



Teacher's Guide the Right of Public Access - All Humans' Rights

Art form	Art, Drama and Music.
Teaching Points	<p>Learning Goals from <i>The Swedish Curriculum in English</i> (The National Agency for Education, 2011) ¹</p> <p>Fundamental values and tasks of the school</p> <ul style="list-style-type: none"> • Education should impart and establish respect for human rights and the fundamental democratic values on which Swedish society is based. Each and every one working in the school should also encourage respect for the value of each person and the environment we all share. (p. 9) • An environmental perspective provides opportunities not only to take responsibility for the environment in areas where they themselves can exercise direct influence, but also to form a personal position with respect to over- arching and global environmental issues. Teaching should illuminate how the functions of society and our ways of living and working can best be adapted to create sustainable development. (p. 12) • Pupils should have the opportunity of experiencing knowledge in different ways. They should also be encouraged to try out and develop different modes of expression and experience feelings and moods. Drama, rhythm, dance, music and creativity in art, writing and design should all form part of the school's activity.) (p. 12) <p>Syllabuses</p> <p>Art</p> <p>Core Content in years 1-3 & 4 – 6</p> <ul style="list-style-type: none"> • Communicate with images to express messages • Materials that are flat and can be shaped, such as paper, clay, plaster and natural materials and how these can be used in art work. <p>Music</p> <p>Core Content in years 1–3</p> <ul style="list-style-type: none"> • Imitation and improvisation with movement, rhythm and tones. • Percussion, string and keyboard instruments with variations in rhythm, tone and dynamics. • Associations, thoughts, feelings and images that arise when listening to music. • Different instruments from groups of wind, string, keyboard and percussion instruments. Sound and appearance of instruments.

¹ The National Agency for Education. (2011). *Curriculum for the compulsory school*,. Stockholm: Ordfrörrådet AB.

The overall curriculum contains three parts:

1. Fundamental values and tasks of the school
2. Overall goals and guidelines for education
3. Syllabuses which are supplemented by knowledge requirements



	<p><i>Civics</i></p> <p>Core Content in years 1–3</p> <ul style="list-style-type: none"> • Basic human rights such as the equality of all people and also the child’s rights as laid down in the Convention on the Rights of the Child. <p>Core Content in years 4–6</p> <ul style="list-style-type: none"> • Human rights, their meaning and importance, including the rights of the child under the Child Convention. • Imitation and improvisation with voice and instrument, rhythm and tones. • Impact of music’s physical, conceptual and emotional characteristics on people in different contexts. How music is used to influence and for recreation in various ritual contexts. • Classical music, folk music and popular music from different cultures and their musical characteristics. <p><i>Biology</i></p> <p>Core Content in years 1–3</p> <ul style="list-style-type: none"> • Man’s use and development of different materials during the course of history. The different materials used to manufacture daily objects and how they can be recycled. <p>Core Content in years 4–6</p> <ul style="list-style-type: none"> • People’s dependence on and the impact on nature and what this means for sustainable development.
Aims	<ul style="list-style-type: none"> • Understanding of all humans’ equal value • Understanding of different ways of expressing • Knowledge about the right of public access • Knowledge about waste and recycling
Duration	<p><i>One whole school day, about 5 hours</i></p>
Lead-in Questions	<ul style="list-style-type: none"> — What is the meaning of <i>All Humans’ Rights</i>? — What are the rights? — What is the meaning of the <i>Right of Public Access</i>? — What do we know about waste sorting? What is recycling?



The teaching procedure (activities)

The Theme Day about the *Right of Public Access – All Humans' Rights* starts with a common gathering of the whole school. The pupils get [information about the day](#)² and what the theme is about.

Because the school is a multicultural school flags from all countries represented are put up on the wall. It is a pleasure that we can share Sweden with other people.

The teachers show a short drama about the value of treating each other with respect. The drama proceeds from [the story about the two apples](#)³

The pupils are divided in 6 groups with 10-15 pupils in each. The groups contain pupils from different grades.

The pupils go around in the school to visit 6 different stations about the theme.

1. [Right of public access](#)⁴

The pupils will together play a memory game about *the Right of public access* and then discuss and talk about the meaning and the function of it.

2. *Friendship stones of papier mache – recycling*

The pupils shall make stones of papier mache. The stones are supposed to symbolize friendship. That is why they are called friendship stones.

3. [Child Convention](#)⁵

The pupils shall watch an interactive book about the Child Convention called *All children's rights* made by Pernilla Stalfelt. Together the [students will discuss](#)⁶ and talk about the content and compare it with the environment the pupils live in and how children live in other parts of the world.

² [Elizabeth's speech 1 CHILDREN'S RIGHTS](#) (4:55 min.)

³ (<http://www.newsner.com/lararens-briljanta-metod-for-att-illustrera-konsekvenserna-av-mobbning/om/en-jaemlik-vaerld>)

⁴ [Allemansrätten](#) Theory -Public Access (3:56 min.)

⁵ [An application about Children's Rights](#), Trailer (1 min.)

⁶ [Children's Rights, a classroom discussion](#) (2:13 min.)



The teaching procedure (activities)

4. [Justice - Injustice](#)⁷

The group of students is divided in two groups. One group gets scissors and the other group does not get any tools. The pupils get a task to make some shapes from a paper. The discussion about justice appears quite quickly because of the distribution of the scissors. This leads to an opportunity for the teacher and the pupils to debate and think about what justice really is. An important aspect in this task is to get the students to understand that things can be done in different way but also about communication and sharing.

5. [Music – a language](#)⁸

The pupils get the opportunity to meet a professional musician that plays Contrabass. The musician tells the pupils about the instrument how it works and appear. The musician and the pupils talk about how music is an own language that express different things. The pupils get to learn a part of a song that does not include normal words it is just rhythm. The song I made by Luis Moholo and is called “*You ain’t gonna know me ‘cos you think you know me*”. The pupils can choose different rhythm instrument to play with as they sing together with the musician on the contrabass.

6. [Waste sorting and recycling](#)⁹

The pupils get a short information about waste sorting and how important that is for the society. The pupils will then search and collect garbage in the schoolyard and then sort it in the right place. The pupils can choose if they want to use the magic glasses. The glasses can motivate young pupils and make it fun to search for garbage.

⁷ [Different Conditions](#), Trailer (1 min.)

⁸ [Music – a language for everyone](#) Temadagen (2 min.)

⁹ [Waste Sorting in Viksjofors school](#) (3:45 min.)



Teaching aids (materials)	<ul style="list-style-type: none"> • Memory game about the "right of public access" • Film about the Child Convention • Material to make the friendship stones (old newspapers, water, paint and brushes) • Garbage to sort out in the schoolyard and magic glasses. • Professional musician
Classroom management	<p>The teachers oversee the different stations. It is the teachers' responsibility to coach the pupils and to lead them into discussions and talk.</p>
Expected outcomes	<ul style="list-style-type: none"> • Knowledge and understanding of all human's equal value. • Knowledge and understanding of the valuable "right of public access" • Knowledge about waste sorting and recycling. • To know different ways to express
Evaluation	<p>The theme day was successful and because the students were in mixed age groups the fellowship between the pupils was strengthened.</p> <p>The school is a multicultural school and we had many newly arrived pupils at this time. This day was a great opportunity to tell and work about the values the Swedish school and society depends on. The station with the musician was appreciated among the newly arrived pupils because the language was not a barrier, the pupils could meet in the music.</p> <p>See the students' evaluation here: Evaluation¹⁰ (2:47 min.).</p>
Resources for Teachers	<p>Right of public access¹¹</p> <p>Waste sorting and recycling¹²</p> <p>Child convention¹³</p> <p>Louis Moholo¹⁴</p>

¹⁰ <https://youtu.be/TyZrKQgt23A>

¹¹ <http://www.naturvardsverket.se/Var-natur/Allemansratten/>

¹² <http://www.hsr.se/skola-och-forskola>

¹³ <http://lyssna.nu/alla-barns-ratt/>

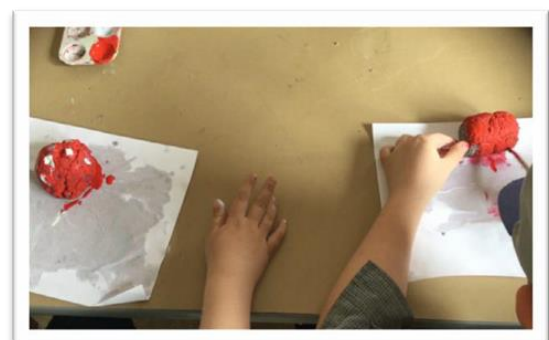
¹⁴ https://www.youtube.com/watch?v=CJIP7nX_qtY

Appendix 1 Station

1. Right of public access. Movie: *Theory -Public Access* (3:56 min.)



2. Friendship stones of Papier Mache – recycling



3. Convention of Children's Rights. Films: *An application about Children's Right*, Trailer (1 min.) *Children's Rights, a classroom discussion* (2:13 min.)





4. Justice – Injustice. Film: *Different Conditions*¹⁵, Trailer (1 min.)



5. Music – a language Film: *Music – a language for everyone* (2 min.)



6. Waste sorting and recycling Film: *Waste Sorting in Viksjofors school* (3:45 min.)



¹⁵ <https://youtu.be/linq6qK0ea0>

