



About Human Rights - DIGNITY AND FREEDOM

“along the road to Human Rights protection”

Exploring and comparing contemporary law texts

Syllabus

Motivation	Texts	Global and specific comprehension	Analysis	Elaboration Production
Expectancy grammar Eliciting personal previous knowledge; Microlanguage and lexical expressions anticipation keywords	Written texts Videos Listening Teacher's lesson Exercises	Related studying skills	Reflection and synthesis on linguistic and cultural aspects (with related studying skills)	Written\oral\figurative\musical\ ro playing production (with related skills)
*****	*****	*****	*****	*****
Contents:	Cognitive skills	To read, to listen, to speak and to write	Studying skills, comprehension and elaboration strategies	Language: lexicon and structures. Specific language
The concept of Human dignity throughout History and in the texts of Italian Constitution, The Charter of	To be able to observe, to recognize, to make hypothesis, to	For oral and written comprehension: To be able to use	For elaboration and production: To be able to take notes while listening	Prefixes, synonyms, antonyms, to be able to deduct nouns \ adjectives from verbs

<p>Fundamental Rights of the European Union and the Universal Declaration of Human Rights.</p> <p>The “declension “ of the concept of Human Dignity in some very important “areas” of interest.</p> <p>Particularly: violence against women.</p>	<p>infer.</p> <p>To be able to identify and establish cause-effect relations, to analyse, to identify concepts, to give definitions.</p> <p>To be able to compare, to find and establish links, to classify, to organize , to put items in sequence.</p> <p>To be able to interpret, to identify and become aware of problems , to elaborate, to make synthesis, to evaluate historical processes.</p>	<p>dictionaries, to develop skills in recognizing and memorizing new words, to know how to use textual and paratextual elements in order to be able to make inferences.</p> <p>To be able to identify paragraphs, main issues, keywords and technical terms in a text..</p> <p>To be able to identify the fundamental linguistic and textual characteristics of the given text. To be able to guess the meaning of unknown words from the whole text</p> <p>(teacher gives support strategies for <u>listening</u>, - such as highlighting or teaching vocabulary, using visuals , adjusting his\her talking style, repeating the listening at least twice, etc- <u>reading</u>, - such as making sure students</p>	<p>or reading and to write a new text from notes previously taken.</p> <p>To be able to write and use notes, as a checklist and maps.</p> <p>To be able to use websites, encyclopaedia, hypertexts.</p> <p>To be able to make summaries</p>	<p>or viceversa.</p> <p>Use of Simple present, use of Past tenses, modal verbs of obligation.</p> <p>Passive form</p>
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		<p>understand key vocabulary before they read, providing them with pre-reading questions to reduce the reading demands of the text, giving reading support tasks etc-</p> <p>speaking -such as adjusting questions, starting answers for students, helping with vocabulary,</p> <p>allow ing some L1 responses etc,-and finally writing - such as providing a vocabulary list, sentence starters, or a writing frame, pointing out differences between concepts, giving examples , enumerating points, etc).</p>		
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Linguistic level-B1\B2

Lesson I - 1 hour

MOTIVATION: What is Human Dignity?



In pairs: Look at these pictures. What do they show? Is their message related to the concept of Human dignity?

Dignity: the history of a concept

On March 21 and 22, 2014 a conference on the concept of Dignity took place at the University of Memphis (Tennessee- U.S.A.) - Department of Philosophy. The description of the topic was:

*“Human dignity” has become a **bedrock concept** in Western society- but what exactly do we mean by it? The English term “dignity” is a derivation of the Latin **dignitas**, which was a Roman concept referring to a man's social influence, power, and reputation (moral or otherwise) . Over time the term came to take on the more general idea of **rank**, merit or a kind of **poise** or **gravitas** – connotations that persist to this day. However, the term has also been **increasingly** associated with the concept of inherent human **worth**. In this sense, “human dignity” is **prima facie** discontinuous with all historically older merit connotations of dignity. Human dignity, if it exists, and whatever else it may be, isn't something that must be **earned** or **bequeathed**. Instead, in some sense or other, at least to some degree, human dignity is **inherent** and **unearned** . Significant credit for this revolution in meaning undoubtedly goes to Kant's famous reformulation of his Categorical Imperative in terms of human dignity (**Würde**). But recently scholars have begun to appreciate that this moralized sense of unearned worth has much older origins, and correspondingly to rethink our contemporary understanding of human worth.”*

Key words:

bedrock concept : *concetto di base*

dignitas - sostantivo latino: *dignità, onore, alto grado*

rank : *rango, condizione sociale*

poise : *portamento, compostezza, dignità ed eleganza di modi*

gravitas - sostantivo latino: *solennità, decoro, maestà*

increasingly : *sempre più, in misura crescente*

worth : *valore, dignità*

prima facie - espressione latina: *a prima vista*

earned- *guadagnato, conseguito*

bequeathed : *lasciato in eredità, tramandato, trasmesso*

inherent : *inerente, intrinseco, esistente in qualcuno o qualcosa come elemento, qualità, attributo essenziale ed inseparabile*

unearned : *immeritato, non guadagnato con l'impegno*

Würde - sostantivo tedesco: *dignità, decoro*

This presentation briefly describes the meaning of “Human dignity” today. In groups of three or four, discuss these points:

- 1) Can you remember from your History studies examples of the concept of Dignity in the sense of the Latin term “Dignitas”? Could it be applied to women in Roman society?

.....
.....
.....
.....

- 2) Try to think of two or three examples of contemporary problems or emergencies in which the modern concept of “human dignity” is involved. Think about one topic you are particularly interested in for your group work.

.....
.....
.....
.....

Just to start to reflect on the concept of Dignity, before choosing a specific topic (which you will do after really entering the matter), you might refer to the following websites: en.wikipedia.org/wiki/Dignity ; en.wikipedia.org/wiki/human-rights. They will provide you with ideas and links to different aspects of human dignity and rights.

Some important dates “along the road to Human Rights protection”

1776

The Declaration of Independence in the United States



1789

The Declaration of the Rights of Man and the Citizen was proclaimed in France, during the Revolution.



1920

The **League of Nations** (international Organization created at the end of World War I not only to prevent future wars but also to discuss and address issues on Human Rights) passed the **Covenant** for “ fair and humane conditions of labour for men, women and children”.



1926

The League of Nations passed the Convention to suppress the **Slave Trade** and Slavery (Slavery had already been formally abolished almost everywhere in the world)

1948

The United Nations approved the Universal Declaration of Human Rights.



1949

The Geneva Conventions were signed, providing standards for humane treatment of prisoners, **wounded**, and civilians during wars.



1966

The United Nations approved the “International Covenant on Civil and Political Rights” and the “International Covenant on Economic , Social and Cultural Rights”

1989

The United Nations approved “The International Covenant on Children Rights”

2002

The “International Criminal Court” is founded, within the United Nations system, as a permanent tribunal, independent of national jurisdictions, to prosecute individuals for the most serious international crimes, such as genocide, crimes against Humanity, war crimes, and the crime of aggression. It is based in The Hague (Netherlands)



Glossary

Covenant- patto, convenzione

slave trade- tratta degli schiavi

wounded- ferito\i

Over to students:

(For the next lesson) At home individually, search Italian history books or your English books for paragraphs, documents, websites about one or two of these issues. Bring the material to school in order to be able **to read and discuss orally in class the main points of interest.** (30 minutes).

It may be useful to watch this video:

<https://www.youtube.com/watch?t=1&v=oh3BbLk5UIQ>

Before watching the video (to follow it better), focus on the following questions:

- Do people know about Human Rights?
- What is the definition of “Human Rights”?
- Who do they apply to ?
- They are Universal but what and how many are they, according to the Universal Declaration of Human Rights?
- What is the content and the importance of “Cirus proclamation”?
- What is the concept of “Natural Law”?
- What are the “Magna Charta”, the “Petition of Rights” and the “ Bill of Rights” ?
- When the concept of “Natural Law” changed into that of “ Natural Rights ” ? Why were the American and French Revolutions so important in this regard?
- Why colonialism affected the concept of “Human Dignity” so much and who fought\campaignèd against it , during the XXth century ?
- How the two world wars and the Jewish extermination by the Nazis led to the evolution of the concept of “ Natural Rights” into that of “Human Rights”?
- Who was Eleanor Roosevelt and what was her role in the “Universal Declaration of Human Rights”?
- The “Universal Declaration of Human Rights” is optional: that means it does not have the force of law. Who will make those words a reality? After Gandhi, M.L.King and Nelson Mandela's example, as real heroes ,who has the duty to fight today for the real protection of human rights ?

You might consider to watch the video twice (or as many times as you need to really focus on these issues\questions. It can be very useful for our future activities).

Lesson II- 30 minutes for the above mentioned activity (the teacher has the opportunity to show on a screen some abstracts of the main declarations of Rights or Covenants reported on the given Timeline).

Exploring and comparing contemporary law texts

Costituzione italiana

Articolo 3

Tutti i cittadini hanno pari **dignità** sociale e sono uguali davanti alla legge, senza distinzione di sesso, di razza, di lingua, di religione, di opinioni politiche, di condizioni personali e sociali.

E' compito della Repubblica rimuovere gli ostacoli di ordine economico e sociale che, limitando di fatto la libertà e l'uguaglianza dei cittadini, impediscono il pieno sviluppo della persona umana e l'effettiva partecipazione di tutti i lavoratori all'organizzazione politica, economica e sociale del Paese.

HUMAN DIGNITY

The Charter of Fundamental Rights of the European Union

Article 1

Human **dignity** is inviolable. It must be respected and protected.

The 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 brotherhood.

Vision and Listening: Video: <https://www.youtube.com/watch?v=kbul3hxYGNU>

Before watching the video, focus on the following issues or questions :

- The content of the first article of the “Universal Declaration of Human Rights”;
- What are “Human Rights” exactly?
- Who is responsible for protecting them?
- Do they really apply to all people?
- They are part of International Law. What is the “International Bill of Human Rights”?
- Focus on the “three generations (or dimensions) of “Human Rights”: 1) Political and civil liberty rights; 2) Economic, social and cultural rights; 3) Rights of groups.
- Indivisibility of Human Rights: what does it mean?
- Who is in charge of implementing and upholding Human Rights?
- Who are the central bodies of Human Rights protection?
- What are the powers of the International Criminal Court?
- What are the main regional agreements and bodies?
- What are NGO? What is their role?
- Focus on the following main POINTS OF CONTENTION: 1) Universal nature of human rights and different cultures; 2) Western countries are accused of using Human Rights as an excuse for military intervention in other countries and of committing Human Rights abuses themselves (particularly , reflect on the concept of “**warrantarism**”as a justification for Human Rights restrictions in the U.S.A. , after the Twin Towers attack).
- Focus on the statement: “*People do not exist for the State, but the State for People*”.

Watching the video once, teacher and students watch it again, focusing on the main issues and reflecting together (teacher – students discussion) .

ACTIVITY : The words of human dignity (30 min.)

Students can work in pairs and use a dictionary. The aim is the development of verbal skills.

A. 1. Write a synonym next to each of the words below:

- | | | | |
|----------------|-------|--------------|-------|
| 1. person | ..... | 4. violation | ..... |
| 2. protection | ..... | 5. dignity | ..... |
| 3. respectable | ..... | 6. endowed | ..... |
- (*infringement / individual / gifted / reputable / pride / preservation*)

A. 2. Write an antonym next to each of the words below:

- | | | | |
|-----------------|-------|-------------------|-------|
| 1. moral | ..... | 4. (to) violate | ..... |
| 2. (to) protect | ..... | 5. (to) humiliate | ..... |
| 3. (to) respect | ..... | 6. equal | ..... |
- (*persecute / immoral / abide / despise / elevate / unequal*)

B. - Cross out the word that does not render the meaning of the following words :

Infringement

- a) transgression
- b) breach
- c) contravention
- d) observance
- e) violation

Deprivation

- a) waste
- b) loss
- c) lack
- d) divesting

Degradation

- a) squalor
- b) retreat
- c) deprivation
- d) indigence
- f) humiliation

Exploitation

- a) misgiving
- b) abuse
- c) mishandling
- d) misuse

Belittlement

- a) discredit
- b) disparagement
- c) denigration
- d) deprecation
- f) deprivation

C. - Read the following words and match them with their synonyms

- | | |
|----------------|----------------|
| 1. Dignity | a) Power |
| 2. Inviolable | b) Defended |
| 3. Respected | c) Reason |
| 4. Protected | d) Fraternity |
| 5. Right | e) Honoured |
| 6. Conscience | f) Decorum |
| 7. Brotherhood | g) Untouchable |

D. - Try to rewrite Article 1 of the Charter of Fundamental Rights of the European Union using the synonyms of the words “Dignity”, “inviolable”, “protected”, “respected”:

Human.....is..... It must beand

E. Find the prefix of each adjective listed below on the left column and rewrite it without the prefix in the correspondent right column. Does the new word make any sense?

Write “yes” or “no” in brackets. All these words but one have an antonym which is the same word without the prefix. Which word does not have an antonym?

Untouchable	
inviolable	
inherent	
unearned	
unrespected	
inexact	
unarmed	

Over to students:

For our next lesson, bring all the materials which you have found so far in your books and on the net, relating to different aspects\issues of Human Dignity.

Lesson III- 1 hour

ACTIVITY 1. Reflecting on the meaning of dignity (40 min.) - Students can work in pairs and discuss. After that, they can write the results of their reflections.

The concept of “dignity” is connected to several aspects of our lives and everyone should be able to live decorously and serenely. Read these sentences and **try to find some practical examples of situations** in which these basic aspects are not observed.

a) A fairly paid work.

(e.g. John works as a builder but he doesn't earn enough to support his wife and three children)

b) Freedom to determine one’s own way of living

c) Support for the sick and the needy

d) The right to comfortable and clean lodging

f) The right to freely express one’s opinion.

g) Human dignity and health care

h) Technology and respect of human rights

i) Other

Use the materials and ideas shared during the previous activities.

ACTIVITY 2. Reflecting on language (20 min.)

Grammatical structures that are relevant to this topic: **modal verbs for obligation.**

Human beings should be able to live decorously

Human beings should be provided with a fairly paid job

Human beings should have the right to live in comfortable and clean lodging

Should + bare infinitive

You **should** do something = it is a good thing for you to do or the right thing to do

Negative: You **should not/shouldn't** do something= it is not a good thing to do

Interrogative: **Should I?**

Should and **ought to**, used for strong suggestion, normally have the same meaning but should is the more usual form.

Write at least three sentences using the affirmative\negative\ninterrogative forms of **should+bare infinitive**, choosing three of the topics from activity 1.

1) _____

2) _____

3) _____

Once finished, compare your sentences with those of your classmates.

ACTIVITY 1. Tackling the problem : the words of respectful love (10 min.)

A) Listen to the song (you can find it on “Youtube”) and fill in the blanks.

TRACY CHAPMAN - SORRY

.....
Is all that you can't say
Years gone by and still
Words don't come easily
Like sorry like sorry

.....
Is all that you can't say
Years gone by and still
Words don't come easily
Like forgive me forgive me

But you can say baby
Baby can I hold you tonight
Maybe if I told you the right words
At the right time you'd be mine

.....
Is all that you can't say
Years gone by and still
Words don't come easily
Like I love you I love you

Which are the words linked to respectful love?

ACTIVITY 2. Analysing the problem : the numbers of disrespectful love (45 min.)

Read the following text.

1. Before you read

Discuss these questions with your partner: do you think that violence against women concerns dignity? Why?

2. Key words

Match the following words with their definition:

1. Gender- based	a) Boyfriend/girlfriend
2. Intimate partner	b) Forcibly leaving your own place
3. Perpetrator	c) A system allowing people to obtain a little money to start a small business
4. High/low- income setting	d) Discriminated on the basis of
5. Microfinance	e) Rich/poor social contest
6. Displacement	f) Someone who acts immorally or illegally



VIOLENCE AGAINST WOMEN

The United Nations defines violence against women as "any act of gender-based violence that results in, or is likely to result in, physical, sexual or mental harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life." Violence against women - particularly intimate partner violence and sexual violence against women - are major public health problems and violations of women's human rights.

Recent global prevalence figures indicate that 35% of women worldwide have experienced either intimate partner violence or non-partner sexual violence in their lifetime. On average, 30% of women who have been in a relationship report that they have experienced some form of physical or sexual violence by their partner. Globally, as many as 38% of murders of women are committed by an intimate partner.

Violence can result in physical, mental, sexual, reproductive health and other health problems, and may increase vulnerability to HIV.

Risk factors for being a perpetrator include low education, exposure to child maltreatment or witnessing violence in the family, harmful use of alcohol, attitudes accepting of violence and gender inequality.

Risk factors for being a victim of intimate partner and sexual violence include low education, witnessing violence between parents, exposure to abuse during childhood and attitudes accepting violence and gender inequality.

In high-income settings, school-based programmes to prevent relationship violence among young people (or dating violence) are supported by some evidence of effectiveness. In low-income settings, other primary prevention strategies, such as microfinance combined with gender equality training and community-based initiatives that address gender inequality and communication and relationship skills, hold promise.

Situations of conflict, post conflict and displacement may exacerbate existing violence and present new forms of violence against women.

(taken from www.who.int)

3. Comprehension

A) Now read the text again and match each paragraph with the correct heading. Then think about the content of each paragraph again and fill in the grid below..

- a. The extent of the problems.
- b. Definition of violence against women.
- c. Risk factors for being a perpetrator.
- d. How to prevent violence against women.
- e. Risk factors for being a victim.
- f. Causes of new forms of violence against women

The extent of the problems	Definition of violence against women	Risk factors for being a perpetrator	How to prevent violence against women	Risk factors for being a victim	Causes of new forms of violence against women
30% of women worldwide:	Any act of gender-based violence that results in, or is likely to result in:.....	1)	In high-income settings:	1)	1) Situation of
On average, 35% of women:	including.....	2) ..... ..... ..... .....	..... ..... ..... ..... .....	2)	2) Situation of
Globally, 38% of women:	whether occurring.....	3)	In low-income settings:	3)	3) Situation of
		4) ..... ..... ..... .....	..... ..... ..... ..... .....	4)	
		5)			

B) Discuss in pairs

What kind of strategies would you personally suggest to prevent violence, especially among young people? What do you think should be done or improved in your educational system regarding this issue? Give three/four suggestions.

Students should/shouldn't.....

School should/shouldn't.....

C) Write the correspondent missing noun\adjective\verb for each of the following items

noun	adjective	verb
violence		
threat		
coercion		
		committ
	reproductive	
		increase
		accept
prevention		
		combine

D) Elaboration- Written production: Read the given text once more and answer the following questions.

1) How does the United Nations Organization define violence against women? Can you suggest any improvements to the definition, including other facts or behaviours that can imply violence against women? Try to give your own personal contribution.

2) What are the health problems that violence against women can induce or increase?

3) What are the main risk factors for being a perpetrator? Would you suggest other kind of cultural or social risks?

ACTIVITY 3. Looking for further suggestions (05 min.)

Get inspired by the following web-sites, images, poems to develop your own ideas.

www.unicri.it/topics/violence_women/

www.who.int/mediacentre/factsheets/fs239/en/

www.adozione-actionaid.it/AzioneDonna

www.fra.europa.eu

www.who.int



Lesson V - 1 hour

A woman's place

Mouths must be watched, especially
If you're a woman. A smile
Should be stifled with the sari-end.
No-one must see your serenity cracked,
Even with delight.

If occasionally you need to scream, do it
Alone but in front of a mirror
Where you can see the strange shape the mouth makes
Before you wipe it off.

Imtiaz Dharker

Il posto di una donna

Devi stare attenta alla bocca, soprattutto
se sei una donna. Un sorriso
va soffocato con l'orlo del sari.
Nessuno deve vedere la tua serenità incrinata,
neppure dalla gioia.

Se ogni tanto hai bisogno di urlare, fallo
da sola, mai di fronte ad uno specchio
dove puoi vedere la forma strana che prende la bocca
prima che la strofini via.

(traduzione di Andrea Sirotti)



Sari

Worn soft with history
and hard water,
a sari in the field,
nine yards of woman slough,
issues soundlessly
into estuaries, archipelagoes,
indentations, thrusts –
breasts
or buboes?
Snakeskin, wordless,
sphinxlike, spinning out its own yarn,
with barley and sunshine,
of a rented body,
a life on lease.

Arundhathi Subramaniam

Il sari

Reso morbido dalla storia
e dall'acqua dura,
un sari nel campo,
otto metri di buccia di donna,
sfocia silenzioso
in estuari, arcipelaghi,
insenature, estensioni
seni
o bubboni?
Pelle di serpente, silente,
simile a sfinge, che ordisce il suo stesso filato,
con orzo e sole,
di un corpo in affitto,
una vita concessa in uso.

(traduzione di Andrea Sirotti)

(taken from: "L'india dell'anima"-Antologia di poesia femminile contemporanea in lingua inglese, con testo a fronte- Nuova edizione aggiornata ed ampliata- a cura di Andrea Sirotti- Casa Editrice Le Lettere-2006)

A kind of violence against women

-15 million girls marry as children each year, in spite of the content of the Universal Declaration of Human Rights -Article 16.

“Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.

Marriage shall be entered into only with the free and full consent of the intending spouses.

The family is the natural and fundamental group unit of society and is entitled to protection by society and the State”

“I had three children – but two have already passed away,” Mahek Karn, age 19, told us, in a village in Nepal. Her parents arranged her marriage at age 16; she was pregnant within a month. Her daughter was one month old at the time of the interview, but Mahek had also given birth to two sons, both of whom died as infants. “I would not have had kids if I had known I would lose them.”

Around the world, 15 million girls marry before age 18 each year. There are about 720 million women married before age 18 alive today; at this rate, this number would reach 1.2 billion by 2050.

South Asia and sub-Saharan Africa have the highest rates of child marriage, but it occurs in every region – across different religions, in rich and poor countries. Boys also marry as children, but at far lower rates than girls.

Child marriage has devastating consequences. Married girls and their babies face serious health risks – including death – from early pregnancy; married children usually leave school; they and their families remain mired in poverty and married girls suffer domestic and sexual violence at rates higher than women who marry later.

The causes of child marriage are complex. Gender discrimination and social pressures, including practices of paying dowry or bride price, often mean girls are valued less than boys. Poor parents sometimes marry girls off just to have one less mouth to feed. Lack of access to education makes girls vulnerable to early marriage, and child labor pushes girls out of school. Stigma related to sex and pregnancy outside of marriage, and lack of access to contraception for young people, also fuels child marriage.

Ending child marriage won't be easy. It requires governments to set a goal, plan how to get there, and find the resources and political will to make the plan work. It requires many parts of government – those responsible for education, health, birth and marriage registration, law enforcement, justice, and local government – to work together.

So it's a big job. But it's one that every government in the world has promised to achieve. Under the new United Nations Sustainable Development Goals, which came into effect in January 2016, countries have committed to “eliminate all harmful practices, such as child, early and forced marriage and female genital mutilations” by 2030.

October 11 is International Day of the Girl, a day chosen by the UN to “galvanize worldwide enthusiasm for goals to better girls' lives, providing an opportunity for them to show leadership and reach their full potential.”

(taken from: Heather Barr - Senior Researcher- Women's Rights Division -Human Rights Watch
-<https://www.hrw.org/news/2016/10/11/fulfilling-promise-ending-child-marriage>)

Now watch the video about child marriage in Nepal-

<https://www.youtube.com/watch?v=zjBE331X5RQ>

Homework: After reading the article above and watching the above mentioned video (as many times as you need) write a short text about the main issues and problems that are involved .

TASK

Lesson VI - Homework + 1 hour presentation

ACTIVITY 1. Creative Lab

First step: students, divided into groups of 3-5 people, are requested to develop their works on the topic they have chosen to explore a problem related to the respect or violation of “Human Dignity” (PPT presentation, songs, poems, pictures, role plays, cartoons). They do their activity at home but they have a deadline to meet to give the materials to the teacher for suggestions or corrections. The teacher has previously given instructions to each group as far as the structure, materials, etc., different tasks,).

Second step: students are asked to present their works on the topic to their classmates. During the presentation the other students are required to fill I the following grid with the main issues that will be discussed later in class during the post-task activity.

	Evaluation table
1) Write down the key words	
2) List arguments and emotions provided by the work	
3) Underline the core message of the work	
4) Underline the strong points and the weak points of the work	

POST-TASK

Lezione VII : 1 hour

ACTIVITY 1. What have I learned? (1 hour)

a) Class discussion (20 min.)

Discussion of the observations, objections and comments made by the students and the teacher.

Selection of the best ideas to be deepened in order to eventually enter competitions.

Reflection on contents and language vocabulary and structures.

b) Final test (40 min.)

WRITTEN TEST

1) Reflecting on the concept of “Human Dignity”

Write a short text (maximum 50 words) explaining the concept of “human dignity”, consider what you have learned about it in the three different Charters of Rights (The Italian Constitution, The Charter of Fundamental Rights of the European Union and the Universal Declaration of Human Rights), and give your personal point of view on the matter.

TIPS: Use of the present tenses and the past tenses to make and evident comparison between different periods; use of the passive form and the modal verbs for obligation and use of the following key-words:

person, dignity, human, violation, humiliation, protection, inviolable, respected, deprivation, abuse, freedom, equal, free, spirit of brotherhood, conscience, decorum, honour, reason.

Obviously, you do not need to use them all and you can also use the adjectives that correspond to the given nouns or the nouns that correspond to given adjectives (or other nouns or adjectives that you have learned during your classes).

2)What do you think would be effective government actions to reach the following goals or

face the following social problems ? (Write one or two sentences for **one** issue -at least-, using the present tense and modal verbs for obligation as grammatical structures).

a) Freedom to determine one's own way of living.

b) Assuring the right to a fairly paid employment.

c) Support for the sick and needy.

d) Assuring the right to comfortable and clean lodgings.

e) Assuring the right to freely express one's opinion.

f) Other

The following evaluation grid has to be considered with the students before giving them the test, to get them to focus on the main requests.

Language: Grammar and spelling Tot. 25	*NO	**Partly	***YES
Correct use of the present tense, past tense, passive form and modal verbs of obligation 15			
Used varied and correct vocabulary 10			
Content: Tot. 45			
Clarity and accuracy of facts 15			
Presentation of evidence 15			
Logical organization and construction of arguments 15			
Reflection/ Thinking skills Tot. 30			
Presentation of several perspectives 15			
Depth of thought 15			

Tot. 100

Webiography:

en.wikipedia.org/wiki/Dignity-

en.wikipedia.org/wiki/human-rights

<https://www.youtube.com/watch?t=1&v=oh3BbLk5UIQ>

<https://www.youtube.com/watch?v=kbul3hxYGNU>

www.unicri.it/topics/violence_women/

www.who.int/mediacentre/factsheets/fs239/en/

www.adozione-actionaid.it/AzioneDonna

www.fra.europa.eu

www.who.int

<https://www.hrw.org/news/2016/10/11/fulfilling-promise-ending-child-marriage>

<https://www.youtube.com/watch?v=zjBE331X5RQ>

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