

CSPE

Introduction to human dignity, rights and responsibilities

It is not necessary to carry out all the activities contained in this unit.

Please see *Teachers' Notes* for explanations, additional activities, and tips and suggestions.

Theme	Introduction to human dignity, rights and responsibilities
Levels	A1 – B1
Language focus	Key vocabulary, word identification, sentence structure, extracting information from text, writing text, grammar.
Learning focus	Using CSPE textbooks and accessing curriculum content and learning activities.
Activity types	Matching, word identification, structuring sentences and text, cloze, multiple choice, reading comprehension, categorising vocabulary, recording learning, developing a learning resource.
Acknowledgement	Extracts from <i>Impact!</i> Jeanne Barrett & Fiona Richardson. Gill & Macmillan. We gratefully acknowledge Gill & Macmillan for the right to reproduce text in some of these activities.
Learning Record	A copy of the Learning Record should be distributed to each student. Students should: <ol style="list-style-type: none">1. Write the subject and topic on the record.2. Tick off/date the different statements as they complete activities.3. Keep the record in their files along with the work produced for this unit.4. Use this material to support mainstream subject learning.

Making the best use of these units

- **At the beginning of the class**, make sure that students understand **what** they are doing and **why**. 'We are doing the exercise on page (12) to help you to remember key words / to help your writing skills / to help with grammar' etc.
- You can create your **personal teaching resource** by printing these units in full and filing them by subject in a large ring binder.
- **Encourage students** to:
 - Bring the relevant **subject textbooks** to language support class. It does not matter if they have different textbooks as the activities in these units refer to vocabulary and other items that will be found in all subject textbooks. These units are based on curriculum materials.
 - Take some **responsibility for their own learning** programmes by:



Developing a **personal dictionary** for different subjects, topics, and other categories of language, on an on-going basis. This prompt is a reminder.

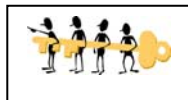


Recording what they have learnt on the **Learning Record**, which should be distributed at the start of each unit.



Keeping their own **files** with good examples of the work produced in language support for different subjects and topics. This file will be an invaluable **learning resource** in supporting mainstream learning.

- Don't forget that many of the activities in these units are suitable as **homework** tasks, for **self-study**, or for use in the **subject classroom** with the agreement of the subject teacher.



Indicates that answers may be found at the end of the unit.

Keywords

The list of keywords for this unit is as follows:

Nouns

action
activity/activities
article
awareness
bullying
charter
citizen
citizenship
class
classroom
community
concepts
conservation
convention
death penalty
declaration
democracy
denial
discrimination
education
exception
extinction
group
guest
individual (*noun*)
information
issue
laws
logo
nation
needs

old people
organisation
planet
poachers
population
poster
prejudice
problem
project
promise
protection
racism
ratification
refugees
responsibility
rights
school
shelter
society
speaker
species
team
topic
treatment
UN
United Nations
view
work
world

Verbs

to act
to bind
to bully
to compromise
to conserve
to do
to decide
to defend
to deny
to draw up
to educate
to enable
to feel
to get
to get involved
to harm
to have
to imprison
to involve
to learn
to listen
to offer refuge
to organise
to promise
to protect
to ratify
to sentence
to set
to share
to sign
to take in (refugees)
to take refuge

to subject
to be subjected to
to treat
to uphold
to witness
to work

can
will

Adjectives

active
binding
civic
communal
concerned
endangered
global
human
hurtful
individual (*adjective*)
international
local
national
personal
physical
political
racist
responsible
social

NAME: _____ DATE: _____
CSPE: Introduction to human dignity, rights and responsibilities

Vocabulary file 1

This activity may be done in language support class or in the mainstream subject classroom.

Word	Meaning	Word in my language
article		
active		
bullying		
conservation		
convention		
responsible		
declaration		



Get your teacher to check this and then file it in your folder so you can use it in the future.

NAME: _____ DATE: _____
CSPE: Introduction to human dignity, rights and responsibilities

Vocabulary file 2

This activity may be done in language support class or in the mainstream subject classroom.

Word	Meaning	Word in my language
discrimination		
extinction		
old people		
population		
prejudice		
racism		
refugee		



Get your teacher to check this and then file it in your folder so you can use it in the future.

NAME: _____ DATE: _____
CSPE: Introduction to human dignity, rights and responsibilities

Vocabulary file 3

This activity may be done in language support class or in the mainstream subject classroom.

Word	Meaning	Word in my language
species		
to bully		
to deny		
to imprison		
to ratify		
to share		
United Nations		



Get your teacher to check this and then file it in your folder so you can use it in the future.

Level: all
Type of activity: whole class

Focus: vocabulary, spelling,
dictionary
Suggested time: 10 minutes

Activating students' existing knowledge

Use a spidergram to activate students' ideas and knowledge on the key points in this chapter. See **Teachers' Notes** for suggestions.

Possible key terms for the spidergram:

rights and responsibilities

conservation

bullying

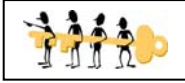
- Invite students to provide key words in their own languages.
- Encourage dictionary use.
- Encourage students to organise their vocabulary into relevant categories (e.g. meaning, nouns, keywords, verbs etc.).



Students should record vocabulary and terms from the spidergram in their personal dictionaries.

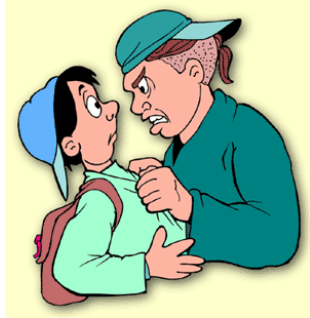
Level: A1
Type of activity: pairs or individual

Focus: vocabulary, spelling, dictionary
Suggested time: 30 minutes



Working with words

1. Tick the correct answer



- a) bullying
- b) football
- c) concept
- d) class



- a) school
- b) team
- c) United Nations
- d) responsibilities

2. Find these words in your textbook.

Write your own explanation for these words. Then write the word in your own language. Use your dictionary if necessary.

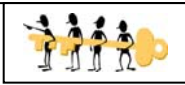
Word	Page in textbook	Explanation	In my language
bullying			
citizen			
democracy			
prejudice			



Check that these key words are in your personal dictionary.

Level: A1
Type of activity: pairs or individual

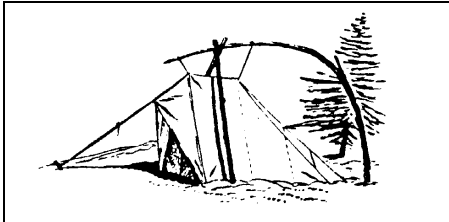
Focus: vocabulary, spelling, dictionary
Suggested time: 30 minutes



Picture Sentences

1. Tick the correct answer

- a) This is a planet.
- b) This is a shelter.
- c) This is a team.



- a) This is a class.
- b) This is a speaker.
- c) This is about conservation.



- a) These are refugees.
- b) These are football players.
- c) These are laws.



2. Put these words in the correct order to form sentences.

child every right life to has the

health care children the have to right

play children the right have to

Level: A1/A2
Type of activity: pairs or individual

Focus: word identification, vocabulary
Suggested time: 20 minutes



Odd One Out

1. Circle the word which does not fit with the other words in each line.

Example: *apple* *orange* *banana* **taxi**

endangered animals conservation disco

cake needs responsibilities rights

discrimination racism love prejudice

international national personal greed

2. Find these words in your textbook. Then put them in short sentences in your own words. Use a dictionary if necessary.

to decide _____

to defend _____

to harm _____

to organise _____

to sign _____



Check that these key words are in your personal dictionary.

Level: A2/B1
Type of activity: individual

Focus: identifying and categorising key vocabulary
Suggested time: 20 minutes



CSPE Keywords

1. Fill in the missing letters of the keywords listed below.

On the line beside each word, write whether the word is a noun, an adjective or a verb.

P_ot__tion _____

Re__ons___lity _____

Pre_ud__e _____

C_mpro___e _____

2. Write as many words as possible related to **racism**. You have 3 minutes!

Level: A1 / A2
Type of activity: pairs or individual

Focus: key vocabulary, pronunciation, spelling
Suggested time: 20 minutes



Unscramble the letters

1. These are things you are allowed to do SRTGHI

Answer _____

2. This is where we work at school OOSMCLASR

Answer _____

3. Someone whose age is greater than mine is... RELDO

Answer _____

4. Another way of saying that we are working together towards a goal NIMPACAIGNG

Answer _____

Look at each word as you write the answer.

Is your spelling correct?

Can you pronounce the word?

Do you know what the word means?

Have you got this word in your personal dictionary?



Solve the secret code

English=	A	C	D	E	I	N	O	P	R	S	T	U
Code=	B	X	Y	F	G	Q	R	O	L	E	A	W

example: (code) QWLEF = NURSE (English)



OBQYBE QFFY OLRAFXAGRQ =

NAME: _____ DATE: _____
CSPE: Introduction to human dignity, rights and responsibilities

Level: A1/A2
Type of activity: pairs or individual

Focus: vocabulary, basic sentence structure
Suggested time: 30 minutes



Completing sentences

1. Fill in the blanks in these sentences. Use words from the Word Box below.

In 1959 the United _____ Convention on the Rights of the Child was drawn up. A convention is a more legally binding agreement. Ireland signed this _____ in 1990, and it was ratified in 1992. 'To ratify' or 'ratification' is to make a more legally binding promise. So Ireland has made a legally binding promise to uphold the _____ laid out in the UN Convention.

The Convention on the Rights of the Child has been signed by most countries around the world, with the exception of the USA and Somalia. The USA has difficulties with Article 37 of the Convention, which states that 'children have the right not to be subjected to torture or degrading _____. If detained, not to be kept with adults, sentenced to death, nor imprisoned for life without the possibility of release'. As the USA operates the death penalty, this _____ caused them a problem.

Word Box:

article	Nations	rights
treatment	convention	

2. Find the answers to these questions in the text:

- Which organisation drew up the Convention on the Rights of the Child?
- When did Ireland ratify this Convention?
- Which countries did not sign the Convention?
- Why did the USA have difficulties with Article 37?



The verb '**to draw**' is irregular. Do you know how to use this verb?

Level: A2 / B1
Type of activity: pairs / small groups / whole class

Focus: vocabulary, structure, planning and creating text
Suggested time: 40 minutes

Drawing up a charter for the class

You are going to create a charter for your class.

The charter will include statements about behaviour, respect and the expectations of everybody in the room, including the teacher.

Watch the time carefully!

You should work with two or three other people.

1. Gather the ideas of everybody in the group. You should think about how you expect people to behave (talking, laughing at others, participating, responsibility, doing work, sharing and so on). (10 minutes)
2. Put your ideas into an order of priority (what is the most important thing, then the next etc.) (5 minutes)
3. Write your statements. For example: *Everybody should listen when somebody is talking.* (5 minutes)
4. Now read your statements to the rest of the class and listen to theirs.
5. Talk about the most important statements from the whole class and put these in order of priority.
6. Decide on 10 points for your class charter.
7. Write your class charter on the next page and put this in your folder. If possible you should also put a copy on the classroom wall.

Our class charter

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Date _____

Level: A2 / B1
Type of activity: pairs / individuals

Focus: vocabulary, creating text
Suggested time: 40 minutes

Writing

In this Unit, we came across the following important concepts:

- bullying
- discrimination
- prejudice
- responsibilities
- awareness

1. Check that you know what these words mean and complete the information below:

	Meaning	Word in my language
bullying		
discrimination		
prejudice		
responsibilities		
awareness		

2. Write a sentence using each word.

bullying _____

discrimination _____

prejudice _____

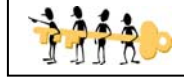
responsibilities _____

awareness _____

Level: A2 / B1
Type of activity: individual/pair

Focus: verbs with prepositions,
phrasal verbs
Suggested time: 30 minutes

Verbs with prepositions



In this Unit we came across the following verbs which are followed by prepositions:

to take in
to subject to
to draw up
to get involved in

1. Match the verb to the meaning.

to take in	make somebody experience a negative thing
to subject to	give somebody a place to live
to draw up	to participate
to get involved in	to prepare something

2. Write the past tense of these verbs. Be careful!

I _____ him _____ .(to take in)

He _____ him _____. (to subject to)

We _____ a plan. (to draw up)

They _____ involved _____ the activities. (to get involved in)

3. Complete these sentences using the verbs above. Be careful with the tense!

They decided to _____ the boy because he had nowhere to live.

The children _____ the boy _____ a lot of bullying.

Before going on a long journey you must _____ a detailed plan.

It is good to _____ different hobbies.

Levels A1 and A2

Alphaboxes

Using your textbook, find **one** word beginning with each of the letters of the alphabet. Write the word in the relevant box. You could also write the word in your own language.

a	b	c
d	e	f
g	h	i
j	k	l
m	n	o
p	q	r
s	t	u
v	w	xyz

Do you understand all these words?



Get your teacher to check this, then file it in your folder so you can use it in the future.

NAME: _____ DATE: _____
 CSPE: Introduction to human dignity, rights and responsibilities

Word Search

Level: all levels



Find the words from the list below.

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

CITIZENSHIP CONSERVATION CONVENTION DEATH DECLARATION DISCRIMINATION	EDUCATION ISSUE NATION PLANET RACISM RATIFICATION	RESPONSIBILITY
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NAME: _____ DATE: _____

CSPE: Introduction to human dignity, rights and responsibilities

Play Snap

Make Snap cards with 2 sets of the same keywords. See *Notes for teachers* for ideas about how to use the cards.



human	human
racism	racism
charter	charter

NAME: _____ DATE: _____

CSPE: Introduction to human dignity, rights and responsibilities

denial	denial
poachers	poachers
children	children

NAME: _____ DATE: _____

CSPE: Introduction to human dignity, rights and responsibilities

protection	protection
team	team
organise	organise

NAME: _____ DATE: _____

CSPE: Introduction to human dignity, rights and responsibilities

Answer key

Working with words, page 8

1. a, c

Picture Sentences, page 9

b,c,a

Every child has the right to life.

Children have the right to health care.

Children have the right to play.

Odd one out, page 10

Disco, cake, love, greed

Key words, page 11

Protection, responsibility, prejudice, compromise (all nouns)

Unscramble the letters, page 12

Rights, classroom, older, campaigning

Secret code: pandas need protection

Completing text Page 13

1. In 1959 the United **Nations** Convention on the Rights of the Child was drawn up. A convention is a more legally binding agreement. Ireland signed this **convention** in 1990, and it was ratified in 1992. 'To ratify' or 'ratification' is to make a more legally binding promise. So Ireland has made a legally binding promise to uphold the **rights** laid out in the UN Convention.

The Convention on the Rights of the Child has been signed by most countries around the world, with the exception of the USA and Somalia. The USA has difficulties with Article 37 of the Convention, which states that 'children have the right not to be subjected to torture or degrading **treatment**. If detained, not to be kept with adults, sentenced to death, nor imprisoned for life without the possibility of release'. As the USA operates the death penalty, this **article** caused them a problem.

2.

NAME: _____ DATE: _____

CSPE: Introduction to human dignity, rights and responsibilities

- The United Nations.
- 1992.
- The USA and Somalia.
- Because the USA has the death penalty.

Multiple Choice, page 14

1a, 2b, 3c, 4a, 5a.

Agree/disagree

Approve/disapprove

Grammar, Page 18

- | | |
|--------------------|---|
| 1. to take in | give somebody a place to live |
| to subject to | make somebody experience a negative thing |
| to draw up | to prepare something |
| to get involved in | to participate |

2. I **took** him in (to take in)

He **subjected** him to (to subject to)

We **drew up** a plan. (to draw up)

They **got** involved in the activities. (to get involved in)

3. They decided to **take in** the boy because he had nowhere to live.

The children **subjected** the boy to a lot of bullying.

Before going on a long journey you must **draw up** a detailed plan.

It is good to **get involved in** different hobbies.

NAME: _____ DATE: _____

CSPE: Introduction to human dignity, rights and responsibilities

Word Search, Page 20

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