

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	
All students: Activities that are suitable for Learning Support, Language Support and the Mainstream Subject Class include:	Keywords	3
	Vocabulary File	4-6
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Learning support and Language support: Activities suitable for students receiving Learning or Language Support include:	Working with words	8
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Language support: Additional activities for Language Support:	Grammar points	18
Levels for Language Support	A1 – B1 The language level of each activity is indicated in an information box.	
Learning focus	Using CSPE textbooks and accessing curriculum content and learning activities.	
Acknowledgement	The <i>English Language Support Programme</i> acknowledges the permission of Gill and Macmillan to reproduce excerpts from <i>Impact!</i> by Jeanne Barrett & Fiona Richards.	

Note: The categorisation of activities is indicative only and should not prevent teachers from using any activities that are considered suitable for a particular group of students.

Making the best use of these units

Learning Record

A copy of the Learning Record should be distributed to each learning support and language support student.

Students should:

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.

Introduction of a topic or activity should ensure that students understand **what** they are doing and **why**. Many students will have some difficulty in understanding both the language in the activity and the instructions/purpose for carrying out the activity.

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 learning/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.

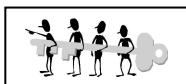


Have you ticked this activity on your Learning Record?

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 for different subjects and topics. This file will be an invaluable **learning resource** in supporting mainstream learning.



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

Don't forget that many of the activities in these units are also suitable as **homework** tasks or for **self-study**.

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

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Vocabulary file 1

Word	Meaning	Note or example*
article		
active		
bullying		
conservation		
convention		
responsible		
declaration		

* You may wish to write a sentence or phrase, make a note of the page in your textbook where this word appears or, if English is not your first language, provide a translation into your language.



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

Vocabulary file 2

Word	Meaning	Note or example
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.

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Vocabulary file 3

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

Word	Meaning	Note or example
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.

Language Level: all
Type of activity: whole class
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 newcomer students to provide key words in their own languages.
- Encourage dictionary use.
- Encourage all students to organise their vocabulary into relevant categories (e.g. meaning, nouns, keywords, verbs etc.).



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

Language Level: A1
Type of activity: pairs or individual
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.

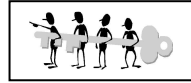
Write your own explanation for these words. Then write a note or example to help you remember the word. Use your dictionary if necessary.

Word	Page in textbook	Explanation	Note or example
bullying			
citizen			
democracy			
prejudice			



Check that these key words are in your personal dictionary.

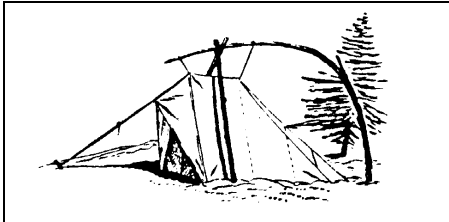
Language Level: A1
Type of activity: pairs or individual
Suggested time: 30 minutes



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.



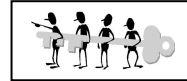
2. Put these words in the correct order to form sentences.

child every right life to has the

health care children the have to right

play children the right have to

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

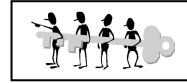
to sign _____



Check that these key words are in your personal dictionary.

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Language Level: A2/B1
Type of activity: individual
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!

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

Language Level: A2 / B1
Type of activity: individual
Suggested time: 30 minutes



Multiple choice

Read the text below and choose the best answers.

BULLYING

Bullying can take many forms.

- Physical - hitting, punching, kicking, threatening, taking or hiding belongings.
- Verbal - insulting, name-calling, nasty or racist remarks, repeatedly teasing.
- Indirect - spreading nasty rumours, leaving a person out of a group on purpose.

Bullying is a behaviour which is hurtful and done on purpose and which lasts for weeks, months or even years. It is often very difficult for those being bullied to defend themselves. People do not have a right to hurt others.

A lot of bullying incidents are witnessed by other pupils. However, many incidents of bullying are never reported. Often there is an unwritten rule that there is something wrong with 'ratting'. If you do nothing when you see someone being bullied, the bullies may think that you approve of what they are doing. Many students who are usually kind and caring may behave in a horrible way because it makes them feel part of a group. If you are aware of bullying in your class you can choose to do something about it, and not be a bystander.

1. What is physical bullying?

- | | |
|----------------------|-------------------------|
| a) hitting someone | b) sharing with someone |
| c) rubbing your eyes | d) insulting someone |

2. What do people not have a right to do?

- | | |
|--------------------|--------------------|
| a) eat sweets | b) hurt others |
| c) cycle a bicycle | d) swim in the sea |

3. What may bullies think if you do nothing when you see them bullying someone?

- | | |
|-----------------------------|--------------------------|
| a) that you are threatening | b) that you are secure |
| c) that you approve | d) that you are friendly |

4. Does bullying make people feel part of a group?

- | | |
|--------|-------|
| a) Yes | b) No |
|--------|-------|

5. Should you do something about bullying in your class?

- | | |
|--------|-------|
| a) Yes | b) No |
|--------|-------|



Remember!
 You can change the meaning of a verb by using
dis _____
un _____
in _____
 in front of the verb.

Opposites:	agree	_____
	_____	disapprove

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<p>Language Level: A2 / B1 Type of activity: pairs / small groups / whole class Suggested time: 40 minutes</p>

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 _____

Language Level: A2 / B1
Type of activity: pairs / individuals
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	Note or example
bullying		
discrimination		
prejudice		
responsibilities		
awareness		

2. Write a sentence using each word.

bullying _____

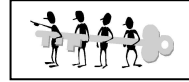
discrimination _____

prejudice _____

responsibilities _____

awareness _____

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

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.

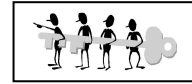
a	b	c
d	e	f
g	h	i
j	k	l
m	n	o
p	q	r
s	t	u
v	w	xyz

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.

Word Search



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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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

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denial	denial
poachers	poachers
children	children

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protection	protection
team	team
organise	organise

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.

- The United Nations.
- 1992.
- The USA and Somalia.

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- 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.

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 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 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