



Unit 1: Basic Human Rights Students' Guide

LESSON 1: Greetings & Introductions

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.

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.

Language Objectives

- Students review vocabulary on greetings and role-play a basic conversation in pairs practicing common expressions.
- Students practice speaking "human rights language."

KEY VOCABULARY:

Nouns	Verbs	Adjectives	Interrogatives
I, me, you, my, your	To like	Nice	What
Human rights	To have	Respectful	Where
Place	To live	Fluent	How long
Years	To give	Fine	Why
Country	To meet	Immigrant	When
Language	To speak	Native	How many
Declaration of Human Rights	To work	Hard-working	
Nationality/citizenship	To come from	Legal/illegal	
Job	To feel	Bilingual	

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).



COMMON EXPRESSIONS IN ENGLISH:

Hello/ Goodbye	Nice to meet you	What is your name?	Where do you live?	I live in/on _____.	I am fine.	I am worried.
How are you?	Good morning	Where are you from?	My name is _____.	I am from _____.	I am well.	What does _____ mean?
I don't speak English.	I am sorry	Thank you	Have a good day	Can you repeat?	I don't understand.	How do you say _____ in English?

Lesson Activities:

PART A) My name & country

Write the following expressions with your personal information on a piece of paper: “My name is_____. I come from_____and I have lived in the U.S. for _____ (years/months/weeks). I speak_____. I have rights as_____ (a woman, a child, an immigrant, a human being, etc.) in the United States.” Then, you each introduce yourselves saying this phrase to the class including some information about yourselves.

PART B) Role-playing

Improvise a situation in which you are “meeting for the first time,” asking questions to learn information from your peers. Introduce your partner to the rest of the class.

EXAMPLE: “Hello, my name is_____. What is your name?”; “I am a bilingual speaker of_____and_____. How many languages do you speak?”

PART C) Human Rights

In small groups, discuss the following quote from the Universal Declaration of Human Rights (1948).

“Everyone has the right to freedom of opinion and expression: this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers” (Article 19).

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PART D) Whole group discussion

Participate in the class discussion answering these questions:

- What are human rights? Do all people in the world have rights? In our native countries? In the United States?
- What kind of rights do immigrants have? What kind of rights do they lack? Why?
- What is the importance of human rights?

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