

SUBJECT AREAS:

Social science

ACTIVITY DESCRIPTION:

Human rights, Constitution

OBJECTIVES:

- To understand the relationship between rights and responsibilities; - connect rights and responsibilities with the daily life of young people
- To develop cooperation and participation skills;
- To understand the role of the Constitution;
- To become familiar with the role of the President, Government, Parliament, County Council, and Local Council;
- To understand the role of their vote, what it contributes to Decision;
- To share their knowledge related to this topic, and through dialogue and involvement, open attitudes and belief in political empowerment and democracy are developed.

MATERIALS:

Video projector, pencils, colors, laptop

GRADE/LEVEL:

Secondary school (15-18)

DURATION:

Preparation time: 20 min.

Activity time: 30 min.

PLACE:

Classroom

AUTOR:

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Our Constitution

INTRODUCTION:

The lesson will begin with an introductory and knowledge session, starting with a presentation of the invited experts, the two decision-makers.

Using the non-formal education method "speed dating" will be facilitated interaction and acquaintance between participants and decision-makers. The method involves placing chairs facing each other, and offering a topic for discussion for 4 minutes (each having 2 minutes to speak), after which the chairs will rotate and they will change partners and receive another topic for discussion: birthplace, a beautiful memory, passions etc.

BACKGROUND:

It will begin with an introductory and knowledge session. It will begin with a presentation of the objectives of the lesson and the introduction of the decision-makers to young people.

Procedure:

Outline: To grab attention and engage students, they will be asked if they have heard of the constitution. They will be explained that it is a very important document of each country that establishes the basic rules on how society is organized. Examples will be given of what is written in a constitution – for example, the law is made by the Parliament and the President is the official leader of the country. The decision-makers will also be involved in the presentation; they will provide the children with explanations and more details about the constitution, and about how power is organized in the state, starting from the President, Government, Parliament, County Councils, Local Council and Mayor.

Instruction: "A constitution for our Group": Using discussion, consensus building, and rulemaking, young people's experience and understanding of rules and responsibilities will be explored, starting with the sentences "I have the right to.... because....". This will be followed by statements about things they have the right to do "I have the right to...".

Guided Practice: The teacher will highlight that rules and responsibilities help us live together so that everyone's rights are respected; rules protect our rights (e.g. to participate, to have an opinion, to learn, etc.), rules protect us from staying safe and healthy and create responsibilities to respect the rights of others.

Formative Assessment: Make sure your students getting as much as possible from this lesson. Check if they understood with a few questions for continuously monitoring: "What are the rules?"; "Where do we find rules?"; "How are these rules protected?"; "Why do we need rights?".

Collaborative Process: Group students will explore the concepts. The next step is for them to work in small groups of 4-5 people and make a constitution for their group, which will contain rights and responsibilities.

Independent Practice: Use worksheets or other assignments to have students practice on their own (organize an activities that stimulate active learning in school – small group discussions, games and problem solving, role-playing and debates, or passive learning: assigned readings, PowerPoint presentations etc.)

FUN FACTS:

- *The world celebrates International Human Rights Day. On December 10, 1948, in Paris, the United Nations General Assembly adopted and proclaimed the Universal Declaration of Human Rights, the first official document on human rights.*

ASSESSMENT:

In order to stimulate active learning in school they will will debate an extensive report on the landmark global events and serious human rights violations in over 100 countries, which are felt as an echo in the political and social life of each country. The debate will start from the following video:

<https://www.facebook.com/share/v/1AGDmNtGWz/?mibextid=wwXlfr>

Then students will debate how this reality affects each of us more or less!

EVALUATION:

The evaluation will be carried out through observation and feedback: the interaction between students and decision-makers will be analyzed, the questions asked to the decision-makers, the degree of involvement of each student in the debate will be analyzed. The impact of the class will be analyzed through the feedback received from the students.