For the Teacher:

Human Rights Activity

Objective	Students will be able to talk about human rights. Students will be able to give their
	opinions.
Functional Language Students will need	 sentence starters such as "I think that" or "I believe that" or "X is more important than Y because"
Vocabulary Students will need	 vocabulary of basic needs such as food, water, clothing, shelter, education, peace, safety, community, freedom, rights, voting
Grammar Students will need	 comparatives such as "more important" or "less important" or "more necessary" or "less necessary"
Assessment Teachers can check for success by	 walking around the room and listening to students talk about rights. having a leader in each group raise a hand with the group's response to creating a bill of human rights.

Instructions

There is nothing for students to download for this activity.

To start the activity, talk to students about the idea of human rights. Tell students that they should each think about one right that all people should have. Give students a few minutes to silently think about their own "human right."

When students each have a human right in their minds, have students stand up and walk to a partner. Each partner should tell the other about their human right. Students should explain them to each other. Then, the two should talk about which they think is more important. Have students switch partners. Repeat until students have had a chance to talk with two or three partners.

Then, put students into groups of 4 or 5 students. Tell each group that they need to create a list of 10 human rights and they need to put them in order of importance. #1 is most important; #10 is least important. When the groups have created their lists, ask a group leader to share this list with the class.

Ask the class, which list do you think is best? Why? Which human right do you think is most important? Why?