

ENGLISH GAMES & ACTIVITIES

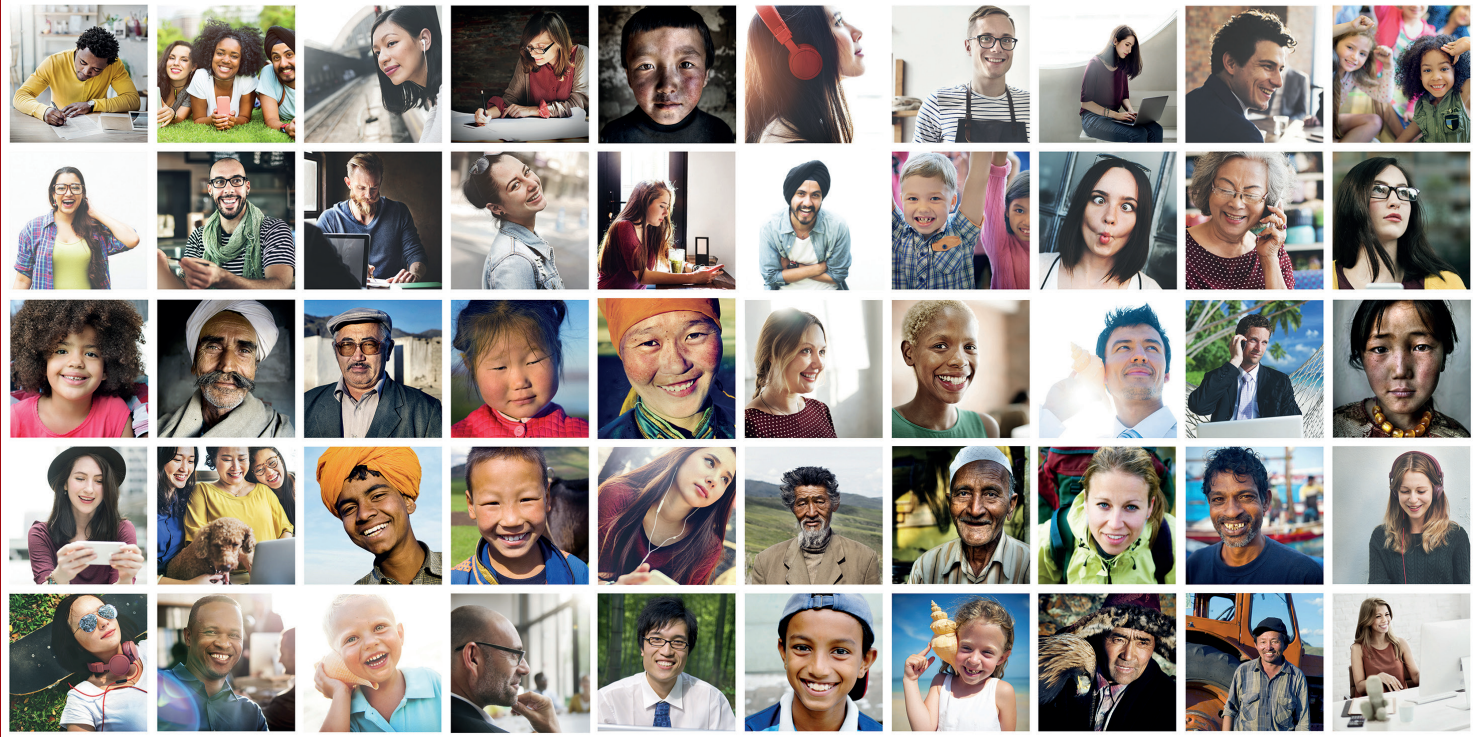
12<sup>th</sup> GRADE

12<sup>th</sup> GRADE  
**ENGLISH  
GAMES & ACTIVITIES**

**THEME 3  
HUMAN RIGHTS**



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## ICONS USED IN THE BOOK



Duration



Link



Cut



Individual Activity



Pair Work



Group Work



Whole Class Activity



QR Code for Listening



# THEME 3 HUMAN RIGHTS

12<sup>th</sup> GRADE

## FUNCTIONS

- F1 *Expressing ideas on human rights (gender equality, children rights...)*
- F2 *Making suggestions*
- F3 *Discussing problems*

## 1 The Use of Vocabulary



This activity aims to help students to recall the vocabulary they have learned and use them for concrete purposes, such as for making suggestions. It also helps them to be aware of the pronunciation of the words they have learned.

### Materials and Preparation

Photocopy the worksheets on pages 57 and 58 for each group of four and cut up the cards.

### Procedure

- 1 Put the class into an even number of groups with four students and give each group a set of cards, both the words worksheet and meanings worksheet.
- 2 Ask them to shuffle the words and their meanings very well. Tell them that all the students in the group will work collaboratively to match the words to their meanings. When they have finished the activity, check the correct answers with the class.
- 3 Then, have students study the pronunciation of each word and highlight the stress patterns of the words discussing with the group members. When they have a consensus on the exact place of the stress, they should define it on the word.
- 4 Ask students to listen to the pronunciation of the words carefully to check if they have mistakes or not. The group that has the least mistakes is the winner.
- 5 After they have covered the meaning and pronunciation of the words, ask them to use each word in a sentence to make suggestions for living together in harmony with nature, people, and animals. Let them share their sentences with the class.

## 2 Word Search Puzzle



The activity aims to revise the vocabulary that students have learned previously and help them distinguish the positive and negative expressions about human rights.

### Materials and Preparation

Print out and photocopy the worksheet on page 59 for each student.

### Procedure

- 1 Hand out the worksheet to students and ask them to find and circle the words related to human rights in the Word Search Puzzle.
- 2 Check the answers with the class.
- 3 Then, encourage students to work in pairs to sort the words they have found in the puzzle into the correct category based on their meaning whether they are positive or negative.
- 4 Finally, tell students that they will work in pairs to create a poster highlighting the benefits of human rights using the words on their lists.





# THEME 3 HUMAN RIGHTS

12<sup>th</sup> GRADE

## FUNCTIONS

- F1 Expressing ideas on human rights (gender equality, children rights...)
- F2 Making suggestions
- F3 Discussing problems

### 3 Do We Think the Same?



This activity aims to revise and consolidate phrases used to ask for/express opinions and have students talk about human rights.

#### Materials and Preparation

Copy and cut up the opinion cards on page 60 and make sure that two students in each group have the same cards.

#### Procedure

- 1 Divide students into groups of twelve (or ten if necessary) and give out the cards to students. Make sure each card appears twice in a group.
- 2 Tell students that they need to ask for and give opinions about a variety of human rights so that each student will find a group member whose opinions are precisely the same as his/hers.
- 3 Once students have found someone who agrees with them about everything, have them work in pairs to exchange their own ideas about the human rights written on their opinion cards. Stop the activity after an appropriate length of time.

### 4 Let's Discuss!



This activity aims to have students express their ideas about some controversial statements in line with different human rights.

#### Materials and Preparation

Copy the discussion sheet on page 61 and make sure that each student in the class has one.

#### Procedure

- 1 Divide students into pairs—one of the pairs is Student A, and the other is Student B. Students are supposed to discuss the given statements in line with different human rights. For example, Student A expresses opinions about the first statement in line with the right to life while Student B focuses on the right to security.
- 2 Give students at least five minutes so that they can develop some basic arguments to support their standpoint during the discussion. Tell them that they can take notes on their sheets.
- 3 Ask students to begin discussing the first statement with their partners. Tell them that they should try to use as many of the given expressions as possible during the discussion. Each time they use one, they need to cross off the corresponding number under the expressions. The first person to use five of the expressions wins.
- 4 Tell students to choose a different statement and play again. Monitor while walking around the classroom and stop the activity after an appropriate length of time.



# THEME 3 HUMAN RIGHTS

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## FUNCTIONS

- F1 Expressing ideas on human rights (gender equality, children rights...)
- F2 Making suggestions
- F3 Discussing problems

### 5 Spread The Word!



This activity aims to have students express their ideas on human rights (gender equality, children rights...).

#### Materials and Preparation

Copy and cut up the material on page 62.  
You will need four envelopes.

#### Procedure

- 1 Divide students into four groups. Put the cards you have copied and cut up in the envelopes (three for each). Ask each group to take an envelope.
- 2 Tell groups that they are supposed to create advertisements of the rights for young people. They should use narration, drama, posters and slogans to reflect the importance of the rights they have picked.
- 3 Ask groups to act out their advertisements, and tell the other ones to guess the rights.
- 4 After all the groups have finished their presentations, display the posters on the classroom walls.

### 6 Needs or Wants?



This activity aims to help students to differentiate needs from wants and make them think about the relationship between human needs and human rights.

#### Materials and Preparation

Photocopy the instruction worksheet on page 63 and cut it into three separate, Group A, Group B and Group C. Print out and cut up the Blank Cards. Make sure that each group in the class has a set of 20 blank cards. Photocopy the worksheet on page 64 for each group. You may print out the 30 Basic Human Rights List and the Summary of the UN Convention on the Rights of the Child from the links below, and attach them to the wall of the classroom.

<https://www.un.org/en/about-us/universal-declaration-of-human-rights>

<https://www.unicef.org.uk/rights-respecting-schools/wp-content/uploads/sites/4/2017/01/Summary-of-the-UNCRC.pdf>

#### Procedure

- 1 As a warm up activity, encourage students to discuss the difference between 'needs' and 'wants'.
- 2 Divide students into groups of three, and hand out a set of blank cards and the instruction worksheet for each group.
- 3 Ask each group to write one item on each card that they think children/young people/the elderly need or want to be healthy and happy individuals.
- 4 When they have completed the task, ask them to sort the cards into 'needs' and 'wants' with their group members.
- 5 Encourage students to discuss the given questions in 'Exercise A' with their classmates.
- 6 Finally, tell students that they will read the given text to discuss the following question with their classmates. Encourage them to share their ideas with the whole class.



# THEME 3 HUMAN RIGHTS

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## FUNCTIONS

- F1 Expressing ideas on human rights (gender equality, children rights...)
- F2 Making suggestions
- F3 Discussing problems

## 7 Identifying the Problem



This activity aims for students to develop the problem-solving skill by identifying the problem, the first step of the process, and be aware of the difficulties that socially disadvantaged groups (children, the elderly, refugees, persons with disabilities, animals, etc.) might face.

### Materials and Preparation

Print out the photos on page 65 and photocopy the word cards on 66, and cut up them for each group.

### Procedure

- 1 Ask students a few questions to check what they know about human rights such as “What are the three examples of human rights? What are some examples of human rights violations that you have observed? Who are considered socially disadvantaged?”
- 2 Divide the class into six groups and give each group a copy of the photo and a word card related to it.
- 3 Explain that each group will discuss the problems shown in the photo with the group members using the words on the cards.
- 4 Ask a spokesperson for each group to report on their ideas and share them with the rest of the class at the end of the task.
- 5 When they have completed the task, ask the spokespersons to hang the photo on the board and share the idea of their groups about the problem with the rest of the class.

## 8 Finding Solutions



This activity aims to encourage students to discuss the issues related to human rights, define the main elements of the problem and suggest possible solutions for the given problems.

### Materials and Preparation

Photocopy the worksheet on page 67 and cut it into two separate, Group A and Group B, for each group.

### Procedure

- 1 Divide the class into groups of four and inform them that half of the groups will be the group A, and the other half will be the group B. Hand out the ‘Group A worksheet’ to the students in group A and the ‘Group B worksheet’ to the students in group B.
- 2 Explain that some of the challenges faced by specific groups (persons with disabilities and refugee children) are listed on the worksheets.
- 3 Ask them to discuss and explain each problem in groups and suggest possible solutions for each of them. Remind students to take notes on the worksheets.
- 4 When they have completed the task, ask groups to swap worksheets to compare notes. Remind students to tick the statements if they have similar ideas about the topic or add a subject if they think that something is missing.



# THEME 3 HUMAN RIGHTS

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## FUNCTIONS

- F1 Expressing ideas on human rights (gender equality, children rights...)
- F2 Making suggestions
- F3 Discussing problems

### 9 Wise Sayings



This activity aims to encourage students to infer the problems from a meaningful context and to relay these problems to their friends. It also helps them to express their views on a specific topic presented.

#### Materials and Preparation

Photocopy one worksheet on page 68 for each pair of students.

#### Procedure

- 1 Put the class into pairs and hand out each pair of students a worksheet. Tell them that they are going to read the quotes and discuss with their partners what kinds of social problems wise persons might have expressed. And, they are going to find and discuss the problem/problems in each quote in turns.
- 2 Remind them that they will not only say the name of the problem/problems on the worksheet but also express their views on the topic reciprocally. Have students take notes about the quote they will talk about on a blank paper so that they can speak confidently and fluently when they express their ideas.
- 3 After they have finished the activity, ask them to share their views on each problem they have discussed with their partners based on their notes with the class. Let them ask and answer each other the questions about the problems they have found in the context.

### 10 Conveying the News



This activity aims to help students convey a text to the group members without losing the close meaning of the text itself, engaging with the language and the vocabulary effectively to create a new meaningful context. It also helps them to discuss the human rights problems and making suggestions for the existing problems.

#### Materials and Preparation

Photocopy the worksheet on page 69 for each group of six and cut up the cards.

#### Procedure

- 1 Put the class into an even number of groups with six students and give each group a set of cards. Tell them that they are going to read a paragraph and retell the paragraph with their own words and structures to the group members. Remind them that they should focus on the answers to *who, what, when, where, and how* questions to consider the main meaning in the paragraph while relaying it.
- 2 Ask all group members to have a card and skim the paragraph to check the unknown words. If they have challenges with the meaning of the words or structures, let them use a dictionary or help each other. Have students retell their own paragraphs to the group members, and monitor them if they take the paragraph's close meaning into account or not.
- 3 When they have told their own paragraph, ask them to swap the cards with each other in the group. Remind them that the six cards will be retold by each student in the group separately. If needed, they can take notes before telling the card.
- 4 Then, ask students to sequence the cards to make a meaningful text. Check the answers with the class. Have students find and discuss the human rights violations in the text and make suggestions for the existing problems. Let them share their answers with the class.



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## FUNCTIONS

- F1 Expressing ideas on human rights (gender equality, children rights...)
- F2 Making suggestions
- F3 Discussing problems

### 11 Planet X



This activity aims to have students express their ideas on human rights (gender equality, children rights...).

#### Materials and Preparation

This activity does not require any materials or preparation.

#### Procedure

- 1 Divide students into groups of five or six. Tell students that a new planet has been discovered recently. It is identical to Earth in terms of environment and wildlife, but no humans have ever been to or lived on this new planet.
- 2 Ask them to decide on the name of the new planet and make a list of 10 human rights that should be protected by law.
- 3 Encourage each group to introduce their planet to the class, and explain the reasons for the 10 rights they have chosen.

### 12 Reshape Life



This activity aims to help students to express their ideas on human rights (gender equality, children rights...), discuss the problems they noticed in a visual material, and make suggestions to reform the existing situations. It also helps them to be aware of how to analyze and synthesize real-life problems.

#### Materials and Preparation

Photocopy the worksheet on page 70 and cut it into three separate, Group A, Group B and Group C worksheets for each group.

#### Procedure

- 1 Put the class into three groups, A, B and C. Hand out the 'Group A worksheet' to the students in Group A, the 'Group B worksheet' to the students in group B and the 'Group C worksheet' to the students in group C.
- 2 Point out to students that they are going to discuss the problems in the photo and what kinds of precautions should be taken to eliminate the problems. Remind them that each group member will express their opinions on the problem and deficiencies in the photo.
- 3 Ask them to reshape the photo drawing the deficiencies that they think should be in it and write an effective motto/slogan on the photo. Tell them that they can change some items in the photo with simple touches, such as the bricks in the photo B can be changed to the books. Let them present their reshaped photos to the class expressing their ideas on human rights.



**Answer Key****1 The Use of Vocabulary**

**inequality:** the unfair difference between groups of people in society, when some have more wealth, status or opportunities than others

**shelter:** the fact of having a place to live or stay, considered as a basic human need

**disabled:** impaired or limited by a physical, mental, cognitive, or developmental condition

**hand out:** to give a number of things to the members of a group

**humanity:** the quality of being kind to people and animals by making sure that they do not suffer more than is necessary; the quality of being humane

**deprive of:** to prevent somebody from having or doing something, especially something important

**convenience:** something that is useful and can make things easier or quicker to do, or more comfortable

**refugee:** a person who has been forced to leave their country or home, because there is a war or for political, religious or social reasons

**discrimination:** the practice of treating somebody or a particular group in society less fairly than others

**wheelchair:** a special chair with wheels, used by people who cannot walk because of illness, an accident, etc.

**torture:** the act of causing somebody severe pain in order to punish them or make them say or do something

**donation:** something that is given to a person or an organization such as a charity, in order to help them; the act of giving something in this way

**racism:** the unfair treatment of people who belong to a different race; violent behaviour towards them

**paralyze:** to make somebody unable to feel or move all or part of their body

**cope with:** to deal successfully with something difficult

**violation:** the act of going against or refusing to obey a law, an agreement, etc.

**realize:** to understand or become aware of a particular fact or situation

**copyright:** the legal right to control the production and selling of a book, play, film, photograph, or piece of music

**disadvantaged:** not having the things, such as education, or enough money, that people need in order to succeed in life

**immigrate:** to come and live permanently in a country after leaving your own country

**Answer Key****1 The Use of Vocabulary**

ineQUALity

huMAnity

discrimiNAtion

RAcism

REalize

SHELter

dePRIVE of

WHEELchair

PAralyze

COPIright

disAbled

conVENIENCE

TORture

COPE with

disadVANtaged

HAND out

refuGEE

doNAtion

vioLAtion

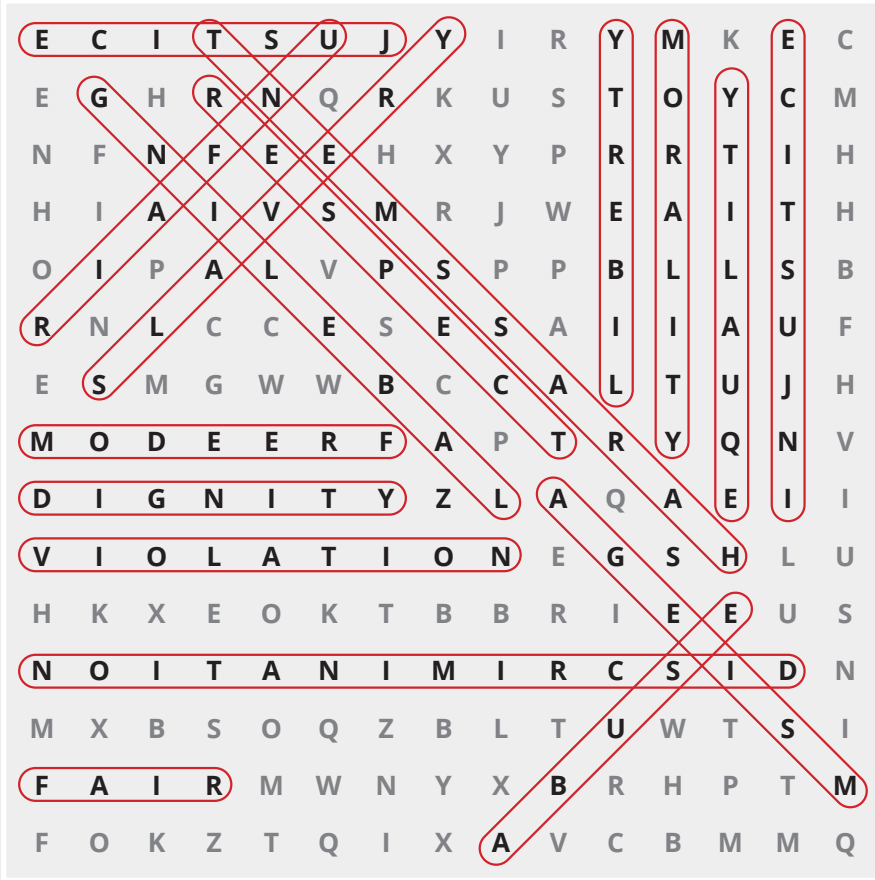
Immigrate



Answer Key

2 Word Search Puzzle

Answer Key (A)



justice
harassment
equality
slavery
dignity
ageism
discrimination
labeling
liberty
violation
respect
morality
unfair
freedom
injustice
abuse
fair

Answer Key (B)

Positive	Negative
justice, equality, dignity, liberty, respect, morality, freedom, fair	harassment, slavery, ageism, discrimination, labeling, violation, unfair, injustice, abuse

**Answer Key****8 Finding Solutions****Answer Key (A)**

Barriers	Explaining the Problem	Possible Solutions
1 Accessing public services	<i>access to education, health care and justice</i>	<i>Students' own answers</i>
2 Physical barriers	<i>steps without ramps, elevators or lifts</i>	<i>Students' own answers</i>
3 Attitudinal barriers	<i>behaviors, perceptions, and assumptions: prejudice (making assumptions about what that person can or cannot do), stereotypes (positive and negative generalizations), feeling nervous or uncomfortable around people with disabilities, judging or ignoring them</i>	<i>Students' own answers</i>

**Answer Key****8 Finding Solutions****Answer Key (B)**

Barriers	Explaining the Problem	Possible Solutions
1 Physical barriers	<i>limited access to quality education and health care, financial difficulties</i>	<i>Students' own answers</i>
2 Psychological barriers	<i>having low self-esteem or confidence, sense of a lost childhood (feeling the pressure to grow up too quickly in order to survive), mental health issues due to trauma, being separated from their families</i>	<i>Students' own answers</i>
3 Attitudinal barriers	<i>behaviors, perceptions, and assumptions: prejudice (false assumptions) stereotypes (positive and negative generalizations), labeling, feeling nervous or uncomfortable around them, judging or ignoring them</i>	<i>Students' own answers</i>

**Answer Key****9 Wise Sayings**

- |                  |                                  |                  |                     |
|------------------|----------------------------------|------------------|---------------------|
| 1 Animal rights  | 3 Children's rights              | 5 Discrimination | 7 Love/Respect      |
| 2 Women's rights | 4 The rights of disabled persons | 6 Inequality     | 8 Freedom of speech |

**Answer Key****10 Conveying the News****Covid-19: The Indian children who have forgotten how to read and write**

Radhika, 10, struggles to write the alphabet after 17 months of being out of school. Radhika Kumari holds her chalk with determination, almost willing the letters out of her mind onto the black slate. But they tumble out slowly and she misidentifies many of them.

Radhika is trying to write the Hindi alphabet, a simple task for most 10-year olds. But, she says, she is struggling because it has been 17 months since she attended a class, online or offline.

Like everywhere else in India, schools have remained shut since March last year when the country went into lockdown to curb the spread of Covid-19. Affluent private schools and their students switched to online classes seamlessly, but government-run schools have struggled. And their students—often with no laptops or smartphones and patchy access to the Internet—have fallen behind.

As schools started reopening in some states, economist Jean Dreze met Radhika and 35 other children in her village to assess learning loss in underprivileged communities. The survey took into account learning materials and extra classes, teacher visits, online learning and parents' education level among other things.

In Jharkhand, a largely tribal, poor state where Radhika lives, this digital divide is stark. Her family is Dalit (formerly untouchable) and at the bottom of a deeply discriminatory Hindu caste system—as is most of the village. There is no internet in her tiny village in Latehar district. Government or state-owned broadcasters have been running educational shows in some states, but that's still inaccessible for many communities.

The pandemic has also widened the gender gap in learning. Some families can afford to pay for after-school classes, but most choose to send only their sons. This isn't unique. Many Indian parents choose to invest in their son's education because they hope to be supported by him when they grow old—daughters, on the other hand, are wedded into another family and leave home. Data shows that poor parents are more likely to enrol their daughters in government-run free schools, while saving up to send their sons to cheap private schools.

Ms Subramanian suggested that as schools reopen, teachers should spend time with children in fun group activities to assess their learning levels without putting additional pressure on them.

"Classroom education will have to be tailored to where the child is on their learning curve, else many of these children will just not be able to cope," she added. Radhika's eyes light up at the thought of going back to school. She said she has missed "playing and studying" the most—in that order. "I will open the locked door and finally sit at my desk."



**Audio Script 1**

**1 The Use of Vocabulary**

inequality  
shelter  
disabled  
hand out

humanity  
deprive of  
convenience  
refugee

discrimination  
wheelchair  
torture  
donation

racism  
paralyze  
cope with  
violation

realize  
copyright  
disadvantaged  
immigrate























# THEME 3 APPENDIX



## 1 The Use of Vocabulary (1)

12<sup>th</sup> GRADE



 <p>inequality</p>	 <p>shelter</p>	 <p>disabled</p>	 <p>hand out</p>
 <p>humanity</p>	 <p>deprive of</p>	 <p>convenience</p>	 <p>refugee</p>
 <p>discrimination</p>	 <p>wheelchair</p>	 <p>torture</p>	 <p>donation</p>
 <p>racism</p>	 <p>paralyze</p>	 <p>cope with</p>	 <p>violation</p>
 <p>realize</p>	 <p>copyright</p>	 <p>disadvantaged</p>	 <p>immigrate</p>



the unfair difference between groups of people in society, when some have more wealth, status or opportunities than others

the fact of having a place to live or stay, considered as a basic human need

impaired or limited by a physical, mental, cognitive, or developmental condition

to give a number of things to the members of a group

the quality of being kind to people and animals by making sure that they do not suffer more than is necessary; the quality of being humane

to prevent somebody from having or doing something, especially something important

something that is useful and can make things easier or quicker to do, or more comfortable

a person who has been forced to leave their country or home, because there is a war or for political, religious or social reasons

the practice of treating somebody or a particular group in society less fairly than others

a special chair with wheels, used by people who cannot walk because of illness, an accident, etc.

the act of causing somebody severe pain in order to punish them or make them say or do something

something that is given to a person or an organization such as a charity, in order to help them; the act of giving something in this way

the unfair treatment of people who belong to a different race; violent behaviour towards them

to make somebody unable to feel or move all or part of their body

to deal successfully with something difficult

the act of going against or refusing to obey a law, an agreement, etc.

to understand or become aware of a particular fact or situation

the legal right to control the production and selling of a book, play, film, photograph, or piece of music

not having the things, such as education, or enough money, that people need in order to succeed in life

to come and live permanently in a country after leaving your own country

# THEME 3 APPENDIX



## 2 Word Search Puzzle

12<sup>th</sup> GRADE

A Find and circle the words related to human rights in the Word Search Puzzle.

E C I T S U J Y I R Y M K E C  
E G H R N Q R K U S T O Y C M  
N F N F E E H X Y P R R T I H  
H I A I V S M R J W E A I T H  
O I P A L V P S P P B L L S B  
R N L C C E S E S A I I A U F  
E S M G W W B C C A L T U J H  
M O D E E R F A P T R Y Q N V  
D I G N I T Y Z L A Q A E I I  
V I O L A T I O N E G S H L U  
H K X E O K T B B R I E E U S  
N O I T A N I M I R C S I D N  
M X B S O Q Z B L T U W T S I  
F A I R M W N Y X B R H P T M  
F O K Z T Q I X A V C B M M Q

B Work in pairs to sort the words you have found in the puzzle into the correct category based on their meaning. Then, create a poster highlighting the benefits of human rights using those words.

Positive	Negative



**The right to education** should be legally guaranteed

**The right to a fair trial** fundamental to the rule of law

**The right to family life** helps maintain family relationships

**The right to health** ensures quality health care

**The right to liberty** prevents illegal detention

**The right to work** enables us to meet our basic needs

**The right to property** a natural right of an individual

**The right to education** a part of children's rights

**The right to a fair trial** essential to democracy

**The right to family life** necessary to family unity

**The right to health** guarantees equal access to health

**The right to liberty** prevents illegal detention

**The right to work** a precious liberty

**The right to property** facilitates owning a secure home

**The right to education** should be legally guaranteed

**The right to a fair trial** requires an impartial judge

**The right to family life** necessary to family unity

**The right to health** should be a major concern

**The right to liberty** based on respect for human worth

**The right to work** a precious liberty

**The right to property** facilitates owning a secure home

**The right to education** should be legally guaranteed

**The right to a fair trial** fundamental to the rule of law

**The right to family life** enables the unification of families

**The right to health** should be a major concern

**The right to liberty** the essence of human existence

**The right to work** a crucial socioeconomic right

**The right to property** facilitates owning a secure home

**The right to education** the government's responsibility

**The right to a fair trial** important for a democratic society

**The right to family life** a basic right

**The right to health** ensures quality health care

**The right to liberty** should be protected by law

**The right to work** a crucial socioeconomic right

**The right to property** essential for human flourishing

**The right to education** the government's responsibility

**The right to a fair trial** essential to democracy

**The right to family life** a basic right

**The right to health** protects one's quality of life

**The right to liberty** should be protected by law

**The right to work** ensures good working conditions

**The right to property** a natural right of an individual

# THEME 3 APPENDIX



## 4 Let's Discuss!

12<sup>th</sup> GRADE

<p><b>1</b> Capital punishment should be abolished.</p>	<p><b>Student A:</b> the right to life <b>Student B:</b> the right to security</p>
<p><b>2</b> All people should be vegans.</p>	<p><b>Student A:</b> the right to health <b>Student B:</b> the right to a healthy environment</p>
<p><b>3</b> Private schools should be closed down.</p>	<p><b>Student A:</b> the right to education <b>Student B:</b> the right to property</p>
<p><b>4</b> Free speech is non-negotiable.</p>	<p><b>Student A:</b> the right to freedom of expression <b>Student B:</b> the right to get correct information</p>
<p><b>5</b> Rights are not absolute; they have to be balanced against each other.</p>	<p><b>Student A:</b> the right to privacy <b>Student B:</b> the right to public/national security</p>

<p>Yeah, but...</p> <p>1 2 3 4 5</p>	<p>What I'm trying to say is...</p> <p>1 2 3 4 5</p>	<p>To be frank, ...</p> <p>1 2 3 4 5</p>	<p>As far as I am concerned, ...</p> <p>1 2 3 4 5</p>
<p>As a matter of fact, ...</p> <p>1 2 3 4 5</p>	<p>I take your point, but...</p> <p>1 2 3 4 5</p>	<p>So, all things considered, ...</p> <p>1 2 3 4 5</p>	<p>After all, ...</p> <p>1 2 3 4 5</p>
<p>To my mind, ...</p> <p>1 2 3 4 5</p>	<p>Oddly enough, ...</p> <p>1 2 3 4 5</p>	<p>In my humble opinion, ...</p> <p>1 2 3 4 5</p>	<p>I firmly believe that...</p> <p>1 2 3 4 5</p>
<p>Well, the problem is...</p> <p>1 2 3 4 5</p>	<p>Supposing...</p> <p>1 2 3 4 5</p>	<p>The thing I can't get is...</p> <p>1 2 3 4 5</p>	<p>On the whole, ...</p> <p>1 2 3 4 5</p>
<p>If truth be told, ...</p> <p>1 2 3 4 5</p>	<p>The essential point is...</p> <p>1 2 3 4 5</p>	<p>Just a minute...</p> <p>1 2 3 4 5</p>	<p>Worst of all, ...</p> <p>1 2 3 4 5</p>





\* The Universal Declaration of Human Rights



**Article 26**

We all have the right to education.

**Article 19**

We all have the right to make up our own minds, to think what we like, and to share our ideas with other people.

**Article 4**

Nobody has any right to make us a slave. We cannot make anyone else our slave.

**Article 18**

We all have the right to believe in what we want to believe and to have a religion.

**Article 5**

Nobody has any right to torture us or treat us cruelly.

**Article 2**

Human rights belong to everybody, whatever our differences are.

**Article 22**

We all have the right to a home, enough money to live on and medical help if we are ill.

**Article 12**

Nobody has the right to come into our home, open our letters, or bother us or our family.

**Article 3**

We all have the right to life, and to live in freedom and safety.

**Article 24**

We all have the right to rest from work and relax.

**Article 17**

Everyone has the right to own things or share them. Nobody should take our things from us arbitrarily.

**Article 9**

Nobody has the right to put us in prison arbitrarily.

# THEME 3 APPENDIX



## 6 Needs or Wants? (1)

12<sup>th</sup> GRADE

### Group A

Work in groups. Write one item on each card that you think children need or want in order to be healthy and happy individuals.



### Group B

Work in groups. Write one item on each card that you think young people need or want in order to be healthy and happy individuals.



### Group C

Work in groups. Write one item on each card that you think the elderly need or want in order to be healthy and happy individuals.



### Blank Cards




**A Sort the cards into 'needs' and 'wants' with your group members. Then, discuss the following questions with your classmates.**

Needs	Wants

- 1 Are human needs and human rights related? How?
- 2 Do human rights cover all human needs? Why/Why not?

**B Read the text below and discuss the following question with your classmates.**

*Distinguishing needs from wants can be a challenging task. The word 'need' is generally defined as the things you can't live without such as food and water; however, requirements for a fulfilling and meaningful life, such as education that will fully develop one's capabilities and give the opportunity to exercise those capabilities should also be considered 'need'. For this reason, 'need' can be defined as the thing that is necessary for an organism to live a healthy life.*

Do you agree with the idea in the text? If yes, apart from education, what other examples of requirements can you give that should be considered 'need'? If not, why?

# THEME 3 APPENDIX



## 7 Identifying the Problem (1)

12<sup>th</sup> GRADE



# THEME 3 APPENDIX



## 7 Identifying the Problem (2)


12<sup>th</sup> GRADE

- 
- 1 force
  - 2 cruelty
  - 3 respect
  - 4 violation
  - 5 right to live
  - 6 animal rights
  - 7 animal testing
  - 8 free from suffering

1

- 1 force
- 2 ageism
- 3 dignity
- 4 respect
- 5 barriers
- 6 prejudice
- 7 elderly people
- 8 equal opportunity


4

- 
- 1 barriers
  - 2 violation
  - 3 disability
  - 4 prejudice
  - 5 unfair treatment
  - 6 equal opportunity
  - 7 unequal conditions
  - 8 right to special care

2

- 1 dignity
- 2 poverty
- 3 discrimination
- 4 support creativity
- 5 equal opportunity
- 6 unequal conditions
- 7 right to quality education

5

- 
- 1 barriers
  - 2 refugees
  - 3 minority
  - 4 inhuman
  - 5 prejudice
  - 6 unequal conditions
  - 7 right to food, shelter, education and health care

3

- 1 force
- 2 dignity
- 3 poverty
- 4 well-being
- 5 child labor
- 6 right to education
- 7 equal opportunity
- 8 secure environment

6





### Group A

Below are some of the challenges faced by persons with disabilities. Discuss and explain each problem in groups and come up with a possible solution for each of them.

Barriers	Explaining the Problem	Possible Solutions
1 Accessing public services	<i>e.g. public transport</i>	
2 Physical barriers		
3 Attitudinal barriers	behaviors, perceptions, and assumptions: <i>e.g. pity</i>	



### Group B

Below are some of the challenges faced by refugee children. Discuss and explain each problem in groups and come up with a possible solution for each of them.

Barriers	Explaining the Problem	Possible Solutions
1 Physical barriers	<i>e.g. overcrowded housing conditions</i>	
2 Psychological barriers		
3 Attitudinal barriers	behaviors, perceptions, and assumptions: <i>e.g. pity</i>	



- 1 Read the quotes below and discuss with your partner what kinds of social problems they might have expressed.
- 2 "First, it was necessary to civilize man in relation to man. Now it is necessary to civilize man in relation to nature and the animals." **Victor Hugo**
- 3 "Freedom cannot be achieved unless the women have been emancipated from all forms of oppression." **Nelson Mandela**
- 4 "There is no trust more sacred than the one the world holds with children. There is no duty more important than ensuring that their rights are respected, that their welfare is protected, that their lives are free from fear and want and that they can grow up in peace." **Kofi Annan**
- 5 "There is no greater disability in society, than the inability to see a person as more." **Robert M. Hensel**
- 6 "I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin, but by the content of their character." **Martin Luther King**
- 7 "The worst form of inequality is to try to make unequal things equal." **Aristotle**
- 8 "Our task must be to free ourselves by widening our circle of compassion to embrace all living creatures and the whole of nature and its beauty." **Albert Einstein**
- 9 "If liberty means anything at all, it means the right to tell people what they do not want to hear." **George Orwell**



**Covid-19: The Indian children who have forgotten how to read and write** “Radhika, 10, struggles to write the alphabet after 17 months of being out of school. Radhika Kumari holds her chalk with determination, almost willing the letters out of her mind onto the black slate. But they tumble out slowly and she misidentifies many of them. Radhika is trying to write the Hindi alphabet, a simple task for most 10-year olds. But, she says, she is struggling because it has been 17 months since she attended a class, online or offline.”

**BBC, 28.08.2021**

“Like everywhere else in India, schools have remained shut since March last year when the country went into lockdown to curb the spread of Covid-19. Affluent private schools and their students switched to online classes seamlessly, but government-run schools have struggled. And their students—often with no laptops or smartphones and patchy access to the Internet—have fallen behind.”

**BBC, 28.08.2021**

“As schools started reopening in some states, economist Jean Dreze met Radhika and 35 other children in her village to assess learning loss in underprivileged communities. The survey took into account learning materials and extra classes, teacher visits, online learning and parents' education level among other things.”

**BBC, 28.08.2021**



“In Jharkhand, a largely tribal, poor state where Radhika lives, this digital divide is stark. Her family is Dalit (formerly untouchable) and at the bottom of a deeply discriminatory Hindu caste system—as is most of the village. There is no Internet in her tiny village in Latehar district. Government or state-owned broadcasters have been running educational shows in some states, but that's still inaccessible for many communities.”

**BBC, 28.08.2021**

“The pandemic has also widened the gender gap in learning. Some families can afford to pay for after-school classes, but most choose to send only their sons. This isn't unique. Many Indian parents choose to invest in their son's education because they hope to be supported by him when they grow old—daughters, on the other hand, are wedded into another family and leave home. Data shows that poor parents are more likely to enrol their daughters in government-run free schools, while saving up to send their sons to cheap private schools.”

**BBC, 28.08.2021**

“Ms Subramanian suggested that as schools reopen, teachers should spend time with children in fun group activities to assess their learning levels without putting additional pressure on them. “Classroom education will have to be tailored to where the child is on their learning curve, else many of these children will just not be able to cope,” she added. Radhika's eyes light up at the thought of going back to school. She said she has missed “playing and studying” the most—in that order. “I will open the locked door and finally sit at my desk.”

**BBC, 28.08.2021**







Group A



Group B



Group C



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