

My HUMAN RIGHTS Portfolio

This portfolio
belongs to:

.....



What is this folder about?

In this folder you are going to learn about the Human Rights.

You will get to know the 30 articles of the declaration of Human Rights and work with them in different ways. At the end of this folder you are going to be an expert on the Human Rights and you will be more aware of how they shape your everyday life.

Each task is marked with one of these symbols.

They stand for different kind of excercises:



Thinking and reflecting



Digital



Information



Communication



Creativity



you work alone
and think for yourself



you work in pairs or
groups of three

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What do you already know about Human Rights?

You have probably already heard about Human Rights and what they mean. What do you think of when you hear about them?

Try to find a word that is connected to the topic for each letter of the word "Human Rights"!



E
Q
H U M A N R I G H T S
A
L
I
T
Y

Do you know some words in another language (maybe your mother tongue) that are connected to the topic?

Write them down as you did above!



H U M A N R I G H T S

You can follow the QR-Code or link to the declaration of Human Rights in your own mother tongue if you need help or inspiration.



<https://tinyurl.com/4b47yx3k>

What are Human Rights? A close-up



All people everywhere have the same human rights which **no one can take away**. This is the basis of freedom, justice and peace in the world. The declaration of Human Rights see the dignity and worth of all people, and the equal rights of women and men. The rights are the common standard for all people everywhere. Every person and nation is asked to support the understanding and respect for these rights, and to take steps to make sure that they are recognised and observed **everywhere, for all people**.

Read the 30 articles of the declaration of Human Rights carefully. Find the most important word in each article and write it down. If you think two words are very important, write down a second one.



Article	What is this article about?	keywords
1	Everyone is born free and <u>equal</u> in <u>dignity</u> and with rights.	equal, dignity
2	You should never be discriminated against for any reason. Rights belong to all people, our differences don't matter.	
3	Everyone has the rights to life, liberty and security.	
4	No-one shall be held in slavery or servitude.	
5	No-one shall experience torture, inhuman or degrading treatment or punishment.	
6	You have the right to be treated as a person in the eyes of the law.	
7	You have the right to be treated by the law in the same way as everyone else. Everyone has a right to protection.	
8	If your rights under law are violated, you have the right to see justice done in a court or tribunal.	
9	No-one shall be subject to arbitrary arrest, detention or exile.	

10	You have the right to a fair and public trial by an independent and impartial tribunal.	
11	Everyone is to be presumed innocent until proven guilty in a fair trial.	
12	No-one has the right to intrude in your private life or interfere with your home and family without good reason. .	
13	You have the right to freedom of movement within your country. Everyone has the right to leave a country and to return home.	
14	You have the right to seek and to enjoy asylum from persecution in other countries. You may not invoke this right if fleeing just laws in your own country.	
15	You have the right to a nationality.	
16	You have the right to marry and to raise a family. Men and women have the same rights when they are married and when they are separated.	
17	You have the right to own property and it cannot randomly be taken away from you.	
18	You have the right to freedom of thought, conscience and religion and to peacefully express those beliefs in teaching, practice and worship.	
19	You have the right to freedom of opinion and expression.	
20	You have the right to freedom of peaceful assembly and association.	
21	You have the right to take part in the government of your country.	
22	As a member of society, you have a right to social security.	
23	You have the right to work, to good working conditions, to equal pay for equal work and to form and join unions.	

24	You have the right to rest and leisure.	
25	You have the right to a decent life, including enough food, clothing, housing, medical care and social services.	
26	You have the right to an education.	
27	No-one may stop you from participating in the cultural life of your community.	
28	You have the right to live in the kind of world where your rights and freedoms are respected.	
29	We all have a responsibility to the people around us and should protect their rights and freedoms.	
30	There is nothing in this declaration that justifies any person or country taking away the rights to which we should have.	



Follow the QR-Code or the link. You will get to see all the translations of the Human Rights declaration.

Choose a language you are familiar with and write down 10 keywords and their translation!



<https://tinyurl.com/4b47yx3k>

I chose this language:

- | | |
|----|-----|
| 1. | 6. |
| 2. | 7. |
| 3. | 8. |
| 4. | 9. |
| 5. | 10. |

Keyword pictograms



Take a look at the keywords you found on pages 4-6.
Do you associate them with a picture or an icon?

Follow the QR-Code or link to [flaticon.com](https://www.flaticon.com) and look up icons, symbols or pictograms that stand for the keywords!

Choose 8 keywords and draw the pictogrammes!



<https://www.flaticon.com>

A pictogram is a single symbol or icon that provides an information through a simple picture, for example:



keyword	symbol/pictogram
keyword of article nr. 1: dignity	A black outline icon of two hands shaking, symbolizing agreement or dignity.



Keyword graffiti



You got to know some important information about the Human Rights and what they are about.

Choose some keywords and design a graffiti wall with them!

Talk to your classmates to include words in their mother tongues as well!



Human Rights in your everyday life

You already got some important information about the 30 articles of the human rights declaration.

But of course those articles do not only exist on paper, they should be followed and valid in our everyday life.

What human rights have you already claimed today?

Write them down and find an explanation!



Today I already made use of the right to....

...because....

Today I already made use of the right to....

...because....

Today I already made use of the right to....

...because....

Today I already made use of the right to....

...because....

The Fair - An exploration of Human Rights



Follow the QR-Code or link and you will get to know Alex! She will take you to a fair to explore the Human Rights with you.

Do the tasks she takes you to and deepen your knowledge!



<https://thefair-compass.coe.int>

Room for your thoughts:

What was something new you learned on the fair?

What shocked you? What inspired you?



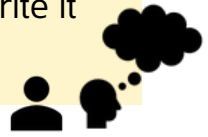
Violation of rights

There are many examples of human rights violations that continue even today. The use of torture or other inhumane treatment is a common example. So is the jailing of political opponents simply for holding peaceful protests against their government, or the persecution of religious or ethnic minorities.



Take a look at the pictures!

Which human right-keyword from page 4-6 comes to your mind? Write it under the picture!



1



Keyword: _____

2



Keyword: _____

3



Keyword: _____

4



Keyword: _____

5



Keyword: _____

6



Keyword: _____

Choose a picture from above!

Which Human Rights are claimed or violated?

Feel free to discuss your thoughts with a partner!



I choose picture number



I think the violated human right is the right...

In the picture this human right is violated, because

Things I can do to protect and not violate human rights myself are:

My own Human Rights logo



Down below you see the official Human Rights logo which is still missing colors!

Create your own logo using many colors or symbols that you associate with all you have learned. Also fill in some keywords you collected in this portfolio in different languages!



You can follow the QR-Code or link to see some examples of Human Rights logos if you need help or inspiration.



<https://tinyurl.com/msfefzvm>

Human Rights in your classroom



Since Human Rights affect every aspect of our life we have to consider them at school as well.

Are you able to set up some actions towards your classmates or rules to be followed in your classroom to meet some of the Human Rights?

A large, rounded rectangular area designed to look like a scroll. It features a grey circular tab on the left side at the top and bottom. The main body of the scroll is filled with horizontal lines for writing. At the bottom of the scroll, the text "Declaration of a human classroom" is written in a bold, black, sans-serif font.

Methodical-didactical preparation and implementation:

The main aspects taken into account in the creation of this portfolio are:

1. **multimodality:** the tasks operate on different channels and modalities, such as visual, verbal and digital contents. The diversification of contents and approaches leads to a diversified learning experience which acknowledges different types of learners.
2. **reduction of the level of language demand:** Texts and instructions are reduced to a minimum standard to unfold creativity and also to get to know the most important basic concepts of the topic (i.e. the 30 articles of the HRdeclaration are shortened and simplified or the use of scaffolding)
3. **multilingualism:** to acknowledge the universality of the Human Rights students are permanently given the chance to integrate their mother tongue or other languages they speak.
4. **peer-support:** to reflect and work on the tasks, students pair up, work in groups or help each other as councellors (i.e. for their own mother tongue)
5. **connection to families and communities:** some of the tasks build an immediate connection to topics concerning families and communities of the students. The portfolio itself serves as a tangible point of connection, which students can take home, show to their parents and discuss the contents with them.

What do I already know about Human Rights

This exercise is to identify the students' prior knowledge and counts as an assessment.

Students are working individually and try to find associations with the word "Human Rights". Students have the possibility to work in their mother tongue as well, if some concepts or words are easier expressed in their first language.

At the end of the assessment the words will be exchanged and collected in the classroom to gain an overview of the prior knowledge and ideas existing on the topic.

Objective: Raising existing knowledge and reflecting generally on the topic.

Output: word association filled out and completed in plenum

What are Human Rights?

The most informational and theoretical part of the portfolio provides the basic knowledge on the topic. The information on what the declaration of Human Rights is should come from the teacher as sort of an introduction to the articles. To understand the articles easier, students are asked to underline keywords in every article and to write them down in the table. A work in pairs is possible to discuss key passages and extract the most important words.

Following the QR-Code students can take a look into the translations of the declaration to look for the keywords in their mother tongue or another language they would like to use for this exercise, to gain a deeper understanding of the central words and concepts.

The keywords will be discussed in the class together with the teacher.

Objective: Having an overview of the contents of the declaration of Human Rights.

Output: List of keywords in English or the students' mother tongue

Keyword pictograms

In order to simplify the content of the articles of the Human Rights declaration once more, students are choosing an icon, a pictogram for the keywords they found for each article. The website flaticon.com can be used without creating an account or paying and provides a large database.

Objective: Creating a visual link/support to the single articles and their message.

Output: list of visual links for chosen keywords

Keyword graffiti

Students are asked to create a graffiti wall with keywords they found reading the Human Rights. They create a lettering on paper and glue it on the brickwall. The individual walls can be displayed in the classroom and put together for a big keyword graffiti wall.

Objective: Extract keyconcepts and visualize their universality by using different languages.

Output: displayed graffiti wall in classroom

Human rights in everyday life

Since up to this point students got acquainted with the articles of the declaration of Human Rights and deconstructed them using the Keywords, pictograms and graffiti wall it is time to transfer them onto the students everyday life. By using scaffolding (beginning of sentences and separate spaces for the arguments) students reflect on which Human Right they already claimed today, f.i. I claimed the right to education, because I am at school. To differentiate the keywords can be used in the green box.

Objective: Transferring Human Rights to everyday life and detect their value.

Output: list of keywords/ Human Rights in the given speech bubbles

The fair

To deepen the knowledge and to include some digital content students can visit "The fair" provided by the European Counsel, where they follow Alex and get to know the declaration of Human Rights in a more playful and narrative way.

Objective: Deepening knowledge and linking the topic to everyday life.

Output: notes of new knowledge and surprising elements

I spy with my little eye...

In pairs or small groups the students get to observe the hidden picture puzzle provided by Amnesty International to connect the gathered information with a visual input. Furthermore the students get to discuss verbally what they see and express the single human rights in their own words which are visualized in a simplified way in the hidden picture puzzle. Optional students can be divided in groups of the same mother tongue where they can talk about what they see in their mother tongue using the keywords they found out in prior exercises.

Objective: Explaining the single articles with a practical/visual example and being able to reproduce them.

Output: having an ongoing conversation about the hidden picture puzzle

Violation of rights

To discuss the crucial aspect of the practical issues connected to the topic students get confronted with some examples of human rights violations in form of different photographs. After a small introduction a first reaction to the pictures is captured with a keyword connected to each picture as a placeholder of the right which is violated.

In the next step students get to choose one pictures and reflect on it with the help of scaffolding, which means the beginnings of the sentences are given in the short reflection protocol.

Objective: Raising awareness for violations of rights and social injustices.

Output: list of possible violations and their explanations, list of solutions

My own Human Rights logo

To combine all the different elements gathered by now students are asked to design their own human right logo. The official logo (combination of hand and a peace dove) is first discussed together. Then every student fills in keywords, pictograms, little drawing etc. to create an individual logo. This exercise is also suitable for an art lesson.

Objective: Visualizing the elements and the universality of Human Rights.

Output: finished logo displayed in the classroom

Human Rights in your classroom

The declaration of a human classroom can be seen as a final project which includes the major elaborated aspects. In different articles students should be able to bring forward some ideas on how to transfer the human rights declaration on the classroom setting and the social life happening at school. The process can be held in a plenary brainstorming session, a group work or an individual work where the ideas are discussed and collected later to agree on the most important or most produced articles. The keywords can be used as a starting point.

Once agreed on a number on articles, the declaration of a human classroom can be captured on a class poster and completed by the single logos created by the students of the class.

Objective: Transferring Human Rights to everyday life and detect their social value.

Output: poster with the declaration of a human classroom

Sources:

Coverphoto:

www.freepik.com/vectors/human-rights

Hidden picture puzzle (page 11):

<https://www.amnesty.de/sites/default/files/2020-09/Wimmelbild-Poster-Allgemeine-Erklaerung-der-Menschenrechte-September-2020.pdf>

Human Rights logo (page 14):

<https://en.paperblog.com/human-rights-logo-competition-winner-free-as-a-man-70680/>

Post-it for thoughts (page 10, page 13):

<http://clipart-library.com/clipart/LcdoqpLni.htm>

Violations of Rights (page 12, page 13)

1. <https://www.chinadailyhk.com/articles/107/236/98/1552559174381.html>
2. <https://www.oursplatform.org/2016/04/07/experts-unite-end-human-rights-violations-based-sogi/>
3. <https://www.bund.net/themen/aktuelles/detail-aktuelles/news/solidaritaet-mit-black-lives-matter-fuer-eine-gerechte-und-diverse-umweltbewegung/>
4. <https://www.fr.de/wirtschaft/bangladesch-bleibt-bangladesch-11081896.html>
5. <https://www.unicef.org/rosa/press-releases/child-labour-rises-160-million-first-increase-two-decades>
6. <https://www.flickr.com/photos/foreignoffice/8642756918>

The LERI-Project

The Human Rights Portfolio was created as part of the LERI project (LERI: Learning, Teaching, Experiencing and Reflecting on Inclusion: Peer learning in language friendly school networks) in cooperation with the Rutu Foundation and PH Vienna as one of 12 language friendly lessons for secondary schools. The project links the global Language Friendly Schools network with the voXmi school network in Austria to strengthen cultural and linguistic inclusion in schools through peer learning.

Related links:

<https://www.rutufoundation.org>

<https://www.rutufoundation.org/leri-building-linguistically-and-culturally-inclusive-schools-in-europe/>

<https://www.voxmi.at>

<https://www.voxmi.at/2023/06/27/voxmi-weltweit-und-in-alen-faechern/>

<https://de.padlet.com/office244/vera-sophie-horwath-iaiiicvqp047v3vt>

