

## **Class 3**

### **Teachers' Notes**

# **Giant Steps: How can people operate in societies when rights are denied?**

### **Preparation**

**Note: this activity works best in a large classroom, hall or corridor. It has less impact in a smaller space.**

1. Print out a role card for every student. Ideally there will be a number of students with the same role cards. If the students have contradicting opinions on particular issues, it will become evident and create a good opportunity for debate.
2. It is important to begin the discussion by reminding all the students that while they may not agree with the opinions of others, they must be respectful towards others.
3. Before you begin the class, encourage and promote the students to develop empathy with the character on their role card.
4. It is important to take the time at the end of the activity to fully debrief the students, as they may have felt excluded while participating in the activity. This will give them the opportunity to discuss their frustrations and be better prepared and safe when leaving your class.
5. Arrange to take photographs of the class engaging with the materials.

### **Suggestions for debriefing after the activity**

Discuss with your class:

- Who got farthest along? Why do you think that they got farther? In real life do you think that some people get farther along than others?
- Who got left behind, and had least opportunity to move along?
- In life, do you think that some people get farther along than others?
- How did you feel when you could move?
- How did you feel when you couldn't move?
- How did you feel when others were moving faster than you?
- How did you feel when others were moving slower than you?
- Teachers can say: 'I notice how those in front didn't look back when they were taking giant steps ahead... did you think about the others when you were "winning" the activity?'
- Do you think that there are people in your community that do not have equal rights?
- What do you think could be done to allow (a character) to have equal rights?

- **Introduce the students to the following words promoted by the UDHR. Discuss how those who are considered to be advantaged or disadvantaged are affected by the following:**

Social Inclusion  
Preservation  
Entitlement/Rights  
Empowerment  
Participation  
Responsibility

### **How to De-Role**

Give each student the opportunity to de-role so that a student does not leave the class with the frustration they may have had while in character. Ask each student their name and one piece of information about themselves. For example, 'what is your favourite subject?'

### **Possible Follow Up Activities**

1. Ask students to create an image or illustration representing someone being denied a right.
2. Ask the students to now write an article on their character highlighting how they were affected by their denial of human rights.