



# Unit 1: Basic Human Rights

## Teachers' Guide

### Beginner Level

### LESSON 1: Greetings & Introductions

**FOR MORE INFORMATION TO HELP YOU ANSWER QUESTIONS THAT MAY COME UP DURING THIS LESSON, REFER TO THE FREQUENTLY ASKED QUESTIONS SHEET "BASIC HUMAN RIGHTS" AT THE END OF THIS LESSON.**

**Time:** 1 hour and 30 m

#### **Content Objectives**

- Students will practice common greetings and introductions.
- Students role-play greetings among themselves.
- Students claim their rights through speaking up about them.

#### **Rights Literacy Objectives**

- Students discuss the idea of each human having "human rights."
- Students begin to incorporate simple rights language into their conversations.

#### **Language Objectives**

- After being introduced to basic greetings in English, students practice pronunciation through role-playing.

#### **Materials Needed**

- Student lesson handout
- Pencils, pens
- Chart paper

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- After being introduced to basic greetings in English, students practice pronunciation through role-playing.

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**KEY VOCABULARY:**

<b>Nouns</b>	<b>Verbs</b>	<b>Adjectives</b>	<b>Interrogatives</b>
I, me, you	To be	Nice	What?
Rights	To have	Native	Where?
Name	To meet	Good/bad	When?
Language	To speak	Fluent	Who?
Country	To live	Fine	How?

**COMMON EXPRESSIONS IN ENGLISH:**

Hello/ Goodbye	<b>Nice to meet you.</b>	What is your name?	<b>Where do you live?</b>	<b>I live in</b> _____.	<b>I am fine.</b>	I am worried.
<b>How are you?</b>	Good morning.	<b>Where are you from?</b>	My name is _.	<b>I am from</b> _____.	I am well.	<b>What does __mean?</b>
I don't speak English.	<b>I am sorry.</b>	Thank you	<b>Have a good day.</b>	Can you repeat ?	<b>I don't understand.</b>	How do you say _____ in English?

**Before completing the activities below, the instructor should review the lesson vocabulary from the table above.**

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## ***Lesson Activities:***

**In Part A) and Part B), ask students to follow the directions below and practice writing and speaking the below sentences.**

### **PART A) Greetings**

On a piece of paper, **write** the following expression:

*“My name is \_\_\_\_\_ and I have rights.”*

Then, everyone **speaks** and introduces herself/himself saying the phrase:

*“My name is \_\_\_\_\_ and I have rights.”*

### **PART B) Simple Role Play Activity**

Using the common greetings expressions, introduce yourself to another person in the class. You can begin with the following expressions: *“Where are you from?” “My name is \_\_\_\_.” “What is your name?” “Nice to meet you!” “Do you have rights?” “Yes, I have rights!”*

### **PART C) Brainstorming Ideas on Human Rights**

In class, the instructor asks the students to share their ideas of what “human rights” means using a word, phrase or an example. The instructor can put the phrase “Human Rights are...” on the board for the students to use when sharing their ideas. The instructor takes notes on chart paper of what the students say without interfering. At the end of this brainstorming activity, the instructor encourages the students to reflect on common themes across people’s different ideas.

Additionally, if there are students from different linguistic backgrounds, the instructor can divide them in groups and have the students brainstorm ideas using their first language. Then, the instructor can take notes on chart paper or on the board with the different groups’ ideas.

**Whole group discussion.** The instructor leads a short discussion regarding the purpose and definition of the word “rights.” Where possible, this conversation can take place in the students’ native languages, and students can be broken down in language groups. Students are asked what rights they believe they have and the purpose of those rights. The

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instructor can ask the students: are some rights more important than others?

The instructor should review the FAQ sheet following this lesson, which can help guide the discussion. Additionally, the instructor can visit the website of the United Nations Cyber School Bus for additional resources (<http://www.un.org/cyberschoolbus/humanrights/resources.asp>).

In class, share your ideas of the meaning of “human rights” using a word, phrase or an example. At the end of this brainstorming activity, reflect on what all the responses have in common.

**Whole group discussion.** Express your opinion about the following questions. You can give examples from your personal experiences, if you’d like.

- Do we have rights?
- What kind of rights do we have?
- How do we see rights affecting our lives?

**END OF LESSON REFLECTIONS:** The teacher asks students at the end of each lesson what they learned and how they felt doing these activities. The teacher may want to take notes based on what students share to help in preparing the lesson for the following week. Guiding questions for instructors to pose to students include the following:

- What new ideas/content did you learn?
- What new vocabulary did you learn?
- What new rights did you learn?
- What was difficult? What was easy?
- How did you feel?
- What would you change?
- How would you use this information?
- How does this content connect to human rights?
- What situations can you think of when you may want to assert your rights?

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## FAQ: BASIC HUMAN RIGHTS

### ❖ What Are “Rights”?

Rights are legal, social, or ethical principles. They are a moral or legal entitlement to have or obtain something or to act in a certain way. For example, we speak about the right to life and freedom as universal rights.

### ❖ What Is the Universal Declaration of Human Rights?

The Universal Declaration of Human Rights was adopted by the United Nations on December 10, 1948 (text available here: <http://www.un.org/en/universal-declaration-human-rights/index.html>). There are 30 articles in the Universal Declaration of Human Rights. Below you will find the first three articles.

#### Article 1.

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

#### Article 2.

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

#### Article 3.

Everyone has the right to life, liberty and security of person.

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