



Unit 1: Basic Human Rights

Teachers' Guide

Beginner Level

LESSON 1: Greetings & Introductions

FORMOREINFORMATIONTOHELPUYOUANSWERQUESTIONS THATMAYCOMEUP DURINGTHIS LESSON,REFER TO THE FREQUENTLYASKEDQUESTIONSHEET "BASICHUMANRIGHTS"AT THE ENDOFTHIS LESSON.

Time: 1 hour and 30 m

Content Objectives

- Studentswill practice common greetings and introductions.
- Studentsrole-play greetingsamongthemselves.
- Studentsclaim their rights through speakingup about them.

Rights Literacy Objectives

- Studentsdiscussthe idea of eachhuman having "human rights."
- Studentsbegin to incorporate simple rights languageinto their conversations.

Language Objectives

- After being introduced to basicgreetingsin English,studentspractice pronunciation

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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.

This lesson contains some basic information about U.S. law. This information is not legal advice and is not a replacement for legal advice from a trained attorney. All information is current as of the date it was produced (September 2014)

