

### MY BACKGROUND KNOWLEDGE



- What do I already know about human rights?
- Have I read talked about human rights in class before?
- What knowledge and/or experiences might my students already have?
- Over the course of the Social Studies programme what have I covered that is similar?
- What pre-learning should the students have?

### WHAT ARE THE KEY CONCEPTS?



- Human rights
- Social Justice
- Society
- Responsibilities
- Beliefs
- Discrimination
- Prejudice
- Actions
- Stereotype

### WHAT ARE THE MAIN IDEAS OF THE ACHIEVEMENT OBJECTIVE?



- Understand what human rights are
- Understand how and why people and/or groups deny /abuse human rights
- Understand how people attempt to obtain and maintain human rights

### BES SOCIAL SCIENCES



- How do I ensure that my teaching aligns to the important outcome?
- Have I used content relevant to my students?
- How am I supporting a community of learners within my classroom?
- How am I going to ensure engagement and interest?
- Are my students able to demonstrate and understanding of the Achievement Objective?

**LEVEL 5**

**Understand how people define and seek human rights**

### EVIDENCE TO SUPPORT THE MAIN IDEAS



- Can I find resources the support the main idea?
- What case studies can I use?
- What have my students experienced?
- What resources are there in the community I could use?
- What key competencies will I develop?
- What principles and values will I consider?

### STUDENT VOICE



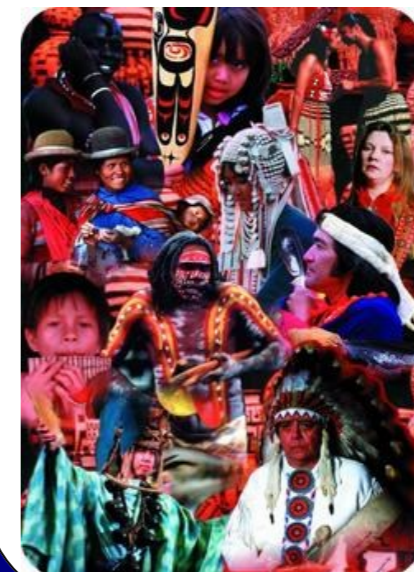
- What have my students told me they want to learn about
- How will I gather this information? Eg survey
- How will I use this data to inform my teaching and learning programme?
- What have my learners told me about how they like to learn?

### STUDENT CENTRED LEARNING



- What do my students already know/ have experienced?
- What are my students interested in?
- Have I considered sensitive contexts?
- Have I considered developing a social inquiry process?
- Where do values, perspectives and responses fit in to this?
- Have I considered the significance of the learning including social action?

### READING THE SILENCES



- Is there a group who does not have a say?
- Is there a Māori voice/female voice/indigenous voice that is missing?
- What are the different perspectives and which is stronger/ weaker/silent?
- What is the view of our community?