

Citizen of Humanity – Teaching Human Rights Summary of Teacher Evaluations from trial in six schools 2004 PART ONE

Activity	Content/concepts	Pedagogy	Age/Stage appropriateness	Summary
A. Defining Human Rights	<ul style="list-style-type: none"> * appropriate & very important * fine * a number of children from Pakistan/India used other material * appropriate * easy to understand * good to compare ind./group/city/national/gobal 	<ul style="list-style-type: none"> * appropriate, allows for discussion * needed more examples to define civil/political/social rights * cultural diversity of class made it essential to talk out text * meaningful, high order tasks * suited to survival kit (Refugee) 	<ul style="list-style-type: none"> * OK * OK * very appropriate * appropriate for stage 3 * definitely age appropriate * appropriate for Year 6 & OC 	<p>Appropriate concepts for stage 3 with meaningful high order activities.</p>
B. Declaration of Human Rights	<ul style="list-style-type: none"> * difficulty in defining some issues * OK * good * appropriate * some terms needed to be looked up in dictionary * very beneficial, good to look at children/adult rights and compare environments 	<ul style="list-style-type: none"> * hands on activities we used the hot air balloon activity to enhance debate * meaningful, high order tasks * Ch. Enjoyed creating a concept map for HR, this lead to a lot of research & discussion 	<ul style="list-style-type: none"> * difficult for some children who are less familiar with world/current issues * a little difficult, they did not get what they were looking for in activity * UNICEF have a CD Rom which is user friendly * appropriate for stage 3 * appropriate as it followed on with defining HR * appropriate 	<p>Concepts challenging for some classes, activities were stimulating. Appropriate for those familiar with current world issues.</p>
C. Children and work	<ul style="list-style-type: none"> * very topical for children * needs a lot of discussion * very relevant. Children liked comparing and considering differences in lives * Human Rights watch focus on America/South America because of class composition * better suited to stage 4 * This was a fabulous lesson. The children were extremely interested in reading stories of ch. at work. 	<ul style="list-style-type: none"> * needs time for discussion * interesting way of introducing information * children wanted to establish a hierarchy of countries – with material this proved difficult which was good for debate * meaningful, high order tasks 	<ul style="list-style-type: none"> * some were difficult for children to comprehend * some too sensitive * OK * better suited to stage 4 * children were amazed by stories of children at work 	<p>Relevant, stimulating and engaging. Needed time for discussion. Some found material better suited to stage 4.</p>
D. Australia's global responsibilities	<ul style="list-style-type: none"> * didn't do this section other than mention it * very relevant, fitted in with work on global connections * We started with Australia's appalling home record re indigenous issues * enjoyed researching different organisations and sharing their findings 	<ul style="list-style-type: none"> * Due to high number of ESL students the concepts had to be discussed and defined over a longer time * meaningful, high order tasks * activities were innovative and catered across for everyone 	<ul style="list-style-type: none"> * Good. some values in ch. Not well developed yet, so some found it difficult to reason supporting organisations * very appropriate * appropriate * appropriate 	<p>Innovative and relevant, concepts challenging for ESL students, appropriate for stage 3.</p>

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E. Counting the Cost	<ul style="list-style-type: none"> * didn't do this section * still teaching this section * we had done this and the students also enjoyed 'From Little things big things grow' (Australian Den Readers) * a little difficult, needed to explain terms 	<ul style="list-style-type: none"> * still teaching this section * the group outlines helped * meaningful, high order tasks * activities flowed well 	<ul style="list-style-type: none"> * still teaching this section * very appropriate * more appropriate for stage 4 * appropriate 	Generally appropriate level and meaningful activities.
F. Treaties	<ul style="list-style-type: none"> * difficult for some to understand * still teaching this * didn't do this justice * a little difficult 	<ul style="list-style-type: none"> * need more input to discuss needs * still teaching this section * meaningful, high order tasks * a little difficult 	<ul style="list-style-type: none"> * Stage 4 * still teaching this section * appropriate for stage 3 * a little difficult 	Difficult for some. Maybe needed more time?
G. How can you contribute?	<p>Children very interested in personal commitment</p> <ul style="list-style-type: none"> * not teaching this * expert groups identifying issues * the children were good at completing activities 	<ul style="list-style-type: none"> * needs more time for children to investigate this * not teaching this * meaningful, high order tasks * activities complemented HR 	<ul style="list-style-type: none"> * many children needed assistance as they were not familiar with world events , suitable for stage 4 * not teaching this * appropriate for stage 3 * very appropriate 	Appropriate for most, interesting & stimulating activities.
H. In conclusion.	<ul style="list-style-type: none"> * content and concepts appropriate * topical * did not complete * used parts of this unit to compliment 'Survival/Refugee' unit, <p>8</p>	<ul style="list-style-type: none"> * meaningful, high order tasks * did not complete 	<ul style="list-style-type: none"> * appropriate for stage 3 * did not complete 	It is evident that not all classes were able to complete the unit but that the teachers considered it appropriate.