



ЦЕНТР ГРАЖДАНСКОГО ОБРАЗОВАНИЯ И ПРАВ ЧЕЛОВЕКА

# ПРАВА ЧЕЛОВЕКА НА УРОКАХ АНГЛИЙСКОГО ЯЗЫКА

## HUMAN RIGHTS IN THE ENGLISH LANGUAGE CLASSROOM



МЕТОДИЧЕСКОЕ  
ПОСОБИЕ

ПЕРМЬ 2016



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### МЕТОДИЧЕСКОЕ ПОСОБИЕ

- Что такое права человека
- Правильно ли вы понимаете права человека
- Каждый имеет право быть услышанным
- Мы против любой дискриминации
- Universal Declaration of Human Rights

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**Права человека на уроках английского языка:** Методическое пособие  
/под ред. д. и. н. А.Б. Сулова, к. ф. н. Л.В. Енбаевой/. Пермь, 2016. – 120 с.

Предлагаемое методическое пособие содержит разработки ряда уроков, позволяющие преподавателю английского языка решать воспитательные задачи, активно формировать гражданскую компетентность учащихся в соответствии с ориентирами ФГОС.

Методическое пособие подготовлено при финансовом содействии Европейского Союза. Его содержание является исключительно ответственностью авторов-составителей и Центра гражданского образования и прав человека и может не совпадать с позицией Европейского Союза.

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## **ЗАЧЕМ ПРЕПОДАВАТЕЛЮ ВКЛЮЧАТЬ ПРОБЛЕМАТИКУ ПРАВ ЧЕЛОВЕКА В УРОКИ АНГЛИЙСКОГО?**

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**С**егодня подавляющее большинство преподавателей видит свою миссию не только в предоставлении учащимся предметных знаний, но и в формировании определенных метапредметных умений, а также в воспитании тех или иных качеств личности. Значительная часть учителей уверена в том, что им не следует отказываться от решения задач воспитания. Правда, при проведении уроков эти задачи, как правило, уходят на задний план, то есть упускаются из вида при планировании конкретных занятий, а основное внимание уделяется передаче знаний. При этом все обычно соглашаются, что воспитание лишь средствами внеурочной деятельности является неэффективным.

Заметим, что новые образовательные стандарты ориентируют школу на достижение вполне конкретных результатов по формированию гражданских качеств учащихся. Широкие рамки ФГОС включают в себя освоение учащимися гуманистических ценностей, социальных норм, формирование гражданской ответственности и многое другое. Решение этих задач не должно возлагаться только на учителей истории, обществознания и права; их должны решать все работники школы.

Иностранный язык, в частности, английский, – это уникальный

предмет, который дает максимальные возможности для развития не только рациональной, но и эмоциональной стороны личности учащегося. Не следует недооценивать и возможности формирования на уроках английского языка гуманистических ценностей, в том числе толерантности, уважения прав человека. Построение школьных курсов английского языка с учетом принципа интеграции позволит повысить интерес к предмету, активизировать деятельность учащихся на занятиях, а также сформировать целостное мировоззрение, соответствующее современному уровню развития общества.

Может быть, кому-то покажется утопией воспитание уважения к правам человека в России в условиях всем известного правового беспредела. В то же время, если ничего не предпринимать, то мы обречены вечно жить в таком обществе. Каждый, даже незначительный шаг в избранном нами направлении, будет постепенно приближать нас к жизни в более справедливой и человеческой среде.

Данное методическое пособие содержит разработки ряда уроков, которые позволяют учителю интегрировать тематику прав человека в преподавание английского языка.

Права человека являются важным компонентом гражданского образования, они могут и должны быть той ценностью, на которой базируется современное общество, поэтому желательно включать их в разные школьные предметы.

Центр гражданского образования и прав человека уже издал пособия по интеграции проблематики прав человека в преподавание истории, литературы, биологии, информатики, географии.

Использование предложенных методических материалов даст возможность и преподавателю английского языка на своих занятиях решать воспитательные задачи, активно формируя гражданскую компетентность учащихся.

Наибольшие возможности интеграции проблематики прав человека в

курс английского языка, на наш взгляд, предоставляют страноведческие разделы. Как показывают представленные разработки занятий, такие задачи можно решать даже при освоении грамматики, но определяющим всегда будет стремление к этому самого преподавателя.

Конечно, в школах с углубленным изучением английского языка, учитывая объем курса, учителю легче включать предлагаемую проблематику в свои занятия, но и в общеобразовательных школах достаточно возможностей для подобной интеграции.

Опыт преподавания прав человека показывает, что предлагаемые методологические и методические принципы избраны правильно: они реализуемы на практике, а учителя видят отдачу от своих уроков. Подростков всегда увлекают активные формы обучения. Нет сомнения, что и самих педагогов увлечет преподавание, ориентированное на освоение ценностей прав человека, и тем самым они смогут внести свой вклад в формирование гуманистического мировоззрения молодых россиян.

**А.Б. Суслов**

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**ЧТО ТАКОЕ ПРАВА ЧЕЛОВЕКА?**

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**WHAT ARE HUMAN RIGHTS?****I. Пояснительная записка**Место занятия в образовательной программе

В школах с углубленным изучением английского языка занятие может быть использовано в программе по учебнику «Spotlight 10 класс» Module 1 “Strong Ties”, *подраздел*: «Citizenship across the curriculum», или в программе по учебнику «Starlight 11 класс», Unit 3 “Rights”, *подраздел* 3.13 «Curricular cut: Human rights». В общеобразовательной школе занятие может проводиться в рамках факультативных или элективных курсов английского языка в 9–11-х классах. Предложенный материал может также использоваться в течение серии занятий.

Время занятия: 60 мин.

Задачи:

- развитие коммуникативных умений школьников;
- развитие умений работать с информацией;
- развитие критического мышления;
- развитие умений работать в команде;
- формирование лексических навыков.

Занятие нацелено на достижение следующих результатов ФГОС среднего (полного) общего образования:

Личностных:

- формирование гражданской позиции как активного и ответственного члена российского общества, осознающего свои конституционные права и обязанности, осознанно принимающего традиционные национальные и общечеловеческие гуманистические и демократические ценности.

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*Метапредметных:*

- формирование умения продуктивно общаться и взаимодействовать в процессе совместной деятельности, учитывать позиции других участников деятельности, эффективно разрешать конфликты;
- формирование умения ясно, логично и точно излагать свою точку зрения, использовать адекватные языковые средства.

*Предметных:*

- формирование коммуникативной иноязычной компетенции, необходимой для успешной социализации и самореализации как инструмента межкультурного общения в современном поликультурном мире.

Ожидаемые результаты занятия*Предметные:*

- учащиеся используют новую и активизируют ранее изученную лексику в речи;
- учащиеся адекватно воспринимают речь учителя и одноклассников по обсуждаемой теме.

*Метапредметные:*

- учащиеся обосновывают свою точку зрения, приводя примеры;
- учащиеся организуют эффективное учебное сотрудничество и совместную деятельность в парах и группах;
- учащиеся принимают участие в обсуждении, выражают свое мнение, учитывая мнение других участников.

*Личностные:*

- учащиеся соотносят свои поступки с нравственными ценностями.

Оборудование и материалы:

- ноутбук, проектор, раздаточный материал (Appendix 1–7).

Литература и информационные ресурсы

- Федеральный государственный образовательный стандарт среднего (полного) общего образования (*утвержден приказом Минобрнауки России от 17 мая 2012 г., № 413*).
- The Universal Declaration of Human Rights (<http://www.un.org/en/universal-declaration-human-rights/>); <http://www.youthforhumanrights.org>.



- Compass. A Manual on Human Rights Education. *Council of Europe, 2012.*
- Права человека: Методика преподавания в школе (9–11 классы). Изд. 4-е. Пермь, 2008.

## II. Active Vocabulary

Right	право
Freedom	свобода
Duty	обязанность
Equality	равенство
Persecution	преследование
to interfere	вмешиваться
Torture	подвергать пыткам
Discrimination	дискриминация
to guarantee	гарантировать

## III. Procedure

### 1. Eliciting

The class should be split into groups of 4–5 students for their work. Students are given the hand-out: Active Vocabulary (Appendix 2) and Summary of the Universal Declaration of Human Rights.

To help the students predict what the theme of the lesson is, Teacher asks them to complete the sentences written on the board / in the flipchart (What are the missing words? – **Human rights**).

*... are held by all persons equally, universally and forever.*

*... are universal: they are always the same for all human beings everywhere in the world.*

*... are inalienable: you cannot lose them as you are a human being.*

*... no-one can take away any of them because it is 'less important' or 'non-essential'.*

*... reflect basic human needs.*

Then, in their groups, the students have to think of a definition of the word 'right'. (A possible answer might be "**Something that you are officially allowed to do**").

## **2. Scanning reading of the Preamble**

Teacher's possible questions:

- a) What kind of text is it? (Students: It looks like a document. Judging by its format, it might be a declaration. Etc.)
- b) What words are repeated in it? What are the key words that express its main ideas?

Human rights

Fundamental freedoms

Equal rights

For all peoples and all nations

Universal

International

Protected by law, etc.

## **3. Introducing and practicing vocabulary**

Teacher asks Students to match the words and their definitions according to Appendix 3. **Keys:** 1c, 2e, 3h, 4b, 5a, 6j, 7d, 8g, 9i, 10f

Then Teacher asks students to complete the sentences using the words (Appendix 4).

**Keys:** *right, interfering, freedom, freedom, discrimination, violates, duty, persecuted, guarantee, equality*

## **4. Role Play "Discovering a new land"**

Students receive a hand-out (Appendix 5). Each student is a member of a group of explorers coming to a new land that is uninhabited. Each student is to think of 3 essential rights that a citizen of this land ought to have. Then Students put forward their ideas. (**Pyramid discussion**).

Each group should decide what to call a new country and select ten most important rights from those that were suggested. The 'rights' should be written on the board under the name of the country. All the groups together choose those that were written several times and rank them according to their importance.

## **5. Discussion (as a whole class)**

Teacher asks questions:

Do you approve of the list of rights?

Have you changed your mind about the importance of a particular right in the course of the role play?

Would the quality of life in the country change if some rights were excluded? How?

Would you like to add some additional rights to the list?

### **6. Group work: Reading for specific information**

Students compare the text of Declaration and the list of the 'rights' created by them, comment on them using the new vocabulary, speculate about which rights / types of rights are the most important ones.

### **7. The Rights Bingo game (a mingling activity)**

Students walk about the classroom asking one question from the card (See the sample – Appendix 6) of each classmate. A different student should answer each question. The student's name should be written in the space provided. Some brief notes about the answer should be also written down. The person who has got names and answers in each box shouts, 'Bingo'. The questions dealing with the personal experience of the students and their families make the students aware of the importance of the theme. The number of the cards should be equal to the number of Students.

### **8. Discussion after the game**

Teacher asks Students to share the answers they received. Some key words may be written on the board. Possible questions:

Which questions were the hardest to answer? Why?

Which questions were the most controversial? Why? Etc.

### **9. Feedback: "What are human rights?"**

**Complete the riddle with the words given below (Four words are not given).**

*Rules, judges, nature, armor, spirit, respect, to disagree, emotions, to recognize*

"Human rights are like ...: they protect you; they are like ..., because they tell you how you can behave; they are like ..., because you can appeal to them. They are abstract – like...; and like ..., they belong to everyone and they exist no matter what happens.

They are like ..., because they can be violated; and like the ..., because they cannot be destroyed. Like time, they treat us in the same way – ... and poor, old and ..., white and ..., ... and short. They offer us ..., and they charge others with ... . Like goodness, truth and justice, we ... about their definition, but we ... them when we see them.

(In their groups, the students are selecting the appropriate words and comment on their choice).

### Keys:

“Human rights are like **armor**: they protect you; they are like **rules**, because they tell you how you can behave; they are like **judges**, because you can appeal to them. They are abstract – like **emotions**; and like **emotions**, they belong to everyone and they exist no matter what happens.

They are like **nature**, because they can be violated; and like the **spirit**, because they cannot be destroyed. Like time, they treat us in the same way – **rich** and poor, old and **young**, white and **black**, **tall** and short. They offer us **respect**, and they charge others with **respect**. Like goodness, truth and justice, we **disagree** about their definition, but we **recognize** them when we see them.

Teacher asks Students: Does the riddle explain the essence of the ‘human rights’? What literary device helps us better understand its meaning? Which comparison do you find the most precise? Give your reasons. Could you give your own definition of what human rights are? Etc.



It is important to help Students make a conclusion about the inalienable and universal character of the rights and the significance of Declaration that proclaims them.

### 10. Homework

Students may choose one of the two tasks which could be done individually or in groups:

- ‘Human Rights’ Calendar (Choose the most important dates connected with the human rights protection)
- ‘Fighters for Human Rights’ (Computer presentation about any fighter for human rights, like N. Mandela, M. Luther King, E. Ginsburg, etc.)

### Appendix 1 Active Vocabulary

right	право
freedom	свобода
duty	обязанность
equality	равенство
persecution	преследование
to interfere	вмешиваться
torture	подвергать пыткам
discrimination	дискриминация
to guarantee	гарантировать

### Appendix 2 Match the words and their definitions

1. Right	a) to treat someone cruelly or unfairly over a period of time
2. Freedom	b) a situation in which people have the same rights
3. Duty	c) something that you are legally or officially allowed to do
4. Equality	d) a cruel act of hurting someone
5. Persecute	e) the right to do what you want without being controlled or restricted
6. To interfere	f) to do something against an official law or principle
7. Torture	g) treating a person or group differently from another in an unfair way
8. Discrimination	h) something that you have to do because it is legally right; obligation
9. To guarantee	i) to promise to do something or to promise that something will happen
10. To violate	j) to try to influence a situation that you should not be involved in

### Appendix 3

#### Complete the sentences using the words

Women fought very hard for the ... to vote.

The USA was accused of ... in China's internal affairs.

There was a huge party at the Berlin Wall as East Germans celebrated their ...

Now, people in Russia have the ... to practice whatever religion they like.

Nelson Mandela fought for freedom from race ...

The media regularly ... people's privacy.

Local authorities have a ... to keep the streets clean.

Political opponents of the regime may be ...

The Constitution ... the men and women the right to ...

### Appendix 4

#### Discovering a new land

You are a member of a group of explorers coming to a new land that is uninhabited. To start there a happy and prosperous life, you should think of 3 essential rights that a citizen of this land ought to have. Put forward your ideas.

As a group, decide what to call a new country and select the ten most important rights from those that you all suggested. Give your reasons.

On the chalkboard / in the flip chart write the name of your country and the list of the rights.

### Appendix 5

#### "Bingo!" card (a sample)

The name of a document that proclaims human rights	A special right all children should have	A violation of the right to life
A right sometimes denied to women	An example of discrimination	A right denied to some people in your country
Someone who fights for human rights	One of the characteristics of human rights	A human right that has been denied to you personally or one from your family

## ПРАВИЛЬНО ЛИ ВЫ ПОНИМАЕТЕ ПРАВА ЧЕЛОВЕКА?

### GETTING HUMAN RIGHTS STRAIGHT

#### I. Пояснительная записка

Место занятия в образовательной программе:

Занятие может быть использовано в программе по учебнику «Spotlight 10 класс» Module 1 “Strong Ties”, *подраздел*: «Citizenship across the curriculum», или в программе по учебнику «Starlight 11 класс», Unit 3 “Rights”, *подраздел* 3.13 «Curricular cut: Human rights».

Время занятия: 90 мин. (2 урока)

Задачи:

- развитие критического мышления;
- развитие информационной компетенции;
- совершенствование умений аудирования с извлечением необходимой информации;
- расширение лексического запаса по общественно-политической тематике.

Занятие нацелено на достижение следующих результатов ФГОС среднего (полного) образования:

Предметных:

- формирование коммуникативной иноязычной компетенции, необходимой для успешной социализации и самореализации как инструмента межкультурного общения в современном поликультурном мире;
- формирование умения использовать иностранный язык как средство для получения информации из иноязычных источников в образовательных и самообразовательных целях.

*Метапредметных:*

- формирование умения продуктивно общаться и взаимодействовать в процессе совместной деятельности, учитывать позиции других участников деятельности, эффективно разрешать конфликты;
- формирование навыков познавательной, учебно-исследовательской и проектной деятельности, навыков в разрешении проблем; способности и готовности к самостоятельному поиску методов решения практических задач, применению различных методов познания;
- формирование умения ясно, логично и точно излагать свою точку зрения, использовать адекватные языковые средства.

*Личностных:*

- формирование гражданской позиции как активного и ответственного члена российского общества, осознающего свои конституционные права и обязанности, уважающего закон и правопорядок, обладающего чувством собственного достоинства, осознанно принимающего традиционные национальные и общечеловеческие гуманистические и демократические ценности;
- формирование мировоззрения, соответствующего современному уровню развития науки и общественной практики, основанного на диалоге культур, а также различных форм общественного сознания, осознание своего места в поликультурном мире;
- формирование навыков сотрудничества со сверстниками, детьми младшего возраста, взрослыми в образовательной, общественно-полезной, учебно-исследовательской, проектной и других видах деятельности.

Ожидаемые результаты занятия*Предметные:*

- учащиеся смогут использовать в своих высказываниях основную лексику по данной теме;
- учащиеся смогут назвать некоторые статьи из Декларации прав человека;
- учащиеся смогут назвать группы прав, входящих в Декларацию.

*Метапредметные:*

- учащиеся смогут дать определение понятию «права человека»;
- учащиеся смогут извлечь необходимую информацию из текста Декларации прав человека и из видеоклипа о правах человека;



- учащиеся смогут логически выстроить свое рассуждение по теме;
- учащиеся смогут выразить свою точку зрения и аргументировать ее в групповой работе.

*Личностные:*

- учащиеся смогут взаимодействовать в группах, решая поставленные задачи;
- учащиеся смогут объяснить необходимость для общества прав человека.

Оборудование и материалы:

- ноутбук, проектор, раздаточный материал (Appendix 1, 2, 3).

Литература и информационные ресурсы

1. D. Shiman & K. Rudelius-Palmer, Economic and Social Justice: A Human Rights Perspective. Minneapolis: Human Rights Resource Center, University of Minnesota, 1999.
2. Thinking Rights: school resource pack for ages 11–16, UNICEF UK, 2009.
3. The Human Rights Education Handbook, topic book 4, University of Minnesota, 2000.
4. Human Rights video clip: <https://www.youtube.com/watch?v=kbul3hxYGNU>
5. <http://www.un.org/ru/universal-declaration-human-rights/>
6. <http://www.amnesty.org>

## II. Active vocabulary

Asylum	Убежище
Dignity	Чувство собственного достоинства
Innate	Врожденный
Inalienable	Неотъемлемые
Indivisible	Неделимый
Exile	Изгнание, высылка из страны
Interdependent	Взаимозависимые
Remedy by competent tribunal	Восстановление в правах компетентными судами
Persecution	Преследование, гонение
Universal	Всеобщий, повсеместный

### III. The Procedure

#### **1. Human Rights for a New Planet (brainstorming, group work).**

Students are divided into some groups of 4–5 people.

Teacher tells them breaking news: *scientists have discovered a new planet and it has everything needed to sustain human life! No one has ever lived there before. There are no laws, no rules, and no history. You will all be settlers here, and in preparation your group has been appointed to draw up the bill of rights for this all-new planet. You do not know what position you will have in this country.*

Each group should give this new planet a name and decide on ten rights that all the group members can agree upon.

Each group of Students presents its list. As they do so, make a “master list” that includes all the rights the groups mention, combining similar rights. Alternatively have “ambassadors” from each group derive a master list.

Once the “master list” is ready, Students are to discuss it (e.g., what would happen if some rights were excluded? Have any important rights been left out?).

#### **2. Dispel the myths about Human Rights (Questions and answers; group work with the worksheets and cards).**

Teacher asks Students if such list of Rights exists in our world. What is its name? When and why was it written and ratified by many countries? Ask them to name some of the Articles they remember from the UDHR.

Students are to define the concept of the Human Rights. Teacher may write down some good ideas on the board. Tell Students that they will get back to the meaning later when they gather enough information to give a comprehensive definition of Human Rights as there are a lot of myths around Human Rights and we should prove that they are myths or dispel them.

Teacher puts a sign reading “agree” on one side of the room and “disagree” on the other and asks Students to imagine a line running between the ‘agree’ and the ‘disagree’ signs. *This activity requires space in which students can move around.* One by one the students read out a statement on the statement sheet (See Appendix 1). Each time Students are to stand along the line in accordance with the extent to which they agree or disagree with the statement.

While Students are standing on the line, Teacher asks a few of them to explain why they chose to stand where they did. Then Teacher proposes Students to discuss the main issues raised by this activity as a whole class.

Next, Students are to get back to the groups. They receive handouts. A sheet of 'statements' (See Appendix 1) and a set of 'explanation' cards (See Appendix 2). Teacher clarifies the meaning of such words as '*inalienable*' and '*universal*' and asks the groups to match the explanations with the correct statement.

Then, Teacher checks the activity results and discusses any issues that arise.

**3. Linking Rights to the UDHR (watch the video clip, note taking, match the rights of the UDHR and the New Planet's Rights; group discussion).**

Teacher tells Students that they are going to watch a short video about the main principles of Human Rights. While watching, they should take notes about these main principles and 3 dimensions of the Human Rights. Elicit the meaning of the words: *dignity, innate, indivisible, and interdependent*.

*Teacher should stop the video at 3.40 as all the necessary information is given in the first part of the video clip.*

After watching, Students can share the answers in groups and then with a whole class.

Teacher reminds Students about Rights they have written for a new planet, hands out a sheet with the Universal Declaration of Human Rights (See Appendix 3), asks them to read a couple of articles to illustrate 3 dimensions of Human Rights, monitors the students' work and is ready to explain any unknown words from the UDHR. Ask them to compare their rights for the new planet and the Rights from the UDHR. Are they similar or different? Some rights may include several articles. Others may not be in the UDHR at all. Why? Can their rights be divided into the same dimensions? The groups report their findings. As participants identify a right with a particular UDHR article, the teacher asks them to read the simplified version of the article aloud.

As a round off activity, Teacher asks Students one more time: What are the Human Rights?

- "basic standards without which people cannot live in dignity"
- held by all persons equally, universally
- inalienable
- indivisible
- interdependent
- cover economic, social, political, cultural and civil rights.

*This is just an example, any suitable answers that Students give can be included in the definition.*

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**Homework**

In groups collect information about the organizations that protect Human Rights. Are there any representatives of such organization in our republic? Be ready to present the information to the class. You may visit this website: [www.amnesty.org](http://www.amnesty.org)

**Follow up activity suggestion**

This activity can be done in order to evaluate the school's human rights climate using criteria derived from the UDHR. Subsequently, Teacher may organize a discussion to identify the areas of particular concern and, in collaboration with Students, develop an action plan. The questionnaire can be found in the Appendix 4.

**Objectives:**

- To assess human rights conditions within the school community;
- To reflect critically on forces at work within the school that affect the human rights climate;
- To develop an action plan to improve the human rights situation within the school.

**Appendix 1****STATEMENTS**

I have the right to do whatever I want  
 I can always claim my human rights  
 Not everyone has human rights  
 Some people have special rights  
 Some rights are more important than others  
 Human rights can be taken away

**Appendix 2****EXPLANATIONS**

You can claim and exercise your rights as long as by doing so you do not restrict the rights of others.

No individual or group of people have special rights. Some members of society are more vulnerable and need greater protection to make sure their rights are upheld. For example: children, those who are physically weaker, and those who are discriminated against.

Human rights are inalienable. This means that they can never be taken away. However, they can be denied or abused.

Although rights are universal, there are sometimes disagreements about how different rights are valued. Many developing nations, for example, consider the immediate right to food and shelter should be more important than the right to free speech. Some Asian leaders in the past have argued that Westerners value individual and personal freedoms over the interests of the wider community and society.

There is a big difference between a right and a want. You may want to eat sweets but you do not have a right to do so. No injustice would be committed if you were prevented from eating sweets. An adult may want to drive fast but they do not have a right to do so. In fact, a law exists to prevent them doing this as it endangers the right of others to life and quality of life.

Human rights are universal. This means that everyone has the same human rights simply because they are human beings, regardless of whether they are rich or poor, what race or age they are, or what faith they follow.

### Appendix 3

#### UNIVERSAL RIGHTS CARDS: THE UNIVERSAL DECLARATION OF HUMAN RIGHTS (SHORTENED VERSION)

1 All human beings are free and equal in dignity and rights.	2 All people are entitled to rights without distinction based on race, colour, sex, language, religion, opinion, origin, property, birth or residency.	3 Right to life, liberty and security of person.
4 Freedom from slavery.	5 Freedom from torture.	6 Right to be treated equally by the law.
7 Right to equal protection by the law.	8 Right for all to effective remedy by competent tribunal.	9 Freedom from arbitrary arrest.
10 Right to fair public hearing by independent tribunal.	11 Right to presumption of innocence until proven guilty at public trial with all guarantees necessary for defense.	12 Right to privacy in home, family and correspondence.

13 Freedom of movement in your own country and the right to leave and return to any countries.	14 Right to political asylum in other countries.	15 Right to nationality.
16 Right to marriage and family and to equal right of men and women during and after marriage.	17 Right to own property.	18 Freedom of thought and conscience and religion.
19 Freedom of opinion and expression and to seek, receive and impart information.	20 Freedom of association and assembly.	21 Right to take part in and select government.
22 Right to social security and realisation of economic, social and cultural rights.	23 Right to work, to equal pay for equal work and to form and join trade unions.	24 Right to reasonable hours of work and paid holidays.
25 Right to adequate living standard for self and family including food, housing, clothing, medical care and social security.	26 Right to education.	27 Right to participate in cultural life and to protect intellectual property rights.
28 Right to social and international order permitting these freedoms to be realized.	29 Each person has responsibilities to the community and others as essential for a democratic society.	30 Repression in the name of rights is unacceptable.

#### Appendix 4

### TAKING THE HUMAN RIGHTS TEMPERATURE OF YOUR SCHOOL

#### INTRODUCTION

The questions below are adapted from the United Nations Universal Declaration of Human Rights (UDHR). (The relevant UDHR articles are included parenthetically in each statement.) Some of these issues correlate more

directly to the UDHR than others. All of these questions are related to the fundamental human right to education found in Article 26 of the Universal Declaration. It asserts:

Everyone has the right to education... Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms.

When discrimination is mentioned in the questionnaire below, it refers to a wide range of conditions: race, ethnicity / culture, sex, physical / intellectual capacities, friendship associations, age, culture, disability, social class / financial status, physical appearance, sexual orientation, life style choices, nationality, and living space.

This is a much more expansive list than that found in the Universal Declaration of Human Rights but is more helpful in assessing the human rights temperature in your school community.

The results should provide a general sense of the school's climate in light of principles found in the Universal Declaration of Human Rights. Obviously more questions are needed and follow-up questioning during the discussion will enrich the assessment. These questions can help to identify specific areas of concern that need to be addressed.

### TAKING THE HUMAN RIGHTS TEMPERATURE OF YOUR SCHOOL: THE QUESTIONNAIRE

Directions: Take the human rights temperature of your school. Read each statement and assess how accurately it describes your school community in the blank next to it. (Keep in mind all members of your school: students, teachers, administrators, staff) At the end, total up your score to determine your overall assessment score for your school.

#### RATING SCALE

1	2	3	4	DN
never	rarely	often	always	don't know
(no / false)			(yes / true)	

1. My school is a place where students are safe and secure. (Art. 3, 5)
2. All students receive equal information and encouragement about academic and career opportunities. (Art. 2)
3. Members of the school community are not discriminated against be-

- 
- cause of their life style choices, such as manner of dress, associating with certain people, and non-school activities. (Art. 2, 16)
4. My school provides equal access, resources, activities, and scheduling accommodations for all individuals. (Art. 2, 7)
  5. Members of my school community will oppose discriminatory or demeaning actions, materials, or slurs in the school. (Art. 2, 3, 7, 28, 29)
  6. When someone demeans or violates the rights of another person, the violator is helped to learn how to change his / her behavior. (Art. 26)
  7. Members of my school community care about my full human as well as academic development and try to help me when I am in need. (Art. 3, 22, 26, 29)
  8. When conflicts arise, we try to resolve them through non-violent and collaborative ways. (Art. 3, 28)
  9. Institutional policies and procedures are implemented when complaints of harassment or discrimination are submitted. (Art. 3, 7)
  10. In matters related to discipline (including suspension and expulsion), all persons are assured of fair, impartial treatment in the determination of guilt and assignment of punishment. (Art. 6, 7, 8, 9, 10)
  11. No one in our school is subjected to degrading treatment or punishment. (Art. 5)
  12. Someone accused of wrong doing is presumed innocent until proven guilty. (Art. 11)
  13. My personal space and possessions are respected. (Art. 12, 17)
  14. My school community welcomes students, teachers, administrators, and staff from diverse backgrounds and cultures, including people not born in the USA. (Art. 2, 6, 13, 14, 15)
  15. I have the liberty to express my beliefs and ideas (political, religious, cultural, or other) without fear of discrimination. (Art. 19)
  16. Members of my school can produce and disseminate publications without fear of censorship or punishment. (Art. 19)
  17. Diverse voices and perspectives (e.g. gender, race / ethnicity, ideological) are represented in courses, textbooks, assemblies, libraries, and classroom instruction. (Art. 2, 19, 27)
  18. I have the opportunity to express my culture through music, art, and literary form. (Art. 19, 27, 28)
  19. Members of my school have the opportunity to participate (individually and through associations) in democratic decision-making processes to develop school policies and rules. (Art. 20, 21, 23)
  20. Members of my school have the right to form associations within the



- school to advocate for their rights or the rights of others. (Art. 19, 20, 23)
21. Members of my school encourage each other to learn about societal and global problems related to justice, ecology, poverty, and peace. (Preamble & Art. 26, 29)
  22. Members of my school encourage each other to organize and take action to address societal and global problems related to justice, ecology, poverty, and peace. (Preamble & Art. 20, 29)
  23. Members of my school community are able to take adequate rest / recess time during the school day and work reasonable hours under fair work conditions. (Art. 23, 24)
  24. Employees in my school are paid enough to have a standard of living adequate for the health and well-being (including housing, food, necessary social services and security from unemployment, sickness and old age) of themselves and their families. (Art. 22, 25)
  25. I take responsibility in my school to ensure other individuals do not discriminate and that they behave in ways that promote the safety and well being of my school community. (Art. 1, 29)

**TEMPERATURE POSSIBLE = 100 HUMAN RIGHTS DEGREES**

YOUR SCHOOL'S TEMPERATURE \_\_\_\_\_



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**ПОНИМАЕМ ПРАВА ЧЕЛОВЕКА**

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**UNDERSTANDING HUMAN RIGHTS****I. Пояснительная записка**Место занятия в образовательной программе

Занятие может быть проведено для учащихся 10–11 классов при изучении темы «Молодежь в современном мире. Ответственность. Права и обязанности», а также в рамках факультативных или элективных курсов английского языка.

Время занятия: 80 мин. (двойной урок)

Задачи:

- знакомство учащихся с правами человека;
- развитие навыков чтения и критического мышления;
- совершенствование навыков сотрудничества и взаимодействия в группе, развитие навыка разрешения конфликтов.

Занятие нацелено на достижение следующих результатов ФГОС среднего (полного) образования:

Предметных:

- формирование иноязычной коммуникативной компетенции, необходимой для успешной социализации и самореализации как инструмента межкультурного общения в современном поликультурном мире;
- формирование умения использовать иностранный язык как средство для получения информации из иноязычных источников в образовательных и самообразовательных целях.

Метапредметных:

- формирование умения продуктивно общаться и взаимодействовать

в процессе совместной деятельности, учитывать позиции других участников деятельности, эффективно разрешать конфликты;

- формирование навыков познавательной, учебно-исследовательской и проектной деятельности, навыков в разрешении проблем; способности и готовности к самостоятельному поиску методов решения практических задач, применению различных методов познания;
- формирование умения ясно, логично и точно излагать свою точку зрения, использовать адекватные языковые средства.

*Личностных:*

- формирование гражданской позиции как активного и ответственного члена российского общества, осознающего свои конституционные права и обязанности, уважающего закон и правопорядок, обладающего чувством собственного достоинства, осознанно принимающего традиционные национальные и общечеловеческие гуманистические и демократические ценности;
- формирование мировоззрения, соответствующего современному уровню развития науки и общественной практики, основанного на диалоге культур, а также различных форм общественного сознания, осознание своего места в поликультурном мире;
- формирование навыков сотрудничества со сверстниками, детьми младшего возраста, взрослыми в образовательной, общественно-полезной, учебно-исследовательской, проектной и других видах деятельности.

Ожидаемые результаты занятия

*Предметные:*

- учащиеся смогут выстраивать короткие монологические высказывания и полноценное письменное высказывание на основе прочитанных текстов, используя лексические и грамматические структуры текстов;
- учащиеся смогут оперировать лексикой по данной теме.

*Метапредметные:*

- учащиеся смогут назвать основные права человека и получат представление о способах их защиты;
- учащиеся смогут сравнивать ситуацию с нарушением и защитой прав человека в разных странах;

- учащиеся смогут взаимодействовать в группах, соблюдая правила речевого общения и разрешая конфликтные ситуации.

Личностные:

- учащиеся смогут действовать в соответствии с социальными нормами и правилами при работе в группах;
- учащиеся смогут проявить толерантное отношение к мнению других людей;
- учащиеся смогут вести диалог с одноклассниками и достигать взаимопонимания.

Оборудование и материалы:

- копии текстов (Appendix 1) для каждого учащегося;
- копии вопросов и заданий (Appendix 2) на каждую группу;
- проектор и ноутбук для демонстрации видео;
- словари (по необходимости).

Комментарии:

Форма занятия – ситуационная задача.

Системно-деятельностный подход, заложенный в идеологии нового ФГОС, изменяет общую парадигму образования от цели как усвоения ЗУН к цели «учись учиться», от индивидуальной формы усвоения знаний к признанию решающей роли учебного сотрудничества по моделям кооперативной педагогики. В связи с этим интересным методическим ресурсом обновления содержания образования являются *ситуационные задачи* для обучения школьников решению жизненных проблем с помощью предметных знаний.

Модель ситуационной задачи выглядит следующим образом:

1. Название задачи и личностно-значимый познавательный вопрос.
2. Набор текстов, предназначенный для ответа на личностно-значимый вопрос, представленный в разнообразном виде.
3. Шесть заданий по работе с текстами (по таксономии полного усвоения знаний Б. Блума: на ознакомление, понимание, применение, анализ, синтез, оценку). Они выполняют роль своеобразной «лестницы» из 6 ступенек, прохождение по которой помогает выполнить ряд подготовительных действий и в итоге подвести к ответу на личностно-значимый вопрос.
4. Итоговый ответ на личностно-значимый вопрос (задание 6).

Часть информации в текстах, в частности Текст 6 (диаграмма), яв-

ляется так называемым «информационным шумом». Эта информация может не пригодиться учащимся при выполнении заданий, но опосредованно может повлиять на их мнение. Она необходима также для формирования навыка поиска запрашиваемых деталей при большом объеме информации.

#### Литература и информационные ресурсы

- Civic Education in the English Language Classroom. Екатеринбург, 2003.
- Compass. A Manual on Human Rights Education. *Council of Europe*, 2012.
- Права человека: Методика преподавания в школе (9–11 классы). Изд. 4-е. Пермь, 2008.

### **II. Active vocabulary**

Non-discrimination	Запрет дискриминации
Treaty	Хартия
Take measures	Принимать меры
Bill of Rights	Билль о правах
To protect / protection	Охранять / защита
Grounds for discrimination	Основания для дискриминации
Conventions	Конвенции
Agreements	Соглашения

### **III. The Procedure**

1. Teacher reads aloud the statement and sets a personal question to the topic of the class.

Statement: Médecins Sans Frontières Withdrawal Part of Ongoing Debate Over Humanitarian Aid, Nobel Peace Laureates to Help Achieve Food Security, Deteriorating Protection of Journalists' Sources a Global Problem, World Celebrates 250 Years Since First Freedom of Information Act – these are just a few headlines of world newspapers.

Question: *So, are we living in a happy peaceful world or are we not safe when it concerns human rights?*

Students brainstorm answers to the question on the spot, Teacher doesn't comment on them but advises Students to keep them in mind to compare with their opinions at the end of the lesson.

2. Students are then divided into groups of 5–6 people (3–4 groups if it's

a class; it is better to make at least 3 groups, so if the English-lesson group is little, it can be divided into groups of fewer students). Each group gets a set of texts (including the video Appendix 1, Text 1) which can be shown for the whole class at the beginning of the lesson, or watched individually by groups if certain equipment is available). Students in groups do scan-reading of all texts (see Appendix 1) individually for 15 minutes.

*3. Students consequently complete tasks on critical thinking and discussion. First the task is discussed in the group, then one representative of each group shares the opinion of the group with other groups. If there are any disagreements or misunderstanding, Teacher can help by asking additional questions. Speakers in each group are changed every time for each new task.* The role of Teacher is to conduct the discussion without interfering much into group work. It is important however, that the teacher observes the rule of changing the speaker in the group for each task (see Appendix 2).

3a. Teacher asks each group to read task 1 (see Appendix 2) paying Students' attention to the necessity to use all the texts and indicating that groups of rights which they will make should be entitled. The groups then work for about 7–10 minutes to make such lists. Teacher observes the time strictly. When the time is over, the speaker from the first group reads the list aloud. Then other groups announce their lists and Teacher compares them if needed.

3b. When all the speakers present their lists of rights, it's time to pass on to task 2 (Appendix 2). Teacher distributes Venn Diagrams (Appendix 3) – one to each group. The members of the groups look through the texts and write down the differences and similarities between sets of human rights from The Bill of Rights and The Declaration of Human Rights. After a 5 minutes' discussion the groups present their diagrams to others. This time group 2 starts presenting and their speaker is different from the one who delivered task 1.

3c. Teacher draws Students' attention to text 6 (Appendix 1) which is a story of how rights of women are violated in Saudi Arabia. The text, however, doesn't give the names of rights which are not protected. The task of the groups (task 3) is to underline in text 6 the description of violations and define the exact rights in danger (Students use other texts to check the names of rights). The third group then presents the list of violated rights they have found, other groups in turn add details or argue with group 3 if they disagree on anything.

3d. For task 4 a fishbone diagram can be used (Appendix 4). The students are to write out human rights in chronological order (as they appeared

though history) – on top ribs and find out reasons for each right to appear – on bottom ribs. The groups have 10 minutes to fill in the fishbone and then present to everybody.

3e. For task 5 after group work a discussion and voting should be organized among groups. The New Human Right to get the most votes can be highlighted on the whiteboard.

4. The last task – to write an essay – can be given as homework (that depends on the level of class academic skills and time you can spend in class for group discussion). (Appendix 2, task 6)

### **Appendix 1. Set of texts**

**Text 1.** <http://www.humanrights.com/what-are-human-rights.html>

#### **Text 2. What are human rights?**

Human rights are rights inherent to all human beings, whatever our nationality, place of residence, sex, national or ethnic origin, colour, religion, language, or any other status. We are all equally entitled to our human rights without discrimination. These rights are all interrelated, interdependent and indivisible.

Universal human rights are often expressed and guaranteed by law, in the forms of treaties, customary international law, general principles and other sources of international law. International human rights law lays down obligations of Governments to act in certain ways or to refrain from certain acts, in order to promote and protect human rights and fundamental freedoms of individuals or groups.

Non-discrimination is a cross-cutting principle in international human rights law. The principle is present in all the major human rights treaties and provides the central theme of some of international human rights conventions such as the International Convention on the Elimination of All Forms of Racial Discrimination and the Convention on the Elimination of All Forms of Discrimination against Women.

The principle applies to everyone in relation to all human rights and freedoms and it prohibits discrimination on the basis of a list of non-exhaustive categories such as sex, race, colour and so on. The principle of non-discrimination is complemented by the principle of equality, as stated in Article 1 of the Universal Declaration of Human Rights: “All human beings are born free and equal in dignity and rights.”

Human rights entail both rights and obligations. States assume obligations and duties under international law to respect, to protect and to fulfil human rights. The obligation to respect means that States must refrain from interfering with or curtailing the enjoyment of human rights. The obligation to protect requires States to protect individuals and groups against human rights abuses. The obligation to fulfil means that States must take positive action to facilitate the enjoyment of basic human rights. At the individual level, while we are entitled our human rights, we should also respect the human rights of others.

### ***Text 3. Historical antecedents***

The origins of human rights may be found both in Greek philosophy and the various world religions. In the Age of Enlightenment (18th century) the concept of human rights emerged as an explicit category. Man / woman came to be seen as an autonomous individual, endowed by nature with certain inalienable fundamental rights that could be invoked against a government and should be safeguarded by it. Human rights were thus seen as elementary preconditions for an existence worth of human dignity.

Before this period, several charters codifying rights and freedoms had been drawn up constituting important steps towards the idea of human rights. During the 6th Century, the Achaemenid Persian Empire of ancient Iran established unprecedented principles of human rights. Cyrus the Great (576 or 590 BC – 530 BC) issued the Cyrus cylinder which declared that citizens of the empire would be allowed to practice their religious beliefs freely and also abolished slavery. The next generation of human rights documents were the Magna Charta Libertatum of 1215, the Golden Bull of Hungary (1222), the Danish Erik Klipping's Håndfaestning of 1282, the Joyeuse Entrée of 1356 in Brabant (Brussels), the Union of Utrecht of 1579 (The Netherlands) and the English Bill of Rights of 1689. Freedoms were often seen as rights conferred upon individuals or groups by virtue of their rank or status.

In the centuries after the Middle Ages, the concept of liberty became gradually separated from status and came to be seen not as a privilege but as a right of all human beings.

The ideas of Hugo Grotius (1583–1645), one of the fathers of modern international law, of Samuel von Pufendorf (1632–1694), and of John Locke (1632–1704) attracted much interest in Europe in the 18th century. Locke, for instance, developed a comprehensive concept of natural rights; his list of rights consisting of life, liberty and property. Jean-Jacques Rousseau (1712–1778) elaborated the concept under which the sovereign derived his powers and the



citizens their rights from a social contract. The term human rights appeared for the first time in the French *Déclaration des Droits de l'Homme et du Citoyen* (1789).

The people of the British colonies in North America took the human rights theories to heart. The American Declaration of Independence of 4 July 1776 was based on the assumption that all human beings are equal. It also referred to certain inalienable rights, such as the right to life, liberty and the pursuit of happiness. These ideas were also reflected in the Bill of Rights which was promulgated by the state of Virginia in the same year. The provisions of the Declaration of Independence were adopted by other American states, but they also found their way into the Bill of Rights of the American Constitution.

The classic rights of the 18th and 19th centuries related to the freedom of the individual. Even at that time, however, some people believed that citizens had a right to demand that the government endeavour to improve their living conditions. Taking into account the principle of equality as contained in the French Declaration of 1789, several constitutions drafted in Europe around 1800 contained classic rights, but also included articles which assigned responsibilities to the government in the fields of employment, welfare, public health, and education. Social rights of this kind were also expressly included in the Mexican Constitution of 1917, the Constitution of the Soviet Union of 1918 and the German Constitution of 1919.

In the 19th century, there were frequent inter-state disputes relating to the protection of the rights of minorities in Europe. These conflicts led to several humanitarian interventions and calls for international protection arrangements. One of the first such arrangements was the Treaty of Berlin of 1878, which accorded special legal status to some religious groups. It also served as a model for the Minorities System that was subsequently established within the League of Nations.

The need for international standards on human rights was first felt at the end of the 19th century, when the industrial countries began to introduce labour legislation. The Bern Convention of 1906 prohibiting night-shift work by women can be seen as the first multilateral convention meant to safeguard social rights. Many more labour conventions were later to be drawn up by the International Labour Organisation (ILO), founded in 1919.

The atrocities of World War II put an end to the traditional view that states have full liberty to decide the treatment of their own citizens. The signing of the Charter of the United Nations (UN) on 26 June 1945 brought human rights within the sphere of international law. In particular, all UN members agreed to take measures to protect human rights. Less than two years later, the UN

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Commission on Human Rights (UNCHR), established early in 1946, submitted a draft Universal Declaration of Human Rights (UDHR) to the UN General Assembly (UNGA). The Assembly adopted the Declaration in Paris on 10 December 1948. This day was later designated Human Rights Day.

During the 1950s and 1960s, more and more countries joined the UN. Upon joining they formally accepted the obligations contained in the UN Charter, and in doing so subscribed to the principles and ideals laid down in the UDHR. Since the 1950s, the UDHR has been backed up by a large number of international conventions. The most significant of these conventions are the International Covenant on Civil and Political Rights (ICCPR) and the International Covenant on Economic, Social and Cultural Rights (ICESCR). These two Covenants together with the UDHR form the International Bill of Human Rights.

#### ***Text 4. US Bill of Rights***

After the leaders of the new United States wrote the Constitution, they had to get the thirteen states to agree to it. Some of the states didn't want to agree unless they could add some specific rights for individual people. So in 1791 the United States added ten new rights to the Constitution. They got the idea for some of these rights from the Magna Carta, and for others from the Iroquois Confederacy. These are called the Bill of Rights: the first ten amendments to the United States Constitution.

These are the ten individual rights that are in the Bill of Rights, in simpler words:

The United States Congress can't make any law about your religion, or stop you from practicing your religion, or keep you from saying whatever you want, or publishing whatever you want (like in a newspaper or a book). And Congress can't stop you from meeting peacefully for a demonstration to ask the government to change something.

Congress can't stop people from having and carrying weapons, because we need to be able to defend ourselves.

You don't have to let soldiers live in your house, except if there is a war, and even then only if the United States Congress has passed a law about it.

Nobody can search your body, or your house, or your papers and things, unless they can prove to a judge that they have a good reason to think you have committed a crime.

You can't be tried for any serious crime without a Grand Jury meeting first to decide whether there's enough evidence for a trial. And if the jury decides you are innocent, the government can't try again with another jury. You don't have to say anything at your trial. You can't be killed, or put in jail, or fined, unless

you were convicted of a crime by a jury. And the government can't take your house or your farm or anything that is yours, unless the government pays for it.

If you're arrested, you have a right to have your trial pretty soon, and the government can't keep you in jail without trying you. The trial has to be public, so everyone knows what is happening. The case has to be decided by a jury of ordinary people from your area. You have the right to know what you are accused of, to see and hear the people who are witnesses against you, to have the government help you get witnesses on your side, and you have the right to a lawyer to help you.

You also have the right to a jury when it is a civil case (a law case between two people rather than between you and the government).

The government can't make you pay more than is reasonable in bail or in fines, and the government can't order you to have cruel or unusual punishments (like torture) even if you are convicted of a crime.

Just because these rights are listed in the Constitution doesn't mean that you don't have other rights too.

Anything that the Constitution doesn't say that Congress can do should be left up to the states, or to the people.

### **Text 5**

#### **UNIVERSAL DECLARATION OF HUMAN RIGHTS**

##### *Simplified Version*

1. **We Are All Born Free & Equal.** We are all born free. We all have our own thoughts and ideas. We should all be treated in the same way.
2. **Don't Discriminate.** These rights belong to everybody, whatever our differences.
3. **The Right to Life.** We all have the right to life, and to live in freedom and safety.
4. **No Slavery.** Nobody has any right to make us a slave. We cannot make anyone our slave.
5. **No Torture.** Nobody has any right to hurt us or to torture us.
6. **You Have Rights No Matter Where You Go.** I am a person just like you!
7. **We're All Equal Before the Law.** The law is the same for everyone. It must treat us all fairly.
8. **Your Human Rights Are Protected by Law.** We can all ask for the law to help us when we are not treated fairly.
9. **No Unfair Detainment.** Nobody has the right to put us in prison without good reason and keep us there, or to send us away from our country.

10. **The Right to Trial.** If we are put on trial this should be in public. The people who try us should not let anyone tell them what to do.

11. **We're Always Innocent Till Proven Guilty.** Nobody should be blamed for doing something until it is proven. When people say we did a bad thing we have the right to show it is not true.

12. **The Right to Privacy.** Nobody should try to harm our good name. Nobody has the right to come into our home, open our letters, or bother us or our family without a good reason.

13. **Freedom to Move.** We all have the right to go where we want in our own country and to travel as we wish.

14. **The Right to Seek a Safe Place to Live.** If we are frightened of being badly treated in our own country, we all have the right to run away to another country to be safe.

15. **Right to a Nationality.** We all have the right to belong to a country.

16. **Marriage and Family.** Every grown-up has the right to marry and have a family if they want to. Men and women have the same rights when they are married, and when they are separated.

17. **The Right to Your Own Things.** Everyone has the right to own things or share them. Nobody should take our things from us without a good reason.

18. **Freedom of Thought.** We all have the right to believe in what we want to believe, to have a religion, or to change it if we want.

19. **Freedom of Expression.** We all have the right to make up our own minds, to think what we like, to say what we think, and to share our ideas with other people.

20. **The Right to Public Assembly.** We all have the right to meet our friends and to work together in peace to defend our rights. Nobody can make us join a group if we don't want to.

21. **The Right to Democracy.** We all have the right to take part in the government of our country. Every grown-up should be allowed to choose their own leaders.

22. **Social Security.** We all have the right to affordable housing, medicine, education, and childcare, enough money to live on and medical help if we are ill or old.

23. **Workers' Rights.** Every grown-up has the right to do a job, to a fair wage for their work, and to join a trade union.

24. **The Right to Play.** We all have the right to rest from work and to relax.

25. **Food and Shelter for All.** We all have the right to a good life. Mothers and children, people who are old, unemployed or disabled, and all people have the right to be cared for.

26. **The Right to Education.** Education is a right. Primary school should be free. We should learn about the United Nations and how to get on with others. Our parents can choose what we learn.

27. **Copyright.** Copyright is a special law that protects one's own artistic creations and writings; others cannot make copies without permission. We all have the right to our own way of life and to enjoy the good things that art, science and learning bring.

28. **A Fair and Free World.** There must be proper order so we can all enjoy rights and freedoms in our own country and all over the world.

29. **Responsibility.** We have a duty to other people, and we should protect their rights and freedoms.

30. **No One Can Take Away Your Human Rights.**

### **Text 6**

...New wave of repression against civil society swept Saudi Arabia as women continued to protest against de facto ban on driving.

With more than 40,000 political prisoners in detention and democracy silenced by threats of intimidation and arrests, 2013 was one of the worst years for human rights in Saudi Arabia, according to activists. In addition, women faced major oppression. While women will now be allowed to vote in 2015, Saudi females are still not allowed to drive, despite the fact there is no express law making it illegal. In protest this October, women in Saudi Arabia defied the de facto ban on driving by getting behind the wheel in a brave display of civil disobedience, as part of their Women2Drive campaign. The move prompted threats of punishment by the government and resulted in the detention of 14 women...

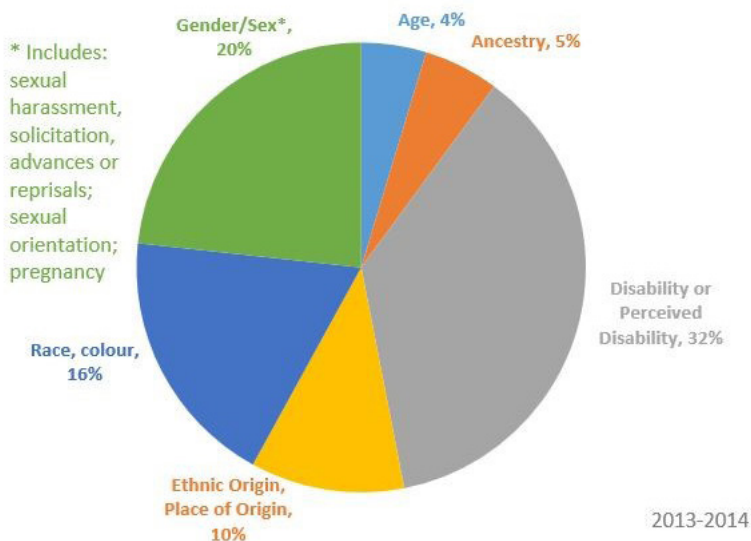
...French military intervention in Mali led to catastrophic escalation of retaliatory ethnic violence fueled by poverty and famine.

The security situation in Mali made headlines in 2013 following French intervention, which arguably exacerbated conditions in the wartorn country. The ongoing armed conflict led to appalling human rights violations fraught with a lack of government accountability. In June, UN investigation revealed countless cases of extrajudicial executions, torture and enforced disappearances of civilians carried out by both Tuareg rebels and the army. Soldiers were accused of torturing Tuaregs while French-led forces attempted to oust Islamist militants. The precarious situation was further aggravated by pervasive food insecurity and extreme poverty throughout Africa's Sahel region, which stretches from the Atlantic Ocean to the Red Sea...

*New York Times*

## Text 7

## Top grounds of discrimination - case files



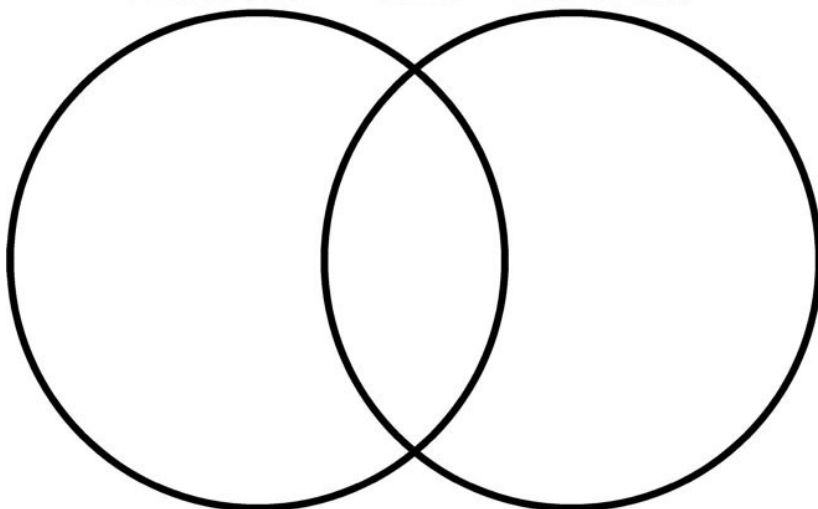
## Appendix 2. Texts-based tasks by Bloom's Taxonomy

Task number	Skills	Tasks
1	Remembering	List and group main Human Rights using the information from ALL texts, give groups names.
2	Understanding	Compare human rights and freedoms listed in the US Bill of Rights and those stated by the Universal Declaration of Human Rights. Try to explain the similarities and differences.
3	Applying	Implement the information from texts to make a list of violated human rights from text 6.
4	Analyzing	Draw a chronological line of appearing of human rights in developed society of the world. Try to find historical reasons for each group of rights to appear.
5	Evaluating	Try to invent a new Human Right which you think is essential in the XXI c. Prove your invention to other groups.
6	Creating	Write an opinion essay applying the knowledge you've got from the texts and class discussions and your personal opinion on the topic "Most important Human Right and the need for its protection".

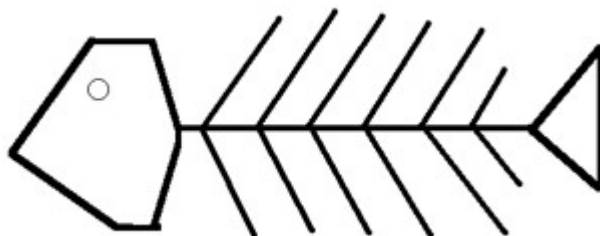
## Appendix 3

**VENN DIAGRAM**

***Different***      ***Same***      ***Different***



## Appendix 4



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## ЗНАКОМСТВО С ВСЕОБЩЕЙ ДЕКЛАРАЦИЕЙ ПРАВ ЧЕЛОВЕКА

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### INTRODUCING THE UNIVERSAL DECLARATION OF HUMAN RIGHTS

#### І. Пояснительная записка

##### Место занятия в образовательной программе

Данный урок может использоваться в рамках изучения темы «Молодежь в современном обществе» для учеников 10–11 классов, уровень владения языком Intermediate.

Время занятия: 90 мин.

##### Задачи:

- совершенствование коммуникативной компетенции на иностранном языке;
- расширение кругозора учащихся в области прав человека;
- знакомство с Универсальной (Всеобщей) декларацией прав человека.

Занятие нацелено на достижение следующих результатов ФГОС:

##### *Предметных:*

- формирование коммуникативной иноязычной компетенции, необходимой для успешной социализации и самореализации как инструмента межкультурного общения в современном поликультурном мире;
- формирование умения использовать иностранный язык как средство для получения информации из иноязычных источников в образовательных и самообразовательных целях.

##### *Метапредметных:*

- формирование умения самостоятельно определять цели деятельности и составлять планы деятельности; самостоятельно осуществлять, контролировать и корректировать деятельность; использо-



вать все возможные ресурсы для достижения поставленных целей и реализации планов деятельности;

- формирование умения продуктивно общаться и взаимодействовать в процессе совместной деятельности, учитывать позиции других участников деятельности;
- формирование навыков познавательной, учебно-исследовательской и проектной деятельности, навыков в разрешении проблем; способность и готовность к самостоятельному поиску методов решения практических задач, применению различных методов познания;
- формирование умения ясно, логично и точно излагать свою точку зрения, использовать адекватные языковые средства.

*Личностных:*

- формирование мировоззрения, соответствующего современному уровню развития науки и общественной практики, основанного на диалоге культур, а также различных форм общественного сознания, осознание своего места в поликультурном мире;
- формирование основ саморазвития и самовоспитания в соответствии с общечеловеческими ценностями и идеалами гражданского общества; готовность и способность к самостоятельной, творческой и ответственной деятельности.

Ожидаемые результаты занятия:

*Предметные:*

- учащиеся смогут использовать новые лексические единицы для выражения своего мнения по вопросу защиты прав человека;
- учащиеся смогут продуцировать неподготовленное монологическое высказывание по теме «Защита прав человека» с опорой на текст в объеме 5 предложений;
- учащиеся могут составить и разыграть диалог по теме «Права человека» в объеме 8–10 фраз на основе изученного ранее лексического материала.

*Метапредметные:*

- учащиеся смогут анализировать, систематизировать и обобщать информацию по предложенной теме;
- учащиеся смогут организовать работу в группе;

- учащиеся смогут использовать интернет-источники для формирования и аргументирования своей позиции;
- учащиеся смогут логично и точно излагать свою точку зрения по предложенной теме с использованием адекватных (устных и письменных) языковых средств.

*Личностные:*

- учащиеся могут использовать личный опыт для выражения собственного мнения в сфере защиты прав человека;
- учащиеся учатся толерантному отношению к людям, в том числе и к своим одноклассникам при работе в группе, учатся уважать другое мнение.

Оборудование и материалы:

- компьютер с выходом в Интернет;
- проектор;
- экран;
- раздаточный материал (Appendix 1, 2).

Литература и информационные ресурсы

1. Федеральный государственный образовательный стандарт среднего (полного) общего образования // <http://standart.edu.ru>
2. Примерная основная образовательная программа среднего общего образования (одобрена решением Федерального учебно-методического объединения по общему образованию (протокол от 28 июня 2016 г. № 2/16-з).
3. Civic Education in the English Language Classroom. Екатеринбург, 2003.

Internet resources:

1. <http://www.youtube.com/watch?v=RNwL2mjApRw>
2. <https://www.youtube.com/watch?v=36CUlaqmFi4>
3. <http://www.youthforhumanrights.org/what-are-human-rights/universal-declaration-of-human-rights/introduction.html>
4. <http://www.biographyonline.net/people/famous/human-rights.html>

## II. Active vocabulary

1. Human rights	1. Права человека
2. Have right to	2. Иметь право на
3. Equal	3. Равный
4. Discrimination	4. Дискриминация
5. Slavery	5. Рабство
6. Torture	6. пытки
7. Be protected by the law	7. Защищен законом
8. Unfair detainment	8. Несправедливое задержание
9. Trial	9. Суд
10. Innocent till proven guilty	10. Невинный до тех пор, пока вина не доказана судом (презумпция невинности)
11. Privacy	11. Конфиденциальность, частная жизнь
12. Public assembly	12. Публичные собрания
13. Shelter	13. Убежище
14. Copyright	14. Авторское право
15. Fair world	15. Справедливый мир
16. Responsibility	16. Ответственность
17. Take away your rights	17. Лишать прав

## III. The Procedure

### 1. Introduction

On the screen there are pictures of people who played a great role in human rights movement:

- Abraham Lincoln
- Nelson Mandela
- Martin Luther King
- Susan B. Anthony
- Mahatma Gandhi
- Thomas Jefferson

Students should guess their names and tell what they are famous for. Teacher listens to the Students' ideas and explains that all those people struggled for human rights and asks what human rights they know. Students in pairs try to give definition to the concept of human rights.

### 2. Watching a film

Students watch a short film where celebrities in one word explain this term and decide which words they would add to their previous definition.

<http://www.youtube.com/watch?v=RNwL2mjApRw>

### 3. Dividing into groups

Teacher says that today they have a conference for young people from 4 countries on the topic of human rights.

*Students are divided into 4 teams according to the country (Russia, China, Germany, and the USA). Every person gets a card with the name of the country and joins the team.*

### 4. Reading the text

Before reading the text Teacher says that a long time ago people began to struggle for their rights and offers them 9 questions to estimate their knowledge. They fill the column «Before reading».

	Question	Before reading	After reading
1	Who was the first man in the history who freed the slaves and declared people should choose their own religion?		
2	What document gave people new rights and made the king subject to the law in England?		
3	What document proclaimed the right to life, liberty and the pursuit of happiness?		
4	What rights proclaimed the Declaration of the Rights of Man and of the Citizen adopted in France?		
5	What historical event led to forming the United Nations Organization?		
6	When was the Declaration the Universal Declaration of Human Rights first published?		
7	What was the name of the American President's wife who led the committee that created the Universal Declaration of Human Rights?		
8	How many rights did the Universal Declaration of Human Rights include?		
9	How many countries belonged to the United Nations when the Declaration was adopted?		

Every group gives their answers. Then Teacher offers them to check their answers, gives the text (Appendix 1) and asks Students to fill in the column «After reading». Then groups compare their answers with their previous variant in the column "Before reading" and after that discuss their answers in class.

**5. Watching a film**

Teacher says that now they will watch a short film where children explain 30 main rights, but there are a lot of new words in the film. They will need them for discussion. Teacher explains that something wrong happened to her computer and the translation of new words disappeared. He asks Students to understand the meaning of these words from a short film they are going to watch. Teacher gives a list of new words and asks Students to write their translation in the process of watching. <https://www.youtube.com/watch?v=36CUlaqmFi4>

**6. Rearranging the rights**

Teacher gives Students a list of human rights and asks them to choose 3 most important human rights.

**7. Group discussion**

Each group presents their ideas and proves their point of view. Teacher marks how many points each right gets on the board and sums up Students' ideas.

**8. Understanding the quotes**

Each group gets a list of quotes and explains how they understand them (Appendix 2). Then they discuss their ideas in class.

**9. Giving own examples**

Each group should give its own examples to illustrate the violation of human rights in modern society. Teacher has cards with the names of rights and the representative from each team chooses the card with the right to give their own examples to. Other teams can add their comments in the process of discussion.

**10. Watching the dialogues**

Every team presents its dialogue and the others name the right that has been violated in each case.

**11. Reflection**

Teacher asks Students to find a proper adjective for every letter in the phrase "human rights" using the information they have learnt. They work in groups and then Teacher writes on the board all the adjectives Students offer.

H -	R -
U - universal	I -
M -	G -
A -	H -
N -	T -
	S -

## 12. Homework

Students should choose a card with a right to make a short speech. The cards can be like these:

- Do men and women have the same rights in Russia?
- Do people of different nationalities have the same rights in Russia?
- Does everybody have right to education in Russia?
- Does every person have right to food and shelter in Russia?

### Criteria:

1. To use factual information to prove your point of view – 20%.
2. To organize the text logically (introduction, body and conclusion), to use linking words – 20%.
3. Grammar and lexis accuracy (less than 3 mistakes – 20%; less than 5 mistakes – 10%; less than 6 mistakes – 5%).
4. Phonetic accuracy (less than 2 mistakes – 20%, less than 4 mistakes – 10%, less than 6 mistakes – 5%).
5. The number of sentences (more than 12 sentences – 20%, 11–12 sentences – 15%, 8–10 sentences – 10%, 5–8 sentences – 5%).

91– 100% – «5», 75–90% – «4», 51–74% – «3», less than 50 – «2».

## Sample Speech

### **Do men and women have the same rights in Russia?**

The Universal Declaration of Human Rights proclaims that there shouldn't be any discrimination in modern society. Nevertheless, the reality is quite opposite. For example, the discrimination against women still exists.

Firstly, women make 46.9% of the **employed population** in Russia. The greatest proportion of working women are in public health service (85%), education (81%), credit and finance (78%), information and accounting services (75%), whilst the lowest share is in the construction industry (22%). As in Soviet times, the majority of working women are trapped in **low-wage** areas, such as medicine, education, and clerical jobs.

Secondly, the principle of **equal pay for equal work** is in the constitution but men prevail in leading positions and dominate among well paid experts, so men's average wage is higher than women's and it seems to increase even more with time. Women's average wage constitutes 60% of men's salary.

Thirdly, there are **protective laws** prohibiting too hard jobs for women, such as carrying too heavy weights, or working at night. You'll see many women, though, working in the shops and in the metro past midnight: the law allows 'temporary' contracts for such jobs. Pregnant women or women with a child 1 to 3 years of age are strictly forbidden to work at night. When a pregnant woman leaves her job to give birth and look after her child, there is a 'requirement for a **3 year-paid maternity leave for child care**'. Therefore young women are often discriminated when applying for a job for that reason.

Finally, we can come to the conclusion that although the situation has improved since the Universal Declaration of Human Rights was proclaimed, there are some acute problems that have to be solved in the near future.

(source of information: <http://waytorussia.net/WhatIsRussia/Women/Facts.html>)

## Appendix 1

### **A brief history of the Universal Declaration of Human Rights**

Originally, people had rights only because of their membership in a group, such as a family. Then, in 539 b.c., Cyrus the Great, after conquering the city of Babylon, did something totally unexpected – he freed all slaves to return home. Moreover, he declared people should choose their own religion.

The idea of human rights spread quickly to India, Greece and eventually Rome. The most important advances since then have included:

1215: The Magna Carta – giving people new rights and making the king subject to the law.

1628: The Petition of Right – setting out the rights of the people.

1776: The United States Declaration of Independence – proclaiming the right to life, liberty and the pursuit of happiness.

1789: The Declaration of the Rights of Man and of the Citizen – in France, stating that all citizens are equal under the law.

1948: The Universal Declaration of Human Rights – the first document listing the thirty rights to which everyone is entitled.

During World War II, tens of millions of people died. In addition to those who lost their lives in the fighting, the Nazis in Germany killed millions in cold blood. When the war ended in 1945, the victorious nations met to decide how to prevent such acts from happening again. They formed the United Nations to advance human rights and peace.

The United Nations created the Universal Declaration of Human Rights, the first truly universal human rights document. Eleanor Roosevelt, the woman who led the committee that created this document, stated that the declaration grants rights for all Mankind.

The United Nations also took other steps. One was to create international laws to protect human rights, a process that took almost twenty years. International laws are laws agreed upon by many countries, and so they apply not just in one country but in all the countries that agree to them. The countries that belonged to the United Nations also brought these rights to the rest of the world. As a result, the basic laws of many nations today include the rights contained in the Declaration. What follows are all the rights contained in the Universal Declaration of Human Rights. When the Declaration was first published in 1948, the United Nations asked all member countries to circulate the document and to teach these thirty rights. In this way, the Declaration becomes very well-known and understood, resulting in a better, more peaceful world.

In 1948, when the Declaration was adopted, only 58 countries belonged to the United Nations. Today there are 192 member nations and many laws exist to protect human rights.

*The source: <http://www.youthforhumanrights.org/what-are-human-rights/universal-declaration-of-human-rights/introduction.html>*

## Appendix 2

### **Read the quotes of famous people and explain what they meant:**

“I disapprove of what you say, but I will defend to the death your right to say it.”

– Voltaire, French writer of the 18th century.

“The care of human life and happiness, and not their destruction, is the first and only legitimate object of good government.”

– Thomas Jefferson, principal author of the American Declaration of Independence.



“I learned that courage was not the absence of fear, but the triumph over it. The brave man is not he who does not feel afraid, but he who conquers that fear.”

– Nelson Mandela, South African statesman and Nobel Peace Prize winner.

“You must be the change you want to see in the world.”

– Mahatma Gandhi, 20th century political and spiritual leader of India.

“Injustice anywhere is a threat to justice everywhere.”

– Martin Luther King, Jr., who worked for the rights of African-Americans.

*The source: <http://www.youthforhumanrights.org/what-are-human-rights/universal-declaration-of-human-rights/introduction.html>*



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**ДИСКРИМИНАЦИЯ В СОВРЕМЕННОМ ОБЩЕСТВЕ**

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**THE DISCRIMINATION IN MODERN SOCIETY****I. Пояснительная записка**Место занятия в образовательной программе

Данный урок может использоваться в рамках изучения темы «Молодежь в современном обществе» для учеников 10–11 классов, уровень владения языком Intermediate / Upper-Intermediate.

Этот урок может быть использован как дополнение к учебной программе в рамках проведения внеурочного мероприятия на английском языке в сотрудничестве с преподавателями обществознания и правообразования по теме «Are we free from discrimination?» либо как часть курса внеурочной деятельности «English for future lawyers».

Время занятия: 90 мин.

Задачи:

- развитие умения аргументированно высказывать свою точку зрения, в том числе на иностранном языке;
- расширение лексического запаса учащихся по общественно-политической проблематике;
- совершенствование употребления в речи сравнительной степени прилагательных;
- расширение кругозора учащихся в области прав человека;
- формирование представлений учащихся о видах дискриминации, существующих в современном обществе;
- формирование толерантного отношения к людям, отличающимся по каким-либо признакам.

Занятие нацелено на достижение следующих результатов ФГОС:

*Предметных:*

- формирование коммуникативной иноязычной компетенции, необходимой для успешной социализации и самореализации как инструмента межкультурного общения в современном поликультурном мире;
- формирование умения использовать иностранный язык как средство для получения информации из иноязычных источников в образовательных и самообразовательных целях.

*Метапредметных:*

- формирование навыков познавательной, учебно-исследовательской и проектной деятельности, навыков в разрешении проблем; способность и готовность к самостоятельному поиску методов решения практических задач, применению различных методов познания;
- формирование готовности и способности к самостоятельной информационно-познавательной деятельности, включая умение ориентироваться в различных источниках информации, критически оценивать и интерпретировать информацию, получаемую из различных источников;
- формирование умения ясно, логично и точно излагать свою точку зрения, использовать адекватные языковые средства.

*Личностных:*

- формирование мировоззрения, соответствующего современному уровню развития науки и общественной практики, основанного на диалоге культур, а также различных форм общественного сознания, осознание своего места в поликультурном мире;
- формирование основ саморазвития и самовоспитания в соответствии с общечеловеческими ценностями и идеалами гражданского общества;
- формирование основ толерантного сознания и поведения в поликультурном мире, готовности и способности вести диалог с другими людьми, достигать взаимопонимания, находить общие цели и сотрудничать для их достижения.

Ожидаемые результаты занятия:*Предметные:*

- учащиеся смогут использовать новые лексические единицы (раздел «Active vocabulary») для выражения своего мнения по вопросам защиты прав человека;
- учащиеся смогут продуцировать неподготовленное монологическое

высказывание по проблематике прав человека с опорой на текст в объеме 5–8 предложений;

- учащиеся смогут строить предложения в сравнительной степени с употреблением выражений *less likely, more than, twice as, 6 times more, fewer, as often as, and as frequently*.

*Метапредметные:*

- учащиеся смогут анализировать, систематизировать и обобщать информацию по предложенной теме;
- учащиеся смогут взаимодействовать в группе при выполнении задания;
- учащиеся смогут использовать интернет-источники для аргументации своей позиции.

*Личностные:*

- учащиеся смогут использовать личный опыт для выражения собственного мнения по вопросу дискриминации;
- работая в группе, учащиеся приобретут опыт толерантного отношения к людям, в том числе к своим одноклассникам.

Комментарии

При организации данного занятия предлагается использовать метод «Шесть шляп мышления». Анна Ковальчукова описывает его следующим образом:

«Автором данного метода является Эдвард де Боно. Он заметил, что люди, размышляя над чем-то, пытаются в один и тот же момент совершать несколько операций. Например: дать оценку какому-то явлению, выразить свои эмоции, выявить проблемные зоны, творчески переосмыслить ситуацию и т. д. В итоге один из аспектов подавляет остальные, и человек, не осознавая этого, считает, что дает объективную оценку происходящим событиям, когда на самом деле он бурно выражает свои эмоции. Эдвард де Боно предложил упорядочить собственное мышление, используя шесть мыслительных шляп.

Каждая из шести шляп связана с определенным типом мышления. Все шляпы разноцветные: автор данного метода установил зависимость между цветом шляпы и типом мышления.

Белая шляпа символизирует объективное мышление. Посредством этой шляпы мы накапливаем факты, цифры. Нам становится очевидно, какой объективной информацией мы располагаем и какую информацию

нам нужно получить. Человек, работающий в белой шляпе, может также рассказать, как он собирается получить ту или иную необходимую информацию.

Красная шляпа активизирует эмоциональное мышление. Через эту шляпу мы получаем возможность поделиться своими эмоциями, переживаниями. Эдвард де Боно настаивает на том, что не надо объяснять мысли, соответствующие красной шляпе: это противоречит самой сути этой шляпы. Просто свободно выразите свои чувства через рисунок, жесты, мимику или вербально.

Черная шляпа вынуждает нас быть осторожными: перепроверять факты, высказывать сомнение, видеть проблемные или негативные стороны какой-то идеи, явления, события. От человека, надевшего черную шляпу, требуются логические доводы: он должен доказать, что что-то не так, что-то не соответствует данной ситуации, существуют какие-то противоречия. Данная шляпа помогает нам предвидеть проблемы, с которыми мы столкнемся, реализуя свои планы.

Желтая шляпа помогает нам увидеть позитивные стороны идеи, явления, события; помогает осознать ценность порожденной идеи, ее преимущества, извлечь выгоду. Надевая эту шляпу, необходимо продумать доказательства того, что что-то действительно сработает, что предложенная идея осуществима.

Зеленая шляпа означает альтернативное мышление. Посредством этой шляпы мы можем удовлетворить свой исследовательский интерес, заразить других людей новыми идеями. Зеленая шляпа вынуждает нас мыслить творчески: предлагать новые идеи, изобретать новые подходы к решению какого-то вопроса.

Синяя шляпа связывается в сознании Эдварда де Боно с образом голубого неба. Она означает, что мы размышляем не о проблеме, а о самом мышлении, выходим за пределы самой ситуации, находимся как бы сверху. Человек в синей шляпе подводит итоги, делает выводы, прогнозирует дальнейшие шаги, комментирует все происходящее, оценивает, насколько эффективным было мыслительное поведение всех участников».

*Источник: Анна Ковальчукова. Шесть шляп мышления // Новое образование № 4, 2008.*

Оборудование и материалы:

- компьютер с выходом в Интернет;
- проектор;
- экран;
- раздаточный материал (Appendix 1, 2).

Литература и информационные ресурсы

1. Примерная основная образовательная программа среднего общего образования (одобрена решением Федерального учебно-методического объединения по общему образованию (протокол от 28 июня 2016 г. № 2/16-з).
2. Civic Education in the English Language Classroom. Екатеринбург, 2003.
3. Ковальчукова А.В. Шесть шляп мышления // Новое образование. 2008. № 4.
4. <http://www.un.org/en/universal-declaration-human-rights/index.html>  
// The Universal Declaration of Human Rights.
5. <https://www.youtube.com/watch?v=fTcSVQJ2h8g> // Racism is real.

**II. Active vocabulary**

English	Russian
1. Less likely	1. Менее вероятно
2. More than	2. Более чем
3. Twice as	3. В 2 раза больше (чаще), чем
4. 6 times more	4. В 6 раз чаще
5. Fewer	5. Меньше
6. As often as	6. Так же часто как
7. As frequently	7. Так же часто как
8. Race, color and national origin discrimination	8. Дискриминация по цвету кожи, национальности, расе
9. Sex and gender discrimination	9. Дискриминация по половой принадлежности (гендерная)
10. Age discrimination	10. Дискриминация по возрасту
11. Physical and mental disability discrimination	11. Дискриминация по физическим и умственным способностям
12. Religious discrimination	12. Дискриминация по религиозным убеждениям
13. Military status discrimination	13. Дискриминация по военному статусу
14. Regional discrimination	14. Дискриминация по месту проживания
15. Caste discrimination	15. Дискриминация по кастовой принадлежности

### III. The Procedure

#### Step 1

Teacher reminds Students that last time they talked about human rights and asks them to name what rights they consider to be the most important. Teacher gives them handouts where 30 human rights are written (Appendix 1).

#### Step 2

Teacher asks them to look at the screen where different cases of abuses of human rights are presented. Students give their answers. Then Teacher asks them to work in pairs and answer the questions on the board:

1. What cases of discrimination in modern society could you name?
2. What are the ways to improve the situation?
3. What should society do to improve the situation?
4. What should government do for effective protection of human rights in Russia?
5. What types of discrimination are acute in Russia nowadays?

#### Step 3

Teacher says that he has a friend in the USA who sent him a short film and wanted to know the opinion of Russian students on the situation. Students watch the film and determine the problem.

<https://www.youtube.com/watch?v=fTcSVQJ2h8g>

#### Step 4

Students watch the film for the second time and write what human rights have been violated. Teacher gives Students handouts with the script of the film and asks them to look at the sentences and identify different ways of making comparisons (Appendix 2). Elicit: less likely, more than, twice as, 4 / 6 times more, fewer, as often as, and as frequently. Teacher asks every Student to compare the life of differently abled people and healthy people in Russia using underlined phrases.

#### Step 5

Teacher asks Students to discuss the situation and offers them 6 hats. Teacher asks to use underlined phrases in their speech. Every pair should choose one hat and put it on. Teacher explains what the colour of each hat means and gives students written instructions.

*White hat:*

Please, prove that racial discrimination still exists. Give the examples of the countries where this problem is acute. Use as much factual information as possible to prove your point of view.

*Red hat:*

You are an African American who lives in the USA. Please, tell us about your feelings and emotions when you come across unfair treatment. Give the examples.

*Black hat:*

If society doesn't change its attitude towards African Americans this situation could arouse a lot of problems in future. Give the examples.

*Yellow hat:*

You should prove that if society changes its attitude to African Americans it would get a lot of profits out of the situation.

*Green hat:*

Offer original creative ways which could help to change the attitude to African Americans for the better.

*Blue hat:*

You should sum up all the information you have heard today, make the conclusion about today's discussion. Make a positive of prediction for the future.

Step 6

Teacher thanks Students for active participation in the discussion and asks them what ways out they see under the existing circumstances and offers them to compose a short poem on the topic of racial discrimination.

*The rules of writing a poem:*

The 1st line – racial discrimination

The 2nd line – 2 adjectives

The 3d line – 3 verbs

The 4th line – phrase consisting of 4 words

The 5th line – final summing up word (or words)

Step 7

There are cards with different types of discrimination on the board. Teacher asks every pair to choose the card he / she would like to tell the classmates about next lesson. Teacher explains that next lesson they will have a press conference "The abuses of human rights in modern society".

Students' homework is to make a film about discrimination.



*Pupils should follow the instructions:*

The software: Windows Movie Maker (you can watch the instructions <https://www.youtube.com/watch?v=2L9xbUql3sY>)

The stages of making a film:

- think about the title of your film;
- write the script of the film;
- find interesting facts about your problem;
- find suitable photos and videos to illustrate the main facts;
- voice the film (check the pronunciation of all unknown words).

Main roles:

- Editor – combines the information which he gets from correspondents;
- Director – finds suitable videos and pictures to illustrate the text;
- Correspondent – searches and analyzes information concerning the problem;
- Speaker – is responsible for voicing the film.

Term: 1 week.

*Pupils should follow the criteria:*

1. The actuality of the problem aroused in your film – 15%.
2. The use of factual information which will support your film with convincing facts and arguments – 15%.
3. Grammatical and lexical accuracy of your speech – 15%.
4. The correctness of pronunciation – 10%.
5. The quality of shooting – 15%.
6. The participation of all members of the team – 15%.
7. The originality of presentation – 15%.
  - «5» – 91–100%
  - «4» – 75–90%
  - «3» – 51–74%
  - «2» – less than 51%

## **Appendix 1**

1. We are all born free and equal.
2. No discrimination.
3. We have the right to life.
4. No slavery.
5. No torture.
6. We have rights no matter where we go.
7. We are all equal under the law.

8. Our human rights are protected by the law.
9. No unfair detainment (задержание).
10. We have the right to trial.
11. We are always innocent till proven guilty.
12. We have the right to privacy.
13. We have the right to move.
14. We have the right to seek a safe place to live.
15. We have the right to have a nationality.
16. We have the right to marriage and family.
17. We have the right to have our own things (property).
18. We have the right to freedom of thought.
19. We have the right to freedom of expression.
20. We have the right to public assembly.
21. We have the right to democracy.
22. We have the right to security.
23. We also have workers' rights.
24. We have the right to play.
25. We have the right to food and shelter.
26. We have the right to education.
27. We have the right to copyright.
28. We have the right to free and fair world.
29. We have the right to responsibility.
30. No one can take away your rights.

## Appendix 2

The script of the film "Racism is real" by BRAVE NEW FILMS

1. Thousands of resumes were sent out which were identical except for the names.  
Black-sounding names were 50% less likely to be called back for an interview.
2. Black people are charged \$700 more than white people when buying cars.
3. Black people are twice as likely to be pulled over by the police.
4. Black clients are shown 17,7% fewer houses than white people.
5. Black people are 4 times more likely to be arrested for using marijuana.
6. Black people are incarcerated (посадить в тюрьму) 6 times the rate of white people.
7. Doctors did not inform black patients as often as white ones about an important heart procedure.
8. White legislators (законодатели) did not respond as frequently to constituents with black-sounding names.

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**МЫ ПРОТИВ ЛЮБОЙ ДИСКРИМИНАЦИИ**

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**WE ARE AGAINST ANY DISCRIMINATION****I. Пояснительная записка**Место занятия в образовательной программе

Занятие может использоваться при изучении темы «Молодежь в современном обществе» как основная часть урока английского языка в 10–11 классе или как часть внеклассного мероприятия для старших классов школы.

Время занятия: 45 мин.

Задачи:

- совершенствование языковых компетенций построения монологов, диалогов, полилогов по предложенной теме;
- формирование умения постановки целей в новой учебной ситуации;
- формирование готовности использования собственного опыта в новой ситуации;
- формирование интереса к изучению проблемы дискриминации и проблематики гражданского образования в целом.

Занятие нацелено на достижение следующих результатов ФГОС среднего (полного) образования:

Предметных:

- формирование коммуникативной иноязычной компетенции, необходимой для успешной социализации и самореализации как инструмента межкультурного общения в современном поликультурном мире;
- формирование умения использовать иностранный язык как средство для получения информации из иноязычных источников в образовательных и самообразовательных целях.

*Метапредметных:*

- формирование умения продуктивно общаться и взаимодействовать в процессе совместной деятельности, учитывать позиции других участников деятельности, эффективно разрешать конфликты;
- формирование навыков познавательной, учебно-исследовательской и проектной деятельности, навыков в разрешении проблем; способности и готовности к самостоятельному поиску методов решения практических задач, применению различных методов познания;
- формирование умения ясно, логично и точно излагать свою точку зрения, использовать адекватные языковые средства.

*Личностных:*

- формирование гражданской позиции как активного и ответственного члена российского общества, осознающего свои конституционные права и обязанности, уважающего закон и правопорядок, обладающего чувством собственного достоинства, осознанно принимающего традиционные национальные и общечеловеческие гуманистические и демократические ценности;
- формирование мировоззрения, соответствующего современному уровню развития науки и общественной практики, основанного на диалоге культур, а также различных форм общественного сознания, осознание своего места в поликультурном мире;
- формирование навыков сотрудничества со сверстниками, детьми младшего возраста, взрослыми в образовательной, общественно-полезной, учебно-исследовательской, проектной и других видах деятельности.

Конкретизированные ожидаемые результаты занятия*Предметные:*

- учащийся сможет задать вопрос, опираясь на смысл прослушанного высказывания;
- учащийся сможет объяснить, что такое дискриминация.

*Метапредметные:*

- учащийся сможет выстраивать свои рассуждения логически в соответствии с предложенной ситуацией;
- учащийся находит слова, подходящие для коммуникации на различных этапах занятия.

*Личностные:*

- учащийся сможет высказать свою точку зрения по обсуждаемым проблемам;
- учащийся не нарушает принятые правила в игровой ситуации;
- в ходе групповой работы учащийся действует в соответствии с принятой ролью.

В ходе урока учащиеся делятся на пары, а затем на группы по 4 человека в каждой. На этом этапе школьники работают самостоятельно, аргументируют свою точку зрения на английском языке.

Следующим этапом урока является ролевая игра, когда один представитель из каждой группы получает свою роль и должен ее вербально проиграть, самостоятельно порождая высказывание в ответ на учебную ситуацию. В процессе выполнения этого задания школьники совершенствуют свои умения в анализе ситуации и подготовке самостоятельного выступления, используя различные способы выражения и аргументирования своего мнения средствами английского языка.

Оборудование и материалы:

- доска, листы бумаги, раздаточный материал (карточки, выписки из словарей – значение слова «дискриминация», ст. 2 Всеобщей декларации прав человека).

Литература и информационные ресурсы

- Compass. A Manual on Human Rights Education. *Council of Europe*, 2012.
- Civic Education in the English Language Classroom. Екатеринбург, 2003.
- Wikipedia, the free encyclopedia <http://en.wikipedia.org>.
- Права человека: Методика преподавания в школе (9–11 классы). Изд. 4-е. Пермь, 2008.

## II. The procedure

**1. Teacher:** We've already spoken about The Universal Declaration of Human Rights. Last lesson we were talking about some articles of the Declaration. Do you remember what the first article is about?

Student 1: Right to Equality

Teacher: That's true. And does anybody remember about the second article?

Student 2: It says about Freedom from Discrimination.

Teacher: Right you are! And what is discrimination?

Some students' answers.

Then Teacher asks Students to compare their answers with the definitions of *discrimination* from an encyclopedia and a dictionary.

Meaning of "discrimination" in the Wikipedia, the free encyclopedia (<https://en.wikipedia.org/wiki/Discrimination>):

*Discrimination is treatment or consideration of, or making a distinction in favour of or against, a person or thing based on the group, class, or category to which that person or thing is perceived to belong to rather than on individual merit.*

Meaning of "discrimination" in the English Dictionary: Treating a person or particular group of people differently, especially in a worse way from the way in which you treat other people, because of their skin colour, sex, sexuality, etc.

**2. Teacher:** What do you know about discrimination? Can you give any examples of discrimination? Do we have discrimination in any spheres in our country? City? School? Please, discuss these questions in pairs.

The questions can be written on the board.

Teacher: Now let's have groups of four – two pairs form one group – and share their opinions.

Then one student from each group tells the whole class about their group discussion.

**3. Teacher:** Thank you. And now, please, choose one speaker and one writer in each group. Wonderful. The writer will be a blogger. Here is a sheet of paper for each blogger (or they can use their gadgets for blogging). Your task is to write a blog entry during the next part of our lesson – about whatever that seems important for you while you are listening to your classmates and watching what they are doing. We have some roles for speakers. Here are the cards with them. You take one card and have a minute to imagine that you are another person and tell us about your life in our place.

*Possible cards:* a pregnant woman; a person with black skin; a 95-year-old man; you weigh 200 kg; a blind boy; a homeless person (See Appendix 1).

**4. Teacher:** We have two more students in each group. Dear friends, you are lucky! At our press conference today you are the best journalists from world newspapers, magazines and TV channels. You decide what questions you can ask our today's guests. We'll speak about discrimination. We have very interest-

ing guests which know a lot about it – a pregnant woman, a person with black skin, a 95-year-old man, a person which weighs 200 kg, a blind boy and a homeless person. Our press conference will start in a minute. Super journalists are ready to ask their questions and super bloggers have already started to write. Today we are talking about discrimination. Off we go.

Speakers present what they decided to say as they imagined that they are other people. Journalists ask 3–4 questions after each short speech. When all the speakers finish their stories, Teacher asks bloggers to read their blogs. We also ask journalists, bloggers and speakers to share their impressions of participating in such a press conference.

### **5. Then Teacher repeats the questions about discrimination:**

What do you know about discrimination? Do you know about any examples of discrimination? Do we have discrimination in any spheres in our country? City? School?

And Teacher asks to think if there are some more things Students can say after our press conference.

### **Appendix 1**

#### ***Cards*** (the sample)

A pregnant woman  
A person with black skin  
A 95-year-old man  
You weigh 200 kg  
A blind boy  
A homeless person

### **Appendix 2**

#### **The Universal Declaration of Human Rights**

#### **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 distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

**КАЖДЫЙ ИМЕЕТ ПРАВО БЫТЬ УСЛЫШАНЫМ****EVERYONE HAS THE RIGHT TO BE HEARD****I. Пояснительная записка**Место занятия в образовательной программе

Данная учебно-методическая разработка может быть использована при проведении уроков английского языка в 10–11-х классах общеобразовательных школ, например, в рамках изучения темы «Межличностные отношения». Также разработку можно использовать для организации факультативных занятий или элективных курсов. Работа с предложенным материалом может быть проведена в течение серии уроков. Логичным продолжением может стать инсценированный судебный процесс (Mock trial).

Время занятия: 60 мин.

Задачи:

- развитие умений аудирования с извлечением необходимой информации;
- развитие умений говорения;
- формирование лексических навыков;
- создание условий для развития логического мышления, умения сравнивать и делать выводы;
- развитие критического мышления.

Занятие нацелено на достижение следующих результатов ФГОС среднего (полного) общего образования:

Личностных:

- формирование гражданской позиции как активного и ответственного члена российского общества, осознающего свои конституционные права и обязанности, осознанно принимающего традиционные национальные и общечеловеческие гуманистические и демократические ценности.



*Метапредметных:*

- формирование умения продуктивно общаться и взаимодействовать в процессе совместной деятельности, учитывать позиции других участников деятельности, эффективно разрешать конфликты;
- формирование умения ясно, логично и точно излагать свою точку зрения, использовать адекватные языковые средства.

*Предметных:*

- формирование коммуникативной иноязычной компетенции, необходимой для успешной социализации и самореализации как инструмента межкультурного общения в современном поликультурном мире.

Ожидаемые результаты занятия:

- учащиеся смогут использовать новую лексику в речи;
- учащиеся смогут пояснить значимость состязательности сторон для справедливого суда;
- учащиеся смогут выразить точку зрения относительно услышанного текста;
- учащиеся смогут обосновывать свою точку зрения, приводя примеры;
- учащиеся смогут воспринимать речь учителя и одноклассников;
- учащиеся смогут использовать график (диаграмма Венна) при сравнении для выявления сходств и различий;
- учащиеся смогут организовать учебное сотрудничество и совместную деятельность в паре;
- учащиеся смогут организовать обсуждение, выражать свое мнение, учитывая мнение других участников.

Оборудование и материалы:

- ноутбук с доступом в Интернет, проектор, колонки, мультимедийная презентация (Appendix 3, 4, 5), раздаточный материал на пару (Appendix 1, 2), раздаточный материал каждому учащемуся (Appendix 6).

Литература и информационные ресурсы

- Compass. A Manual on Human Rights Education. *Council of Europe*, 2012.
- Права человека: Методика преподавания в школе (9–11 классы). Изд. 4-е. Пермь, 2008.
- [www.youtube.com/watch?v=m75aEhm-BYw](http://www.youtube.com/watch?v=m75aEhm-BYw) (video)

- <http://shortstoriesshort.com/story/the-three-little-pigs/> (text of the original story)
- <https://www.youtube.com/watch?v=vDGrfhJH1P4> (commercial)
- [http://www.math-aids.com/Venn\\_Diagram/](http://www.math-aids.com/Venn_Diagram/) (Venn diagram)
- [http://www.echr.coe.int/Documents/Guide\\_Art\\_6\\_ENG.pdf](http://www.echr.coe.int/Documents/Guide_Art_6_ENG.pdf) (Article 6 of the European Convention of Human Rights)

## II. Active vocabulary

intention	намерение
victim	жертва
by accident	по неосторожности
judge	судить, судья
fair	справедливый
trial	суд
violate	нарушать

## III. The procedure

### 1. Warm-up

Teacher asks students to brainstorm English fairy tales they know.

### 2. Activating prior knowledge, skimming

Teacher activates Students' prior knowledge by asking them to recall the plot of the story of the 'Three Little Pigs' in pairs. Teacher gives the text of the original story cut into five parts (See Appendix 1) to each pair of students and asks them to put the cards in the correct order. Then they check the answers. Teacher asks students to reflect on the questions: Who are the victims in the story? Whose side is the narrator on? Can the wolf be innocent? Have you ever been accused of something you didn't do? What made people think you were guilty? What did you feel?

Teacher says that it is a high profile case and shows the video of the commercial to prove it (<https://www.youtube.com/watch?v=vDGrfhJH1P4>).

### 3. Listening for general understanding

Teacher says that today they will hear another version of the story. It's the same story told from the point of view of the wolf. Teacher asks students to surmise: What will be different in this version of the story? What circumstances could force the wolf to do this? Teacher asks if the students' attitude to the wolf changes after watching the video and why ([www.youtube.com/watch?v=m75aEhm-BYw](http://www.youtube.com/watch?v=m75aEhm-BYw)).

#### **4. Listening for detail**

Teacher asks what makes the story told by the wolf different according to the video they have watched. Teacher asks students to watch the video for the second time and take notes of how the two versions of the story are alike and different. Teacher gives the template of Venn diagram (Appendix 2) and asks students to work in pairs and complete it after watching. The first circle of the diagram is for the facts from the original story. The second one is for the facts from the story told by the wolf. The part in the middle will contain the facts which unite both versions.

The key points which make the story told by the wolf different are: the wolf had a cold, wolves are carnivores, the wolf wanted to ask his neighbors for a cup of sugar, the wolf didn't mean to kill the pigs and the pigs were impolite. If students don't have some of these points teacher should elicit them asking questions like 'What was the purpose of the wolf's visit to the pigs?', 'What did the pigs answer to the wolf?' etc.

#### **5. Post-listening (focus on content)**

Teacher shows the slide with the words from the very beginning of the story 'Everybody knows the story of the Three Little Pigs. Or at least they think they do. But I'll let you in on a little secret. Nobody knows the real story, because nobody has ever heard my side of the story' (See Appendix 4). Teacher asks: Do you agree with it? Has it ever happened to you that you saw the situation differently than your friend or parent did? Do you think that it's important to know all the versions of what has happened to make a conclusion? What other things are necessary in order to investigate the case? Teacher elicits the word 'purpose'.

#### **6. Focus on form (vocabulary, word-building)**

Teacher asks Students to give the synonyms of the word 'purpose' (will, aim, design, goal, objective, intention). Teacher asks: Which word is used in law? (Intention). Teacher asks Students to make a word web for the word 'intention' (Verb – to intend, noun – intention, adjective – (un-)intentional, adverb – intentionally). Teacher asks: What is the word for something that happens unintentionally? Teacher elicits the word 'accident'. Students make a word web for the word 'accident' (See Appendix 3).

#### **7. Discussion**

Teacher organizes a discussion asking questions: Did the wolf blow the house intentionally or by accident? Do you think we should punish people for

something done by accident? Have you ever been punished for something that happened by accident? Do you think it was fair? Is the intention taken into account when the person is judged by the court? Encourage Students to use the words from word webs.

Teacher asks students: Who do you think the news reporters and the policemen were, pigs or wolves? Teacher draws Students' attention to the name of the newspaper and the picture with the pig-policeman (Appendix 5).

Teacher asks: Who do you think judged the wolf? Alexander T. Wolf lives in the society of pigs. Do you think the story would be different if Al was a pig? Do you think Al would have received a fair trial? Is it important that a trial be fair? What makes a trial fair? Various rights associated with a fair trial are explicitly proclaimed in Article 6 of the European Convention of Human Rights. Teacher gives the text of the Article to each student (Appendix 6). Can we organize a fair trial at the next lesson?

## **8. Closure**

To sum up Teacher asks Students to think of 3 things they have learned at the lesson, 2 things they have a question about and 1 thing which was the most surprising.

## **9. Homework**

Teacher gives home task to Students: to study the text of Article 6 (Appendix 6) and to write a personal letter to Al who is in prison now. The Students are journalists who want to make an independent inquiry. They are to ask Al questions to find out if his right to a fair trial was violated and to learn more details about the case. Teacher reminds Students about the rules of writing a formal letter and useful language.

Optional home task: to choose a fairy tale and think how it would change if told by the other character of the story:

- The story of Cinderella as told by the Wicked Stepmother
- The story of Little Red Riding Hood as told by the Wolf
- The story of Jack and the Beanstalk as told by the Giant
- The story of the Three Bears as told by the Baby Bear

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**Appendix 1**

**B.** Once upon a time there were three little pigs. One pig built a house of straw while the second pig built his house with sticks. They built their houses very quickly and then sang and danced all day because they were lazy. The third little pig worked hard all day and built his house with bricks.

**C.** A big bad wolf saw the two little pigs while they danced and played and thought, "What juicy tender meals they will make!" He chased the two pigs and they ran and hid in their houses. The big bad wolf went to the first house and huffed and puffed and blew the house down in minutes.

**E.** The frightened little pig ran to the second pig's house that was made of sticks. The big bad wolf now came to this house and huffed and puffed and blew the house down in hardly any time. Now, the two little pigs were terrified and ran to the third pig's house that was made of bricks.

**A.** The big bad wolf tried to huff and puff and blow the house down, but he could not. He kept trying for hours but the house was very strong and the little pigs were safe inside. He tried to enter through the chimney but the third little pig boiled a big pot of water and kept it below the chimney. The wolf fell into it and died.

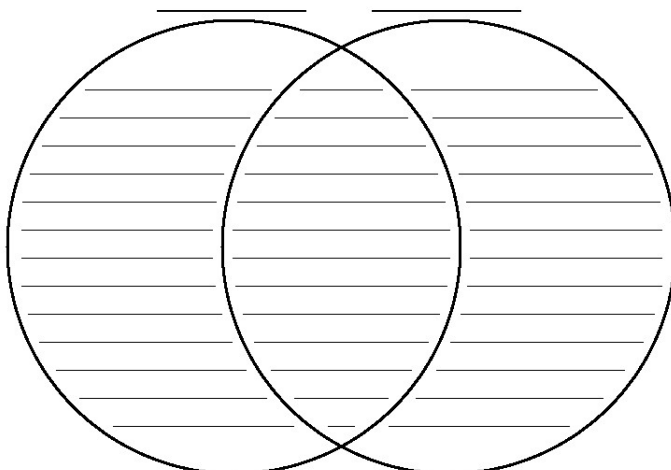
**D.** The two little pigs now felt sorry for having been so lazy. They too built their houses with bricks and lived happily ever after.

Once upon a time there were three little pigs. One pig built a house of straw while the second pig built his house with sticks. They built their houses very quickly and then sang and danced all day because they were lazy. The third little pig worked hard all day and built his house with bricks.

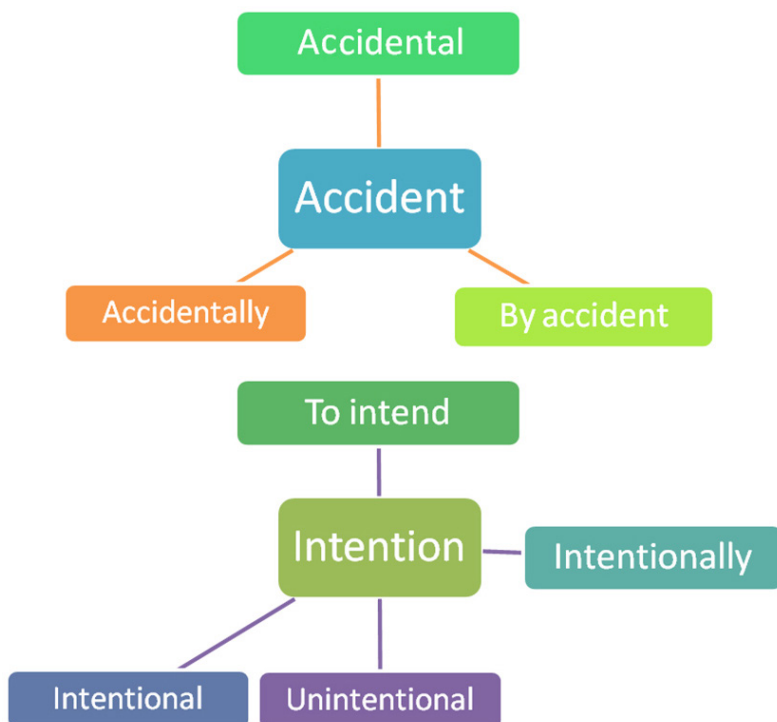
A big bad wolf saw the two little pigs while they danced and played and thought, "What juicy tender meals they will make!" He chased the two pigs and they ran and hid in their houses. The big bad wolf went to the first house and huffed and puffed and blew the house down in minutes. The frightened little pig ran to the second pig's house that was made of sticks. The big bad wolf now came to this house and huffed and puffed and blew the house down in hardly any time. Now, the two little pigs were terrified and ran to the third pig's house that was made of bricks.

The big bad wolf tried to huff and puff and blow the house down, but he could not. He kept trying for hours but the house was very strong and the little pigs were safe inside. He tried to enter through the chimney but the third little pig boiled a big pot of water and kept it below the chimney. The wolf fell into it and died.

The two little pigs now felt sorry for having been so lazy. They too built their houses with bricks and lived happily ever after.

**Appendix 2**Name : \_\_\_\_\_ **Venn Diagram**

Math-Aids.Com

**Appendix 3**

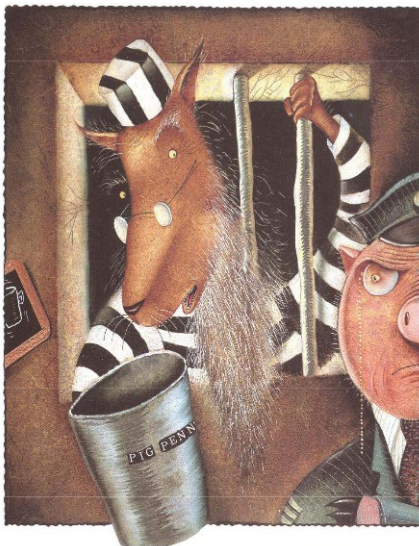
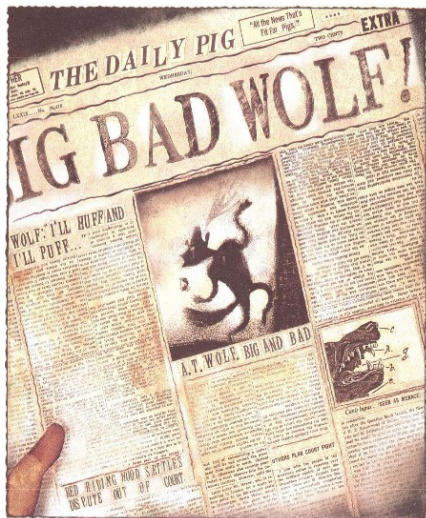
## Appendix 4



verybody knows the  
story of the Three Little Pigs.  
Or at least they think they do.  
But I'll let you in on a little secret.  
Nobody knows the real story,  
because nobody has ever heard  
*my* side of the story.



## Appendix 5



## Appendix 6

### **Article 6 of the Convention – Right to a fair trial**

“1. In the determination of his civil rights and obligations or of any criminal charge against him, everyone is entitled to a fair and public hearing within a reasonable time by an independent and impartial tribunal established by law. Judgment shall be pronounced publicly but the press and public may be excluded from all or part of the trial in the interests of morals, public order or national security in a democratic society, where the interests of juveniles or the protection of the private life of the parties so require, or to the extent strictly necessary in the opinion of the court in special circumstances where publicity would prejudice the interests of justice.

2. Everyone charged with a criminal offence shall be presumed innocent until proved guilty according to law.

3. Everyone charged with a criminal offence has the following minimum rights:

(a) to be informed promptly, in a language which he understands and in detail, of the nature and cause of the accusation against him;

(b) to have adequate time and facilities for the preparation of his defence;

(c) to defend himself in person or through legal assistance of his own choosing or, if he has not sufficient means to pay for legal assistance, to be given it free when the interests of justice so require;

(d) to examine or have examined witnesses against him and to obtain the attendance and examination of witnesses on his behalf under the same conditions as witnesses against him;

(e) to have the free assistance of an interpreter if he cannot understand or speak the language used in court.”



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## ИДЕОЛОГИ НЕНАСИЛЬСТВЕННОГО СОПРОТИВЛЕНИЯ

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### LEADERS OF NONVIOLENT RESISTANCE

#### І. Пояснительная записка

##### Место занятия в образовательной программе

Занятие может использоваться на уроках английского языка в 10 и 11 классах в общеобразовательных школах, а также школах с углубленным изучением иностранного языка в рамках таких тем, как: "Society", "Responsibilities", "Famous People"; может быть включено в страноведческий модуль программы, а также в элективный или факультативный курс по английскому языку.

Время занятия: 90 мин.

##### Задачи:

- совершенствование навыка смыслового чтения на иностранном языке;
- развитие умений говорения;
- расширение лексического запаса по общественно-политической тематике;
- создание условий для развития логического мышления, умения сравнивать и делать выводы;
- формирование интереса к изучению проблематики прав человека.

Занятие нацелено на достижение следующих результатов ФГОС среднего (полного) общего образования:

##### Предметных:

- формирование коммуникативной иноязычной компетенции, необходимой для успешной социализации и самореализации, как инстру-

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\* Занятие подготовлено на основе методической разработки «Leaders» И.Л. Фениной (см.: Civic Education in the English Language Classroom. Ekaterinburg, 2003.); при использовании идей участников Всероссийского семинара «Права человека и механизмы их защиты: теория и практика обучения на уроках английского языка».

мента межкультурного общения в современном поликультурном мире;

- формирование умения использовать иностранный язык как средство для получения информации из иноязычных источников в образовательных и самообразовательных целях.

*Метапредметных:*

- формирование навыков познавательной, учебно-исследовательской и проектной деятельности, навыков разрешения проблем; способности и готовности к самостоятельному поиску методов решения практических задач, применению различных методов познания;
- формирование умения ясно, логично и точно излагать свою точку зрения, использовать адекватные языковые средства.

*Личностных:*

- формирование гражданской позиции как активного и ответственного члена российского общества, осознающего свои конституционные права и обязанности, уважающего закон и правопорядок, обладающего чувством собственного достоинства, осознанно принимающего традиционные национальные и общечеловеческие гуманистические и демократические ценности;
- формирование мировоззрения, соответствующего современному уровню развития науки и общественной практики, основанного на диалоге культур, а также различных форм общественного сознания, осознание своего места в поликультурном мире;
- формирование основ саморазвития и самовоспитания в соответствии с общечеловеческими ценностями и идеалами гражданского общества.

Ожидаемые результаты занятия

*Предметные:*

- учащиеся смогут использовать новые лексические единицы для выражения своего мнения при обсуждении поставленных вопросов;
- учащиеся смогут продуцировать неподготовленное монологическое высказывание по проблематике прав человека с опорой на текст в объеме 5–8 предложений;
- учащиеся понимают речь учителя и одноклассников по обсуждаемой теме;

- учащиеся смогут назвать идеологов ненасильственного сопротивления, рассказать об их наиболее значимых делах.

*Метапредметные:*

- учащиеся смогут извлечь необходимую информацию из предложенных текстов;
- учащиеся обосновывают свою точку зрения, приводя примеры;
- учащиеся смогут анализировать, систематизировать и обобщать информацию по предложенной теме.

*Личностные:*

- учащиеся смогут объяснить значимость идей ненасильственного сопротивления и деятельности его идеологов для общества.

Оборудование и материалы:

- ноутбук, проектор, раздаточный материал (Appendix 1–7).

Литература и информационные ресурсы

- Civic Education in the English Language Classroom. Екатеринбург, 2003.
- Права человека: Методика преподавания в школе (9–11 классы). Изд. 4-е. Пермь, 2008.

## II. Active vocabulary

segregate	отделять, выделять, разделять
obstacle	препятствие
to disobey	не подчиняться
civil disobedience	гражданское неповиновение
nonviolent resistance	ненасильственное сопротивление

## III. The Procedure

### 1. Pre-reading task

Teacher: Here, in this unit you'll read about great, charismatic personalities, people of different walks and diverse interests, living in different parts of the world, different periods of time, but the one thing they have in common is their indelible impact on everyone's life...

Teacher shows following quotations with a projector.

- Responsibility was the price every man must pay for freedom. It was to be had on no other terms. – *Edith Hamilton*

- 
- Liberty means responsibility. That is why most men dread it. – *George Bernard Shaw*
  - Those who would give up essential Liberty, to purchase a little temporary Safety, deserve neither Liberty nor Safety. – *Benjamin Franklin*
  - The greatest Glory of a free-born People is to transmit that Freedom to their Children. – *William Harvard*
  - When we lose the right to be different, we lose the privilege to be free. – *Charles Evans Hughes*

Teacher asks Students to consider the quotations and to answer:

- a) Which one do you like best? Why?
- b) Have you heard or read about any of these people quoted below? Find out about one of the persons quoted below and share with class what you think is important about his life.

## **2. Introduction**

Teacher asks Students to read the text 'I have a dream' (Appendix 1) and to translate excerpts from this famous speech into Russian.

Then Teacher asks if Students can name any other famous speakers.

## **3. Reading the text and answering the questions**

Teacher asks Students to read the text 'King and Gandhi' (Appendix 2) and to answer the following questions.

- a) Who influenced Martin Luther King in his desire to become "as good as anybody"?
- b) What were the twin evils African-Americans had?
- c) What is meant by Jim Crow?
- d) Whose essay influenced young King? How do you understand the joke?
- e) What are the peaceful means to resist unjust laws?
- f) Why you think people should never use violence?
- g) How did King use Gandhi's idea – "nonviolence resistance"?

## **4. Reading the text and telling life stories**

Teacher asks Students to read the text 'Mine Eyes Have Seen the Glory' (Appendix 3) and to answer the following questions.

- a) How did Martin come to understand his mission?
- b) Give the basic outline of Martin Luther King's life story.

## **5. Homonyms' understanding**

Teacher: In most texts you have read there are some words that you do

not understand. It is important that you are able to make sensible guesses as to what these words might mean from the surrounding context.

The students are given the hand-out (vocabulary from the text – see Appendix 4). The teacher asks the students to look at each word in context and choose the correct meaning: a) or b).

### 6. Understanding words and understanding the sense

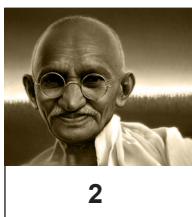
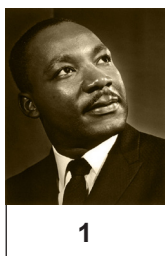
The teacher asks the students to read the text ‘Andrei Sakharov’ (Appendix 5) and to find words that have a similar meaning in the text using Appendix 6.

Then Teacher asks Students the following questions and discusses them.

- a) What do we learn about the people who are mentioned in the article?
- b) Did you know about Andrei Sakharov before this lesson? If yes, what?
- c) In what ways did the facts you have learned illustrate this statement:  
“Without Freedom of Thought, there can be no such Thing as Wisdom; and no such Thing as public Liberty, without Freedom of Speech.” – *Benjamin Franklin*

### 7. Making conclusions

Teacher shows the photos of three leaders and asks Students to name them.



Then Teacher asks Students to match the leaders and their quotations.

1	Nonviolence is an active force of the highest order.
2	Peace, progress, human rights – these three goals are insolubly linked to one another: it is impossible to achieve one of these goals if the other two are ignored.
3	I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at a table of brotherhood.

The next task for Students is filling in a table (Students take the form as a hand-out – Appendix 7). After finishing this activity Teacher evaluates the results and organizes a discussion of two proposed questions: 'What is he famous for?' and 'How did he manage to influence the society?'

At the end of the lesson, Teacher should discuss the meaning of nonviolent resistance and civil disobedience. Teacher proposes to start phrases with words:

- Nonviolent resistance is / isn't a good instrument for human rights advancement because...
- Civil disobedience might help / obstruct people...

## Appendix 1

### *I have a dream*

Henry David Thoreau wrote an essay called Civil Disobedience in 1864 from where many of the ideas about and reasons for this practice come. One of the most famous examples of civil disobedience was the action taken by Mahatma Gandhi in India in the early 1920s. His real name was Mohandas Karamchand Gandhi but he was given the name "Mahatma" (meaning great soul) by his followers. An Indian lawyer and politician, he successfully led the fight for India's independence from the British. Gandhi is famous especially for developing the ideas of non-violent protest, and his methods have been copied in many other places. Martin Luther King, Jr. an African American US religious leader, encouraged people to try to achieve social changes without using violence. He became the most important leader of the civil rights movement and he was known for being a great public speaker: many people remember his famous speech that starts with the words, 'I have a dream'.

I have a dream that one day this nation will rise up and live out the true meaning of its creed – "We hold these truths to be self evident, that all men are created equal."

I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

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.

I have a dream today.

I have a dream that one day the state of Alabama... will be transformed into a situation where little black boys and black girls will be able to join

hands with little white boys and white girls and walk together as sisters and brothers.

I have a dream today.

When we let freedom ring, when we let it ring from every village and every hamlet, from every state and every city, we will be able to speed up that day when all of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual

Free at last! Free at last! Thank God Almighty, we are free at last!

## Appendix 2

### *King and Gandhi*

Martin graduated from Morehouse when he was nineteen. But he felt that he wanted to study even more, so he could become a better minister. In September 1948, he entered Crozer, a school of religion in Chester, Pennsylvania. The school had a hundred students. Only six were black. Now Martin felt that he had to prove what his mother had always told him: "You are as good as anybody." Martin studied hard and became an "A" student. What about his wish to help his people? Martin believed that African Americans had two main problems. They were segregated, and they were usually poor. He was sure that the two problems went hand-in-hand. Didn't blacks usually have to go to rundown schools? Didn't they always get the worst jobs with the lowest pay? Weren't they always the first to be fired? Yes, he thought, Jim Crow\* and being poor were really twin evils.

So far, King really hadn't found a way of helping his people. In college he had read an essay by Henry David Thoreau. Thoreau lived more than a hundred years ago. He believed that a citizen had the right to disobey any law he or she thought was evil or unjust. Once Thoreau refused to pay his taxes as a protest against slavery. He was put in jail. A friend came to visit him in jail.

"Why are you in jail?" the friend asked him. "Why are you out of jail?" Thoreau answered. King liked Thoreau's idea that people should not obey evil or unjust laws. He read the essay over and over again. When King entered Crozer, he began to search harder for a way to fight against injus-



tice. He read books by great thinkers and writers. Then one day he heard a speech about the famous leader of India, Mahatma Gandhi. After many years, in 1947, Gandhi had won India's freedom from British rule. Like King, Gandhi had read Thoreau's essay. He, too, believed that people had the right to disobey unjust laws. Like Thoreau, he believed that they should gladly go to jail when they break such laws. "Fill the jails," Gandhi said.

Gandhi had won India's freedom in a very unusual way. From the start, he told his people not to use violence. He told them to resist the British by peaceful means only. What peaceful means could they use? They could march. They could sit down or lie down in the streets. They could strike. They could fast. They could boycott British goods.

But they could never use violence, Gandhi said. Violence defeats itself. It only brings about more hate and more violence. Gandhi told his followers to meet body force with soul force. He told them to meet hate with love. He told them they must learn to suffer if they wanted to win their freedom. "Rivers of blood may have to flow before we gain our freedom," Gandhi said. "But it must be our blood." We will win our freedom – he told them – and we will also win the respect of the British. That, he told his followers, must be their aim. Gandhi called this strategy "war without violence." It was successful, and helped India gain its freedom.

Now, in 1950, Martin Luther King Jr. began to wonder: Why couldn't Gandhi's way be used by blacks in the United States to win their freedom? Wasn't Gandhi's way also like the way of Jesus Christ? Hadn't Jesus told his people to "turn the other cheek" if someone struck them? Hadn't he told them to "love your enemies"?

More and more, King began to think that Gandhi's ideas could work for African Americans. This idea – of fighting peacefully against evil – was called nonviolent resistance. King was for nonviolence. It had worked for Gandhi. And it was moral and right. Was nonviolence the coward's way? No, said King. It took courage and heroism not to hit back when struck.

King graduated from Crozer in June 1951. He was the top student in his class, with "A's" in all his subjects. He also won a prize of \$1,200. He used this money for more study, now at Boston University.

But King wasn't all work and no play. He had many dates, and he was a





smooth dancer. As for marriage – he thought that was for the future. Then he met Coretta Scott. Like him, Coretta came from the South. She was in Boston studying to become a concert singer. Martin hinted on their first date that he would like her to be his wife. She wasn't interested – at first. A singing career was more important to her just then. Besides, she didn't think that preachers were very romantic. Martin soon made her change her mind. He and Coretta were married on June 18, 1953.

**Notes:**

\* **Jim Crow** laws, – from the 1880s into the 1960s, a majority of American states enforced segregation through “Jim Crow” laws (so called after a black character in minstrel shows). From Delaware to California, and from North Dakota to Texas, many states (and cities, too) could impose legal punishments on people for consorting with members of another race. The most common types of laws forbade intermarriage and ordered business owners and public institutions to keep their black and white clientele separated.

**Jim Crow**, adj. Am. E – for blacks only, and usually of poor quality.

*Source: Longman, Dictionary of English Language and Culture.*

### Appendix 3

#### Mine Eyes Have Seen the Glory

Early in the evening of April 4, 1968, a rifle bullet ended the life of Martin Luther King Jr., in Memphis, Tennessee. His death plunged the nation into gloom, just as President John F. Kennedy's death had a few years before.

King was only 39 when he was killed, but he had already been the most important African-American civil-rights leader in the United States for more than 12 years. King became the leader of that movement late in 1955, when he was chosen to lead a boycott in Montgomery, Alabama, against the city's bus lines. (A boycott is a refusal by many people to buy the goods or services of someone whose actions are considered unjust.) At the time of the boycott, King was the pastor of a Baptist church in Montgomery.

When he was elected to lead the boycott, King really didn't want the job. But, once chosen, he felt that he couldn't refuse to serve. King led the fight in Montgomery against segregated buses and overcame all kinds of obstacles.

Following the success of the bus boycott, King felt he had to lead African Americans to freedom, not only in Montgomery, but wherever there was racial injustice. When he left his church in Montgomery to return to his home in Atlanta, Georgia, he told the congregation: “History has thrust something on me which I cannot turn away.”

In 1968, after many attempts on his life, King, the man of nonviolence, finally met a violent death. King knew that he might meet death almost any day after he became a civil-rights leader. But at the end of his life, King was no longer afraid of dying. The day before he was killed he said:

[Death] really doesn't matter with me now. Because I have been to the mountaintop. And I've looked over, and I've seen the Promised land. I may not get there with you. But I want you to know tonight that we as a people will get to the Promised land. So I'm happy tonight. I'm not worried about anything. I'm not fearing any man. Mine eyes have seen the glory of the coming of the Lord!

\* **The Promised Land**, n – 1. in the Old Testament of the Bible, the land that God promised to give to the Israelites. 2. a situation that people want very much to achieve or reach because they believe it will bring them happiness, safety, or success.

*Source: Longman, Dictionary of English Language and Culture.*

## Appendix 4

### Vocabulary

<b>minister, n</b>	a) a religious leader in some churches b) a member of government
<b>date, n</b>	a) the number of the day, the month, and the year b) a planned social meeting between a man and a woman
<b>fire, v</b>	a) to make someone leave his / her job b) to shoot bullets from a gun
<b>coward, n</b>	a) a person who is afraid to face danger, pain, or hardship b) a person who looks after cattle (e.g. cows)
<b>UNJUST, ADJ.</b>	A) NOT RIGHT OR FAIR; NOT JUST B) UNPLEASANT TO LOOK AT
<b>JAIL, N</b>	A) A SMALL RESTAURANT B) A PLACE WHERE SOMEONE IS SENT TO BE PUNISHED FOR A CRIME; PRISON
<b>obstacle, n</b>	a) something that makes it difficult for you to succeed b) a time when something happens
<b>to fast, v</b>	a) to be able to move quickly b) to eat little or no food for a particular length of time
<b>rifle, n</b>	a) a trip in a car, train, etc. b) a gun with a long barrel (tube-shaped part)
<b>segregate, v</b>	a) to choose something or someone b) to separate one group of people from other groups because of race, sex, religion, etc.

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## Appendix 5

### ***Andrei Sakharov***

Andrei Sakharov (1921–1989) was a Soviet physicist who became, in the words of the Nobel Peace Committee, a spokesman for the conscience of mankind. He was fascinated by fundamental physics and cosmology, but first he spent two decades designing nuclear weapons. He came to be regarded as the father of the Soviet hydrogen bomb, contributing perhaps more than anyone else to the military might of the USSR. But gradually Sakharov became one of the regime's most courageous critics, a defender of human rights and democracy.



He could not be silenced, and helped bring down one of history's most powerful dictatorships.

In Moscow Sakharov combined work on fundamental theoretical physics with increasing political activism, developing contacts to the emerging human rights movement. In 1970 Sakharov with Soviet dissidents Valery Chalidze and Andrei Tverdokhlebov founded the Moscow Human Rights Committee. In the movement, he met Elena Bonner, who became his partner and companion-in-arms; they married in 1972. She gave him a sense of personal happiness and greatly enhanced his contact with other people. Together they worked on articles, interviews, appeals, and demonstrations in defense of victims of political persecution and discrimination.

Sakharov's public stature and international support grew, the regime put increasing pressure on him. Open letters were published denouncing Sakharov, some signed by members of the Soviet Academy of Sciences. Newspapers also published phony letters "from simple people" attacking him. The 1973 newspaper campaign targeted both Andrei Sakharov and Alexander Solzhenitsyn – two parts of the same headache for the Soviet Politburo. Sakharov strongly disagreed with Solzhenitsyn's vision of Russian national resurrection, but he always deeply respected the fearless voice of the author of *The Gulag Archipelago*. It was Solzhenitsyn, Nobel Prize laureate for literature of 1970, who in 1973 nominated Sakharov for the Nobel Prize for Peace. Only a few individuals in the Soviet Union dared to defend "traitors" like Sakharov. In September 1973, writer Lydia Chukovskaya wrote

and circulated a remarkable article, "The People's Wrath," which explained that Sakharov's ideas had been distorted in the Soviet press.

She noted, "He wrote several articles, well known to the entire world except for you, comrade Soviet people, articles in which he called on peoples, instead of accumulating bombs, to accumulate thoughts: how to save mankind from the threat of war, hunger, illness, extinction, how to save nature, mankind, and civilization from perishing?" In January 1974 Chukovskaya was expelled from the Soviet Writers Union, primarily because of her articles in defense of Sakharov.

Sakharov was awarded the Nobel Peace Prize in 1975, the first Russian to get this honor. The Nobel Committee's official citation praised Sakharov for his "fearless personal commitment in upholding the fundamental principles for peace... Uncompromisingly Sakharov has fought against the abuse of power and all forms of violation of human dignity, and he has fought no less courageously for the idea of government based on the rule of law."

## Appendix 6

***Find words in the text that have a similar meaning to the following.  
The first letter of each word is given to help you.***

1. a responsibility or promise to follow certain beliefs or a certain course of action  
c \_\_\_\_\_
2. someone who has been chosen to speak officially for a group, organization, etc., s \_\_\_\_\_
3. really great anger w \_\_\_\_\_
4. someone who is disloyal, especially to their country t \_\_\_\_\_
5. false or not real, and intended to deceive someone p \_\_\_\_\_
6. an action that breaks a law, agreement etc. v \_\_\_\_\_
7. to increase, to make something such as a feeling, or ability better e \_\_\_\_\_
8. to suggest or name someone officially for a position, duty, honor etc.  
n \_\_\_\_\_

## Appendix 7

	Gandhi	King	Sakharov
What is he?			
Where is he from?			
What is he famous for?			
What human rights did he fight for?			
How did he manage the society?			

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**БРИТАНСКАЯ ШКОЛА: КАК ПОЯВЛЯЮТСЯ ПРАВИЛА  
И ПОЧЕМУ ОНИ РАБОТАЮТ**

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**SCHOOL EDUCATION IN GREAT BRITAIN:  
HOW RULES APPEAR AND WHY THEY WORK****I. Пояснительная записка**Место занятия в образовательной программе

Занятие по теме «Школьное обучение в Великобритании» может быть использовано как основная часть урока английского языка в 8 классе на этапе совершенствования умения использовать модальные глаголы долженствования и запрета.

Время занятия: 40 мин.

Задачи

*Страноведческая задача:* освоение культуры страны изучаемого языка.

*Коммуникативная задача:* совершенствование умения описывать увиденное на иностранном языке, совершенствование умения участвовать в диалоге, высказывать и аргументировать свое мнение.

*Лингвистическая задача:* совершенствование грамматических представлений о модальных глаголах английского языка, совершенствование использования выражений функций предложения, согласия, возражения и аргументации своего мнения.

Комментарии

Изучение темы школьного образования в Великобритании обеспечивает культуроведческую направленность обучения, приобщение школьников к культуре страны изучаемого языка, лучшее осознание культуры своей страны и включение школьников в диалог культур.

В ходе выполнения заданий у учащихся совершенствуются грамматические представления о различных модальных глаголах долженство-

вания, которых в английском языке больше, чем в русском, что часто вызывает затруднение в их правильном употреблении в собственной речи. В разъяснении задания учителю необходимо показать следующие различия модальных глаголов, которые на русский язык переводятся как «**должен**»:

- модальный глагол **must** в значении долженствования используется тогда, когда тот, кто должен что-либо делать, согласен с тем, что он должен это делать;
- для демонстрации несогласия того, кто должен что-либо делать, но не делает, используется модальный глагол **have to**;
- в отрицании их значения расходятся. **Must not** означает строгий запрет, в то время как **do not have to** обозначает отсутствие долженствования, необходимости что-либо делать, хотя делать это можно;
- в отличие от этих двух глаголов долженствования глагол **should** описывает идеальную ситуацию, особенно если реальность отличается от нее. **Should not** описывает то, чего в идеале быть не должно, а в реальности бывает.

Занятие нацелено на достижение следующих результатов ФГОС основного общего образования:

*Предметных:*

- формирование и совершенствование иноязычной коммуникативной компетенции; расширение и систематизация знаний о языке, расширение лингвистического кругозора и лексического запаса, дальнейшее овладение общей речевой культурой;
- формирование и совершенствование иноязычной коммуникативной компетенции; расширение и систематизация знаний о языке, расширение лингвистического кругозора и лексического запаса, дальнейшее овладение общей речевой культурой;
- создание основы для формирования интереса к совершенствованию достигнутого уровня владения изучаемым иностранным языком, в том числе на основе самонаблюдения и самооценки.

*Метапредметных:*

- умение организовывать учебное сотрудничество и совместную деятельность с учителем и сверстниками; работать индивидуально и в группе: находить общее решение и разрешать конфликты на основе согласования позиций и учета интересов; формулировать, аргумен-

тировать и отстаивать свое мнение;

- умение соотносить свои действия с планируемыми результатами, осуществлять контроль своей деятельности в процессе достижения результата, определять способы действий в рамках предложенных условий и требований, корректировать свои действия в соответствии с изменяющейся ситуацией;
- умение осознанно использовать речевые средства в соответствии с задачей коммуникации для выражения своих чувств, мыслей и потребностей.

*Личностных:*

- освоение социальных норм, правил поведения, ролей и форм социальной жизни в группах и сообществах, включая взрослые и социальные сообщества;
- развитие морального сознания и компетентности в решении моральных проблем на основе личного выбора, формирование нравственных чувств и нравственного поведения, осознанного и ответственного отношения к собственным поступкам;
- формирование коммуникативной компетентности в общении и сотрудничестве со сверстниками, детьми старшего и младшего возраста, взрослыми в процессе образовательной, общественно-полезной, учебно-исследовательской, творческой и других видов деятельности.

Ожидаемые результаты занятия

*Предметные:*

- учащиеся смогут правильно использовать модальные глаголы *must, should, have to, must not, should not, do not have to* для описания правил поведения в общественном месте;
- учащиеся смогут использовать различные способы вербального выражения функции предложения, согласия и несогласия с предложенным;
- учащиеся смогут использовать модальный глагол *might* при описании фотографии для демонстрации неуверенности.

*Метапредметные:*

- учащиеся смогут участвовать в обсуждении и принятии решений в группах, а также аргументировать и отстаивать свое мнение и мнение своей группы, учащиеся не нарушают принятые правила в игровой ситуации;

Личностные:

- учащиеся смогут лучше учитывать интересы других людей и делать выбор об изменении / неизменении своего ролевого поведения в игре, подчинения / неподчинения принятым игровым правилам.

Оборудование и материалы:

- ноутбук, проектор, экран, доска с мелом, карточки-задания для 5 групп, карточки с описанием роли для каждого учащегося (Appendix 1, 2).

Литература и информационные ресурсы

1. ФГОС основного общего образования // <http://standart.edu.ru>
2. Конвенция ООН о правах ребенка (Сборник международных договоров СССР, 1993, выпуск XLVI)
3. Учебник: Ваулина Ю.Е., Эванс В., Дули Дж., Подоляко О.Е. УМК «Английский в фокусе» для 8 класса. – М.: Express Publishing: Просвещение, 2014.
4. <https://www.youtube.com/watch?v=OJgMtRlh3wA>
5. Civic Education in the English Language Classroom. Екатеринбург, 2003.

**II. Active vocabulary**

Making suggestions	Предложение
How about...?	Как насчет того, чтобы...?
What do you think of...?	Что вы думаете о...?
Why don't we forbid?	Почему бы нам не запретить...?
Agreeing with suggestion:	Согласие с предложением
Yes, that's true.	Да, это так.
I think so too.	Я тоже так думаю.
That's a good idea.	Это хорошая мысль.
I completely agree with you.	Я полностью согласен с Вами
Disagreeing	Несогласие
I'm not really sure about that.	Я не уверен в этом.
You may be right, but...	Может быть Вы правы, но...



### III. The Procedure



Picture: <http://legacymedia.localworld.co.uk/275782/Article/images/13426112/3211289.png>

#### **1. Discussion of British schools in small groups**

All the Students are to be divided into 4–5 groups, it is preferable if they are mixed-ability groups and each group receives a card (*Appendix 1* – they are the same) with the first task:

*You have to tell the rest of the groups what you know about schools in Britain. Each group member has to say one sentence. The group will get points for each correct sentence. Here are some questions which can help you to speak:*

*Do boys and girls study together?*

*At what age do British children start going to school?*

*When can they leave school?*

*Do parents pay for their children's education?*

*Do British students wear school uniform?*

While doing it, in each group Students will have to teach each other and exchange the information. When the groups are ready they take it in turns to speak and Teacher assesses their answers and gives them points which can be written on the chalkboard.

#### **2. Describing the picture of the common room in small groups**

For the next part of the lesson Students have to stay in the same groups. Three people out of five have to sit with their back to the screen so they cannot see the picture shown on the screen and the rest two Students describe the picture to them. Then they try to guess what room is in the picture.

Teacher explains that we use modal verb *might* when we make a guess. Teacher gives a point to the group for each grammatically correct sentence. Everyone is allowed to take a look at the picture.

After that teacher gives the correct answer: there is a common room in a school in Britain in the picture. Teacher tells Students that at some British schools the common room is a place for students where teachers and other grown-ups are not allowed to come unless they hear some strange or scary noise or cries.

### **3. Revising the use of the modal verbs must, have to, should, can for obligations and their negative forms**

Teacher asks Students to think of what British students can do in the common room and why they need it in a school building. Teacher gives points for grammatically correct guesses. Teacher explains that British students themselves work out the rules for the room and follow them. Then Teacher reminds Students how we use modal verbs *must*, *have to*, *should*, *can* when we speak about obligation. Students are asked to write down the modal verbs in their exercise-books and then to write their negative forms. Teacher checks Students' writings and those who do not have any mistakes get points.

### **4. Role-play in groups**

First, Students imagine that there is such a room in their school building and they have to create 3-8 rules for the common room in their groups. Teacher should remind Students that all students are allowed to enter the common room and any kind of discrimination, bullying and abuse is forbidden.

To enhance their speaking skills they have to speak English only, while discussing the rules and Teacher can take points from the group in which Students speak their native language. Teacher reminds Students that to agree they can use the following phrases:

*Yes, that's true.*

*I think so too.*

*That's a good idea.*

*I completely agree with you.*

For disagreeing the students can use the following polite phrases:

*I'm not really sure about that.*

*You may be right, but...*

*I disagree.*

Students need to see these phrases while they are discussing the rules either on the chalkboard or on the screen. While Students are busy with their discussion Teacher should control if they speak English or not. After 4 minutes the groups have to hand in the rules and Teacher gives points for each correct sentence and corrects the sentences with mistakes. Then each group receives their list of rules back and they have to memorize the rules.

### ***5. Role-play in the new groups***

At the next stage of the game each student has to get together with representatives of the rest of the groups so that in each new group there is one representative from every group. Students have to tell the new group their list of rules, listen to the rest and try to remember their ideas.

### ***6. Rules discussion in small groups***

After that, Students come back to their initial groups and they have to discuss the rules they have just heard.

Then Teacher asks the groups to read their rules and the rest of the class vote. Teacher writes the rules for which they vote on the chalkboard. Then Teacher asks Students to think if these rules will work and why. Teacher's task here is to lead Students to the conclusion that rules work if they were worked out by those people who are going to follow them.

### ***7. Role-play***

Teacher deals cards with role description (*Appendix 2*) to all the students.

There are 14 cards but some Students can have the same cards, so that everyone has the task for this part of the role-playing game.

Then Students imagine themselves in the common room in a British school, so they have to speak English while playing and they start fulfilling their tasks.

### ***8. Discussion of the role-play in small groups***

After 5 minutes, the game is over and Students are again in their groups. They have to discuss if the rules worked, why or why not. They also have to tell the rest of the group if they managed to do what they were supposed to do in the common room.

At the end of the lesson Teacher asks Students questions about

- schools in Britain
- modal verbs

- phrases we use to agree
  - phrases we use to disagree
- and gives points for correct answers.

### **9. All-class discussion**

The last part of the lesson is supposed to offer Students insight into how and why rules and laws work or do not work, why they are necessary and how they appear. Teacher asks them questions and students volunteer to answer them. If they hesitate, Teacher gives them correct answers.

Then Teacher has to count points of each group and give marks.

**Recommended homework:** Write a list of ideal school rules using modals (15 sentences).

## **Appendix 1**

### Task cards for each group

*Do boys and girls study together?*

*At what age do British children start going to school?*

*When can they leave school?*

*Do parents pay for their children's education?*

*Do British students wear school uniform?*

## **Appendix 2**

### Role cards for each student

1. You are very good at dancing and you want to dance in the common room listening to some loud music. You have to find at least 4 people who will watch you dancing.
2. You did not have enough time to finish your essay at home and you badly need to concentrate on your work. You want to be alone.
3. You like singing and you want to sing for the people in the common room. You have to find at least 4 listeners.
4. You think pushing other people in a friendly way is fun and common room is a very good place for this as there are so many people there.
5. You did not have enough time to sleep last night, so you need a place to relax.
6. You like talking on your mobile phone and want to tell your friend who goes to some other school about a party. You think people will envy you if

you do it in the common room. You have to find at least 3 listeners.

7. You like to make other people laugh. Very often you do it by imitating other people behind their back. Common room is a nice place for this. You have to make 3 people laugh.
8. You want to play a guessing game, so you need to find at least 3 more people who agree to play the game.
9. You got a bad mark for a test and you want other people to comfort you. You can cry to attract their attention. You have to attract at least 2 people.
10. You like rules and you want to be a lawyer. You think it is your mission to tell people what to do, what rules are and why they are important.
11. You know the rules but you believe that breaking them is fun, you are a kind person though, so you do not hurt other people.
12. You are an attention-seeker. You want to attract everyone's attention.
13. You've just got a new electronic device and want to show it to everyone and tell how nice it is (and how cool you are!).
14. You enjoy running and jumping and you think that the common room is a nice place for this.



## **СОСТАВЛЯЕМ ПРАВИЛА ПОВЕДЕНИЯ УЧАЩИХСЯ В КОМНАТЕ ОТДЫХА\***

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### **MAKING UP THE RULES OF CONDUCT FOR SCHOOL STUDENTS IN THE RELAXATION CLASSROOM AT SCHOOL**

#### **I. Пояснительная записка**

##### Место занятия в образовательной программе

Занятие может проводиться в гуманитарных классах старшей школы на 3–4 уроке при изучении темы “Off to School”, а также на факультативах.

Время занятия: 45 мин.

Занятие нацелено на достижение следующих результатов ФГОС полного общего образования:

##### *Предметных:*

- формирование коммуникативной иноязычной компетенции, необходимой для успешной социализации и самореализации как инструмента межкультурного общения в современном поликультурном мире.

##### *Метапредметных:*

- формирование навыков познавательной, учебно-исследовательской и проектной деятельности, навыков в разрешении проблем; способности и готовности к самостоятельному поиску методов решения практических задач, применению различных методов познания;
- формирование умения ясно, логично и точно излагать свою точку зрения, использовать адекватные языковые средства;
- формирование навыков познавательной рефлексии как осознания

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\* Идея разработки предложена участниками Всероссийского семинара «Права человека и механизмы их защиты: теория и практика обучения на уроках английского языка».

совершаемых действий и мыслительных процессов, их результатов и оснований, границ своего знания и незнания, новых познавательных задач и средств их достижения.

*Личностных:*

- формирование толерантного сознания и поведения в поликультурном мире, готовности и способности вести диалог с другими людьми, достигать взаимопонимания, находить общие цели и сотрудничать для их достижения;
- формирование навыков сотрудничества со сверстниками, детьми младшего возраста, взрослыми в образовательной, общественно-полезной, учебно-исследовательской, проектной и других видах деятельности;
- формирование нравственного сознания и поведения на основе усвоения общечеловеческих ценностей.

Ожидаемые результаты занятия

*Предметные:*

- учащиеся смогут использовать модальные глаголы и формы их прошедшего времени;
- учащиеся смогут использовать предложенный им лексический и грамматический материал;
- учащиеся смогут понять предложенную аудиозапись на слух;
- учащиеся смогут обсудить поставленную проблему.

*Метапредметные:*

- учащиеся смогут определить цели и способы действий для решения поставленной задачи;
- учащиеся смогут осознанно использовать речевые средства при составлении правил поведения;
- учащиеся смогут построить свои рассуждения логически и сделать выводы при составлении правил поведения в предложенной ситуации, используя лексику и грамматику урока, а также личный опыт;
- учащиеся смогут договориться о принимаемых ими правилах;
- учащиеся смогут адекватно оценить свой вклад в общее дело и общий результат.

Личностные:

- учащиеся, работая в группах, смогут вести диалог и сотрудничать при решении поставленных задач;
- учащиеся смогут находить общие решения и согласовывать позиции.

Оборудование и материалы:

- ноутбук, интерактивная доска, проектор, аудиотекст, фотографии комнаты отдыха, оценочные карточки.

Литература и информационные ресурсы

1. Федеральный государственный образовательный стандарт среднего (полного) общего образования // <http://standart.edu.ru>
2. Конвенция ООН о правах ребенка (Сборник международных договоров СССР, 1993, выпуск XLVI);
3. New Millennium English 10 класс О.Л. Гроза и др. (Обнинск, Титул. 2012);
4. Civic Education in the English Language Classroom. Ekaterinburg, 2003.

**II. Active Vocabulary**

Human rights	Права человека
To break the rules	Нарушать правила
Coexistence	Сосуществование
Dictatorship	Диктатура
Harassment	Травля
Sexual harassment	Сексуальное домогательство
Sexual abuse	Сексуальное оскорбление
Privacy	Личное пространство
Self confidence	Уверенность в себе
Mediocrity	Заурядность



### III. The Procedure

#### 1. Introduction (5 minutes)

Teacher announces the topic and motivates Students to fill in self-evaluation cards at the end of the lesson and begin with the task on the board.

Students do the task.

Teacher	Students
<p>Dear students, the topic of our lesson is "Making Up the Rules of Conduct for School Students in the Relaxation Classroom at School". At the end of the lesson you'll be given self-evaluation cards to assess your work. We have already spoken with you about rights and responsibilities. Today we are going on with this topic and modal verb will help us. On the interactive board you see a list of modal verbs. Let's recollect their past forms.</p> <p>Thank you. Well done! These verbs will help us in our future work.</p>	<p>Students write the second form of the verbs on board and in the notebooks</p> <p>Can – could, be able – was able, may – might, shall – should, will – would, must/ have to – had to, ought to – ought to.</p>

#### 2. Listening comprehension (15 minutes)

Teacher prepares the group for understanding the story, introducing the vocabulary of the story.

Students explain the words and expressions in English (Russian if they find it difficult) and put them down.

Teacher	Students
<p>Not long ago I was in Denmark and met a school leaver, a nice girl, now a sophomore of a Copenhagen University. We spoke with her about students' rights and she told me about her school relaxation room. She kindly recorded me her story and downloaded a photo of the relaxation room with her classmates in it.</p> <p>Before we start listening I'd like to introduce you some vocabulary and you try to explain it. (On the board Teacher demonstrates a list of words and helps Students understand them and explain the meanings in English. Teacher asks to put the words down into the notebooks).</p>	<p>Students explain the words and expressions and put them down.</p> <p>Coexistence – mutual existence</p> <p>Dictatorship – pressing of authorities</p> <p>Obvious – as clear as ABC</p> <p>Harassment – pressure</p> <p>Sexual abuse – sexual insult</p> <p>Privacy – the state of being free from watching or disturbance</p> <p>An island of self-confidence – a place where you don't feel a slave, but a master of the situation.</p> <p>A sea of mediocrity – much primitiveness.</p>

Teacher asks the group to listen to the story and exchange the information they may find useful.

Students listen to the recording.

*The tapescript:*

*Hello, Russian students! I know that even in our country, not to speak about Russia, there are few relaxation rooms like the one we had. Teachers were not allowed to attend it and our students had to make up the rules of coexistence of school mates in this room. As I know in Russia dictatorship of teachers is obvious and students ought to follow their teachers' demands.*

*In our relaxation classroom we were able to do practically everything but not break the Rules of Conduct that had been introduced by the students on their own:*

*- all the attendants should be treated equally, irrespective of their success in studies;*

*- no age discrimination;*

*- harassment, sexual abuse, social injustice were prohibited there.*

*As I remember, we felt quite important as we ourselves were responsible for comfort and privacy of our class environment. It was nothing but an island of self-confidence in the sea of mediocrity, an island of mutual understanding and respect.*

Teacher asks the group about their point of view. Students exchange their opinions. Teacher sums up.

Teacher	Students
Now, tell me what was special about this room?	Students answer (for example):
(Teacher sums up). Thank you. So, such a relaxation room made the students more responsible for their privacy, more self-organized and supportive, gave a chance to arrange kind of a family – oriented environment making students a friendly family.	<ul style="list-style-type: none"> <li>- teachers were banned to attend;</li> <li>- students made their own laws;</li> <li>- they had privacy there;</li> <li>- I wish we had such a relaxation room only for students in our school.</li> </ul>

### **3. Discussion (20 minutes)**

Teacher proposes to make up 10 rules for a similar room in our school using the vocabulary of the lesson. Students divide into 4 groups for the discussion. In 7 minutes they switch the groups and have 5 minutes more for the discussion and making up 5 rules for the relaxation room.

Teacher	Students
<p>Let's imagine that we have a chance to arrange such a room at school, but we must think over our Rules of Conduct there. There are 16 of us in the room. It might be rational to split into groups of four for the discussion. (Teacher spreads papers of four different colours among the students. Each colour randomly makes up a group).</p> <p>Each group as a result of the discussion is to put down ten Rules of Conduct. By the way, you have a special task to use grammar and vocabulary that have been brushed up at the beginning of the lesson. You have 7 minutes for this work.</p> <p>When the time is up, the students are proposed to switch to other groups and now select only 5 rules of the relaxation room.</p>	<p>A discussion begins. The class distributes the responsibilities. Some of them come up with suggestions, others put down their ideas.</p> <p>The discussion resumes. At the end of it, one of the students announces the points of the Rules, others vote for or against and make up a final text of Rules of Conduct.</p> <p><i>The sample:</i></p> <ol style="list-style-type: none"> <li><i>1. Teachers should be prohibited to break the privacy of the students.</i></li> <li><i>2. Attendants can be welcomed irrespective of their age and success at school.</i></li> <li><i>3. Humiliation, sexual abuse, social injustice ought to be banned.</i></li> <li><i>4. Mutual understanding rather than bullying in case of a conflict is preferable.</i></li> <li><i>5. Everyone is able to have a say in our student – friendly environment.</i></li> </ol>

#### 4. Conclusion (5 minutes)

Teacher sums up the discussion with the help of the questions. Students decide if they have achieved any practical result. They answer Teacher's questions.

Teacher	Students
<p>We are to round up our discussion and feedback the challenges of the lesson:</p> <ul style="list-style-type: none"> <li>- to brush up modal verbs;</li> <li>- to master new vocabulary;</li> <li>- to get a practical result: a Code of Conduct;</li> <li>- to be active participants of the lesson.</li> </ul> <p>Teacher puts questions to Students:</p> <ul style="list-style-type: none"> <li>– Did we manage to brush up modals and use them in the Code of Conduct?</li> <li>– Did we explain and use new vocabulary on the topic “Civic Education”?</li> <li>– Was there anyone who didn't take part in the discussions?</li> <li>– Our practical result is our own Code of Conduct, isn't it?</li> </ul> <p>So, the lesson turned out to be useful, cognitive and practical.</p>	<ul style="list-style-type: none"> <li>– We did.</li> <li>– We did.</li> <li>– No, there wasn't.</li> <li>– It is.</li> </ul>

<p>To make it even more practical, I propose you to sound the idea of a relaxation room at a sitting of your school parliament.</p> <p>Now, your homework: to fill in evaluation cards and bring them for our next lesson.</p>	
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Teacher proposes for every Student to define his contribution into making up the Code of Conduct and shows student's self-evaluation cards (Appendix 1).

Teacher gives the homework:

- To fill in the card.
- To write an article in English for their class wallpaper on the topic "How I Made up the Code of Conduct for our School Relaxation Room" using the vocabulary of the lesson.

The teacher distributes the card and thanks the students for their active work.

## Appendix 1

### Student's self-evaluation card

Criterion	Questions to ask oneself
1. Balance of contribution	Did I participate equally with the rest of the group when we discussed the rules?
2. Content	Did I bring any useful/original materials or ideas?
3. Appropriateness of language	Did I use both spoken and written language accurately and appropriately?
4. Task achievement	Did my group and I achieve the task we set for ourselves?



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**ДАВЛЕНИЕ СО СТОРОНЫ СВЕРСТНИКОВ**

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**PEER PRESSURE****I. Пояснительная записка**Место занятия в образовательной программе

Занятие может использоваться при изучении темы «The School Community», раздел: «The Democratic School» для 7–8 классов.

Время занятия: 40 мин.

Задачи:

- совершенствование навыков коммуникации на иностранном языке;
- совершенствование навыка смыслового чтения на иностранном языке;
- развитие умения интерпретировать факты и цифры в графиках и диаграммах;
- развитие критического мышления;
- повышение уверенности в себе и самоуважения.

Занятие нацелено на достижение следующих результатов ФГОС основного общего образования:

Предметных:

- формирование дружелюбного и толерантного отношения к ценностям иных культур, оптимизма и выраженной личностной позиции в восприятии мира, в развитии национального самосознания на основе знакомства с жизнью своих сверстников в других странах;
- создание основы для формирования интереса к совершенствованию достигнутого уровня владения изучаемым иностранным языком, в том числе на основе самонаблюдения и самооценки.

Метапредметных:

- умение организовывать учебное сотрудничество и совместную дея-

тельность с учителем и сверстниками; работать индивидуально и в группе: находить общее решение и разрешать конфликты на основе согласования позиций и учета интересов; формулировать, аргументировать и отстаивать свое мнение;

- умение осознанно использовать речевые средства в соответствии с задачей коммуникации для выражения своих чувств, мыслей и потребностей.

*Личностных:*

- формирование осознанного, уважительного и доброжелательного отношения к другому человеку, его мнению, мировоззрению, культуре, языку, гражданской позиции, готовность и способность вести диалог с другими людьми и достигать взаимопонимания;
- формирование коммуникативной компетентности в общении и сотрудничестве со сверстниками в процессе образовательной, общественно-полезной, учебно-исследовательской и творческой деятельности.

Ожидаемые результаты занятия

*Предметные:*

- учащийся может использовать в диалоге основную лексику по теме (до 30 слов и словосочетаний);
- учащийся может участвовать в обсуждении темы, опираясь на смысл прочитанного текста;
- учащийся может интерпретировать цифры и факты из графиков и диаграмм.

*Метапредметные:*

- учащийся может выстраивать свои рассуждения по теме логически, находя нужные аргументы и приводя примеры;
- в ходе работы в парах и в мини-группах учащиеся могут обмениваться информацией;
- работая в команде, учащиеся нацелены на достижение общего результата.

*Личностные:*

- учащийся может выяснять мнение собеседника и выражать свое мнение;

- учащийся может выражать согласие или несогласие на неожиданные предложения;
- учащийся может делать выбор в конкретной ситуации.

#### Оборудование и материалы:

- раздаточный материал: текст Peer Pressure, Active Vocabulary, Appendix 1, 2, 3 на каждого учащегося; ноутбук, проектор, мультимедийная презентация или листы флип-чарта.

#### Литература и информационные ресурсы

Junior Scholastic <http://www.scholastic.com/teachers/lesson-plans/free-lesson-plans>

## **II. Active vocabulary**

peer	ровня, ровесник, сверстник
pressure	давление
cope with = handle	справляться с
teens =	подростки
issue	вопрос
tease	дразнить
join in	присоединиться
fake	поддельный
guy	парень
cool	«крутой»
mean	подлый, низкий
trick	шутка
guilty	виноватый
treat	обращаться с, относиться к
involve	вовлекать
get along with	ладить с
resist	сопротивляться
encourage	ободрять
spread rumors	распространять слухи
principal	директор школы
impress	производить впечатление
they are more likely to become...	они, вероятнее, станут...
take drugs	принимать наркотики
persuade	убеждать
obvious	очевидный
sense	чувство

confident	уверенный
identity	идентичность, тождественность
admire	восхищаться
awkward	неловкий
loyal	верный
integrity	целостность
bully	запугивать, задирать
witness	быть свидетелем
face (verb)	сталкиваться
approval	одобрение
graph	график
elementary school	начальная школа
middle or junior high school	средняя школа (в США и Канаде для детей 12–15 лет)
senior high school	старшая средняя школа (в США и Канаде для детей 15–18 лет)

### III. The Procedure

#### 1. Pre-reading

Before Students read the text, Teacher asks them to recollect any peer pressure situation they have ever faced.

Teacher asks the questions to the class:

- *Have you ever experienced peer pressure?*
- *What was it?*
- *How did you handle it?*

Probably, there will be several answers. If there are no answers, Teacher can give a hint:

- Have any of your peers asked you to do something you did not want to?

Then Teacher introduces **Active Vocabulary** table and proposes Students to find the words from the table in the text.

#### 2. Reading and discussion

While reading the text from **Appendix 1** Students keep using **Active Vocabulary** table. Students read the first part of the text individually.

Teacher asks questions to check comprehension:

- Do you agree with experts? Why? Why not?

Teacher should encourage Students to keep using words and word combinations from **Active Vocabulary**. At the end of each part of the text, there is **Your Turn** box with a question.



After reading the second part, Students answer the question from **Your Turn** box in pairs and discuss their answers.

Teacher can divide the students into mini-groups of 3–4 to read the subsequent parts and to exchange Students' answers.

### **3. Post-reading**

Before doing **Pressure Kids Face** part Teacher divides the class into two teams.

Students interpret graphs and charts from **Appendix 2** in their teams and then answer the 10 questions from **Appendix 3**. It will prepare them for their homework.

### **4. Homework**

The final task in **Your Turn** box: Draw the graphs that show the situation in your school and present them.

Students do their homework in their teams: they collect information in their school by questioning 10–15 students. After that they draw the graphs and charts either on A4 paper or in computers. They make their presentation as a team, having distributed their parts.

Teacher can have teams competing for: the most interesting / original presentation, the best visuals, the most united team, etc.

In conclusion, Teacher compares Students' results with the data from the text they have read.

Variation: If Students cannot do tasks in teams, Teacher can ask them to prepare and make their presentation of one of the graphs / charts in pairs or individually.



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## Appendix 1

### Text

#### PEER PRESSURE

*Before you read try to recollect:*

- *Have you ever experienced peer pressure?*
- *What was it?*
- *How did you handle it?*

We help you cope with one of teens' toughest issues – peer pressure

Here is what teens around the USA say about one of the most important issues of their lives.

When Heather B. was in the fifth grade, she sat next to a girl who was often teased. One day, Heather joined in. "I wrote a fake love note, written to her from 'another guy' in our class," she says. "When I first did it, I just wanted my friends to think I was cool, like them. Later, the girl found the note and realized it was a mean trick." Now Heather is in the 11<sup>th</sup> grade, but she still feels guilty about what she did six years ago.

Like most young people, Heather B. had to deal with peer pressure. That is the name given to the powerful influence that members of a group can have on one another.

Dr. Bradford is an expert on peer pressure. He says it can influence every area of a teenager's life – from what you wear, to how you treat your parents, to whether or not you get involved in illegal activities.

Many experts say that this pressure is most intensive between the ages of 12 and 14; however, it continues for the rest of our lives.

Young teenagers, says psychologist Adele Brodtkin, go through many physical and emotional changes. 'The real issue at that age is finding a way to emotionally separate oneself from the family,' says Brodtkin. Later on, the person will return to the family, but as a separate individual.

One way that kids cope with the loneliness of that separation, she says, is that they form "families" with groups of friends.

#### The Good Side

Not all peer pressure is bad, says Bradford. "Sometimes we forget how important it is to get along with the group. Peer pressure is a force that, at its best, helps us to get along in the world – and it helps us to understand ourselves as individuals."

Brown says that the solution “is not to resist peer pressure, but to learn to recognize when peer pressures are healthy for us and when they are not.”

To cope with peer pressure, think about what you want for yourself before you act.

What is healthy peer pressure?

Teens told us about friends who had encouraged them to join a team, to study hard, or to help out a friend.

### **Your Turn**

*Do you agree that peer pressure can be sometimes healthy? Can you give any examples?*

### **The Bad Side**

On the other hand, when kids just follow the crowd, it can sometimes lead to trouble. Many kids report to be mean to other kids – from getting them out of the company, to spreading false rumors about them, to beating them up.

Why does this happen? “Some people think they have control over people when they are mean to them,” says Mary S., 14, of Michigan.

Justin C., a New Jersey teen, says that he joined in when classmates started throwing paper, chalk, and erasers at one kid: “If I didn’t throw the stuff at the kid, then I’d look like a loser – but if I threw it, I would look cooler. So I did throw it.”

David Y., 11, of New York, found a different solution to a similar problem. When he saw a group of boys teasing another boy, he told them to stop it. When the teasing continued, he told the principal. “Those five boys got in trouble. It was a good feeling”, he said.

### **Your Turn**

*What would you do in this case?*

Peer pressure can lead to other kinds of negative behavior as well. Many kids start smoking to impress their friends. Studies show that kids who smoke are nine times more likely to drink. Also, kids who start drinking in their early teens are four times more likely to become alcoholics than people who start later, according to the National Institute of Health. Many experts say that heavy drinking can lead to taking drugs.

How do teenagers persuade others to take part in negative behavior?

Sometimes teens are directly invited to join in. That happened to Thomas K. of Michigan. "Once, a kid asked me to smoke together," he told us. "I just walked away."

### **Knowing What You Are**

The pressure is not always obvious. "Peer pressure comes in many different forms," explains Bradford. "If all the people around a kid are doing this, buying that, staying away from that, then they're modeling how to act for others."

Many students and experts agree that the biggest help in coping with peer pressure and living a positive life is having a confident attitude and a strong sense of yourself.

Experts agree that kids who have strong relationships with their families often have an easier time coping with peer pressure. But, says Brodtkin, "A lot of kids still have a solid sense of their own identity even if they don't have the most wonderful childhood. "Many young people, he says, have found a grown-up whose values they admire whom they use as a role model.

#### **Your Turn**

*Do you use anybody as a role model?*

*What do you like about that person?*

#### **Dealing with Peer Pressure**

What is the best way to handle peer pressure? Many times, says Brodtkin, kids do not need to make a big point of saying no. 'You don't have to say 'No' loudly or say 'Yes, I'll do whatever you want.' There's a whole world of possibilities in between."

#### **Your Turn**

*Your friend asks you to do something you do not want. Make a list of possible answers between saying "No" and "Yes, I'll do it."*

Sometimes young people have a hard time getting out of situations without feeling stupid, says Brodtkin. But by the time most people are adults, they have learned to handle such situations. "If we don't want to have lunch with someone, we just say we're too busy," says Brodtkin.

Some students get out of awkward situations by using humor, or by ignoring people who are trying to pressure them.

Even then, it is not always possible to avoid some of the pain that peer

pressure can cause. "A lot of times, it's a choice between feeling accepted, feeling loyal to friends, or feeling some sense of integrity," says Brown. "It's a difficult choice."

If young people try to think about what they want for themselves before they act, it can help them cope with peer pressure, advises Brodtkin. "It's really tough," she says, "but if kids are confident about their values, other people may begin to see things their way. As time goes on, standing by your own values gets easier."

**Your Turn**

1. *What kinds of peer pressure have you faced? How did you cope with it?*
2. *Does it help to have a sense of respect for you? Give reasons to support your answer.*

**Appendix 2****Graphs and Charts****Smoking**

This graph shows the percentage of students in grades 6 through 12 who reported peer approval of smoking.

Artwork: a bar chart, bars are in the form of cigarettes. The bigger is the % the longer is the cigarette.

**Prepare a diagram basing on the following data:**

All schools 45%  
Elementary 12%  
Middle or junior high 29%  
Senior high 63%

**Bullying**

This table shows how young people in grades 6 through 12 responded when asked about bullying in their schools.

**Prepare a diagram basing on the following data:**

Occurred in their school 56%  
Witnessed it 42%  
Worried about it 18%  
Happened to them 8%

**Some Good Attitudes**

Here is what students in grades 6 through 12 said when asked if their peers believe that it is very important to work hard for good grades, and if most teachers and students respect each other.

Artwork: two groups of bar charts with the figures below

*It is very important to work hard for good grades.*

**Prepare a diagram basing on the following data:**

Elementary 45%

Middle or junior high 35%

Senior high 38%

*Most teachers and students at school respect each other.*

**Prepare a diagram basing on the following data:**

Elementary 76%

Middle or junior high 61%

Senior high 61%

*Source: Junior Scholastic //*

<http://www.scholastic.com/teachers/lesson-plans/free-lesson-plans>

**Appendix 3****Questions****Pressures Kids Face**

Study the facts and graphs in **Appendix 2**. Then answer the questions.

**Questions**

1. What percentage of elementary students reported peer approval of smoking?
2. How many times approval of smoking is higher among senior high students than elementary students?
3. Do a majority of students in all schools approve of smoking?
4. What percentage of students in grades 6 through 12 reported having been bullied?
5. What percentage of students in grades 6 through 12 witnessed bullying in their schools?
6. Are most of students in these grades worried about bullying?
7. What percentage of middle or junior high school students believe that it is

very important to work hard for good grades?

8. What percentage of middle or junior high school students believe that most teachers and students respect each other?
9. The percentage of students who said that it is very important to work hard is lowest among students in which schools?
10. Do most of U.S. students say that most teachers and students respect each other?

Homework: draw the graphs that show the situation in your school and present them.



## **UNIVERSAL DECLARATION OF HUMAN RIGHTS**

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**Adopted and proclaimed  
by General Assembly resolution 217 A (III)  
of 10 December 1948**

### **Preamble**

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world, Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and what has been proclaimed as the highest aspiration of the common people, Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law, Whereas it is essential to promote the development of friendly relations between nations, Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom, Whereas Member States have pledged themselves to achieve, in co-operation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms, Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge, Now, Therefore THE GENERAL ASSEMBLY proclaims THIS UNIVERSAL DECLARATION OF HUMAN RIGHTS as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.



**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.

**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 distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

**Article 3**

Everyone has the right to life, liberty and security of person.

**Article 4**

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

**Article 5**

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

**Article 6**

Everyone has the right to recognition everywhere as a person before the law.

**Article 7**

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

**Article 8**

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

**Article 9**

No one shall be subjected to arbitrary arrest, detention or exile.

**Article 10**

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

**Article 11**

(1) Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.

(2) No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

**Article 12**

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, or to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

**Article 13**

(1) Everyone has the right to freedom of movement and residence within the borders of each state.

(2) Everyone has the right to leave any country, including his own, and to return to his country.

**Article 14**

(1) Everyone has the right to seek and to enjoy in other countries asylum from persecution.

(2) This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

**Article 15**

(1) Everyone has the right to a nationality.

(2) No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

#### **Article 16**

(1) 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.

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

(3) The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

#### **Article 17**

(1) Everyone has the right to own property alone as well as in association with others.

(2) No one shall be arbitrarily deprived of his property.

#### **Article 18**

Everyone has the right to freedom of thought, 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 opinion 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 20**

(1) Everyone has the right to freedom of peaceful assembly and association.

(2) No one may be compelled to belong to an association.

#### **Article 21**

(1) Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.

(2) Everyone has the right of equal access to public service in his country.

(3) The will of the people shall be the basis of the authority of government;

this shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

#### **Article 22**

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

#### **Article 23**

(1) Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.

(2) Everyone, without any discrimination, has the right to equal pay for equal work.

(3) Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.

(4) Everyone has the right to form and to join trade unions for the protection of his interests.

#### **Article 24**

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

#### **Article 25**

(1) Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.

(2) Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

#### **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 compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

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

(3) Parents have a prior right to choose the kind of education that shall be given to their children.

#### **Article 27**

(1) Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.

(2) Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

#### **Article 28**

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

#### **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 limitations 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 welfare 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.

#### **Article 30**

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

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ЦЕНТР ГРАЖДАНСКОГО ОБРАЗОВАНИЯ И ПРАВ ЧЕЛОВЕКА

## **ПРАВА ЧЕЛОВЕКА НА УРОКАХ АНГЛИЙСКОГО ЯЗЫКА**

## **HUMAN RIGHTS IN THE ENGLISH LANGUAGE CLASSROOM**

Методическое пособие

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**П 68**      **Права человека на уроках английского языка:** Методическое пособие /под ред. д. и. н. А.Б. Сулова, к. ф. н. Л.В. Енбаевой/. Пермь, 2016. – 120 с.

Предлагаемое методическое пособие содержит разработки ряда уроков, позволяющие преподавателю английского языка решать воспитательные задачи, активно формировать гражданскую компетентность учащихся в соответствии с ориентирами ФГОС.

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