
LESSON 4

MIA DIA, Y LOS DERECHOS

A Spanish lesson using the Universal Declaration of Human Rights. Students learn to describe their daily routine and compare the human rights they experience with those in the daily routines of two young Spanish-speaking people. Activities could be split over two lessons depending on students' ability in Spanish.

LEARNING OBJECTIVES

- To learn about the lives of young people in Spanish-speaking countries
- To practice key Spanish vocabulary in reading and writing about daily routine
- To identify human rights and situations where rights are enjoyed or denied

STARTER

5 MINS

Students are introduced to the idea of human rights as experienced in the daily routines of Spanish speakers.

- Ask students to guess which of these five is not a human right:
 - Everyone has the right to an education.
 - We all have the right to rest from work and to relax.
 - We all have the right to a home.
 - Nobody has any right to hurt us or torture us.
 - We all have the right to own our own phone.
- Discuss students' ideas about what constitutes a human right.
- Explain that the first four rights are articles from the Universal Declaration of Human Rights (UDHR) and ask students to consider which of the rights they have already experienced today. Discuss.
- Explain that they are going to look at a number of human rights and consider how young Spanish-speaking people around the world enjoy or are denied these rights.

MAIN – ACTIVITY 1

20 MINS

Students study the daily routine of Alejandro and Shirley.

- Key vocabulary: depending on the ability of the class, you may wish to first introduce or remind pupils of reflexive verbs and other key vocabulary to do with the daily routine.
- Working in pairs, students are given an envelope with the daily routine of either Alejandro or Shirley cut up into paragraphs. Each pair has to read the paragraphs and put them in the correct order from morning until night.
- Each pair should then join with another pair who worked on the other daily routine (Alejandro or Shirley) and compare the two. They should highlight unknown vocabulary on the cards and use a dictionary to create a vocabulary bank.
- The teacher should discuss each case study and create a general vocabulary bank with input from the whole class.

MAIN – ACTIVITY 2

15 MINS

Students consider which rights of the UDHR are experienced by Alejandro and Shirley.

- Pupils in their groups are given an envelope with 20 cards inside – 10 UDHR articles in Spanish, and 10 in English. They must match the Spanish articles with their English equivalent.
- Ask students to select the rights that are enjoyed by Shirley. Discuss.
- Ask students to select the rights that are denied to Alejandro. Discuss.

RESOURCES



- Worksheet 1: *Daily routines of Alejandro and Shirley* (cut up as cards and placed in envelopes, one per pair)
- Worksheet 2: *Universal Declaration of Human Rights Articles in Spanish and English*, to cut up as cards and place in envelopes
- Coloured pens or highlighters

DEVELOPMENT

15 MINS

Mi día – students complete an individual writing task.

- Using the vocabulary bank written in Activity 1, pupils create a schedule of their own daily routine. They should aim to include as much information as possible, as many reflexive verbs as possible and to be as honest as possible.
- In pairs students swap routines and from the UDHR cards select the rights that are enjoyed by their partner. Are any rights denied? (Depending on the ability of the class the teacher may wish to take back the English UDHR cards so that the students can only use the articles in Spanish.)

PLENARY

5 MINS

Students compare the rights they experience with those of Alejandro and Shirley.

- Ask students to feed back the rights they enjoy in their daily routine.
- Consider and discuss which human rights they have that Alejandro and Shirley do not, if any?
- You may wish to explain that human rights are universal and apply to everyone equally. Ask students what they think could be done so that Alejandro can enjoy his human rights.
- As homework students use the internet to find an organisation that campaigns for the rights of street children.

Me levanto muy pronto en mi casa. Vivo con mis padres y mis dos hermanos en una habitación pequeña.

Muchas veces tengo hambre cuando me levanto. A veces tomamos desayuno pero no siempre.

Si ganamos algo de dinero por la mañana compramos algo de comer. A veces compramos cosas para vender para ganar mas dinero. Cuando la gente sale del trabajo a la hora de comer abrillantamos sus zapatos y les vendemos cigarrillos o caramelos.