

## Unit 1: Basic Human Rights

### Teachers' Guide

### Beginner Level

### LESSON 2: Identity Collage

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:** 1 hour and 30 minutes

#### **Content Objectives**

- Students draw some kind of visual representation of themselves and parts of their identities.

#### **Rights Literacy Objectives**

- Students begin to relate components of their identities to the rights associated with them focusing on their rights as immigrant men and women.

#### **Language Objectives**

- Students describe their own traits and identities.
- Students practice writing and speaking about their rights.

#### **Materials Needed**

- Art supplies & chart paper
- Pencils, pens
- Student lesson handout

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### KEY VOCABULARY:

Nouns	Verbs	Adjectives	Pronouns
Age, gender, nationality	To be	Tall/small	I
Family	To have	Beautiful	She/he
Justice	To draw	Fake	We
Profession	To lose	Legal/illegal	You
Documents/ID	To ask for	Documented/ undocumented	You (plural)
Dignity	To live	Good/bad	It
Skills	To watch	Hard-working	
Hobbies	To like	Pleasant	
Right	To dance	Funny	

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

### ***Lesson Activities:***

#### **PART A) Quotes**

**The instructor asks the students if they know about the Universal Declaration of Human Rights (1948). She or he explains what it is to the students. Then, the instructor reads and asks the students to reflect on the quote below from the Declaration. A discussion of these articles can lay the groundwork for the discussions during the rest of the lesson and/or unit. A full version of the Declaration is available here:**

**<http://www.un.org/en/documents/udhr/index.shtml#atop>. The instructor should review the FAQ at the end of this lesson for more information.**

In small groups, read and reflect on the following quote from the Universal Declaration of Human Rights (1948). One person in your group can take notes to present to the whole class.

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"Everyone has the right to life, liberty and security of person." (Article 3).

## PART B) Drawing an Identity Collage

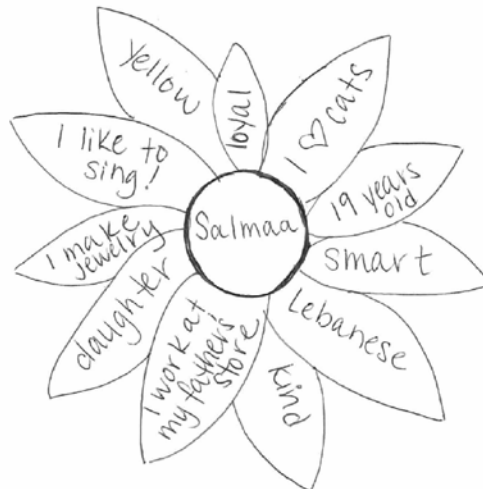
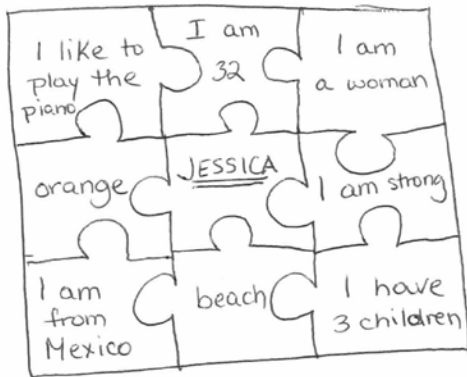
The instructor asks the students to draw a tree, a car, boxes, or other visuals in which they have to write their name, and other parts of their identities: age, gender, ethnicity, nationality, favorite food, profession, family, hobbies, etc. (see sample collage below).

**SAMPLE:** "The teacher goes over the sample collages (below) with the students, making sure that they understand the key vocabulary: hobbies, family, etc.

At the end of the activity, the instructor leads a large group discussion or – if possible – asks the students to get into groups based on their native languages. As a large group, or in smaller groups, students discuss their rights related to their age, gender, and nationality in English or – if necessary and possible – in their native languages."

Draw an image to represent yourself. You can draw a tree, a car, boxes, or other visuals in which you then write your name and other parts of your identities. For example, you can include your age, gender, ethnicity, nationality, favorite food, profession, family, hobbies, etc. You can use the sample below for inspiration, but you should create your own collage.

SAMPLES:



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**END OF LESSON REFLECTIONS:** The teacher asks the 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?

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## FAQ: HUMAN RIGHTS AND CIVIL RIGHTS

### ❖ 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  
(<http://www.hhs.gov/ocr/civilrights/faq/86.html>)

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