

**THE WORLD AS IT COULD BE HUMAN RIGHTS EDUCATION PROGRAM
CURRICULUM AND RESOURCE GUIDE FOR TEACHERS & ORGANIZATION LEADERS**

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LESSON PLAN 2: REFLECT ON UDHR CONCEPTS THROUGH CREATIVE EXPRESSIONS	
Objectives for Student Learning:	<ul style="list-style-type: none"> • Engage deeper reflections on the meanings of the concepts contained within the UDHR • Encourage creative expressions of student ideas about the concepts
Curriculum Standards: (California)	<ul style="list-style-type: none"> • History-Social Science Standards 10.9 and 11.9 Students analyze U.S. policy since World War II • Reading Standards 1.0 and 2.0 (Focus on Informational Material) • Writing Standards 1.0 and 2.0 (Focus on well defined perspective and reasoned argument) • Performing Arts Standards 1.0 Artistic Perception; 2.0 Creative Expression
Skills:	<ul style="list-style-type: none"> • Critical thinking, Interpretation and creative expression of concepts, Language, Writing
Activities:	<ul style="list-style-type: none"> ▪ Select among different major concepts connected with the UDHR and review the general definitions of each concept, such as: <ul style="list-style-type: none"> ▪ Universality ▪ Fair versus Not Fair ▪ Each of the Four Freedoms: <ul style="list-style-type: none"> ▪ Freedom of speech ▪ Freedom of religion ▪ Freedom from fear ▪ Freedom from want ▪ Terms contained within the 30 Articles, such as <ul style="list-style-type: none"> ▪ Mobility ▪ Education ▪ Leisure ▪ Assign students to research and write the definitions of each of the selected terms, using dictionaries and on-line search resources ▪ Prepare guide questions to prompt students to write their reflections on each concept, such as: <ul style="list-style-type: none"> ▪ What are different words to describe “universality”? ▪ How would you know if someone was experiencing freedom of speech, religion...? ▪ Have students read aloud their different ideas ▪ Select 6 – 10 of the different ideas discussed ▪ Form groups of 3-4 students and assign each group 2 or 3 of the selected ideas <ul style="list-style-type: none"> ▪ Have the students create a series of dramatic depictions of the ideas, using movement, creating statues/tableaus or acting out, allowing approximately 3-5 minutes per vignette ▪ Have students reflect on each group’s portrayals and how they helped illustrate the meaning of the UDHR
Suggested Questions to Guide Deeper Reflection and Critical Thinking:	<ul style="list-style-type: none"> ▪ How did your group decide on the way to express your concepts? ▪ How did acting out the concept or watching others act out their concepts affect the way you understood the meaning of the concept? ▪ What information would help you better understand the meaning of each Article? What are ways to obtain this information?