

# My Human Rights Manifesto

## Lesson Flow

### 1. Warm-up / Introduction (about 3 minutes)

Begin by connecting this task to previous lessons on human rights. Remind students that they have already explored human rights through facts, discussions, and examples. Now they will use language as advocates. Briefly explain what makes a manifesto or call to action effective: a strong message, a clear vision, and a direct appeal to others.

### 2. Writing Phase (about 10–12 minutes)

Students choose one human right or one SDG they care about. They then write a short manifesto in English that could be read aloud in about 1–2 minutes. The text should name the issue, explain why it matters beyond one local context, and include a clear appeal to classmates, society, or a wider global audience. Students should try to use persuasive language and simple rhetorical devices such as repetition, direct address, and strong verbs.

### 3. Sharing and Reflection (about 3–5 minutes)

A few volunteers present their texts. As a class, reflect on how language can move people, raise awareness, and connect across different cultures and perspectives.

*See the next page for activity cards and a worksheet*

## Activity Cards

### Activity Card 1: Education for All

Focus on the right to education.

Questions to think about:

- Why should every child have access to education?
- What happens when education is denied?
- What should people or governments do?

**Sentence starter:**

*Education is not a privilege. It is...*

### Activity Card 2: Equality and Dignity

Focus on equality, non-discrimination, or gender justice.

Questions to think about:

- Who is often treated unfairly?
- Why does equal treatment matter everywhere in the world?
- What change do you want to call for?

**Sentence starter:**

*No one should be excluded because of...*

### Activity Card 3: Climate Justice as a Human Rights Issue

Focus on climate, environment, and human well-being.

Questions to think about:

- How does climate change affect human rights?
- Who is most affected?
- What action should your audience take now?

**Sentence starter:**

*There can be no human dignity on a damaged planet because...*

## Worksheet

### My Human Rights Manifesto – Reflection

Name: \_\_\_\_\_

Topic of my manifesto: \_\_\_\_\_

1. What message did you want to communicate?

---

---

---

2. Why is this issue important to you?

---

---

---

---

3. What words, phrases, or rhetorical devices did you use to make your manifesto stronger?

---

---

---

4. How did you try to make your message understandable for people from different backgrounds?

---

---

---

5. One thing I learned today about language and human rights:

---

---

---