Citizen Empowerment Course

Lesson Plan |Module 2

Module Title	Human Rights & Civil Rights
Module Learning Objectives	Upon completion of this module, learners should be able to: ▪ Recognize and define human rights and to underscore the significance of these rights in promoting a just and equitable society. ▪ Understand what civic rights are. ▪ Identify civil rights movements.
Lesson Plan Instructions	The lesson plan is designed as an activity guide for trainers and educators. Trainers are strongly recommended to follow the PowerPoint slides and refer to the lesson plan for further guidance on activities and further clarifications.
Module Duration	3 Hours (180 minutes)
Materials/Equipment	▪ Training venue with IT equipment including laptop and projector ▪ A computer for the facilitator ▪ Internet connection ▪ Projector ▪ Flipchart and markers ▪ Sign-in sheet ▪ Electronic device (mobile or computer) for each learner (optional) ▪ A notebook and a pen for each learner

Resources/ References	
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Unit 1	Human Rights				
	Learning Activities	**Duration**	**Training methods**	**Materials**	**Handouts and Activity sheets**
	Introduction to Module ▪ Give learners an overview of the module objectives ▪ Ensure to go over the terminology used in this module	5 min	▪ Presentation	▪ Computer ▪ Internet connection ▪ Projector	Presentation (PPT_Module 2_Unit 1)
	Icebreaking activity *Steps* ▪ Hand out to learners a copy of slide 6, Human Rights Squares. ▪ Participants should then spend 10-15 minutes answering the questions on the grid. To complete these questions, they should also make sure to collaborate with other learners to find answers and note on their sheet who they received help from. ▪ When all questions are answered, learners should gather in a circle and analyse the difficulty of questions and which questions were easily answered.	30 min	▪ Icebreaking activity ▪ Presentation ▪ Demonstration	▪ Computer ▪ Internet connection ▪ Projector	Presentation (PPT_Module 2_Unit1)
	Human Rights Definitions: Go through the slides and watch both videos explaining what are human rights and examples of human rights.	10 min	▪ Video ▪ Presentation	▪ Computer ▪ Internet connection ▪ Projector	Presentation (PPT_Module 2_Unit1)

	Activity: Create a new country	40 min	▪ Self-presentation ▪ Participation of all learners	▪ Computer (Laptop) ▪ Internet connection ▪ Projector ▪ Paper and pen for learners	Presentation (PPT_Module 2_Unit1)
	Steps				
	▪ Participants will be divided in small groups and the instructions of the activity will be explained.				
	▪ Inform learners they have 20 minutes to come up with the list of 10 rights for their new country.				
	▪ When all groups have finished, meet as a group and present the group findings. Engage learners in a whole group discussion on the process of deciding on the selection of rights and what any exclusion criteria were. You may also ask learners at the end if they feel any rights were left out.				
	Universal Declaration of human rights Activity	15 min	▪ Discussion ▪ Reflection	▪ Computer ▪ (Laptop) ▪ Internet connection ▪ Projector	Presentation (PPT_Module 2_Unit1)
	▪ Go over relevant slides and watch video on UDHR.				
	▪ Split learners in to groups of two-three and assign each group a few <u>articles</u> to familiarize themselves with and consider.				
	▪ As a whole group then pose the following discussion questions: Are any of the rights you read in your group not a part of your life? Do you know anyone without access to one or more of the human rights read?				
	▪ Invite learners to consider the importance of human rights and go over the material in the slides.				
	Activity: Case Studies	45 min	▪ Presentation ▪ Group Work ▪ Presentations	▪ Computer(Laptop) ▪ Internet connection ▪ Projector	Presentation (PPT_Module 2_Unit1)
	Steps				
	▪ The following activity will focus on two case studies regarding human rights: Right to abortion, and Refugee Rights. The objective of this activity is to provide learners with some foundational knowledge on				

	the issues, encourage research on the context of Cyprus, critical thinking, cooperation and team building as well as presentation skills.
	▪ Split learners to an even number of groups with 3-4 learners per group; half of the groups will be assigned Case Study 1 and the other half will be assigned Case Study 2.
	▪ Each group should receive the relevant PowerPoint slides in electronic format and/or printed material. (*Note:* All groups will need access to at least one phone or laptop to be able to have access to the video materials).
	▪ Participants will have 20 minutes to go over material and research and find the answers to the related Cyprus context questions as a group.
	▪ Participants will then have 15 minutes to prepare a 3 minute verbal presentation that focuses on:
	   ▪ Key definitions and relation to human rights found in the material
	   ▪ Their research on the Cyprus context
	▪ All groups will be paired according to their case study and will present their findings to each other. This ensures that all learners will have access to knowledge on both case studies.
			▪ Laptops and/or phones per group
			▪ Printouts as needed	

	Privileges scale *Steps* ▪ Instruct learners that they will participate in an activity meant to calculate their privilege utilizing an established scale. Explain the rating scale which indicates how many points they should receive based on the frequency in which the statements apply to them. ▪ You may utilize the projector to show all the statements or you may printout the statements in advance and had out to learners.	20 min	▪ Discussion ▪ Exchanging opinion and practices	▪ Computer (Laptop) ▪ Internet connection ▪ Projector ▪ Electronic device for each learner	Presentation (PPT_Module 2_Unit1)

	▪ Discuss the results with the learners. Invite a conversation regarding privilege and how this connects with human rights.			▪ Printout of privilege statements (optional)	
	Worksheet: Reflection ▪ Ask groups to remain in the groups of the case study activity. ▪ Hand out the worksheet and instruct learners that the worksheet is meant as a reflection activity. Let learners know they have 5 minutes to complete the three reflection questions.	5 min	▪ Assessment ▪ Reflection	▪ Worksheet ▪ Pen	Worksheet 1 (Module 2_Worksheet_Unit 1)
Unit 2	**Civil Rights**				
	Learning Activities	**Duration**	**Training methods**	**Materials**	**Handouts and Activity sheets**
	Introduction to Unit 2 Briefly describe the content and the aim of Unit 2. Also, trainer must refer to the terminology section.	5 min	▪ Presentation	▪ Computer (Laptop) ▪ Internet connection ▪ Projector	Presentation (PPT_Module 2_Unit2)

	Icebreaker Activity: In the same boat
	Steps
	▪ Begin the activity by asking learners to stand up from their seating.
	▪ The trainer will announce four different categories of groupings and the learners must find a way to categorize each other according to the category by getting into groups. The categories are:
	   ▪ Month of birth,
	   ▪ Number of siblings,
	   ▪ Kind of pet,
	   ▪ Favourite Food.
		10 min	▪ Icebreaker activity	▪ Computer (Laptop)
				▪ Internet connection
				▪ Projector
					Presentation (PPT_Module 2_Unit2)

	▪ The game concludes with the question "What did you learn from this activity?" and a discussion of people's unrecognized similarities and differences.				
	Civil Rights Movements ▪ Go over the slides exploring the civil rights movement in the USA, Northern Ireland and South Africa. ▪ Split into small groups and instruct learners to discuss the discussion questions for 10 minutes. Return as a big group and share out on the discussions.	50 min	▪ Presentation ▪ Team discussion	▪ Computer (Laptop) ▪ Internet connection ▪ Projector ▪ Pen and notebook for learners	Presentation (PPT_Module 2_Unit2)
	Activity: Debate *Steps* ▪ Begin the activity by splitting into an even number of groups. Each pair of groups will be assigned one of the country voting statements. Assign a pro and an against side for each group relating to the statement. Ensure to remind all learners to keep in mind respecting all learners. ▪ The groups will have 10 minutes to come up with their respective arguments. ▪ Pair up groups of the different countries to act as an audience and voting council for the debates. Each group according to their statement will then get a chance to argue their side for 5 minutes. Their paired group will vote on the winner.	40 min	▪ Debate ▪ Team Discussion	▪ Pen and notebook for learners	Presentation (PPT_Module 2_Unit2)
	LGBTQ+ Rights and Intersectionality In this section, the trainer will present the LTGBTQ+ movement and explore the term intersectionality.	15 min	▪ Presentation	▪ Computer (Laptop)	Presentation (PPT_Module 2_Unit2)

				- Internet connection - Projector	
	Activity: President for a day *Steps* - Begin the activity by instructing learners to come up with arguments as to why a group of voters should vote for them as president. Candidates can individually brainstorm for 5 minutes. Candidates should keep their arguments relating to civil rights and any plans or policies they might have regarding them. - Learners should keep in mind that the group of voters they will pitch their arguments to are not interested in the voting process and hold misconceptions on politicians. - Split learners into groups of 4. They must pitch themselves to each other. Then the group will vote for the best pitch. Groups with a winner will now combine and the two winners will compete against each other. The group will vote again. Continue the process until one president is elected by the group.	30 min	- Team activity - Presentation	Pen and notebook for learners	Presentation (PPT_Module 2_Unit2)
	Worksheet Hand out the worksheet and instruct learners that the worksheet is meant as a self-reflection activity. Let learners know they have 5 minutes to complete the three reflection questions.	5 min	- Assessment - Reflection	- Handout - Pen	Worksheet 1 (Module 2_Worksheet_Unit 2)
Module Assessment Exercise					
Duration: 10 Minutes					

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