Lesson Plan  
Human rights

short line

# Summary

1. Subject(s): English
2. Topic: Human rights
3. Class: 3. (Upper-intermediate level)
4. Teacher: Daniela Dorčak
5. Aim of the lesson: To develop the vocabulary on the topic of human rights. To develop oral fluency through a discussion activity. To express thoughts through a role-play on human rights.
6. Outcome(s) of the lesson: Students will use the Human Rights terminology in relation to discuss the importance of Human Rights. Students will interpret personal freedoms and rights.

# Implementation

## Learning Context

T posts assignments on Edmodo.

At home: Ss need to watch a video (<https://ed.ted.com/on/44CDtHOE>) about Human rights and do a multiple choice task. Ss watch another video (<https://ed.ted.com/on/jL5UhRum>) about Democracy and do another multiple choice task.

## 

## Procedure

1. Warmer

T elicits the meaning of human rights from Ss, based on videos they watched at home. T writes key ideas arising from Ss’ suggestions on the board.

T puts signs with “agree” and “disagree” in different corners, reads statements and Ss need to go to the corner which has the sign of their opinion. Ss explain their opinions. The statements are:

*Everyone has the right to leave any country, including his own, and to return to his country.*

*Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family.*

*Everyone, without any discrimination, has the right to equal pay for equal work.*

*Parents have a prior right to choose the kind of education that shall be given to their children.*

*Everyone has the right to a nationality.*

T explains that statements are taken from “Universal Declaration of Human Rights” and that the aim of the lesson is to debate on human rights.

1. Main part

Discussion on Human Rights

Ss work in groups of 4. T explains that there are 30 articles of the Universal Declaration of Human Rights (gives each group a handout with all of them) and Ss need to read them and make a list of 10 most important for them.

Each group presents and explains their choice.

Role play

Ss form groups of 3-4 and have to prepare a role play in which they will present a violation of human rights. After 10 minutes each group acts out the role play. Other groups need to recognize what human rights were violated in the role-play.

T also asks if the situations were real would it be possible to prevent violation and if yes, how. Class discussion.

1. Closing

Exit ticket

# Assessment

Exit ticket

<https://forms.gle/v6Xh4LwQUAUeJbf16>

# Homework

Writing task (Ss write an essay 150-200 words)

My rights and responsibilities as a teenager.

short dash