

# LESSON PLAN

## CHOOSE YOUR HUMAN RIGHTS!

### CLASSE

TERZA Liceo Linguistico

### TIME

6/8 hours

### LEVEL B1

### OBJECTIVE/S

After this lesson, students will be able to:

- Create an original interpretation of one article of the UDHR
- Collaborate on creating an original interpretation of the UDHR, providing a visual representation for the class to share

### STUDENTS' SKILLS

- Critical thinking
- Interpretation of a written text
- Creativity
- Collaboration

### PRE-REQUISITES

A2/B1 LEVEL

### TEACHING TIME

Starting from **10th of December**

## **OVERVIEW**

Students create an original artistic interpretation of two articles from The Universal Declaration of Human Rights.

### **1. BRAINSTORMING**

The history teacher briefly asks the students their knowledge of Human Rights

- **GUIDING QUESTIONS**

How can we better understand the articles in the UDHR?

How does creating an interpretation enhance and/or alter understanding?

### **2. PRESENTATION**

She then presents the Universal Declaration of Human Rights by ONU and the students read and explain the 30 articles .

### **3. CLASS ACTIVITIES**

Students watch some videos about Human Rights and about what people know about them. Students research other web sites on these topics also with the help of their English teacher. Pairs continue work at home, sharing the data collected.

### **4. GROUP WORK**

- Students divide into pairs and the teacher assign students two of the 30 articles from the UDHR. Explain that each student will be responsible for creating an original interpretation of the article that will be part of a visual representation for the classroom.
- Students turn and talk with a partner – discussing what they notice about the interpretations.
- As partners talk, the teacher circles the room, making note of things they are discussing.
- Requirements: The task must:
  - Include the article number and text from the article itself
  - Visually represent the article assigned
  - Be an original illustration and/or collage
  - Not simply portray what they saw in the videos.

## **5. CLASS PRESENTATION/INTERVIEW**

Students make a summary of the historical steps to get to the Universal Declaration.

(Teachers/Students – student interaction) Students and teachers (both History and English teachers) discuss about Human Rights underlining what are, in their opinion, the most abused rights.

## **6. PROJECT**

Students **prepare an advertising poster** or **shoot a video** on the chosen Human Rights. All the material will be presented to the rest of the class.

## **7. EVALUATION**

The History and the English teacher will evaluate the knowledge of the subject together with the content and creativity of the material produced.

## **8. MATERIALS**

Book, the Internet, documents, videos, audios

## **9. APPROACH**

Discussion; talking about human rights; reading and discussing the Universal Declaration of Human Rights; summarising; reporting; comparing; Internet search; inductive method and interactive lessons; problem solving