

LESSON PLAN

COURSE STTP Formación del profesorado, CTIF Madrid Capital November 2017

Teacher: Javier Méndez

TITLE: SAVE NATURE SAVE PEOPLE

MAIN OBJECTIVE: ENVIRONMENT PROTECTION and INDIGENOUS RIGHTS

CURRICULUM: 4º ESO ETHICS (Applied ethics), SOCIAL SCIENCES (History)

Units of the curriculum: Ethical Values: Human Rights, lesson *Defence of Human rights*

History: *The world after the second world war*

OBJECTIVES:

- To be aware of the importance to protect nature in order to have a good life
- Peace as a central issue in environment protection
- To learn to face conflict from a non-violent position
- Learn to search information in internet and verify the source as trustful
- Be active and stand up for Human Rights
- English language: Know the elements of formal and informal letters

Learning objectives: After these lessons students will be able to

- to analyse situations from an environmental point of view
- Produce reasons in favour and against. Negative and positive Consequences
- Draw conclusions
- Search information from trustful sources and tell the difference between facts and opinions
- Use dialogue to confront ideas and debate.
- Respect speaking turns,
- Skills: read and learn to listen, group work
- to write a formal or informal letter
- understand the importance of environmental issues in the world today

Number of lessons: 5

| UNIT: HUMAN RIGHTS | |
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| LESSON 1: Development, interpretation and defense of Human Rights | |
| OBJECTIVE | ENVIRONMENT PROTECTION and INDIGENOUS RIGHTS |
| LEARNING OUTCOMES | Capstone project: letter marathon Map of places with its political regime |
| LEARNING STANDARD | 1. Debate acerca de la solución de problemas en los que hay un conflicto entre los valores y principios éticos del individuo y los del orden civil, planteando soluciones razonadas, en casos como los de desobediencia civil y objeción de conciencia 2. Relaciona de forma adecuada los siguientes términos y expresiones, utilizados en la DUDH: dignidad de la persona, fraternidad, libertad humana, trato digno, juicio justo, trato inhumano o degradante, arbitrariamente detenido, presunción de inocencia, discriminación, violación de derechos, etc |

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| | 3. Señala alguna de las deficiencias existentes en el ejercicio de los derechos económicos y sociales tales como: la pobreza, la falta de acceso a la educación, a la salud, al empleo, a la vivienda, etc. | | | |
| Human Rights articles: | 2, 19, 23, 25 | | | |
| CONTENT | | | COMMUNICATION | COGNITION |
| Activities Steps | Resources | Timing (m.) | Vocabulary: Adjectives: raw Vegetables: rice, crop, Human rights: defender, abuse, victim, hunger Emotions: sadness, joy, | Thinking skills: Deducing |
| Warm-up: TPS Teacher writes the sentence: “There was a time where I wanted to shoot myself when we had to eat raw rice. But we kept gathering stories.” Teacher asks: Who could have said this sentence? <ul style="list-style-type: none"> • Students discuss with partner • Class discussion | Board and chalk | 10 | | |
| Activity 1: Teacher gives stds Journal entry 1 <ul style="list-style-type: none"> • Instruct the students to write a short narrative describing a time when they stood up for someone else. • When students have finished, ask them to share their situations and experiences in a class discussion • Write these names on the board: Perpetrators, Victims, Bystanders, Defenders • Discuss and brainstorm the characteristics of each person. Have students write the description under the appropriate heading. | Journal Entry #1 | 30 | Stand up bullying | |
| LESSON 2 | | | | |
| Activities | Resources | Timing | COMMUNICATION | COGNITION |
| ANTICIPATORY SET: VOCABULARY SCAVENGER HUNT • Upon entering class, students are given a sticky note with either a definition or a vocabulary word. <ul style="list-style-type: none"> • Time students to see how long it takes them to find their match. Students quickly sit down when they find a match. • Review the words and definitions and discuss how they can be used. | Blackboard: review of terms | 15 | | Classify denining |
| ACTIVITY 2: TPS <ul style="list-style-type: none"> • Give students Handout #2: Vocabulary List • Students are to work in pairs to find the definitions of the words. • Have students define the words and create sentences using the words appropriately. • Students will share the definitions and sentences in a class discussion | Vocabulary list from Ka hswa wa (sttp) | 40 | | |
| Lesson 3 | | | | |
| Activities | Resources | Timing | COMMUNICATION | COGNITION |
| Tunning in: Back to the board. Teacher places a chair in front of the board and ask a student to | | 15 | | remembering |

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| sit facing the rest of stds. T. writes on the board words from the list and the std has to guess with the help of his classmates. | | | | |
| <p>ACTIVITY 3: Wh-Q searching Group work (4)</p> <p>Teacher gives blank world map (hand-out) and asks:</p> <ul style="list-style-type: none"> • Where are Burma, Honduras and Philippines? Place them on the map • What do you know about Burma, Honduras and the Philippines? (Language, customs, food, economy). <p>Students choose one country to work on: Free choice and negotiation</p> <p>Teacher checks information with a map on internet</p> | World Blank Map (hand-out) and internet | 40 | | |
| Lesson 4 | | | | |
| Activities | Resources | Timing | COMMUNICATION | COGNITION |
| <p>Activity 4: Group work</p> <p>Give students the stories of Ka Hsaw Wa from the book, Speak Truth to Power. { http://www.speaktruth.org/, MILPAH, and others https://redescuelas.es.amnesty.org/index.php</p> <p>Students read in groups and each member write a summary of the case. Number each member of the group 1 to 4 and Teacher form new groups with equal numbers. Each new member tell his,her story to the rest who take notes.</p> <p>Students form back initial groups and compare notes to reconstruct all cases</p> | Human Rights Defenders' stories | 40 | Speaking and listening | Sharing Inquiry |
| Lesson 5 | | | | |
| <p>Initial activity: Students read aloud a summary of the cases</p> <p>Main Activity: Letters. Group work</p> <p>Teacher give studens letters lay out and tells them to write as many letters as they can to all HR defenders.</p> <p>Motivation: Best letters will be mailed to addressee, defenders</p> | Letters lay-out (Hand-out) Song: stand up for your rights (room music) | 10 40 | writing | Evaluating Connecting to the present world |

MATERIALES

DEFENDERS: KA HSAW WA, (Burma):

<http://rfkhumanrights.org/what-we-do/speak-truth-power/>

Movimiento indígena MILPAH (Honduras)

<https://nube.es.amnesty.org/index.php/s/f9sbUsJMUHH2N4#pdfviewer>

INDIA: OUR LAND, OUR CHOICE: A HEALTHY ENVIRONMENT IS A HUMAN RIGHT:

<https://www.amnesty.org/en/documents/asa20/009/2009/en/>

H.R.Defenders: <https://www.amnesty.org.uk/issues/human-rights-defenders>

Unidad didáctica sttp: KA HSAW WA:

http://rfkhumanrights.org/media/filer_public/0b/c8/0bc888d9-79ed-4a34-b133-94c39890ba17/ka_hsaw_wa.pdf