

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

Page 15 of 29

<b>LESSON PLAN 1: INTRODUCE THE UNIVERSAL DECLARATION OF HUMAN RIGHTS (UDHR)</b>	
<b>Objectives for Student Learning:</b>	<ul style="list-style-type: none"> <li>• Spark student interest in the UDHR</li> <li>• Provide background knowledge of the UDHR</li> <li>• Raise awareness about how artistic expressions can depict the meaning of the UDHR words</li> </ul>
<b>Curriculum Standards: (California)</b>	<ul style="list-style-type: none"> <li>• History-Social Science Standards 10.9 and 11.9 Students analyze U.S. policy since World War II</li> <li>• Reading Standards 1.0 and 2.0 (Focus on Informational Material)</li> <li>• Visual Arts Standards 1.0 Artistic Perception</li> </ul>
<b>Skills:</b>	<ul style="list-style-type: none"> <li>• Process new information, Analyze concepts, Interpret meanings from visual and written art forms</li> </ul>
<b>Activities:</b>	<ul style="list-style-type: none"> <li>• Assign students to seek out photographs, artwork, poems and songs that reflect ideas and images in connection with human rights</li> <li>• Work with the students to create a gallery of the items they have collected; Then, ask students to describe their gallery item and why they chose their particular contribution</li> <li>• Distribute the UDHR document, choosing the simplified or long version based on the skill level of the students</li> <li>• Provide background information on the history and creation of the UDHR</li> <li>• Have students read the different sections of the document out loud</li> <li>• Have the students connect the UDHR Articles with the different gallery exhibit items</li> <li>• Discuss student reflections on how the different art forms helped illustrate the meaning of the UDHR</li> </ul>
<b>Suggested Questions to Guide Deeper Reflection and Critical Thinking:</b>	<ul style="list-style-type: none"> <li>• In what ways do the different art forms of the gallery items, such as poems or photographs, help convey ideas about human rights?</li> <li>• Why do you think it was so important to develop the UDHR?</li> <li>• What do you think the process was like to decide on what rights to include in the UDHR?</li> <li>• What types of issues would the drafters need to consider as they came up with the wording of each Article?</li> <li>• Why do you think including the right to leisure or the enjoyment of arts and culture were seen as so important?</li> <li>• If you were drafting the UDHR today, what other rights would you want to include, and why?</li> </ul>