



## Unit 1: Basic Human Rights

### Teachers' Guide

### Intermediate Level

### LESSON 3: What Rights? Drawing a Human Rights Tree

FOR MORE INFORMATION TO HELP YOU 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 immigration status.

#### **Language Objectives**

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

*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).*



**KEY VOCABULARY:**

| <b>Nouns</b>     | <b>Verbs</b> | <b>Adjectives</b> | <b>Interrogatives</b> |
|------------------|--------------|-------------------|-----------------------|
| 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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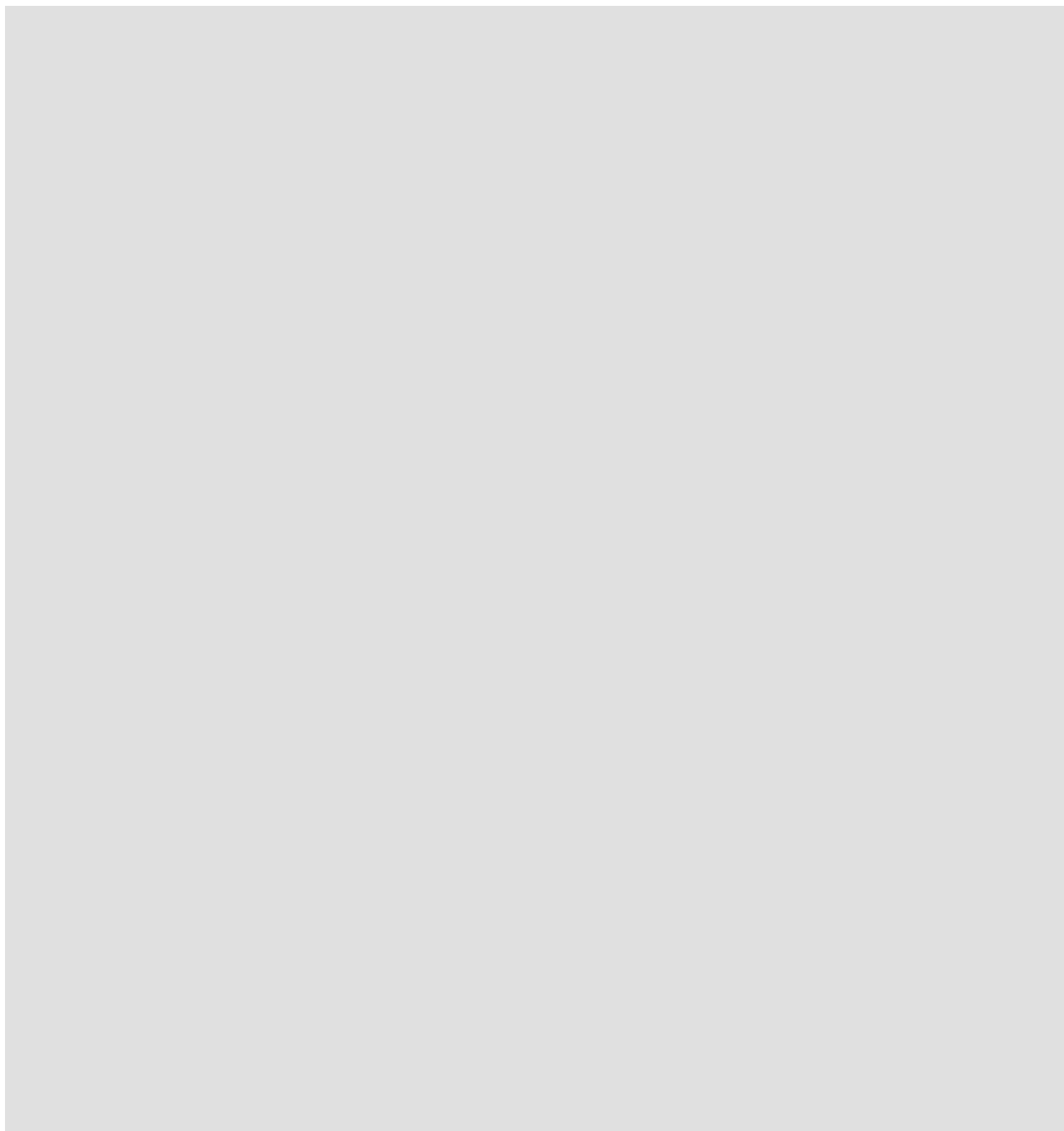
## FAQ: IMMIGRANT RIGHTS AND CIVIL RIGHTS

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**What  **

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