

ACTIVITY HANDBOOK FOR TEACHERS ON HUMAN RIGHTS AND BUSINESS SKILL CURRICULUM

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INTRODUCTION

“Human Rights Education and Training should take into account the national and local context as well as the needs and expectations of the learners” is stated under Article 3(2) of the United Nations Declaration on Human Rights Education and Training(2011).

The activity handbook contains additional activities for each of the human rights which the teachers can refer to as an alternative to the activities included in the curriculum. It equips the educators with multiple options to choose from, making it adaptable to different learning environments. It also includes a variety of creative and participatory exercises that are classroom-based to help the students gain an understanding of the fundamental concepts of human rights along with the provisions to protect these rights in an engaging manner. Each of the activities included in the manual are tailored in such a way that it meets the criteria for secondary school students. The manual focuses on the flexibility in learning process as it contains multiple activities for a particular right to cater to the interests and needs of the students. Further, the activities integrate the skills of collaboration, teamwork, networking , active listening, resilience, analysis, verbal communication, problem solving, curiosity and conflict resolution all being the business skills mentioned in the Colega which would help in the holistic development of a child. The handbook shall serve as a guiding framework for teachers which provides diverse learning experiences for the students by providing alternatives and upholding the dignity of every individual.

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1.Right to Equality

1.1 Equality Starts With Me – Critical Reflection Board

Objective: Turn the lens inward—where do students see bias?

Task:

1. Ask students to anonymously post answers to:
2. Where do I see inequality in school or society?
3. When have I treated someone unfairly?
4. What can I do to be more fair?



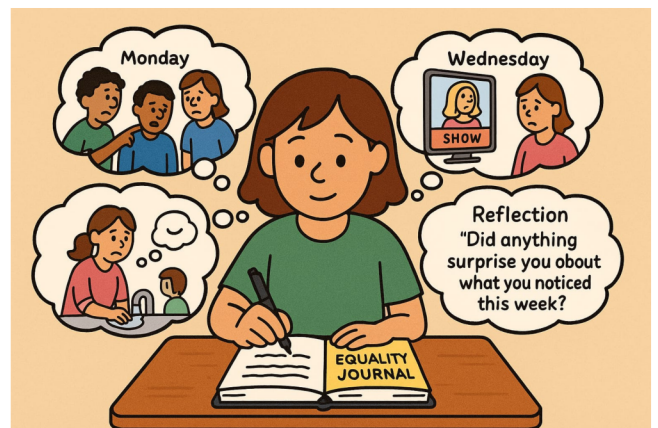
Result: A visual collage of honest reflection, with opportunities to anonymously discuss responses.

1.2 Equality Journal: A Week of Watching

Objective: Build awareness through personal observation.

Task: Over 7 days, students maintain a journal with entries on:

Instances where they observed inequality (school, media, home, public).



Follow up Questions:

How they felt about it, What could have been done differently?

Reflection Prompt:

“Did anything surprise you about what you noticed this week?”

Activities included in the Lesson Plan Manual

1. What is Democracy? Why Democracy
2. Worksheet on Democracy and Right to Equality
3. Poster Making
4. Interviews of inequalities faced by people they know
5. Collecting newspaper clippings about inequalities in the world

2. Equal and Inalienable Rights

2.1 Doomsday - Justice Served

Different roles:

CITIZENS: Act out the situations

LAWYERS: They are given rights and the related article

JUDGES: Shall proclaim the final verdict



The class is divided into citizens, lawyers and judges by casting lot. The students who get to be citizens are then given certain scenarios where human rights are violated. The citizens would act out the scenarios and the lawyers would proclaim if the fundamental rights are violated i.e. which right was violated and according to which article of the Indian constitution (here the students would refer to the flash cards). Then the judges of the class would produce the final verdict that is either 'the citizen is guilty of violating the right' or 'the citizen is not guilty of violating the right'.

2.2 Everyone Gets a Passport!

Goal: To help students understand that everyone has equal and inalienable rights, no matter who they are.

You Will Need: Plain paper (to make a passport), Crayons or pens, A few printed pictures or cards with basic rights (e.g. Right to Education, Right to Speak, Right to Be Treated Fairly)



Steps:

1. Make a Passport:

Ask each student to fold a paper like a booklet. On the front, they write “My Rights Passport” and draw themselves.

2. Give Roles (Optional):

You can give each child a simple role (like a poor child, a rich child, a girl, a refugee, etc.), or just ask them to imagine they are different people.

3. Distribute Rights (Unfairly at First):

As you read out each right, give the “right stamp” or card only to some students. For example, only boys or only rich children.

Ask Questions:

1. How did it feel not to get the same rights? Was it fair? Should everyone have the same rights?

Now Make It Fair:

Restart and give all rights to all students, showing that rights are for everyone.

Final Message:

Tell them: “Everyone is born with equal and inalienable rights. No one can take them away from you. Rights belong to everyone—no matter where they live, how they look, or what they have.”

Activities included in the Lesson Plan Manual

1. Mind Mapping on Social Diversity
2. Flashcard Activity
3. The Student Manifesto

3. Freedom from Discrimination

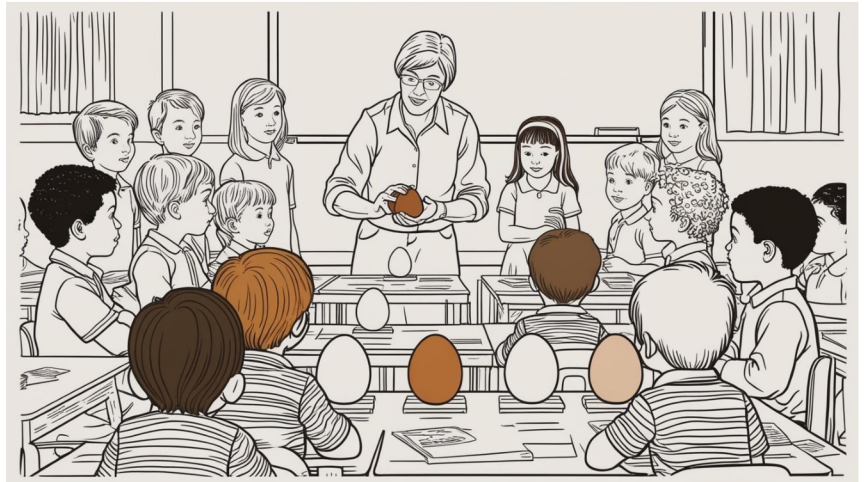
3.1 Same on the Inside

Objective: To show that even if we look different, we are all human.

Materials Needed: A brown egg and a white egg

Steps:

1. Show the two eggs to the class and ask: Are they different?
2. Crack both eggs in a bowl.
3. Show students: Inside, they're exactly the same.



We may look different, but we are all equal. Discrimination based on looks, gender, religion, or background is unfair.

3.2 Label Me Not

Objective: To understand how labels and stereotypes hurt and why it's important to treat people as individuals.

Steps:

1. Write common labels on sticky notes (e.g., “weak,” “smart,” “poor,” “loud,” “lazy”).
2. Stick them randomly on students’ backs without telling them what the label says.
3. Ask students to walk around and treat others based on their label. Then reveal the labels.



Discussion:

The teacher asks questions

Q1. How did it feel to be treated a certain way without knowing why?

Q2. Why do people judge others by labels in real life?

Activities included in the Lesson Plan Manual

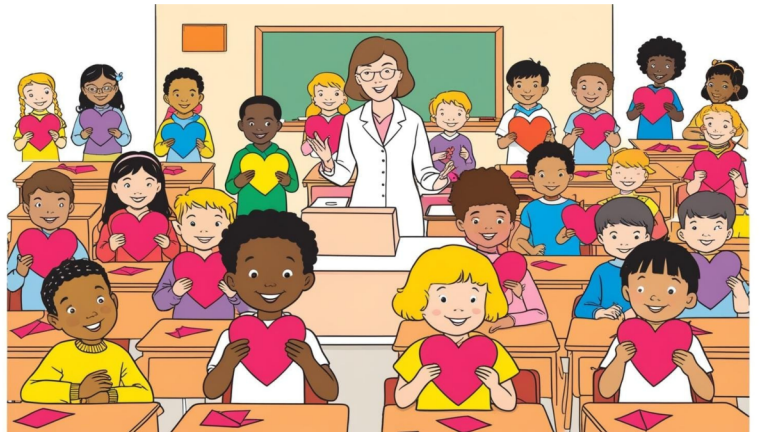
1. Does it Matter?
2. We Are the Best
3. Equality Card
4. Diary Entry

4. Freedom from Bullying

4.1 Wrinkled Heart

Objective: To show how bullying hurts and how words can leave lasting effects.

Materials: A paper heart for each student



Steps:

1. Give each student a heart-shaped paper.
2. Ask them to crumple it every time they hear a mean statement like: “You’re not good enough.”, “No one wants to play with you.”

Then ask them to smooth out the heart. This is followed by a discussion where the teacher asks the questions

Q1. Does the heart look the same again?

This shows how bullying hurts on the inside, and even if we say sorry, the pain can remain.

Everyone has the right to feel safe and loved–bullying takes that away

4.2 Kindness Chain

Objective: Promote positive behavior and show how kindness can replace bullying.

Materials: Strips of paper for each act of kindness, Stapler or glue to make a paper chain



Steps:

1. Ask students to write kind things they have said or done recently (or will do) on paper strips.
2. Link them together to create a Kindness Chain around the classroom.
3. The goal is to grow it bigger than any problem caused by bullying!
4. Kindness is stronger than bullying. Every small action matters

Activities included in the Lesson Plan Manual

1. Case Study discussion
2. Assessing different situations of Bullying
3. Group activity - Passing Compliments
4. Design and Defend: Your Vision of a Safe School
5. Letter writing to explaining a bullying incident you came across

5. Right to Marriage and Family

5.1 Marriage & Family in Cultures-World Map

Objective: To explore global diversity in how marriage and families are formed.

Steps:

1. Provide a world map (large or printed).
2. Assign each student or pair a country.
3. They research and add sticky notes with:
4. Common family structures
5. Marriage traditions any known issues with rights violations



Present findings and discuss:

“Which traditions support freedom? Which may conflict with it?”

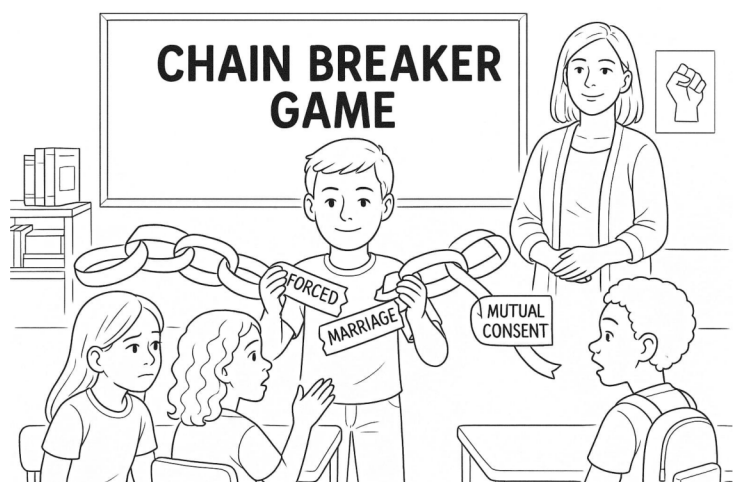
Builds global awareness and critical thinking about cultural practices vs. human rights.

5.2 Chain Breaker Game

Objective: To show how rights can break cycles of injustice in marriage and family.

Steps:

1. Use paper chains labeled with terms like “Dowry,” “Forced Marriage,” “Gender Roles,” etc.
2. Students discuss each link: “How does this violate someone’s rights?”
3. Then, one by one, they break the chains by suggesting a right-based alternative (e.g., “Mutual Consent”).



Why it works: Visually powerful and symbolic—shows how rights empower change.

Activities included in the Lesson Plan Manual

1. Question and Answer on Family Dynamics
2. Choices in Love: The Right to Choose
3. Interview their parents on choosing life partners

6. Freedom from Religion

6.1 Religious Freedom Bingo Card

Religious Freedom Bingo is an engaging, educational game that helps students explore key concepts related to religious liberty, world religions, and constitutional freedoms in a fun and interactive way.

Materials Needed:

- Printed Bingo cards (1 per student)
- Printed or cut-out Call-Out cards (or teacher master list)
- Markers



Step 1: Prepare the Materials

Print enough Bingo cards so that each student gets one. Each Bingo square includes a term and a visual symbol representing that term. Explain to students that this Bingo game will help them review important terms about religious freedom, world religions, and the rights protected by law.

Step 2: Distribute the Cards

Hand out one Bingo card per student. Make sure they understand what the visuals represent (you may want to review a few beforehand).

Step 3: Explain the Goal

The goal is to complete 5 squares in a row—horizontally, vertically, or diagonally—by listening to the clues and marking the correct answers.

After a student wins, ask them to read their five correct terms. Briefly review their meanings with the class to reinforce learning.

	Column 1	Column 2	Column 3	Column 4	Column 5
Row1	Separation of Church/State	Free exercise Clause	Religious Tolerance	Freedom of Worship	
Row2	Atheism	Agnosticism	Buddhism	Christianity	Discrimination
Row3	Hinduism	Islam	Judaism	Sikhism	Religious Persecution
Row4	Freedom of Speech	Freedom of Assembly	Religious Symbols	Prayer in School	
Row5	Religious Conversion	Interfaith Dialogue	Secularism	Theocracy	Religious Freedom Act

6.2 Respect-o-Meter

Objective: To help students evaluate respectful vs. disrespectful behavior related to religion.

Steps:

1. Read out situations (e.g., “laughing at someone’s prayer time,” “joining a friend’s festival celebration”).
2. Students hold up colored cards or signs:

Green = Respectful

Yellow = Unsure

Red = Disrespectful

Discuss responses together



Activities included in the Lesson Plan Manual

1. Discussion on “Which is the best religion?”
2. Match-making Game
3. The Wheel of Peace
4. Mind Map

7. Freedom of Expression

7.1 Write Your Own Newspaper Article

Objective: To allow students to express their thoughts and opinions through writing.

Materials Needed: Paper, Pens/pencils

Introduction: Talk to students about freedom of the press and how journalists use their Right to Expression to inform people about what's happening in the world.



Writing Task: Ask students to write a short newspaper article on a current issue or something important to them. This could be a local issue or a global one (e.g., climate change, education equality, etc.).

Sharing: Allow students to share their articles with the class.

After sharing, ask:

Did anyone express a different opinion from you? How did that make you feel?

Why is it important for everyone to express their views openly?

7.2 Freedom Freeze

Objective: To explore situations where expression is allowed vs. denied.

Steps:

1. Divide the class into small groups.
2. Assign each group a scenario:
3. A girl wants to sing in public.
4. A student wants to write a blog about their school.
5. A child is told not to speak their language at school.
6. Ask them to create a short freeze-frame skit: Act it out and freeze at a dramatic moment.



The class guesses: “Is the person free to express or be silenced?” Then discuss what could change in the situation.

This activity encourages empathy and visual understanding of expression and censorship

Activities included in the Lesson Plan Manual

1. Scenario based discussion
2. Where your Ideas Bloom to life
3. Free Expression Timeline (Past, Present, Future)

8.Right to Legal Recognition

8.1 Identity Card Creation Activity

Objective: Help students understand the importance of legal identity.

How to do it:

Ask students to create their own “identity cards” with basic info: name, DOB, nationality, etc.

Then, simulate a scenario where students without ID cards face barriers (can’t enter class, borrow books, etc.).

Debrief with a discussion: “How did it feel to be excluded?”



8.2 Legal Recognition Auction

Objective: To show how life opportunities depend on legal documents.

Steps:

1. Setup (3 mins):

Give each student a fake currency (coins or paper notes).

Only students with a “Legal ID card” can participate in the auction.

2. Activity (7 mins):

Auction off items representing life opportunities (school admission, job offer, passport, government scheme).



Students without ID are not allowed to bid, even if they have money.

3. Debrief (5 mins):

Ask

“Was it fair?”

“What if someone is capable but not legally recognized?”

Explain: Without legal identity, people are excluded despite qualifications or merit.

Activities included in the Lesson Plan Manual

1. Reading of the Articles
2. The Invisible Citizen
3. The Identity Web- Networking Game
4. Legal Identity Tree

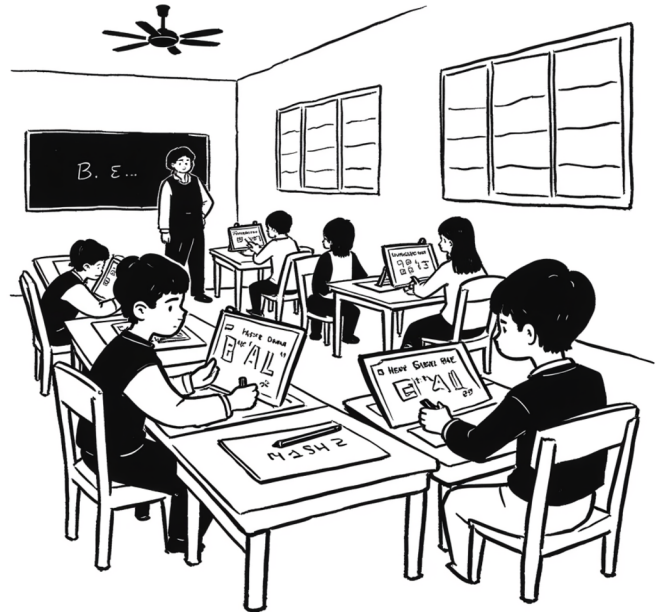
9. Protection from Child Labour

9.1 Constitutional Compass: Matching Rights

Objective: To build legal literacy.

Materials:

1. Printed **scenario cards** (brief situations, both real and hypothetical).
2. Printed **article cards** (with article number and simplified explanation).
3. Chart paper or board (optional for group display).
4. Envelopes or baskets to keep the cards organized by group



Procedure:

1. Divide students into groups of 3–5.
2. Give each group a set of scenario cards and matching article cards.
3. Students read each scenario and discuss which constitutional article it relates to.
4. They place the correct article card next to each scenario.

Scenario	Correct Article
A 13-year-old boy is found working in a chemical factory.	Article 24
A girl is forced to stay home to take care of her siblings and misses school.	Article 21A
A 10-year-old child is begging on the street instead of going to school.	Article 21A & 39(e)
A child is attending school under a free midday meal scheme.	Article 21A
A factory is shut down for employing children in hazardous work.	Article 24
A community runs an evening school for children who work during the day.	Article 21A

Distribute scenarios that violate or uphold rights.

Students match articles to scenarios.

9.2 Digital Campaign: Create a Social Media Message

Objective: To encourage digital advocacy.

Materials: Smartphones/tablets (if available), Canva or similar tools.

Procedure:

Teach basics of digital campaigning.

In pairs, students create a post, meme, or video.

Present to the class or school community.

Assessment: Message clarity, creativity, digital literacy.



Activities included in the Lesson Plan Manual

1. A Child's Life (Jar Activity)
2. Mystery Box
3. Drawing the Resilience Tree
4. Crossword Puzzle on Child Labour

10. Right to Education

10.1 Right to Learn- Chain Reaction Game

Objective: To demonstrate the **cause-and-effect impact** of education (or its absence) on a person's life and society.

Instructions:

- Form a **circle or line** with the whole class.
- The first student begins by saying a statement like "If I couldn't go to school, I wouldn't learn to read."
- The next student adds a consequence: "*If I couldn't read, I wouldn't be able to fill out a job application.*"
- The third continues: "*If I couldn't get a job, I wouldn't be able to support my family.*"
- The chain continues until students demonstrate the **long-term effect** of being denied education.



Wrap Up question- Which consequence in the chain surprised you the most, and why?

10.2 Reflection Journal Prompt – “If I Lost My Right to Education...”

To help students develop self-awareness and empathy, and to reflect on the privileges they may take for granted.

Instructions:

- Provide the journal prompt:
"*Imagine waking up tomorrow and being told you are no longer allowed to attend school. Describe your feelings and what your life might look like after one week, one year, and five years. How would it affect your dreams and your future?*"



- Allow students to write freely for **10–15 minutes**.
- Encourage them to use **first-person narrative** (as themselves).
- Optional: Let students draw a **before-and-after** sketch in the journal to visualize their life with and without education.

Activities included in the Lesson Plan Manual

1. Scenario based discussion
2. Road to Education– World Resilience Challenge
3. Reading of the articles along with the Magic File
4. Reading of the timeline of “Right to Education”
5. Barrier Wall– Break it Down

This activity handbook on human rights and business skills is developed by Sonal Amhbore, Suprava Mukhia, Amit Kumar, Prajwal Dahale and Sifi Mary Siju under the guidance of Asst. Prof. Rahul Landge of MIT-World Peace University School of Education, is a teacher-friendly resource designed to enrich classroom practices by providing diverse strategies for teaching human rights to students

