



Unit 1: Basic Human Rights

Teachers' Guide

Intermediate Level

LESSON 3: What Rights? Drawing a Human Rights Tree

ANSWER QUESTIONS THAT MAY COME UP

Time 2 hours

Content Objectives

- Students how their rights are affected by their

immigration status.

Language Objectives

- Students continue to build their language around rights.
- Students practice speaking, reading, and writing.

Materials:

- Chart paper, pens and markers
- Student lesson handout
- Copies of the Universal Declaration of Human Rights

Content Objectives

- Students work in small groups to discuss human rights and use a tree as a metaphor in describing the rights they believe they should have.

Rights Literacy Objectives

- Students identify basic human rights.
- Students reflect on what conditions must exist for human rights to flourish.
- Students reflect on their rights, including how their rights are affected by their

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KEY VOCABULARY:

Nouns	Verbs	Adjectives	Interrogatives
Tree/Leaf/Branch	To reflect	Fair	How many?
Organizations	To have	Equal	What?
Advocacy	To advocate	Serious	Who?
Human Rights	To go	Legal/illegal	Where?
Dignity	To live	Strong	When?
Drawing	To draw	Brave	Why?
Justice/law	To access		How much?
Gender	To speak		
Religion			

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

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PART B) Reflections

Take a moment to reflect on the drawing process, what students have learned, and the challenges they experiences with this activity. The class reflects on how their rights are respected or not, and how their rights are affected by their immigration status. Feel free to communicate in your native language, as necessary and possible.

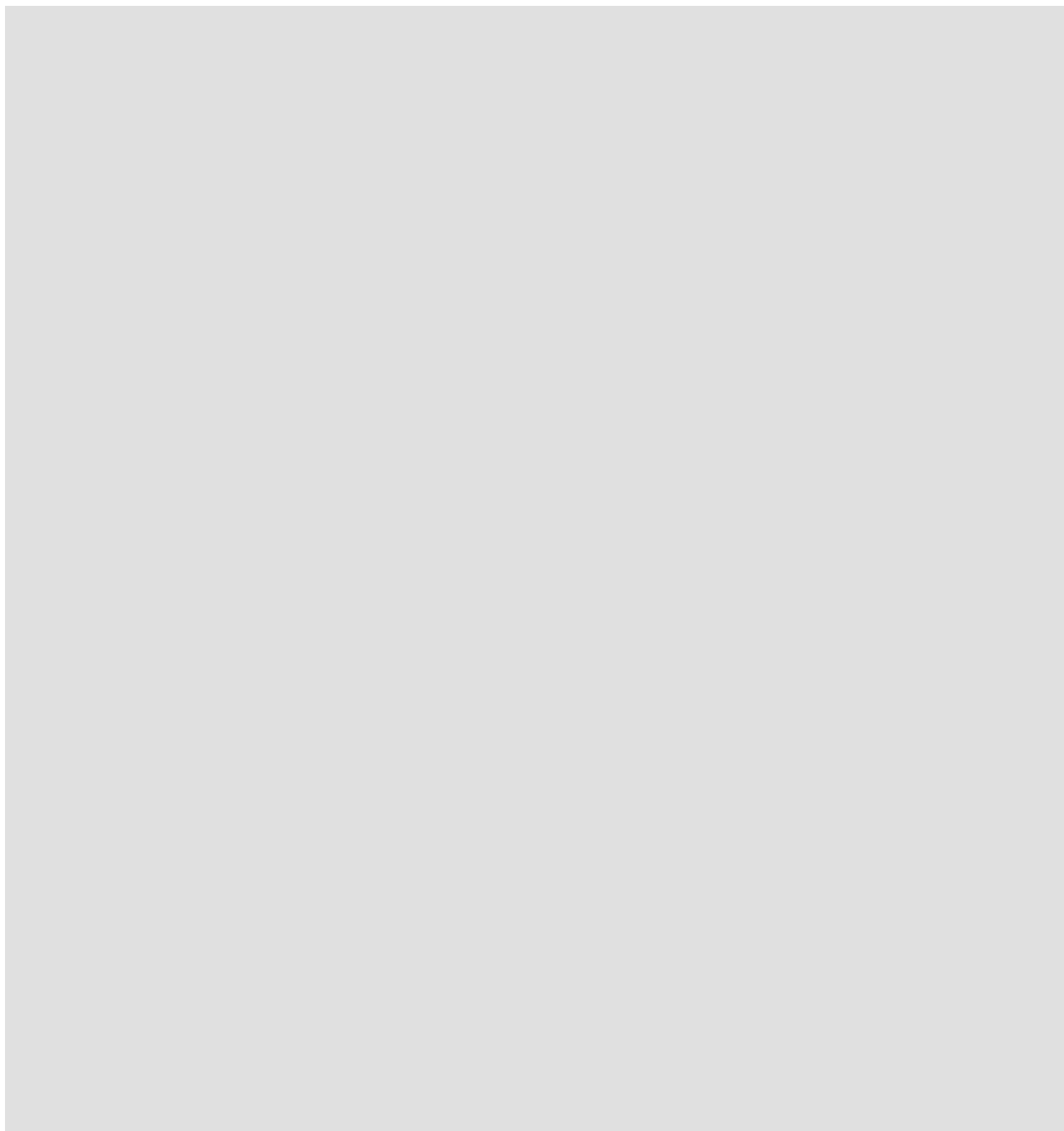
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FAQ: IMMIGRANT RIGHTS AND CIVIL RIGHTS

What ~~is~~ ~~is~~

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