

LESSON PLAN • SPEAKING + READING + WRITING

Human Rights in Everyday Life

Dignity, fairness and shared responsibilities

LEVEL	DURATION	CLASS
B1-B2	60 minutes	Older teens / adults

Objectives

By the end of the lesson, students will be able to:

- Explain the idea of human dignity in accessible English.
- Recognize practical examples involving privacy, fairness and access.
- Suggest respectful actions when someone faces an unfair barrier.

Materials

Student worksheet (pages 3–4), board or shared screen, pens; optional timer. All reading texts and scenarios are original fictional classroom examples.

Language focus

Making a clear claim and supporting it with an example

1. Warm-up (5 minutes)

Ask: Which everyday things help people feel safe, heard and respected? Accept examples without asking for personal disclosures.

- Pairs share a short example; take two or three responses without putting anyone on the spot.

2. Language preparation (8 minutes)

Explain that human rights are basic protections people have because they are human; some legal details differ by country. Model "Everyone should have access to..." and "This may be unfair because..."

- Students choose two useful expressions from the language bank on page 4 and rehearse them in pairs.

3. Reading for meaning (10 minutes)

Give students the fictional case on page 3. Read independently, then underline the main problem and the response. Ask learners to explain the case in one sentence.

- Do not provide the answer key yet; invite two different summaries.

TEACHER PLAN • CONTINUED

Teaching sequence

Human Rights in Everyday Life • B1-B2 • 60 minutes

4. Guided practice (12 minutes)

Students complete the five-item vocabulary match and four reading questions on page 3. Check in pairs first, then review answers as a class.

- Ask for the sentence or detail in the reading that supports each answer.
- For faster groups, ask whether the characters could have chosen another respectful solution.

5. Communicative task (15 minutes)

Use the role-play on page 4. Give each participant one minute to prepare their position; complete the discussion and agree on an action.

- A school office moves an essential application process online, but not everyone can easily access it.
- If working in threes, an observer records one effective expression and one suggestion for improvement.
- Learners present their agreed decision briefly to another pair.

6. Writing and feedback (7 minutes)

Students complete the page 4 writing task (90–110 words). Prioritize a clear point and practical example over perfect grammar.

- Ask students to underline one target-language expression and check whether their proposal answers the prompt.

7. Exit ticket (3 minutes)

Each learner writes one sentence explaining what they would change in the case and why. Collect two examples or ask for a volunteer summary.

Differentiation and classroom care

Support: allow preparation notes and sentence frames; pair less confident speakers with supportive peers. Stretch: require a counterargument, a limitation or a measurable next step.

Use universal dignity as the framework, but do not make unverified claims about specific national laws.

Assessment

Look for (1) accurate understanding of the case, (2) two appropriate topic expressions, (3) respectful turn-taking, and (4) a specific, justified recommendation.

Optional extension / homework

Choose one public place and list three changes that could improve accessibility.

STUDENT WORKSHEET • 1/2

Human Rights in Everyday Life

B1-B2 | Read the case, work with key vocabulary, and check your understanding.

A. Read the case

Fictional classroom case study

A city library introduces a new online booking system. It helps many visitors reserve books and study spaces quickly. However, some older people do not use smartphones, and a visitor with limited vision finds the new website difficult to read. At first, staff say the new system is available to everybody, so it must be fair.

A librarian points out that offering the same website to all visitors does not always mean everyone can use it. The team makes changes: reservations can also be made at the desk, the website receives clearer labels for screen readers, and short instructions are printed in several common languages. The library also limits how long it stores visitors' booking details. More people can now use its services without needing to explain private difficulties. The staff learn that dignity and equal access sometimes require thinking carefully about different people's needs, rather than treating every situation as identical.

B. Vocabulary match

Match the words (1–5) to the definitions (A–E). Write the correct letter.

WORD	DEFINITION
1. dignity ____	A. unfair treatment because of a personal characteristic
2. access ____	B. having the same basic standing or treatment
3. discrimination ____	C. the value and respect that every person deserves
4. privacy ____	D. freedom from unwanted access to personal information
5. equal ____	E. the ability or opportunity to use or enter something

C. Check your understanding

1. What was the library's new system intended to improve?

2. Who encountered barriers?

3. Name two changes the staff made.

4. Why is identical treatment not always enough?

STUDENT WORKSHEET • 2/2

Speak, decide, write

Human Rights in Everyday Life • B1-B2

D. Role-play and decision

A school office moves an essential application process online, but not everyone can easily access it.

ROLE A

Office worker: explain the benefits of the digital system and the limits on staff time.

ROLE B

Student representative: explain access problems and suggest practical alternatives.

Your decision: Propose two changes that improve access while keeping the process manageable.

Useful language

- Everyone should be able to...
- A possible barrier is...
- This change would help because...
- We could offer another way to...

E. Writing task

Write a 90-110-word message recommending a fairer application process. Give a reason and an example. Use the lines below or continue on separate paper.

F. Reflection

Which phrase helped you communicate respectfully or clearly? What would you improve next time?

TEACHER KEY

Answers and teaching notes

Human Rights in Everyday Life · B1-B2

B. Vocabulary matching

1 C · 2 E · 3 A · 4 D · 5 B

C. Reading comprehension — suggested answers

1. Booking books and study spaces.
2. People without smartphones and a visitor with limited vision.
3. Desk booking; screen-reader labels; multilingual instructions; limited data retention.
4. Different people may face different barriers to access.

D. Speaking task — success criteria

Propose two changes that improve access while keeping the process manageable.

- Each speaker states a concern without personal attacks.
- The pair acknowledges at least one trade-off or limitation.
- The final decision names a specific action or safeguard.

E. Writing — sample response

I support the online application system because it can save time. However, it may exclude students who have limited internet access or need accessibility support. The school could keep the online form and offer a paper form or help desk as an alternative. Clear instructions and privacy protections would also make the process easier to trust. Fair access means helping different students take part. Staff could also invite feedback from students who use different forms of support. That would help the school identify problems early. The goal is a process that remains efficient without leaving people behind.

Teacher reminder

Use universal dignity as the framework, but do not make unverified claims about specific national laws.

Further practice

Choose one public place and list three changes that could improve accessibility.