

Evaluation questions	Comments from six schools	Summary
<p><b>What aspects of the unit did the students find most interesting?</b></p>	<ul style="list-style-type: none"> <li>* Stories about children around the world and in Australia because it is far removed from what many children know or have experienced. Eg: – children working in factories.</li> <li>* Discovering which HR they were all born with and those relevant to them.</li> <li>* Most students generally unaware of most HR and then more interested in that their own were not being denied rather than the rights of others.</li> <li>* The HR issues of America and Australia, analysing tracks records for so-called donor countries. The HR Watch site is EXCELLENT!</li> <li>* Students found the UN Cyber Space school bus site very interesting. An excellent resource which supports content.</li> <li>* The children enjoyed the ‘Children and Work’ unit. They enjoyed reading all the difficult real life stories.</li> <li>* I used parts of the unit with a ‘Survival/Refugee’ I was teaching.</li> <li>* Identifying HR was motivating and challenging for the students in a discovery learning session.</li> </ul>	<ul style="list-style-type: none"> <li>* <b>Identifying and comparing HR in various countries.</b></li> <li>* <b>Children at Work</b></li> <li>* <b>Using web site resources.</b></li> </ul>
<p><b>Which aspects of the unit did students find most difficult?</b></p>	<ul style="list-style-type: none"> <li>* World/current events and HR abuse, merely due to age.</li> <li>* In spite of including some practical and art activities, the continuous reading/writing aspect of unit was a little tedious.</li> <li>* It would have been so easy to offend at least ten of my students if I had not spent time locating information from other countries – there has to be a warning re the cultural mix of the class this unit is taught to.</li> <li>* More abstract concepts which are on a ‘global’ level. Some students had difficulty grasping these nations on a global scale.</li> <li>* ‘Counting the Cost’, some of the concepts were difficult to understand.</li> </ul>	<ul style="list-style-type: none"> <li>* <b>Continuous reading / writing activities.</b></li> <li>* <b>Abstract concepts on a global level.</b></li> <li>* <b>Counting the Cost.</b></li> </ul>
<p><b>Which aspects of the unit did you find most difficult to teach?</b></p>	<ul style="list-style-type: none"> <li>* HR abuse, because it requires a depth of understanding more suitable to stage 4.</li> <li>* Many activities require access to websites, our school cannot provide individual computers, so I had to gather the information before lesson and present it on paper which meant the activities were not so much fun or interactive.</li> <li>* ‘Counting the Cost’ – Terms &amp; concepts difficult to understand, I found I was repeating myself a lot to define the terms and the activities were time consuming.</li> <li>* The working conditions and the activity regarding Declaration of HR. Questions 1, 2 &amp; 3 need to be more critically literate. Eg presentation of ‘Identify the HR’ can influence the audience.</li> <li>* Declaration of HR. Teachers need guidance to ensure information is politically impartial. Too easy to look abroad and gloss over issues at home.</li> </ul>	<ul style="list-style-type: none"> <li>* <b>Declaration of HR.</b></li> <li>* <b>Counting the Cost.</b></li> <li>* <b>HR abuse.</b></li> <li>* <b>Activities accessing web sites.</b></li> </ul>
<p><b>Which of the activities were the most successful and why?</b></p>	<ul style="list-style-type: none"> <li>* Websites which can be accessed easily</li> <li>* Newspapers</li> <li>* Hands on and group discussion.</li> <li>* Making posters to boost awareness of HR around the school.</li> <li>* The case studies and looking at HR Watch website.</li> <li>* ‘How you can contribute.’ It serves to empower students. These activities serve as a springboard for extension because they are open ended.</li> <li>* Defining HR, great way to introduce the unit.</li> <li>* Children at Work – students enjoyed the research and reading the stories.</li> <li>* Australia’s global responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>* <b>Web sites</b></li> <li>* <b>Hands on activities.</b></li> <li>* <b>Defining HR</b></li> <li>* <b>Australia’s Global responsibilities</b></li> <li>* <b>‘How can you contribute?’</b></li> <li>* <b>‘Children at Work’.</b></li> </ul>

<p><b>Which of the activities were the least successful and why?</b></p>	<ul style="list-style-type: none"> <li>* ‘How can you contribute?’ Required more time than was available this year.</li> <li>* Those associated with defining HR, they were the least interactive and got the kids off to a dull start.</li> <li>* The introductory lesson – could be changed to a human rights case in Australia or America.</li> <li>* Those that discussed global concepts. Some students had difficulty with concepts abroad.</li> <li>* Counting the Cost.</li> </ul>	<p><b>*‘How can you contribute?’</b>  <b>* Defining HR.</b>  <b>* Global concepts</b>  <b>* ‘Counting the Cost’</b></p>
<p><b>Did you invite anyone from outside the classroom in teaching this unit?</b></p>	<ul style="list-style-type: none"> <li>* No – not enough time!</li> <li>* No – not enough time!</li> <li>* no – not enough time</li> <li>* no – not enough time</li> <li>* no – not enough time</li> <li>* We had representatives from Chilout, Amnesty and went to see the film ‘The Boy who plays in the Buddhas of Bamiyan’! This definitely rounded’ the unit and made it ‘real’.</li> </ul>	<p><b>*Time constraints and crammed curriculum</b></p>
<p><b>What aspects of the unit seemed to generate the most discussion with students?</b></p>	<ul style="list-style-type: none"> <li>* Children working in factories.</li> <li>* When they were asked to consider whether any and which HR had been denied whilst reading real life accounts.</li> <li>* The case studies on the HR site.</li> <li>* Defining HR.</li> <li>* Children at Work and Australia’s Global responsibilities</li> </ul>	<p><b>* Case studies</b></p>
<p><b>What improvements could you identify in the students understanding of human rights by the end of the course?</b></p>	<ul style="list-style-type: none"> <li>* Students identified HR and described world events leading to conflict.</li> <li>* Gained an awareness of HR and increased sense of the injustices around the world.</li> <li>* A better understanding of rights which governments and individuals must uphold and protect.</li> <li>* The students were more sensitive towards issues around the world.</li> </ul>	<p><b>* Increased sensitivity and awareness of the need for global HR</b></p>
<p><b>What additional support would help you teach this unit?</b></p>	<ul style="list-style-type: none"> <li>* Similar resources to ‘Discussing Democracy’ Kit which is excellent.</li> <li>* Internet resources and some worksheets as I had to make mine where necessary.</li> <li>* An appendix to show where to find non Indian/Pakistan case studies.</li> <li>* A world map exercise to identify that abuse is not isolated to certain countries.</li> <li>* More support information, videos, magazines, texts etc.</li> </ul>	<p><b>* Resources for non Indian/Pakistan case studies.</b>  <b>* World map exercise.</b>  <b>* Worksheets</b></p>
<p><b>Would you have liked more support information about the subject of human rights itself to enhance your own knowledge for teaching purposes?</b></p>	<ul style="list-style-type: none"> <li>* No, have taught a similar unit in the past.</li> <li>* Yes, internet and worksheets as above.</li> <li>* No</li> <li>* Yes, more resources needed.</li> </ul>	<p><b>* 50% felt need for more information.</b></p>

<p><b>Please provide any general comments you have about this unit.</b></p>	<ul style="list-style-type: none"><li>* Great web site references &amp; excellent concepts</li><li>* Some parts needed a lot of teacher input if students not aware of current events.</li><li>* Good in theory, but probably a little above capabilities of most of this year's students. None are particularly high achievers and most of this work requires good critical thinking and reasoning skills. Having a small class of ten, made reasonable discussion hard to initiate.</li><li>* We were rushed – but it was the one unit where 'real' engaged learning took place. It was an opportunity to put into perspective some of our time wasting activities. Well done!</li><li>* At Stage 3, the children have many opinions about HR which developed into many class discussions and debates. The class &amp; I enjoyed working through the unit.</li></ul>	<p><b>Stimulated class discussion, and engaged students. Excellent concepts and web sites.</b></p>
---	--	--