



## Unit 1: Basic Human Rights

### Teachers' Guide

### Intermediate Level

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

### 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~~

*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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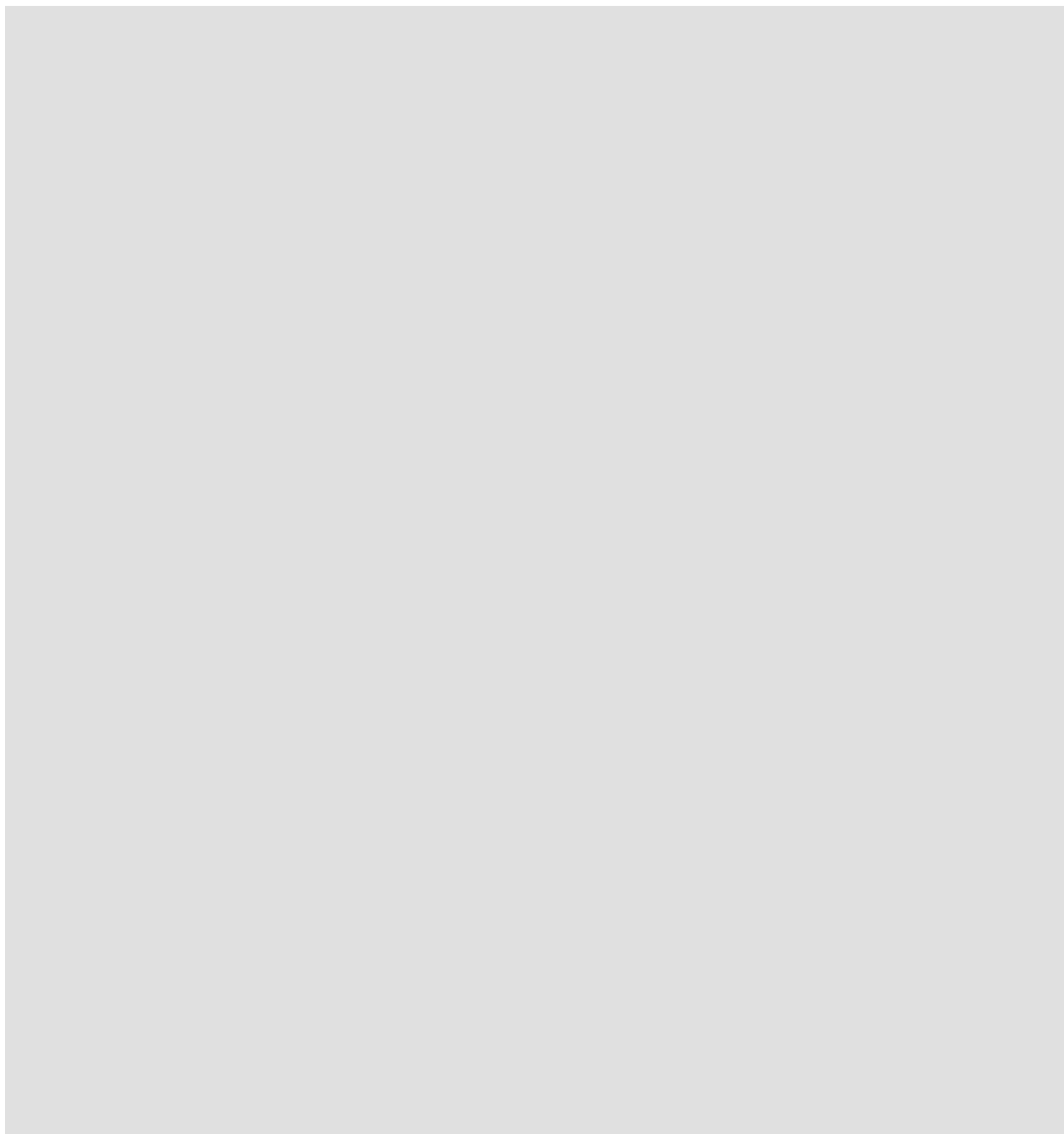
## FAQ: IMMIGRANT RIGHTS AND CIVIL RIGHTS

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**What ~~is~~ ~~is~~**

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