



LESSON PLAN FORMAT

SUBJECT	Social Science	GRADE	11°
TOPIC	Human rights	LENGTH	4 hours
AIMS			
MAIN AIMS			
<i>(What are the main aims of your lesson (content, language skills and language items)? What do you want your learners to have learnt by the end of this lesson?)</i>			
By the end of this lesson students will have developed different strategies to promote the respect for human rights by designing posters, discussing about consequences of conflict and giving their opinions about violation of human rights related to forced displacement.			
SUBSIDIARY AIM: Learners will also be able to...			
<ul style="list-style-type: none"> -Give their opinion about violation of human rights - recognize how the conflicts around the world can bring social, politics and economic consequences that can cause violation of human rights 			
TEACHING OBJECTIVES			
Content <i>(New knowledge, skills and understanding)</i>	Cognition <i>(High-order thinking skills, problem-solving, challenges and reflection)</i>	Culture <i>(Awareness of self and other, identity, citizenship, and pluricultural understanding)</i>	
Revision of vocabulary related to human rights and social issues -Human rights -Worldwide displacement -consequences of the conflicts -refugees	-criticize the different consequences of conflicts and the violation of human rights - Design a campaign using posters, lealeft, news, essays about the refugees as a consequence of conflicts	-Give ideas about how they can help people suffering from displacement in their communities. -Promote respect for human rights in their communities	
Communication <i>(What and how)</i>			
Language of Learning <i>(Key vocabulary – content-obligatory) (Key vocabulary – contenary)</i> -Thirty human rights. 1-All human beings are free and equal 2-No discrimination 3-Right to life 4-No slavery 5-No torture and inhuman treatment 6-Same right to use law 7-Equal before the law 8-Right to treated fair by court 9-Right to treated fair by court 10-Right to trial 11-Innocent until proved guilty 12-Right to privacy 13-Freedom to movement and residence 14-Right to asylum 15-Right to nationality 16-Rights to marry and have family	Language for Learning <i>(Functional language e.g. language while learners participate in the lesson – thinking skills)</i> -That´s right -good point -that´s ok -what´s your opinion about? Do you agree...? Do you disagree...? -what do you think?... Expressions to give your opinion <ul style="list-style-type: none"> • I (really) think that ... • I'm sure that ... • In my opinion / My opinion is ... 	Language through learning <i>(Language progression, practice and extension – emerging language, and what you will do with this)</i> <i>T will monitor pair and group work and gives feed back on language use .</i> -You can do it. -Dou you have any question/doubt? <i>Teacher will monitor pair and group tasks and feedback on language problems that could affect communication or sound repetitive. Teacher will also board any useful and well-used language for language extension.</i> -	

17-Right to own things
18-Freedom of thought and religion
19- Freedom of opinion and expression
20-Right to assemble
21-Right to democracy
22-Right to social security
23-Right to work
24- Right to rest and holiday
25-Right of social service
26-Right to education
27-Right of cultural and art
28-Freedom around the world
29-Subject to law
30-Human rights can't be taken away

-have the right to
-refugees

https://opseu.org/wp-content/uploads/2018/12/30_basic_human_rights_list_english.pdf

- I agree with ...
- I guess/imagine ...
- I have no doubt that /
- I'm certain that ...
- I strongly believe that ...
- I agree, I disagree, I believe, I think,
- Exactly! I couldn't agree more.
- Perhaps, but ...
- That's true.
- I'm sorry, but I disagree.
- I'm afraid that isn't right.
- You're absolutely correct!.
- That may be the case, however, ...
- I've never really thought about this before, but ...
- My personal opinion is that / Personally, my opinion is that
- To be honest / In my honest opinion, ...
- I could be wrong, but ...
- It seems to me that ...
- Some people may disagree with me, but ...
- This is just my opinion, but ...

CRITERIA FOR ASSESSMENT

(What kind of assessment will be used in class? (teacher, peer, self?) What are you assessing, how?)

<p>Formative Assessment</p> <p>Teacher monitor students work</p> <p>Encourage students while they are working</p> <p>Give feedback</p> <p>peer evaluation</p> <p>Giving feedback to their classmates about appropriation of the topic and language use</p> <p>Self-evaluation: in small groups students evaluate the tasks</p>	<p>Summative Assessment</p> <p>Rubrics</p>
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LESSON PROCEDURE / ACTIVITIES

Time	Stage	Procedure	Materials & Resources
10 minutes	Lead in	Show the students two pictures and talk about the differences they have. T encourages students to participate by asking them questions about the pictures. What are the differences between the two pictures? Are the people in the pictures happy? What do you think?	https://www.morocoworldnews.com/wp-content/uploads/2019/01/Syrian-refugees-640x428.jpg https://thumbs.dreamstime.com/b/familia-con-los-ni%C3%B1os-y-las-maletas-en-el-aeropuerto-138097564.jpg
30 minutes	Input 1	T tells Ss they will watch a video about forced displacement. Students watch a video, take notes and share their ideas about displacement in small groups. Is there a similar situation in their context? A member of each group presents the conclusions to the class. Teacher gives feedback and helps with pronunciation and language after the discussion.	https://www.youtube.com/watch?v=zq30a-ksEs
20 minutes	Task 1	Give students a link to Mentimeter site to write some keywords about their ideas to help people suffering from forced displacement in their context. Students should work as a group to participate in this activity.	https://www.mentimeter.com/es-ES
60 minutes	Input 2	Students will read a text about how worldwide displacement hits all-time high as war and persecution increase. First, they will work alone or their worksheet. Then, in small groups they will compare their answers. Students will match the headings with the sections of the text. Students will also have to work on some vocabulary about the topic using synonyms or words that share the same meaning. Finally, students will answer some comprehension questions and discussion questions to reflect about this issue. They will have to give their opinions, discuss and agree about the topic. T will monitor participation and give feedback.	https://www.unhcr.org/news/latest/2015/6/558193896/worldwide-displacement-hits-all-time-high-war-persecution-increase.html
	Task 2	SS will work in small groups to create a	https://www.animaker.es/

50 minutes		digital poster or animated video to promote respect for human rights, especially the right to a safe home to live in. Ss will have to decide the format as well as the information they will include in their final product. Ss need to make sure that the poster/video focuses on the purpose.	https://www.canva.com/es_419/ https://www.powtoon.com/?locale=es https://es.postermywall.com/
50 minutes	Wrap up	Task Ss to share their works and give and receive feedback from their classmates. Ss make self evaluation of their work.	