

The background image shows a classroom setting. On the left, a teacher with long dark hair, wearing a light green shirt and a white face mask, is seated in a black office chair and holding a stack of papers. In the foreground, the backs of several children's heads are visible as they sit on the floor. The background features a wooden door and a poster on the wall.

GCED in Practice

RESPECT FOR HUMAN RIGHTS AND A JUST SOCIETY

– LET'S LEARN ABOUT HUMAN RIGHTS FOR CHILDREN

TEACHER'S GUIDE

Hanareum elementary school
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The background image shows a classroom setting where several students are sitting on the floor, possibly during a lesson or activity. They are wearing face masks. The image is partially obscured by a large red rectangular overlay that contains the text.

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1. Lesson Title

- Respect for Human Rights and a Just Society (Subtitle: Let's learn about human rights for children)

2. Lesson Information

- Subject: Social Studies (Ethics)
- Unit: Respect for Human Rights and a Just Society
- Grade Level: 5th Grade, Elementary School (Can be done for upper grades of elementary schools and middle school students)
- Format: Storytelling, Group Discussion
- Duration: 60 Minutes

Materials

- *UN Convention on the Rights of the Child* Poster & Card
- PPT slides with quiz on *UN Convention on the Rights of the Child*
- Storybook "*The Stories Shouldn't Be True*" (By Kang Gyeong-su)
- Pictures of characters from *The Stories Shouldn't Be True*
- Easel

3. Lesson Goals (National Curriculum Learning Objectives in Republic of Korea)

- Achievement Standards: Recognize the importance of human rights and develop attitudes to protect human rights by exploring cases in which human rights are needed in life
- [Knowledge] Students can explain the meaning and importance of human rights
- [Skill] Students can select topics on human rights and participate in discussions
- [Value & Attitude] Develop a behavior to try and protect human rights

3. Lesson Goals (GCED Learning Objectives)

- Topic

- Diverse communities that people are part of and the way the communities interact
- Ethically responsible behavior

- Learning Objectives (Upper grade of elementary school, 9-12 years old)

- Compare and contrast various socially, culturally and legally shared norms
- Understand the concepts of social justice and ethical responsibility, and learn to apply them to everyday life

4. Prior Activities

- 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.

4. Prior Activities(Activity 1)

- First, three pictures are given and the students discuss on how a 'just society' would look like.
- A related discussion at elementary school level on whether it is just to give rewards to students with higher test scores, to facilitate the students' understanding.
- The students can discuss about making a judgment based on the results while ignoring the given conditions, or treating them the same regardless of the results for equality.

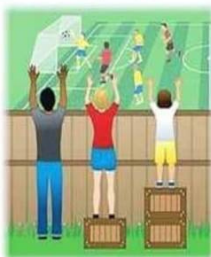
4. Prior Activities(Activity 1 - Examples of the 3 pictures)

Equality



The assumption is that everyone benefits from the same supports. This is equal treatment.

Equity



Everyone gets the supports they need (this is the concept of "affirmative action"), thus producing equity.

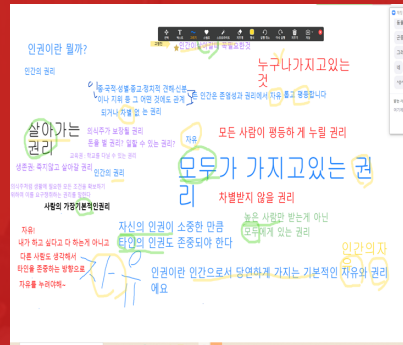
Justice



All 3 can see the game without supports or accommodations because **the cause(s) of the inequity was addressed.** The systemic barrier has been removed.

4. Prior Activities(Activity 2)

- As a second activity, the students brainstormed on what human rights are, its meaning and importance.
- It is important for the students to use their own language to explain concepts such as discrimination, freedom, respect, and rights, rather than having the teacher explain it to them.



5. Lesson Introduction

- Materials: Textbook illustrations, provisions from *UN Convention on the Rights of the Child*
- Duration: 5 minutes
- Activity Details
 - ① Identify key concepts such as human rights and discrimination learned in previous lesson
 - By presenting an illustration where people with different background and condition start running from the same starting line and thinking about whether this is fair, review what a 'just society' looks like.
 - Conclude by saying that in order to create a just society what is most needed is respecting everyone's human rights, check their understanding of concepts such as human rights, discrimination and freedom in their own words.
 - ② Present a pictogram of the *UN Convention on the Rights of the Child*, and have the students guess what the lesson will be about

5. Lesson Introduction

- Learning Topic : 'Let's learn about rights of the children.'

- Activities

Activity ① Explore *UN Convention on the Rights of the Child* Pictogram

Activity ② Storytelling, *The Stories Shouldn't Be True*

6. Lesson Development(Activity 1)

- Materials: *UN Convention on the Rights of the Child* Poster
- Duration: 3 minutes

- Activity Details

Use the pictogram of *UN Convention on the Rights of the Child* to present what rights are there that children can enjoy

- ① Use the *UN Convention on the Rights of the Child* to briefly introduce what this is, for whom it was created and why

6. Lesson Development(Activity 1)

[UN Convention on the Rights of the Child]

- Children not as a subject of protection, but human being with dignity and rights
- States the basic rights of survival, development, protection, and participation that any child in this world deserves
- Adopted by the United Nations General Assembly in 1989 and ratified by 193 countries around the world



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6. Lesson Development(Activity 1)

- Materials: *UN Convention on the Rights of the Child* Poster
- Duration: 12 minutes
- Activity Details

- ② Choose three to four articles from the Convention, present their images as a quiz, and have the students guess what the images represent
- 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

6. Lesson Development(Activity 1 - Example Card)



**Guess the content of the article by looking at the pictures*

6. Lesson Development(Activity 2)

- Materials: Storybook, *The Stories Shouldn't Be True*(Written by Kang Gyeong-su)
- Duration: 10 minutes
- Activity Details

Read *The Stories Shouldn't Be True* to the students and help the students connect their thoughts with the *UN Convention on the Rights of the Child* learned earlier in class

- ① Read *The Stories Shouldn't Be True* to the students

6. Lesson Development(Activity 2)



- Stories of children from different countries whose right is not protected
- Learn about the children's rights that have been violated and the circumstances that they are in

6. Lesson Development(Activity 2)

- Materials: Storybook, *The Stories Shouldn't Be True*(Written by Kang Gyeong-su)
- Duration: 10 minutes
- Activity Details
 - ② Ask the students about the characters of the stories, where they live, their names and the situation that they are in

6. Lesson Development(Activity 2)

Materials: Storybook, *The Stories Shouldn't Be True*(Written by Kang Gyeong-su)

Duration: 10 minutes

Activity Details

- ③ Find which articles from the *UN Convention on the Rights the Child* are not protected for the characters of the stories
- ④ Distribute the full pictogram of the *UN Convention on the Rights of the Child* to the students and have them look over it

6. Lesson Development(Activity 2)



*Students looking at rights that friends from other country do not enjoy

7. Closure (1)

- Materials: Group discussion questionnaire
- Duration: 10 minutes
- Activity Details

① Ask questions for group discussion on human rights

- 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

7. Closure (2)

- Look at cases of children or adolescents in each country that are actually struggling, and figure out how to solve or help them through international aid organizations such as World Vision and Compassion.
- This class participated in World Vision's GCED campaign "Drawing Postcards," and the students also agreed to donate/sponsor through Compassion so a donation will be made at the end of the year. Last year the class has made blankets during a knitting class and has donated them to Save the Children.
- In-depth activities can be done consecutively, but it can also be expanded into a project lesson in conjunction with another subject.

7. Closure (2)

In-depth activity: Watch GCED resources created by World Vision and Compassion, and share with other students their dreams for a world where everyone is happy!

Resources

(World Vision) <https://youtu.be/f7LoVU1q2K8>

(Compassion) <https://www.compassion.or.kr/c/2021flower/>

8. Comments (Lesson Introduction)

- 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. This will help to expand the lesson into a human rights project.

8. Comments (Lesson Development: Activity 1)

- 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 3~4 questions, and it is recommended to choose an issue that the students find important or has been socially controversial.
- When looking at the articles of the Convention some difficult words or phrases may be included. Do explain it to them at students' level when dealing with the articles individually.
- A text on the other side of the Convention provides the details of each article in easy language. Guide it to the students as a reference.

8. Comments (Lesson Development: Activity 2)

- It is recommended to show the book to the students rather than using PowerPoint slides for storytelling.
- 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.
- Printed illustrations of six characters of the story is useful when checking and organizing the content of the story. (Materials: easel, marker)
- The full text of Convention should be handed out after storytelling has ended. If not, the students will be distracted to read the Convention and not focus on other activities.

8. Comments (Closure)

- 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.
- In order for children's rights to be guaranteed, how adults treat children and a safe social system is essential. Make sure that the students understand that the effort and respect from everyone around us as well as a proper system is needed to protect the rights of all, especially those of the minority. In addition, lead them to think about what they can do to help as a global citizen.

9. Students' Responses & Feedback(1)

- It was interesting to have a very heated discussion on 'what is justice' from the student's point of view. Most of the students have put emphasis on the process rather than the outcome, and suggested that it is important to provide equal opportunities for everyone.
- However, some children responded by saying, "even in the adult's society, the outcome is considered to be more important than the process" and that even if the opportunity given is unequal, people should survive through individual efforts.
- The students particularly responded to the article on 'protection of privacy' when going over the Convention. It is possible to see that the children in this stage of life want to be protected and respected as an independent person from their parents.

9. Students' Responses & Feedback(2)

- The process of discussing the articles from the Convention that they found to be important was impressive. Some of the students shared the article on 'protection from kidnapping' and 'protection from violence.' It was upsetting to know that the child abuse case of Jeong-in , which has recently become an issue in Korean society, seemed to have affected children. In the case of protection from kidnapping, there were also concerns about separation from parents.
- During the storytelling process (*The Stories Shouldn't Be True*), the students were deeply immersed. They were surprised to know that there are children in various countries of the world that do not have access to their rights, and it was possible to observe them concerned over ways to help.

10. Follow-up Activities

- The follow-up activity can deal with the various minorities whose human rights are not guaranteed in our society, and the causes of related human rights problem or an actual case.
- 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.