

THE FUTURE OF HUMAN RIGHTS

1. Practical information

Theme	Human rights violations nowadays and in the future
Goal	The pupils come in contact with quite a lot of human rights and decide how they will develop in the future. They are willing to state their opinion and defend and stand by it.
Level	3 ASO/TSO
Time	± 30-50 minutes (it can take more time depending on the amount of fragments you watch)
Type	- Individual work - Class discussion
Grammar issues	- Certainty/uncertainty about the future - The future of can and must
Pupils' initial situation	The pupils have already practised on the formation and the use of expressing certainty or uncertainty in the future and on the future of can and must.

2. Preparation

Preparation time for teacher	± 10 minutes <i>To do...</i> - (Print the tasks) - Collect a computer and a beamer - Prepare the fragments (links or DVD)
Materials	- Dictionaries - Beamer and computer to show fragments - Footage (links or DVD) - Task (on sheets of paper or on screen)

3. Objectives

VOET	Gemeenschappelijke stam: 1, 8, 11, 13 Context 5: 3, 10, 13 Context 6: 5, 8 Context 7: 1, 7 Leren leren: 3, 9
Formation objectives: English	<i>Language</i> - The pupils learn to express their opinion about a future event or something that might happen in the future, using the future of can and must. They can use this skill to make an appointment with a correspondent or to discuss an item they see in the news.
Formation objectives: Human rights	<i>Personality formation</i> - The pupils learn to decide what their opinion is on world issues, are willing to state it, defend it and stand by it. <i>World view</i> - The pupils become aware of violations of human rights. They'll see that some violations happen close to home as well, and some happen further away. This will help them to enlarge their view on the world and understand some

	<p>items in the news/politics better.</p> <ul style="list-style-type: none"> - The pupils develop a positive attitude towards human rights. By doing all kinds of activities they obtain insights, become aware of and adapt their own attitudes considering certain human rights.
Final attainment goals	<p><i>Listening: 2, 4, 7</i> <i>Reading: 14</i> <i>Speaking: 16, 17, 18, 20, 23</i> <i>Writing: 25, 28, 31</i></p>
Attitudes	<ul style="list-style-type: none"> - The pupils are aware that they don't need to understand every word to understand the main ideas in a conversation. - The pupils are willing to talk about their feelings. - The pupils are willing to listen to each other.
Strategies	<ul style="list-style-type: none"> - The pupils are able to use a dictionary. - The pupils learn to deduct information from a scheme that they had to fill in first. This will help them to find the most important information, construct it in a clear way and use it efficiently.

4. Remarks

Remarks	<p>Make sure that the pupils have done enough exercises on the future tenses in advance, so that this is really an evaluation exercise at the end of a chapter.</p> <p>You can have a class discussion and make the pupils think about human rights.</p>
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5. Activity and instructions

ACTIVITY	INSTRUCTIONS
Introduction	<p>INTRODUCTION 1: cartoons Show the pupils the cartoon that's in the enclosures. Ask them the following questions.</p> <ul style="list-style-type: none"> - What do you see in the picture? - What is this cartoon about? (pupils' answers) - <i>Do you know places where situations like this happen?</i> <p>Remark: You can always choose to use another cartoon in your introduction. Visit the following website.</p> <p>INTRODUCTION 2: Orania Write "Orania" on the blackboard. Ask the pupils the following questions.</p> <ul style="list-style-type: none"> - <i>Do any of you know what Orania is?</i> <i>(a village in Africa where only white people are allowed to live)</i> <p>Then tell your pupils a bit more about Orania. You can find information of Orania when visiting the following links. http://www.orania.co.za/ http://www.news24.com/SouthAfrica/Archives/DecadeofFreedom/10-years-on-Orania-fades-away-20040421</p> <p>Ask the pupils the following questions:</p> <ul style="list-style-type: none"> - What do you think of Orania? - Who are they leaving out? Why? - Do you know what this is called? (discrimination) - Do you think that this village will still exist in the future? Do you think a thing like this will still be possible in the future?
Task	<p>STEP 1: explanation Tell the pupils that they are going to learn more about different types of discrimination. Hand out the tasks (or show them with a beamer) and explain the task to the pupils to make sure they understand what they have to do.</p> <p>STEP 2: watching Show a fragment to the pupils. You can find the links to the fragments below.</p> <p>No torture http://www.youtube.com/watch?v=nSOkmW6wZt8 http://www.youtube.com/watch?v=x6hM0PrS8XU&feature=related</p> <p>Stop racism http://www.youtube.com/watch?v=mpQqT2g8a5Y&feature=related</p> <p>Freedom of speech http://www.youtube.com/watch?v=e5R4jAxKY-I</p> <p>Right to education http://www.youtube.com/watch?v=SDN2ayelets&feature=related http://www.youtube.com/watch?v=067oH8zoIf8&feature=related</p> <p>The right to food http://www.youtube.com/watch?v=7IDC_PZiCic&feature=related</p>

STEP 3: discussion

Ask the pupils the following questions.

- What did you see?
- How do you feel when seeing it?
- How do you think the people in the fragment feel?
- What changes have to be made?

STEP 4: creating sentences

Ask the pupils the following questions in order to have them make a prediction for the future concerning the fragment.

- Will it still be possible for something like that to happen?
- NO: What will have changed? Why isn't it possible anymore?
- YES: How is it possible? What's the reason?

Here are some examples of sentences.

- They won't be able to force children to join an army anymore, because there will be no more wars.
- They will be allowed to force children to join an army, because the whole world will be at war.
- They will have to force children to join an army...a lot of older people will have died in battle.

Remark: When creating the sentences, you can choose to divide the class in two parts and have one part have a positive attitude towards the future while the other half will be negative towards the future.

STEP 5: comparing

Have the pupils compare the sentences they have written. You can choose to have them do this in pairs, in fours, ... or even with the entire group. Make sure they ask themselves the following questions.

- Do you feel the same way?
- What's different?
- ...

STEP 6: discussion

The opinions of the pupils can be used as a starting point for a discussion. Here are some questions that might help you.

- *Do you know examples of countries where this still happens? (e.g. freedom of speech is denied in China or Italy)*
- Do you know an example of a denial of this right?
- *What do you think of this? Why?*
- How would you fight for your right?
- ...

6. Enclosures

- 6.1 Cartoon
- 6.2 Worksheet

7. Sources

- Orania beweging. (Verified 19 May 2010).
<http://www.orania.co.za/>
- News24. (Verified 19 May 2010).

<http://www.news24.com/SouthAfrica/Archives/DecadeofFreedom/10-years-on-Orania-fades-away-20040421>

- Spagnoli, F. (Verified 19 May 2010).
<http://filipspagnoli.wordpress.com/category/comedy/human-rights-cartoon/page/4/>

- Youth for human rights. (Verified 19 May 2010).
<http://www.youtube.com/watch?v=nSOkmW6wZt8>

- Amnesty International. (Verified 19 May 2010).
<http://www.youtube.com/watch?v=x6hMOPrS8XU&feature=related>.

- Foster A, J. (Verified 19 May 2010).
<http://www.youtube.com/watch?v=mpQqT2g8a5Y&feature=related>

- Unicef United for children. (Verified 19 May 2010).
<http://www.youtube.com/watch?v=e5R4jAxKY-I>

- National Institute of Design. (Verified 19 May 2010).
<http://www.youtube.com/watch?v=SDN2ayelets&feature=related>

- Make poverty history. (Verified 19 May 2010).
<http://www.youtube.com/watch?v=067oH8zoIf8&feature=related>

- Makkal Biggs. (Verified 19 May 2010). 'Make poverty history'
http://www.youtube.com/watch?v=7IDC_PZICic&feature=related

Task for the pupils

Watch the fragment.

What did you see?

How do you feel when seeing it?

How do you think the people in the fragment feel?

What changes have to be made?

Make a prediction for the future concerning this fragment.

Will it still be possible for something like that to happen?

- NO: What will have changed? Why isn't it possible anymore?

- YES: How is it possible? What's the reason?

e.g. They won't be able to force children to join an army anymore, because there will be no more wars.

e.g. They will be allowed to force children to join an army, because the whole world will be at war.

e.g. They will have to force children to join an army...a lot of older people will have died in battle.

Compare your answer with the other answers.

- Do you feel the same way?

- What's different?

- ...