

## CONTENT LEVEL

Ages 14-18 (Grades 9-12)

## TIME

60 Minutes

## OVERVIEW OF ACTIVITIES

Students will...

- Familiarize themselves with the right to education (UDHR Article 26)
- Work in small groups to consider the importance of education
- Work in pairs to make connections between the right to education and other human rights

Accompanying slides available via [Google Slides](#)

# INTRODUCTION TO THE UDHR

Woven Teaching believes that **human rights education** is essential for students to understand and assert their own rights and to protect the rights of others. As a result, the **Universal Declaration of Human Rights** (UDHR) lies at the core of Woven Teaching's materials. The document's 30 articles outline fundamental human rights: basic rights and freedoms which every human being is entitled to, regardless of the person's race, religion, birthplace, gender, sexual orientation, or other characteristics. Although its articles are not legally binding, the UDHR serves as the moral compass for the international community.

## ARTICLE 26

### Right to Education

You have the right to an education. Education should be free in elementary school and other fundamental stages. It should be mandatory for all children, but parents/guardians should be able to choose the kind of education their children receive. Promoting tolerance and understanding, as well as strengthening respect for human rights, should be important goals of every individual's education.

Article 26 of the UDHR outlines the right to education. You can learn more about Article 26 at [bit.ly/WT-udhr-26](https://bit.ly/WT-udhr-26). A lesson about Article 26 has many applications in the classroom. For example, it could be added to units about:

- Child labor/welfare during the Industrial Revolution
- Title IX and equal access to education in the United States
- U.S. Supreme Court cases such as *Mendez, et al. v. Westminster School District of Orange County, et al.* and *Brown v. Board of Education*
- Current events, including discussions of book bans, banned curricula, and whose history gets taught

Although the Universal Declaration of Human Rights is not legally binding, the rights described in its articles can be found in international covenants and treaties which are legally binding. The right to education can be found in Article 13 of the **International Covenant on Economic, Social and Cultural Rights**, which was adopted by the UN General Assembly in December 1966. The United States is a Signatory to the ICESCR, but has not ratified the Covenant. As a result, it is under no obligation to abide by its articles.

# INTRODUCING ARTICLE 26

10 MINUTES

Students will become acquainted with Article 26 of the Universal Declaration of Human Rights.

A. Post Article 26 on the board and ask for a volunteer to read it aloud:

*You have the right to an education. Education should be free in elementary school and other fundamental stages. It should be mandatory for all children, but parents/guardians should be able to choose the kind of education their children receive. Promoting tolerance and understanding, as well as strengthening respect for human rights, should be important goals of every individual's education.*

B. Check for understanding. What elements comprise Article 26?

- All people have the right to be educated
- Education should be free from elementary through high school
- Education is mandatory for all children
- Parents/guardians should be able to choose the type of education their children receive (i.e. public school, home school, religious/parochial school, etc.)
- Promoting respect and human rights should be part of every child's education

C. Instruct students to spend 5 minutes responding to the following prompt in their notebooks: Do you agree with all of the elements of Article 26? Why or why not?

# RIGHT TO EDUCATION

35 MINUTES

Students will work in small groups to reflect on the importance of education and reflect individually on their classmates' questions and comments

A. Preparation: Write each of the questions below on its own sheet of chart paper. Display each sheet in a different area of the classroom. Make sure that extra paper is available so there is room for each group to write down their answers.

Gallery Walk questions:

1. Think about your own education. In what ways has this education helped you? In what ways has your education helped your family?
2. What are some of the ways that educating people helps our community?
3. What are the consequences of a child being out of the education system? For the child? For their family? For the community?
4. What are some of the obstacles to keeping children in school?
5. What can parents or guardians do to make sure that children have the opportunity to get an education? What can schools do? What can the government do? What can regular people in the community do?

B. Break class into five groups. Ask each group to move to the location of a different question.

*Note: Depending on the class size, more groups may be needed to ensure all groups members actively participate. If more groups are needed, display questions on additional pieces of chart paper, repeating questions or creating your own.*



- C. Give groups 10 minutes to discuss their question and leave comments and questions on their chart paper. They should be sure to leave room for other students' comments and questions.
- D. After 10 minutes, invite students to move around the room and review the other questions and answers. Ask them to add their comments or questions. Allow 15 minutes for this process.
- E. Bring all participants together and review the five questions and responses as a class. Conclude this activity with the following questions:
  - How does access to education affect other aspects of a person's life?
  - Why is the right to education an important right for all people to have?

## **INTERDEPENDENCY**     *15 MINUTES*

Students will discuss the interdependence of different human rights.

- A. Distribute one copy of the Universal Declaration of Human Rights' 30 Articles (see **pg. 4**) to each student. Ask them to take a few minutes to read through the articles.
- B. With a partner, instruct students to discuss which other human rights could be impacted (and why) if a person's right to education were violated.

For example, if someone was not able to get an education, how might their right to an adequate standard of living be affected?

- C. After a few minutes, bring the class together and ask a few pairs to share their thoughts.
  - Why is it important to protect all human rights?
  - Why is education vital to achieving these other human rights?
  - Why is studying human rights important?

# UNIVERSAL DECLARATION OF HUMAN RIGHTS

30 articles of the United Nations' Universal Declaration of Human Rights (UDHR)

## You have the right...

1. to be free and equal in dignity and in rights
2. to be free from all forms of discrimination
3. to live freely and safely
4. to be free from slavery
5. to be free from torture or cruel, inhuman, or degrading treatment
6. to be legally protected in the same way as everyone else
7. to be treated fairly under the law
8. to seek justice and remedy (repair) when your rights have been violated
9. to be free from arbitrary arrest, detention, and exile
10. to a fair and public trial if you are accused of a crime
11. to be presumed innocent until proven guilty if charged with a crime
12. to privacy
13. to choose where you live and to leave your country and to return
14. to seek asylum in another country if you are being persecuted
15. to be a citizen of your country
16. to get married and start a family (as a consenting adult)
17. to own property alone or with other people
18. to practice your religion freely and to change it
19. to think and say what you like and to share information with other people
20. to participate in and organize peaceful protests and meetings
21. to participate in your country's government by voting or being elected to office
22. to social security (to have your basic needs met)
23. to work, receive a fair wage, and to join a union
24. to rest and relaxation
25. to an adequate standard of living, including food, housing, and medical care
26. to education
27. to your culture and the right to benefit from scientific advancements
28. to live in the kind of society and world where your rights are respected
29. to be supported by your community and a duty to do the same for others
30. Nothing in the UDHR implied that any person, group, or State can take away your human rights.

# UNIVERSAL DECLARATION OF HUMAN RIGHTS

## STUDENT VERSION

<b>1</b> All human beings are born <b>equal in dignity</b> and in rights.	<b>2</b> These <b>rights belong to everyone</b> . You should never be discriminated against.	<b>3</b> You have the right to <b>life, liberty, and safety</b> .
<b>4</b> No one can hold you in <b>slavery</b> .	<b>5</b> No one can <b>torture</b> you or treat you in a cruel or degrading way.	<b>6</b> <b>Everyone has rights</b> , no matter where they are.
<b>7</b> <b>Laws should be applied the same way</b> for everyone.	<b>8</b> You have the right to <b>seek justice and remedy (repair)</b> if your rights are not respected.	<b>9</b> You cannot be <b>imprisoned or thrown out of a country</b> without a good reason.
<b>10</b> You have the right to a <b>fair and public trial</b> .	<b>11</b> You have the right to be <b>presumed innocent</b> until proven guilty.	<b>12</b> You have a right to <b>privacy</b> . No one can enter your home, read your mail, or bother you without good reason.
<b>13</b> You have the right to <b>move and travel</b> within your country and internationally.	<b>14</b> You have the right to <b>seek protection from another country</b> (asylum) if your country treats you poorly.	<b>15</b> You have the right to <b>be a citizen</b> of a country (have a nationality).
<b>16</b> Every consenting adult has the right to <b>get married and have a family</b> .	<b>17</b> You have the right to <b>own property</b> .	<b>18</b> You have the right to <b>practice any religion</b> .
<b>19</b> You have the right to <b>express your opinion</b> .	<b>20</b> You have the right to gather with others and <b>protest publicly</b> .	<b>21</b> You have the right to <b>participate in the government</b> of your country (e.g. vote).
<b>22</b> You have the right to have your <b>basic needs met</b> (e.g. through social security programs).	<b>23</b> You have the right to work, to receive <b>equal pay</b> for equal work, and to <b>join a union</b> .	<b>24</b> You have the right to <b>rest from work</b> .
<b>25</b> You have the right to an <b>adequate standard of living</b> , including housing, food, and medical care.	<b>26</b> You have the right to an <b>education</b> .	<b>27</b> No one can stop you from <b>participating in your community's cultural life</b> .
<b>28</b> Everyone must <b>respect the social order</b> that allows these rights to exist.	<b>29</b> Everyone must <b>respect the rights of others</b> .	<b>30</b> No one can <b>take any of the rights</b> in this declaration away from you.

The full text of the UDHR and a text-only student version are available at [WovenTeaching.org/udhr](http://WovenTeaching.org/udhr)