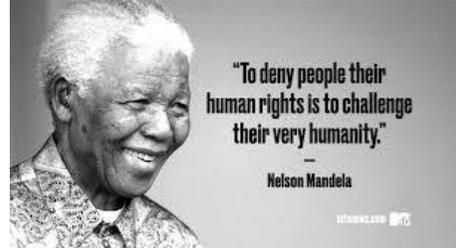


Lesson Plan

Topic

Human rights: All different, still equal

In order to understand how essential respecting human rights is, we should first try to decode the notion of prejudice and ethnocentrism into ourselves and others. Prejudice, discrimination and racism have always been based on different criteria related to culture, personal viewpoints, historical circumstances and social stereotypes.



We usually judge others taking our own cultural identity as “the norm”. But what if the “norm” changes?

Participants understand that cultural differences do not make people "better" or "worse" than others. If learners get to spot this kind of behaviour into someone else, they will eventually become more self-conscious and critical about their own disposition.

Age: Teenagers

Level: B2

Duration: 1-2 teaching hours

Learning Standards

Teacher and students have already been familiarised with Blendspace platform.

Students will write, listen and speak for social interaction.

Students will read, write, listen and speak for critical analysis and evaluation.

Objectives

Students must be able to:

- Listen to an oral message, watch a video and obtain necessary information
- Comprehend a story
- Answer comprehension questions
- Understand more about the universality of human rights
- Read information critically and independently
- Learn more about other cultures
- Hold a group discussion

Materials

- Handouts
- Pens or pencils, one per person
- Video projector, access to the internet

Development of the lesson

1. Ask students what the human rights are and write their answers on the board. Normally, one would have difficulty in fully defining human rights, so this will easily lead in the following activity. **(5 minutes)**
2. Show the video on Youtube. Discuss the information provided and complete the notes on the board with extra details. **(15 minutes)**
3. Tell the participants that the following activity is a sort of quiz, but that the purpose is not to see who has got it right and who has got it wrong; it is just a starting point. Hand out or display on the projector (See Blendspace for the handout) the two quotations. Allow five minutes for the participants to read them. **(5 minutes)**

a) What is the source of the following text? What book or document is it an extract from?
"All people on earth from the East to the West, from the North and from the South, constitute a single group; (they) differ in three distinct traits: behaviour, physical appearance and language."

Choose one of the following answers:

a) The UNESCO declaration on racism, 1958	e) Said Al-Andalusi, 1029 AD / 420 AH
b) Herodotus "Travel notes", 198 BCE	f) Marco Polo in The Travels, 1300, CE
c) The Vedas, India, c.a. 3.000 BCE	g) None of the above
d) Report of the "All Different - All Equal" youth campaign, Council of Europe, 1996	

b) Which country/region of the world does the author of the following text comes from?
"Those who live in the extreme North (of Europe...) have suffered from being too far from the sun. Their air is cold and their skies are cloudy. As a result, their temperament is cool and their behaviour is rude. Consequently, their bodies have become enormous, their colour turned white, and their hair drooped down. They have lost keenness of understanding and sharpness of perception. They have been overcome by ignorance and laziness, and infested by fatigue and stupidity."

Choose one of the following answers:

a) China	b) Europe	c) India	d) Africa	e) Persia	f) None of the above
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4. Then ask them individually to decide:
 - a) The source of the first text; which book or document is it an extract from?
 - b) Which country/region of the world the author of the second text comes from? **(5 minutes)**
5. When everyone is ready, ask participants to get into small groups of 5. Give them **15 minutes** to discuss and analyse their individual choices. They should think about the following questions and if possible come up with a collective answer (See Blendspace):

- a. Why did you choose this answer in preference to others?
- b. What do the texts say about the authors?
- c. Why did the authors write these texts?
- d. What comments do they have about the texts?

6. When the groups have finished, go round and collect the answers to question a from each group. Invite the groups to state the reasons that led them to their choices. Then repeat the round collecting answers to question b. Write the answers the answers on the board.
7. Reveal the author, Said Al Andalusi (from Spain), and share information about him (see Blendspace) **(5 minutes)**
8. Continue with answers to questions c and d. **(15 minutes)**

At this point, it should be mentioned that the Mediterranean basin, and especially the Arab Kingdoms around it, constituted – for the author – the centre of "civilisation". Knowledge was not nearly as advanced in "the North", as Said calls northern Europe, as it was in the Arab world, Persia, China and India. The second text actually reveals a lot about the author, his appearance and his culture, for example, that he must have had curly hair and dark skin. So, Said, with his dark skin and curly hair, provides a very good definition of a "contrario" – someone whom most people in Europe would not consider "normal" now but who at the time was considered to be "the norm".

9. Discuss further the issues and ideas which were raised, such as what kind of discriminations they know or what the human rights are (**15 minutes**).
10. Ask the learners as a closure activity to complete the powerpoint slide created for the lesson (see Blendspace), with the chart of the human rights. Post it to the edmodo group of the class (**5-10 minutes**).



Links

Blendspace: <https://www.tes.com/lessons/Z9Adb0L0nJorVw/human-rights-all-different-all-equal>

Youtube : <https://www.youtube.com/watch?v=oh3BbLk5UIQ>

About Said: <https://www.slideshare.net/cferna49/spanish-mathematicians>

Credits

The lesson plan elaborated an activity introduced on *Compass: Manual for Human Rights Education with Young people*, <http://www.coe.int/en/web/compass/list-of-activities>, by the Council of Europe

Critical reading involves not only understanding the content of the text, but also thinking about the context, who the author is and why s/he writes what s/he does. Realising this is an important step to understanding how to read all messages (history, news, poems, song texts, etc) and to be aware of the values that they transmit" (<http://www.coe.int/en/web/compass/45>).