprise of three to four questions, and it is recommended to choose an issue that the	15 min.

		3 Distribute 3 to 4 articles to each student in a form of a card and ask them to look over the details of the articles	3 Look at the cards on the Convention given out by the teacher and share with the group on articles that you are familiar with and those that are not		students find important or has been socially controversial.)	
	Activity 2	<p>Activity 2 Read <i>The Stories Shouldn't Be True</i> to the students and help the students connect their thoughts with the <i>UN Convention on the Rights of the Child</i> learned earlier in class.</p> <ol style="list-style-type: none"> 1 Read <i>The Stories Shouldn't Be True</i> to the students 2 Ask the students about the characters of the stories, where they live, their names and the situation that they are in 3 Find which articles from the <i>UN Convention on the Rights of the Child</i> are not protected for the characters of the stories 4 Distribute the full pictogram of the <i>UN Convention on the Rights of the Child</i> to the students and have them look over it 	<ol style="list-style-type: none"> 2 Share the difficulties you'd face and how you'd feel about it if your rights are not protected 3 Think about the situation that the characters from <i>The Stories Shouldn't Be True</i> are in, and put the cards with the articles from the Convention next to the picture of the character who needs that right (Also look over where your classmates have put up their cards) 4 Go over the entire text of <i>UN Convention on the Rights of the Child</i> and examine its contents 	<p>Overall Storytelling Individual Activity</p>	<p>It is recommended to show the book to the students rather than using PowerPoint slides for storytelling.</p> <p>It is also effective to respond naturally to the students when reading the story, and asking them questions on what might have happened to the children of each country as you turn the page.</p>	30 min.

Closure	Wrap-up	<ol style="list-style-type: none"> 1 Ask questions for group discussion on human rights <ul style="list-style-type: none"> ▪ What is the article from the Convention that you find most important to you, and why? ▪ What is the article from the Convention that you think is not kept in your daily life or around you? ▪ What do you think is needed to protect the rights of a child? ▪ Who is it from the story that your heart goes out to, and what children's right issue that you want to know more about? 2 Wrap-up what has been learnt 	<ol style="list-style-type: none"> 1 Go over the questions on children's rights and discuss your thoughts with the group 2 Organize and present the concept you learned that is memorable, new, and something that you are determined on 	<p>Group Discussion</p> <p>Overall Wrap-up</p>	<p>Allow the students to fully think and discuss on their view of the Convention. If the next lesson is given consecutively, it is possible to share actual cases of the children from the websites of international aid organizations such as World Vision or Compassion.</p>	10 min.
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