

FACILITATOR'S MANUAL

Create a happy, safe space for students to share their experiences. Greet students. Start each class with a song, welcome, or other activity.

Through discussion, students discover their own thoughts and feelings about these important principles. The facilitator is a listener and a guide. He or she invites people to share stories or explain more. “Tell me more,” and “what do you think?” are common phrases. Your discussion is a success if students are sharing their stories. Let many students answer each question. Discussion questions follow a specific format called “the F A M A method” to guide students to their own learning.

• PRESENT CODE

Song, story, picture, activity or video to start class discussion

(Make sure everyone can see the code well. Use a projector or have students get the images on their devices)

• FACTS

- What do you see here?
- Identify who, what, where and when.

• ASSOCIATION

- What feelings do you have?
- Connect personal experiences to the code. Share unique stories and perspectives.
- Understand other people’s experiences.

• MEANING

- What principles can we learn from our discussion?
- What is your main take-away?

• ACTION

- What can we do now?

Make goals to strengthen homes and communities.

There are key learning points in each lesson. Make sure they are talked about in the lesson. Briefly discuss them if they weren’t.

Students learn by doing activities. They should be fun and enjoyable for the class. Look at the activity before class, so you know what is needed. If you think a different activity would work better for your group, use it!

Give students time to choose one specific goal they can work on. After they make a goal, let the students each share what they will do to help their families and communities. You may follow up with students at a later time.

Review what you have learned. Ask the students how they could teach today's principle to others. Write down ideas now that they can use later when they plan their community outreach project.

Students need to see the pictures or videos that go with the lessons. You have many options:

- Use the large pictures.
- Show the images with a projector.
- Have the students get the student version on their devices.
- Send pictures to students' devices digitally.

Think about your class. Do you want students using their devices? How can they see best with the size of your class? Decide what is best for your class.

Please review the Outreach Project before beginning the course.

At the end of the course, students will create their own final project to share with others. This individual or group project could focus on one or many of the principles learned. It can be art, music, drama, story, dance, service project, or something else they choose. This is the culminating experience. Every class member should participate. It will be a celebration to honor human rights.

DISCOVER:

Use pictures, videos, songs or activities to discover the human rights.

QUESTIONS YOU MAY ASK

- What do you see?
- Which picture stands out most to you? Why? Ask each class member.
- What might be the stories behind each of these pictures? Have each class member make up a story for a picture.
- You see, they are all the same in some ways and different in some ways. What is special about human beings?
- What does human dignity means to you?
- In what manner should we treat human beings, even if they are different?
- How have you seen people respond when they are not treated with dignity?
- In what way will we treat each other in this class?

Let's make rules.

- How will we make everyone feel welcome and safe?
- How will we make sure everyone gets to speak?
- In what manner will we show respect for others?
- How will class members behave?
- What if someone breaks a rule?
- What if you were going to make rules for everyone in the world?
- Which kind of rules would you make for all humans?
- Everyone should have the right to _____.

Make a list.

- This is the Universal Declaration of Human Rights and the Convention on the Rights of a Child (see appendix).

These are rules that people around the world have agreed to. They are important for all human beings. These rights include freedom, equality, education, etc. When we respect human rights, our communities become stronger.



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