

A TEACHER’S GUIDE: English for Speakers of Other Languages

UNIT 1: Basic Human Rights Intermediate Level

TEACHERS’ INSTRUCTIONS APPEAR IN SHADED BOXES THROUGHOUT THE LESSONS

UNIT OVERVIEW

UNIT 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.
- Students explore different forms of art including music and poetry that will encourage them to reflect on their identities.
- 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.
- Students discuss the importance of advocacy for and by individuals and their communities.
- Students discuss how to connect with places and organizations in their communities which can provide advice and support.
- Students discuss situations in which they have experienced or witnessed unfairness.

UNIT 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.
- Students express which rights are important to them.
- 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 immigration status.
- Students identify situations in which they can advocate for their rights related to healthcare, education, labor, legal documentation, etc.
- Students reflect on advocacy strategies.

These lessons contain 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).



UNIT Language Objectives:

- Students review vocabulary on greetings and role-play a basic conversation in pairs practicing common expressions.
- Students practice speaking “human rights language.”
- Students learn vocabulary related to people’s identities.
- Students practice writing skills by creating their own poems.
- Students practice speaking, reading, and writing.
- Students develop their vocabulary on rights and advocacy.
- Students develop their vocabulary of places in the community.
- Students practice speaking in front of groups.

UNIT Materials:

- Paper, chart paper/writing board, pencils/pens/markers
- Student lesson handouts
- Copies of the Universal Declaration on Human Rights
- Audio of the song: “Lady in Spain” by Ingrid Michaelson

UNIT Lessons:

- Lesson 1: Greetings & Introductions
- Lesson 2: Reflections on Identity through Song and Poem
- Lesson 3: What Rights? Drawing a Human Rights Tree
- Lesson 4: A Call for Advocacy

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