

ADDRESSING HUMAN RIGHTS IN ENGLISH LANGUAGE TEACHING

A thematic teaching unit

**Programa NAP - UEL
NUCLEO DE ASSESSORIA
PEDAGÓGICA PARA O ENSINO DE
LÍNGUAS**

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ADDRESSING HUMAN RIGHTS IN ENGLISH LANGUAGE TEACHING

Education in Human Rights aims at building knowledge skills and attitudes to promote respect for rights and freedoms. In Brazil, official curriculum guidelines put forward recommendations for the topic to be addressed in basic education. Bearing in mind the need to create opportunities for English language teaching to contribute to Human Rights Education, this teaching unit was designed by collaborators of an extension program of the Department of Foreign Languages of Universidade Estadual de Londrina, Brazil. It was first used in a language development course for state school teachers but it can be adapted to be used with High School students.

Let's begin!

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In this unit, we are going to discuss the fundamental human right to education and to develop linguistic knowledge and reading, writing, listening and speaking skills .

COMPLETE THE SENTENCE

BELOW:

**EVERYONE HAS THE
RIGHT TO...**

a) Read your sentence aloud and listen to your classmates. Match the sentences to one of the topics on the Human Rights Watch website:

<https://www.hrw.org>

b) Learn about the Universal Declaration of Human Rights at: <http://www.un.org/en/universal-declaration-human-rights/>.

c) Write examples of violations of human rights.

LOOK AT THE PICTURE AND ANSWER THE FOLLOWING QUESTIONS:



- a) What is going on in this picture?
- b) What do you see that makes you say that?
- c) What more can you find?

Vocabulary study

The words **STRECHER**, **SALINE BAG** and **BANDAGES** are related to the picture above. Look up the meaning of each one. Then write a sentence about the picture using these words.

Now read the sentence to the rest of the class.

Language Focus

Visit the website below and find out about the words **seem**, **appear**, and **look**.

<http://www.bbc.co.uk/worldservice/learningenglish/grammar/learnit/learnitv353.shtml>

WHO
WHEN
HOW
WHY



Read the article and create a timeline of the events reported in the text.

THE GIRL WHO WANTED TO GO
TO SCHOOL

<https://www.newyorker.com/news/news-desk/the-girl-who-wanted-to-go-to-school>

WATCH THE VIDEO “MALALA YOUSAFZAI, 16, AND HER MIRACULOUS STORY OF SURVIVING BEING SHOT BY THE TALIBAN” BY ABC NEWS

COMPLETE THE TRANSCRIPT BELOW WITH THE FOLLOWING EXPRESSIONS:

- A) AN EIGHT HOUR TRIP
- B) BY A STRANGE COINCIDENCE
- C) FIRED TWO BULLETS
- D) GRAVE CONDITION
- E) KIDNEYS BEGIN TO FAIL
- F) LIFE THREATENING INFECTION
- G) LOCAL HOSPITAL
- H) RACE OUT
- I) RISKY RECOMMENDATION
- J) SWELLING ON HER BRAIN

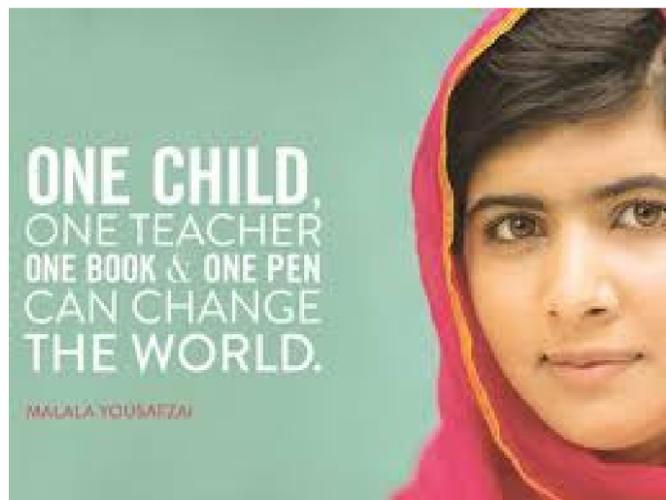
Finally tonight, our person of the week. There was another name on the short list for the Nobel peace prize today. Malala. 16 years old. The youngest nominee. She was shot because she spoke up for the 31 million girls around the world who cannot get an education. Her new book is “I am Malala”. And tonight, the miracles, the reason she survived that bullet from the Taliban. Two men approach a Pakistani school bus like this one, men with beards and a gun, a colt 45. One of them climbs on the bus and asks a question. Who is Malala? She doesn't remember what happened next. Her friend describes the moment. He (1) _____, one hit you on the left side of my head. I would have been doing like this. So I hide my face, because there was gunpowder on my fingers. She is bleeding in (2) _____. But two hours pass before a helicopter can deliver her from the (3) _____ to her military surgeon. He spends five hours trying to relieve the (4) _____, and remove tiny clots. (5) _____, there is someone in Pakistan for the first time, a top specialist in pediatric trauma from England, Dr. Fiona Reynolds with her colleague Javid Kayani. They have been sitting in long governmental meetings on medical problems when suddenly Dr. Reynolds is told to (6) _____ and try to save the life of a famous and dying child. The tubes have given Malala an infection, the machines are improperly set. Her blood isn't clotting. Her lungs and (7) _____. She had become septic. It was obvious she had a (8) _____. Dr. Reynolds makes a (9) _____ take the gravely ill girl on (10) _____ to a high tech hospital in England. From another Muslim country comes a life giving offer. The Emir of the United Arab Emirates sends one of his royal planes outfitted as a hospital, state of the art intensive care unit. And for the entire eight hour flight to England, Dr. Reynolds keeps Malala alive breath by breath, organ by organ.

DOCUMENTARY FILMS

"DOCUMENTARIES BRING VIEWERS INTO NEW WORLDS AND EXPERIENCES THROUGH THE PRESENTATION OF FACTUAL INFORMATION ABOUT REAL PEOPLE, PLACES, AND EVENTS, GENERALLY -- BUT NOT ALWAYS -- PORTRAYED THROUGH THE USE OF ACTUAL IMAGES AND ARTIFACTS. BUT FACTUALITY ALONE DOES NOT DEFINE DOCUMENTARY FILMS; IT'S WHAT THE FILMMAKER DOES WITH THOSE FACTUAL ELEMENTS, WEAVING THEM INTO AN OVERALL NARRATIVE THAT STRIVES TO BE AS COMPELLING AS IT IS TRUTHFUL AND IS OFTEN GREATER THAN THE SUM OF ITS PARTS."

--SHEILA CURRAN BERNARD, AUTHOR OF DOCUMENTARY STORYTELLING

WATCH THE TRAILER OF THE DOCUMENTARY "HE NAMED ME MALALA" AND IDENTIFY SOME OF THE FILMMAKER'S CHOICES ON HOW TO PORTRAY MALALA'S STORY.



WHAT PLACES, EVENTS AND SITUATIONS WERE CHOSEN?

WHAT DIFFERENT "VOICES" WERE USED?

SPEAKING

What impact did Malala's story have on you?

"If I had an ordinary mother and an ordinary father, then I would have two children now."

What is the social problem being addressed by Malala?

What do you know about it?