

5th Level

Primary (Elementary)
School

Block 3. Life in society

HUMAN DIGNITY. HUMAN AND CHILDREN RIGHTS. THE RELATIONSHIP
BETWEEN RIGHTS AND DUTIES. UNIVERSALTY OF HUMAN RIGHTS

Activity 3.14: "ELEANOR ROOSEVELT & HUMAN RIGHTS"

Time: 1 h

PREPARATION

- Print "Eleanor Roosevelt" story (see Appendix).
- Print "Human Rights" Flashcards (see Appendix).

INTRODUCTION

Welcome routine:

Greet the students, write the date and hour on the blackboard, say the date and time out loud, instruct them to take out their materials for the lesson.

- *Hello, good morning/afternoon.*
- *Are you all okay? Is everything all right?*
- *Today is the ... (date) and it's ... (time).*
- *We are going to begin (continue) lesson (or activity) number.*
- *Would you please, take out your material? Okay, let's begin.*

ACTIVITY

Opening activity:

Begin the lesson by showing a picture of Eleanor Roosevelt. Then ask the students: *Do you know who this woman is?*

	<p>Main activity: Briefly tell the story of Eleanor Roosevelt and write the key points of the story on the blackboard. This will help the students during the brainstorming session. Possible questions for brainstorming: <i>Do you know what human dignity means?</i> (the essential value of every human being); <i>Do you know what Human Rights means? Can you see the flashcards around the class?</i> (Those are some Human Rights); <i>Could you tell me some of the Human Rights? Do we have duties at the same time that we have rights? Yes/ No.</i></p> <p>Closing activity:</p> <ul style="list-style-type: none"> - <i>What do you think of Eleanor Roosevelt?</i> - <i>What is your opinion of ... (the topic)?</i> - <i>Did you like this activity? Why? What did you find most helpful in understanding the topic?</i> - <i>Is there anything you didn't find helpful? Explain.</i>
<p style="text-align: center;">CLOSING</p>	<p>Closing routine:</p> <ul style="list-style-type: none"> - <i>We have finished our lesson for today. Please clear your desks and put away your materials.</i> - <i>Have a great day and I'll see you at the next class!</i>

ACTIVITY 3.14: "ELEANOR ROOSEVELT & HUMAN RIGHTS"

CONTENT BLOCK 3: Life in society		SECTION: Human dignity. Human and children rights. The relationship between rights and duties. Universality of human rights
GOALS	CONTENTS	ASSESSMENT CRITERIA
<ul style="list-style-type: none"> • To know the meaning of human dignity. • To learn about Eleanor Roosevelt, who she was, and about her work related to Human Rights. • To understand that all human beings have the same Rights and know about the Universal Declaration of Human Rights. • To be familiar with the United Nations and its functions. 	<ul style="list-style-type: none"> • Who Eleanor Roosevelt was and her work with the United Nations and the Human Rights committee. • Learn some of the most important Rights of the Universal Declaration of Human Rights. 	<ul style="list-style-type: none"> • The student knows the meaning of human dignity. • The student becomes familiar with Eleanor Roosevelt's work. • The student recognizes the value of the Universal Declaration for Human Rights.
BASIC COMPETENCES		
<ul style="list-style-type: none"> • Linguistic communication. • Social and civic. • Learning to learn. • Autonomy and individual initiative. 		

DESCRIPTION OF ACTIVITIES	
<p>Show a picture of Eleanor Roosevelt and ask: <i>Do you know who this woman is?</i> Briefly tell the story and write the main points of the story on the blackboard. This will help the students during brainstorming session. Possible questions for the brainstorming: <i>Do you know what human dignity means?</i> (the essential value of every human being); <i>Do you know what Human Rights means?</i> <i>Can you see some new flashcards around the class?</i> (Those are some Human Rights) <i>Could you tell me some of the Human Rights?</i> <i>Do we have duties at the same time that we have rights?</i> <i>Yes/ No.</i></p>	
OTHER OPTIONS	FEEDBACK & SUGGESTIONS FOR IMPROVEMENT
<ul style="list-style-type: none"> - Ask the students to search at home for interesting concepts about Human Rights and to share them with the class the next day. 	<ul style="list-style-type: none"> - To view Eleanor Roosevelt's speech in the United Nations. - Eleanor Roosevelt addresses the United Nations on the ratification of the Universal Declaration of Human Rights: http://www.youtube.com/watch?v=2rDoS7XErcw
LINGUISTIC STRUCTURES	SPECIFIC VOCABULARY
<ul style="list-style-type: none"> - <i>Everyone has the right to ...</i> - <i>For me the most important Right is ...</i> - <i>I think that our society needs to work on ...</i> 	<p><i>Human rights, First Lady, world peace, President- presides over, Civil rights, Women's issues, United Nations, Universal Declaration Of Human Rights.</i></p> <p><i>Rights: to life, liberty, security, freedom, equal in dignity, race, colour, sex, language and religion.</i></p>
MATERIALS	TIME
<ul style="list-style-type: none"> - "Eleanor Roosevelt" story (see Appendix). - "Human Rights" flashcard (see Appendix). 	<ul style="list-style-type: none"> - One hour.

TEACHER SELF-ASSESSMENT		STUDENT SELF-ASSESSMENT	
- Teacher self-assessment sheet (see Assessment folder).		- Complete the student self-assessment sheet (see Assessment folder).	
STUDENT ASSESSMENT			
INTEREST	PARTICIPATION	ASSESSMENT	
<ul style="list-style-type: none"> • To be able to reflect upon human dignity and Human Rights. • Recognize the importance of a person like Eleanor Roosevelt. • Respect each others' thoughts. 	<ul style="list-style-type: none"> • Speak in a foreign language. • Respect speaking time during brainstorming session. • Listen to the opinions of others. 	<ul style="list-style-type: none"> • Know at least three of the most fundamental Human Rights. 	

ASSESSING ACCORDING TO THE ESTABLISHED CRITERIA: NB (not bad), NA (need for amendment), G (good), VG (very good).