

7

Human Rights

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1. Form groups and share ideas about the following, keeping notes. You will then present your work to the class.



a. What does the dove symbolize?

b. Can you think of any other universal symbols?

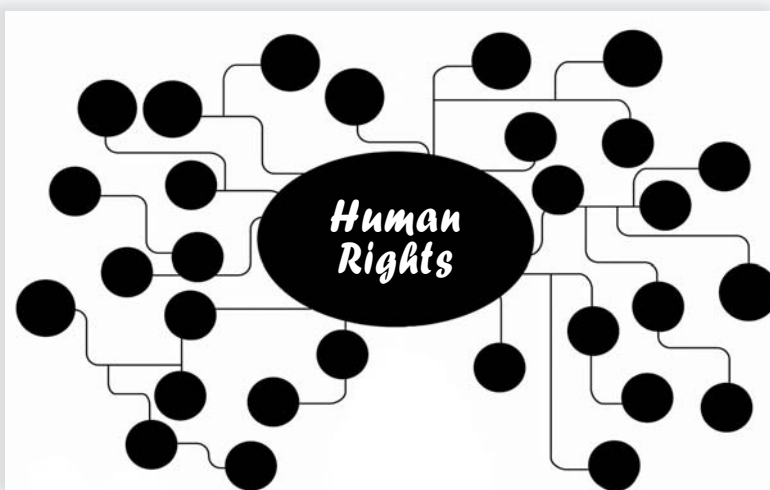
c. Who do you think has said the following quotes:
a president, a philosopher,
a teacher? Justify your answer.



- ◆ *We have chosen hope over fear, unity of purpose over conflict and discord.*
- ◆ *A nation cannot prosper long when it favours only the prosperous.*
- ◆ *We reject as false the choice between our safety and our ideals.*

d. What are "human rights"? Which is the milestone document in the history of human rights? Do you know of any agencies which fight for the protection of human rights?

e. Brainstorm concepts related to human rights and put them down in a mind map.



f. How do you feel when people are deprived of their human rights?

men and women can achieve when imagination is joined to common purpose, and necessity to courage. ...

(6) Our challenges may be new. The instruments with which we meet them may be new. But those values upon which our success depends - honesty and hard work, courage and fair play, tolerance and curiosity, loyalty and patriotism - these things are old. These things are true. They have been the quiet force of progress throughout our history. What is demanded then is a return to these truths.

"We reject as false the choice between our safety and our ideals".

(7) What is required of us now is a new era of responsibility - a recognition, on the part of every American, that we have duties to ourselves, our nation, and the world, duties that we do not grudgingly accept but rather seize gladly, firm in the knowledge that there is nothing so satisfying to the spirit, so defining of our character, than giving our all to a difficult task.

(8) This is the price and the promise of citizenship. This is the source of our confidence - the knowledge that God calls on us to shape an uncertain destiny. This is the meaning of our liberty and our creed - why men and women and children of every race and every faith can join in celebration across this magnificent mall, and why a man whose father less than 60 years ago might not have been served at a local restaurant can now stand before you to take a most sacred oath.



<http://obamawhitehouse.archives.gov/blog/2009/01/21/president-barack-obamas-inaugural-address>

- What type of text/genre is it?
- What is the main point of the text? Do you think it is communicated effectively?
- What is the main idea presented in each paragraph? Write the paragraph headings in the boxes provided.

Restoring trust	Promoting human rights	Looking to the future
Respecting values and principles	Drawing strength from our common past	Effort for a change
Gift of freedom		Facing serious challenges

3. For questions 1-6, choose the answer (a, b or c) which you think best fits with the meaning of the text.

1. What is the speaker's purpose?	4. What is the intended effect of the phrase "a new era of responsibility"?
a. to convince the audience of his ideals	a. to show the speaker's liability
b. to assure the audience that they are in safe hands	b. to hold the public responsible for their attitude
c. to encourage people in difficult conditions	c. to assure people of the government's accountability
2. What does the third caption imply?	5. "Starting today we must pick ourselves up, dust ourselves off..." is used
a. that no dilemma really exists	a. to make a call to action for personal contribution
b. that respect for human values is of utmost importance	b. to create a sense of unity
c. that safety is the government's priority	c. to urge people to work hard
3. What kind of values does the speaker focus on in the sixth paragraph?	6. Why does the speaker use "this is" repeatedly?
a. socio-cultural values	a. Because it's a direct way to introduce sentences
b. spiritual values	b. Because repetition will help people remember his words
c. material values	c. Because he wants to give emphasis on the importance of his words



4. Go back to the text, underline the following words and, in pairs, try to guess their meaning in the text. Then match them with the definitions (A-L). You can also write them on a post-it note and add them on your word wall.



_____	1.	celebrated	A	hard to understand, not clear
_____	2.	grievance	B	quarreling and blaming one another
_____	3.	recrimination	C	well-known, famous
_____	4.	discord	D	period of historical time
_____	5.	obscure	E	unwillingly, ungenerously
_____	6.	era	F	complaint for unjust treatment
_____	7.	tolerance	G	disagreement between people
_____	8.	grudgingly	H	willingness to accept behaviour and beliefs that are different from your own
_____	9.	seize	I	(of land) wild and not even; not easy to travel over
_____	10.	rugged	J	announce officially or publicly
_____	11.	creed	K	a set of beliefs that influences the way you live
_____	12.	proclaim	L	to take something quickly and keep or hold it

5. Complete the sentences with the correct word from the following word list.

♦ *discrimination* ♦ *tolerance* ♦ *grievance* ♦ *institution*
♦ *creed* ♦ *dignity* ♦ *liberty* ♦ *recrimination*

- | | |
|---|--|
| 1 | Governors should take any _____ relating to employment very seriously. |
| 2 | The peace talks broke down and ended in bitter mutual _____. |
| 3 | Every citizen deserves a basic measure of self-respect and _____. |
| 4 | The laws of our country apply to everyone irrespective of race, _____ or colour. |
| 5 | The scandal threatened to undermine the _____ of the Presidency. |
| 6 | _____ consists in the power of doing that which is permitted by law. |
| 7 | All members of our political party show greater _____ towards opposing views. |
| 8 | With the current job situation, age _____ in employment is becoming more common. |

6. Students' rights and responsibilities at school: Work in groups and make your own sentences regarding students' rights and responsibilities at school. Arrange these rules in a poster and make a presentation to your classmates. Do not forget to use a catchy title!





7. The Universal Declaration of Human Rights (UDHR) is a milestone document in the history of human rights. Drafted by representatives with different legal and cultural backgrounds from all regions of the world, the Declaration was proclaimed by the United Nations General Assembly in Paris on 10 December 1948 (General Assembly resolution 217 A) as a common standard of achievements for all peoples and all nations. It sets out, for the first time, fundamental human rights to be universally protected and it has been translated into over 500 languages (<http://www.un.org/en/universal-declaration-human-rights/>). Read the text and decide which answer best fits each gap.

United Nations Universal Declaration of Human Rights



Article 1.

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of 1. _____.

Article 2.

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no 2. _____ shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs. ...

Article 18.

Everyone has the right to freedom of 3. _____, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

Article 19.

Everyone has the right to freedom of 4. _____ and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 26.

(1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be 5. _____. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of 6. _____.

(2) Education shall be directed to the full development of the human personality and to the strengthening of 7. _____ for human rights and fundamental freedoms. It shall promote understanding, 8. _____ and friendship among all nations, 9. _____ or religious groups, and shall further the activities of the United Nations for the maintenance of 10. _____. ...

Article 29.

(1) Everyone has duties to the community in which alone the free and full development of his personality is possible.

(2) In the exercise of his rights and freedoms, everyone shall be subject only to such 11. _____ as are determined by law solely for the purpose of securing due

recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general 12. _____ in a democratic society.

(3) These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.



<http://www.un.org/en/universal-declaration-human-rights/>

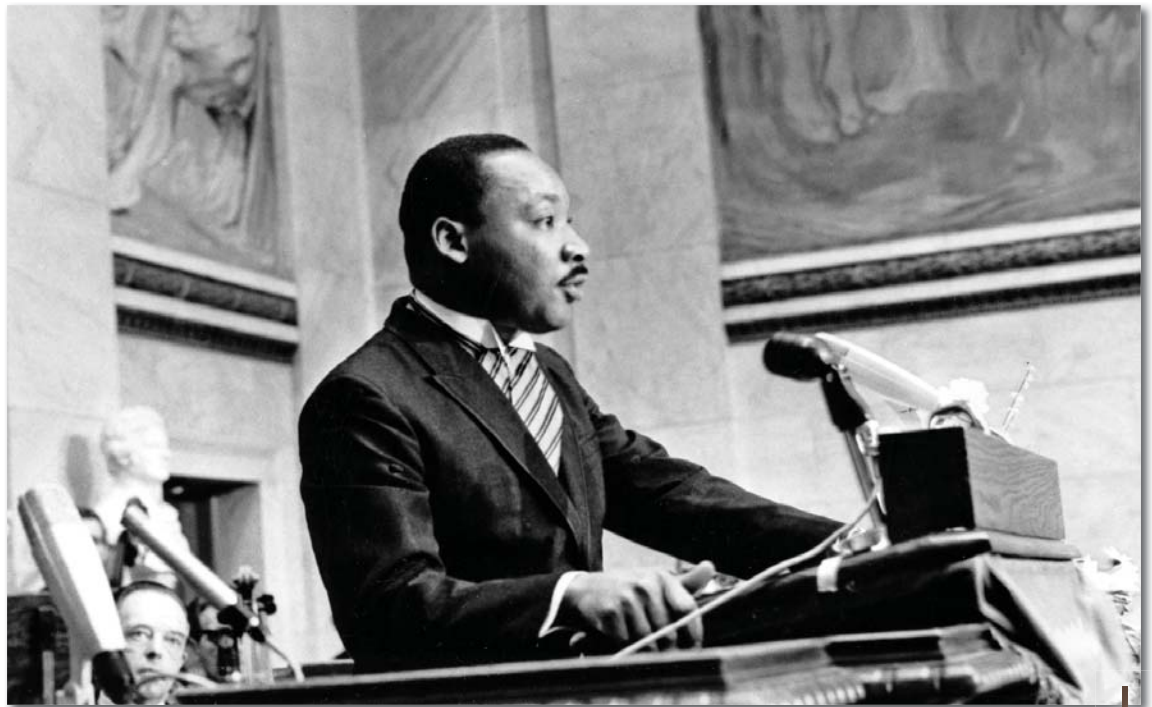
1	A	parenthood	B	brotherhood	C	motherhood	D	adulthood
2	A	disparity	B	diversity	C	difference	D	distinction
3	A	thought	B	consideration	C	contemplation	D	thinking
4	A	opinion	B	view	C	estimation	D	judgment
5	A	essential	B	compulsory	C	obligatory	D	enforced
6	A	deserving	B	worthy	C	entitled	D	merit
7	A	reverence	B	appreciation	C	esteem	D	respect
8	A	consent	B	approval	C	acceptance	D	tolerance
9	A	cultural	B	national	C	racial	D	ethnic
10	A	peace	B	harmony	C	coexistence	D	conciliation
11	A	restrictions	B	confines	C	limitations	D	limits
12	A	wellbeing	B	prosperity	C	welfare	D	contentment



8. Martin Luther King Jr. was nominated for the Nobel Peace Prize on 10 December 1964 for his nonviolent campaign against racism. MLK, who adhered to Gandhi's philosophy of nonviolence, began his struggle to persuade the US Government to denounce the policy of racial discrimination and end racial segregation in 1955.



Watch the video of the Acceptance speech. As you watch, take notes on the most important points in the speech. Then do the tasks below.



<http://www.nobelprize.org/mediaplayer/index.php?id=1853>

- What is the topic of the talk?
- What is the main idea of his speech?
- Give a title to the talk.

9. Work in groups and discuss the following issues.

- a. Why did Martin Luther King Jr struggle for the civil rights movement?
- b. Did he deserve the Nobel Peace Prize?
- c. Do you think that MLK's actions pushed forward the wheels of change? Justify your answer.
- d. Do you think that explaining "why" rather than "what" and "how" changed the course of history?

Present your answers to your classmates.



10. Listen to an extract of the Nobel Lecture and then answer the following questions.



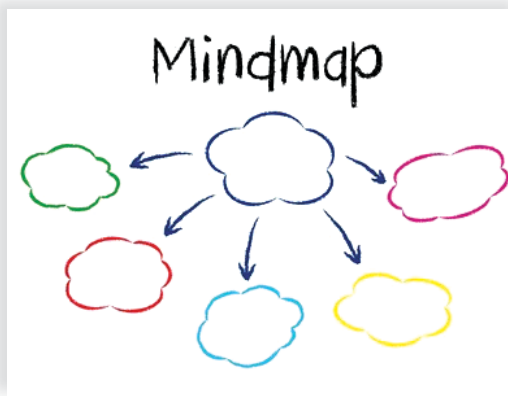
http://www.nobelprize.org/nobel_prizes/peace/laureates/1964/king-lecture.html

1.	According to MLK, when people choose nonviolence	4.	What is worrying about violence is that ultimately
	a. they participate in massive protests		a. it destroys the quality of human interaction
	b. do not show their disapproval		b. it has to do with human weakness and aggression
	c. are elevated morally and spiritually		c. it facilitates relationships in a broken community
2.	What does MLK see as the main benefit of nonviolence?	5.	What has been the most humiliating thing about violence, in MLK's opinion?
	a. It is an oasis in the social upheaval		a. People are transformed into masses
	b. People behave according to the values of democracy		b. It requires courage on the part of those exercising it
	c. People are proud of their achievements		c. All participants are actually defeated
3.	Violence, according to MLK,	6.	Martin Luther King believes that violence
	a. results in everlasting harmony in society		a. results in the creation of additional social problems
	b. does not always bring about independence		b. is an end justifying the means
	c. is a moral attitude to solving social problems		c. is the only way to deal with racial injustice

11. Now work in groups and make a poster with words and concepts related to violence and nonviolence. You may use words, symbols, diagrams etc. in order to present your point in the most effective way. Give a title to the poster and present it to your classmates.



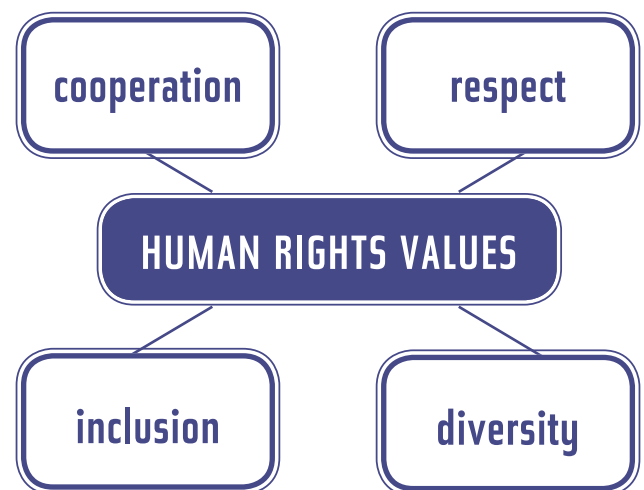
12. Draw a mind map with your personal values and ideals based on the knowledge of human rights you have gained, i.e. creed, tolerance, respect etc.



- ◆ Rank them according to their importance. Then compare your mind map with those of your classmates'.
- ◆ How is it changed compared to the mind map you made in the first section of this unit? What have you learned in relation to the topic?

13. Discuss the following topics in groups.

- Give a definition for each human rights value provided in the diagram.
- What does each value mean to you in your daily lives? Why are these human rights values important in your school/ among your friends etc?
- Give concrete examples of abuses of human rights.
- Propose actions for incorporating these values into your daily lives.
- Are these your own rights only? What about your responsibilities? How can you contribute to safeguarding other people's rights?



- 14.** Each year on December 10, people all around the world celebrate Human Rights Day. The school committee has decided to honour this day by organising a series of events in your school and has asked you to make a presentation about the following topic, making a poster as well. Discuss the importance of the following issues, taking into consideration the specific area where your school is situated. Work in groups to prepare the presentation.



- ◆ Once you have done this, compare your results with those of other groups in the class. How do they differ? Decide what you think are the three most important aims and objectives for a human rights friendly school.



<http://www.amnesty.org/en/human-rights-education/human-rights-friendly-schools/>

15. Discuss the following issues:

- a. Do we all have the same rights? Provide examples of some rights that are not always respected. What can be done to eliminate such occasions?
- b. Can all nations around the world have a shared language of equality, non-discrimination, inclusion, respect, dignity and participation that is crucial for the goal of achieving a more peaceful and global society?
- c. What hinders the achievement of a global culture of human rights?

**FURTHER PRACTICE**

- ◆ Read Article 26 of the United Nations Declaration of Human Rights again, which refers to the right to education. Do you know any countries which violate this particular right? Carry out some research regarding girls' education searching for case studies in such countries and present the results, commenting on various aspects of the problem.

