

THE WORLD AS IT COULD BE HUMAN RIGHTS EDUCATION PROGRAM
CURRICULUM AND RESOURCE GUIDE FOR TEACHERS & ORGANIZATION LEADERS
Page 16 of 29

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?