

# Unit 1: Basic Human Rights

## Teachers' Guide

### Intermediate 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 "HUMAN RIGHTS AND CIVIL RIGHTS" AT THE END OF THIS LESSON.**

**Time:** 1h. 30m.

#### ***Content Objectives***

- Students review common greetings and introductions by role-playing.
- Students communicate and exchange personal information.
- Students claim their rights through speaking up about them.

#### ***Rights Literacy Objectives***

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

#### ***Language Objectives***

- Students review vocabulary on greetings and role-play a basic conversation in pairs practicing common expressions.
- Students practice speaking "human rights language."

#### ***Materials Needed***

- Paper, writing board
- Pencils, pens
- Student lesson handout
- Copies of the Universal Declaration on Human Rights (recommended)

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#### ***Rights Literacy Objectives***

- Students discuss the idea of each human being's entitlement to "rights."
- Students begin to incorporate simple rights language into their conversations.

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**Language Objectives**

- Students review vocabulary on greetings and role-play a basic conversation in pairs practicing common expressions.
- Students practice speaking “human rights language.”

**KEY VOCABULARY:**

| Nouns                       | Verbs        | Adjectives    | Interrogatives |
|-----------------------------|--------------|---------------|----------------|
| I, me, you, my, your        | To like      | Nice          | What           |
| Human rights                | To have      | Respectful    | Where          |
| Place                       | To live      | Fluent        | How long       |
| Years                       | To give      | Fine          | Why            |
| Country                     | To meet      | Immigrant     | When           |
| Language                    | To speak     | Native        | How many       |
| Declaration of Human Rights | To work      | Hard-working  |                |
| Nationality/citizenship     | To come from | Legal/illegal |                |
| Job                         | To feel      | Bilingual     |                |

**COMMON EXPRESSIONS IN ENGLISH:**

|                               |                     |                           |                         |                           |                     |   |
|-------------------------------|---------------------|---------------------------|-------------------------|---------------------------|---------------------|---|
| <b>Hello/<br/>Goodbye</b>     | Nice to meet you    | <b>What is your name?</b> | Where do you live?      | <b>I live in/on</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</b> ____ <b>in English?</b> |

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

## ***Lesson Activities:***

### **PART A) My name & country**

**The instructor reviews key vocabulary words for the students, asking them for examples, instead of translation. For instance, the instructor can ask: “*What does bilingual mean? Can you give me an example?*” Then, the instructor asks the students to write the below expressions on a piece of paper. Finally, the instructor introduces him/herself and asks the students to follow his/her lead and introduce themselves.**

Write the following expressions with your personal information on a piece of paper: “*My name is \_\_\_\_\_, I come from \_\_\_\_\_ and I have lived in the U.S. for \_\_\_\_\_ (years/months/weeks). I speak \_\_\_\_\_. I have rights as \_\_\_\_\_ (a woman, a child, an immigrant, a human being, etc.) in the United States.*” Then, you each introduce yourselves saying this phrase to the class including some information about yourselves.

### **PART B) Role-playing**

**The students improvise a situation of “meeting for the first time,” asking introductory questions to one another in pairs in order to learn basic information about their peers.**

Improvise a situation in which you are “meeting for the first time,” asking questions to learn information from your peers. Introduce your partner to the rest of the class.

EXAMPLE: “*Hello, my name is \_\_\_\_\_. What is your name?*”; “*I am a bilingual speaker of \_\_\_\_\_ and \_\_\_\_\_. How many languages do you speak?*”

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## PART C) Human Rights

**In small groups, discuss the below quote from the Universal Declaration of Human Rights (1948). A discussion of this article (freedom of opinion and expression) can lay the groundwork for the discussion during the rest of the lesson and/or unit. This is also a good opportunity to explain what a “quote” is.**

**A full version of the Declaration is available here:**

**<http://www.un.org/en/universal-declaration-human-rights/index.html>. The instructor may wish to also review other articles from the Declaration. The instructor can also provide a translated version of another official human rights document (for example, the UN Declaration of Human Rights, the Bill of Rights, the International Convention on the Protection of the Rights of All Migrant Workers). Refer to the FAQ sheet at the end of this lesson for more information.**

In small groups, discuss the following quote from the Universal Declaration of Human Rights (1948).

*“Everyone has the right to freedom of opinion and expression: this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers” (Article 19).*

## PART D) Whole group discussion

**The instructor leads discussion (in native language(s) of students, if necessary and possible) regarding the purpose and definition of the word “rights.” Students are asked what rights they believe they have and the purposes of those rights. The instructor asks them the questions listed below to spark discussion.**

Participate in the class discussion answering these questions:

- What are human rights? Do all people in the world have rights? In our native countries? In the United States?
- What kind of rights do immigrants have? What kind of rights do they lack? Why?
- What is the importance of human rights?

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## FAQ: HUMAN RIGHTS AND CIVIL 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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### ❖ What are Human Rights?

There is a lot that has been written and said about what human rights are. Here is just one definition:

“Human rights are rights inherent to all human beings, whatever our nationality, place of residence, sex, national or ethnic origin, color, religion, language, or any other status. We are all equally entitled to our human rights without discrimination. These rights are all interrelated, interdependent and indivisible.

“Universal human rights are often expressed and guaranteed by law, in the forms of treaties, customary international law, general principles and other sources of international law. International human rights law lays down obligations of Governments to act in certain ways or to refrain from certain acts, in order to promote and protect human rights and fundamental freedoms of individuals or groups.”

- United Nations, Office of the High Commissioner for Human Rights  
(<http://www.ohchr.org/en/issues/pages/whatarehumanrights.aspx>)

### ❖ What are Civil Rights in the United States?

There is a lot that has been written and said about civil rights. Here is just one definition.

“Civil rights are personal rights guaranteed and protected by the U.S. Constitution and federal laws enacted by Congress, such as the Civil Rights Act of 1964 and the Americans with Disabilities Act of 1990. Civil rights include, for example:

- freedom of speech,
- the right to vote,
- due process of law,
- equal protection of the laws, and
- protection from unlawful discrimination.”

- United States Department of Health and Human Services  
<https://www.hhs.gov/civil-rights/for-individuals/faqs/index.html>

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