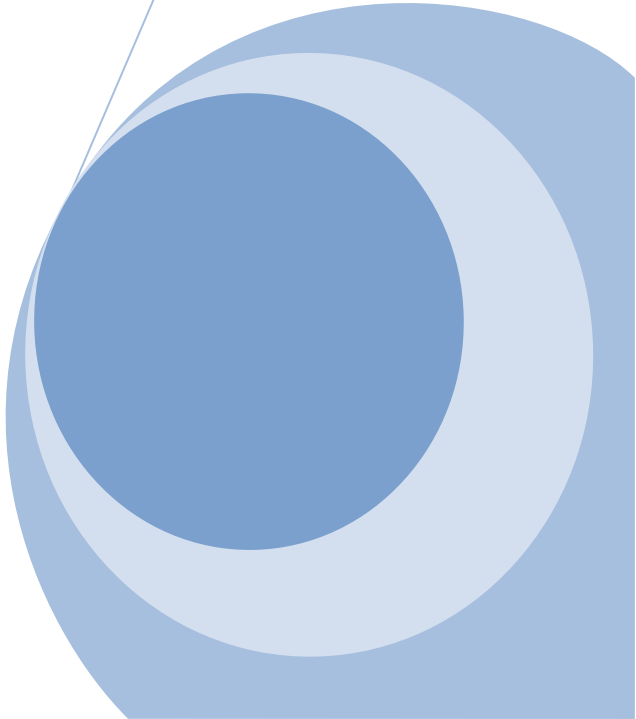




Student's Book

BLOC III *Let's step into their shoes*

Student's worksheets

1. International conflicts and socio economic welfare.
 2. The geography of illiteracy
 3. The Declaration of Human Rights. Article 26.
 4. Religions of the world.
 5. Gender equity and education.
 6. Gender inequality in education and employment (reading).
 7. Essay writing linguistic support material.
 8. Freedom Writers questionnaire.
- 

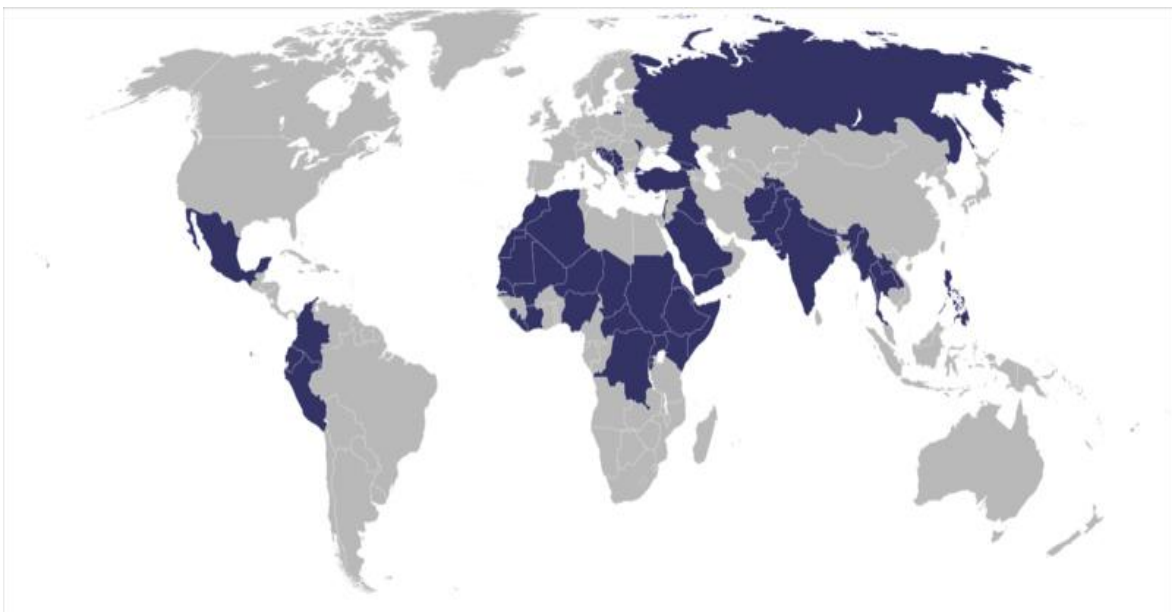
International conflicts and socio economic welfare

1. Build up a vocabulary list out of the images shown in the Power Point *International conflicts post world war II:*

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-
-
-
-

2. Establish a connection with the factors that triggered war and international conflicts by means of a diagram.

3. By looking at the map and the data below, in which continents are most of the wars located? Label the countries and the continents.



CLIL in Citizenship: Let's Step into their shoes

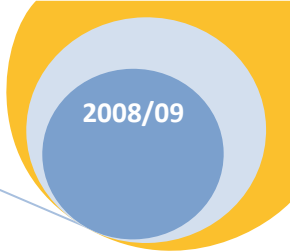
CONFLICT	START DATE	Major Belligerent Countries
1.Persian Gulf	1990	Iraq and the United Nations
2.Yugoslavia	1990	Bosnia-Herzegovina Croatia-Serbia
3.Peruvian -Ecuadorian	1995	Ecuador and Peru
4.Albania	1995	Albania and Yugoslavia (Serbia)
5.Rwanda	1996	Burundi and Rwanda
6.East Timor	1995	Indonesia and New Guinea insurgency
7.Cameroon	1996	Cameroon and Nigeria
8.Northern Iraq	1996	Iraq and Kurdish insurgency
9.Eritrea	1997	Eritrea and Yemen
10.Iraq	1998	Great Britain - Iraq United States
11.Kosovo	1999	Albania and Yugoslavia
12.Democratic Republic of the Congo	1998	Angola-Chad-Congo Namibia-Sudan-Zimbabwe
13.Chechnya	1999	Chechnya and Russia
14.War on Terrorism	2001	Afghanistan (Taliban) – Al Qaeda United States, Great Britain ...

Remember that between 2001 and the current days, there are many ongoing wars.

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Political map of the WORLD





The geography of illiteracy

1. What do the images in slide 1 suggest you? Write down some new vocabulary and expressions in the spaces below.

-
-
-

2. Complete the following explanation with some of the words you listed above:

In many u..... countries, children are forced to w..... This action is also known as c..... There is a person/boss who forces children to w....., this contributes to s.....The major consequence is that children do not have a..... to e....., this factor contributes to i.....This makes people more fragile and weak, and so e..... m.....

3. Match the percentages on the left with the continents on the right. There is no one-to-one correspondence between the rates and the continents, there may be some coincidences.

Illiteracy rates

- Less than 10%
- 10 - 20%
- 20 - 40%
- 40 - 60%
- 60 - 80%
- More than 80%

Continents

- Latin America
- Oceania
- North America
- Europe
- Asia
- Africa



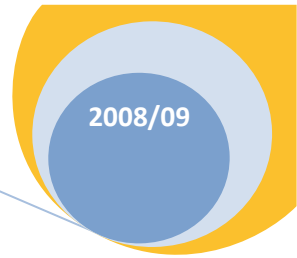
The declaration of Human Rights: Article 26

On December 10, 1948 the General Assembly of the United Nations adopted and proclaimed the Universal Declaration of Human Rights. Following this historic act the Assembly called upon all Member countries to publicize the text of the Declaration and "to cause it to be disseminated, displayed, read and expounded principally in schools and other educational institutions, without distinction based on the political status of countries or territories."

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.





CLIL in Citizenship: Let's Step into their shoes

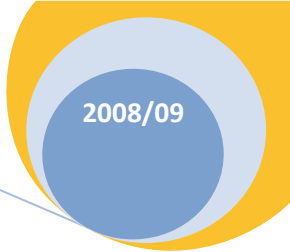
1. Is the right to education equally applied in the pictures above? Why do you think this happen?
2. Which is the role of the ONU in these cases?
3. Take the main ideas of text (1), (2) and (3) of the article 26 and take out the best words defining each amendment.

4. Propose and create some slogans that may help transmit your idea of the Right to Education.
 - 1- -----
 - 2- -----
 - 3- -----

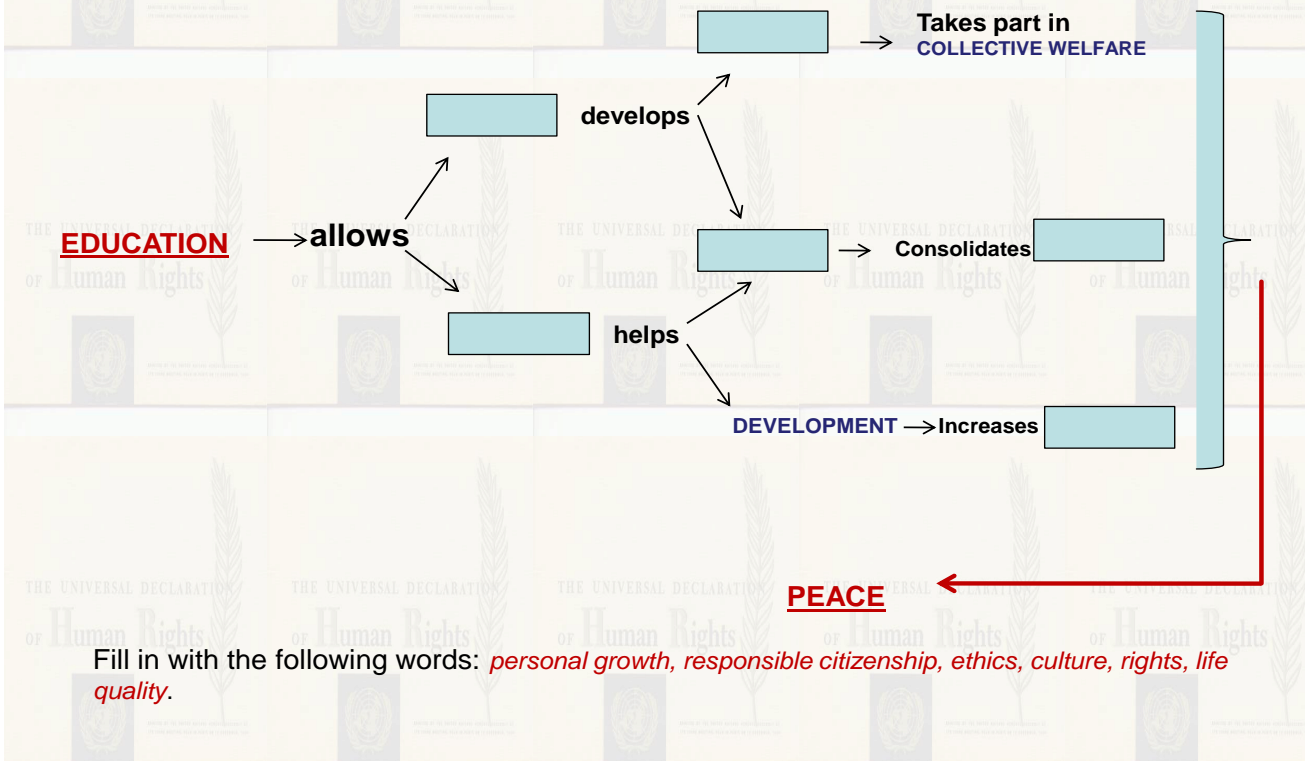
5. HOMEWORK

- Fill in the blanks with the words: *ethics, culture, personal growth, responsible citizenship, rights, life quality.*
- Prepare a logical explanation on the relationship you establish between *Education and Peace.*





Mind map on EDUCATION

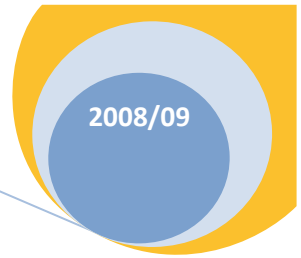


-Which right is presented in each of the following articles of the Universal Declaration of Human Rights?

Article 21 (1) Everyone has the right to take part in the government of his country, directly or through freely chosen representatives. **The Right to**

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

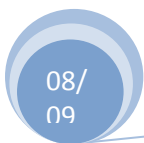


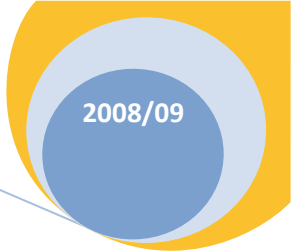
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Article 25 (1) Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services.... ..

Article 26 (1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages.

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.





Religions of the world

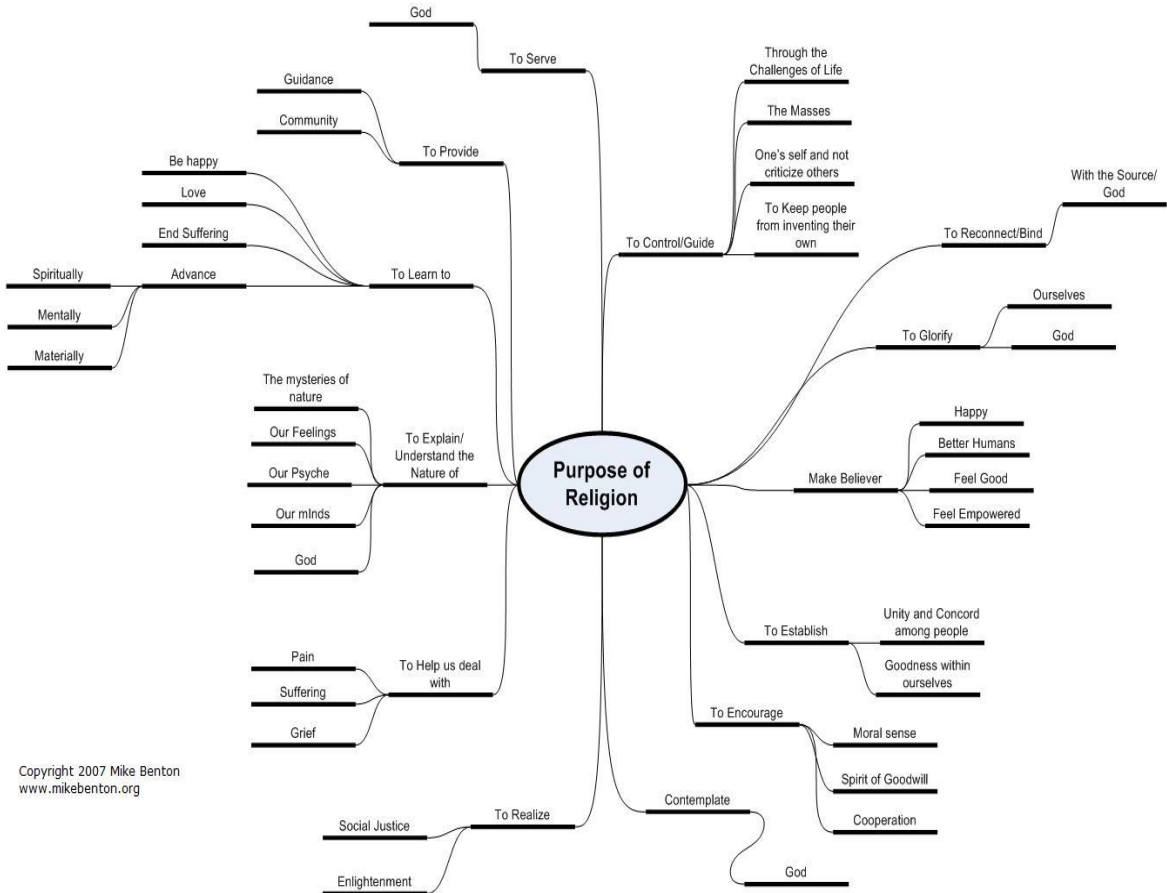
1. Write down your own definition of religion.

Religion is

2. What do people think about or question when they think of God and Religion?

- a)
- b)
- c)

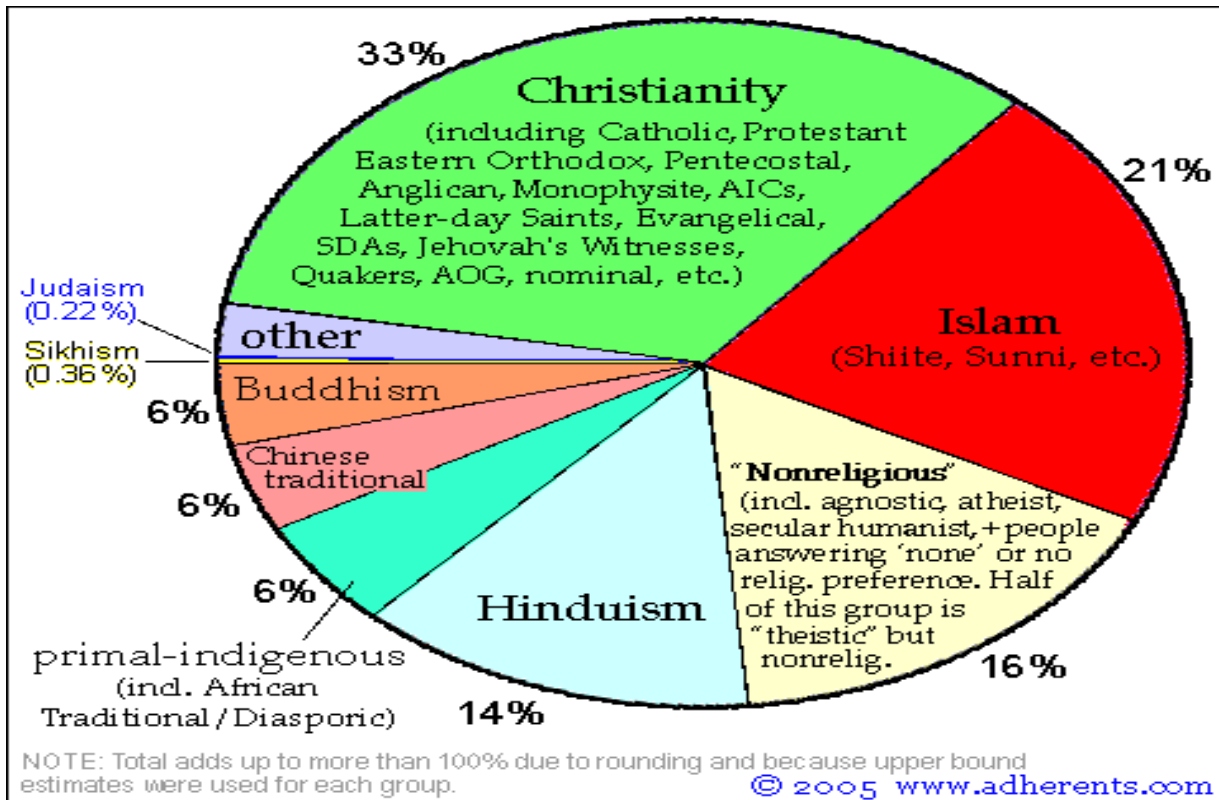
3. Have a look at the diagram below, do you agree with what is said to be the purpose of religion? (Hwk)



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www.mikebenton.org



4. Analyse the graphic below and write down a scale going from the most influential religion (or more practitioners or adds up) to the least. (Hwk)



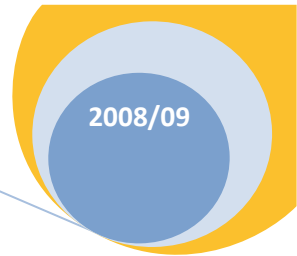
The spread of the major religions/practitioners of the world.

5. Pay attention to the explanations given about the 5 major religions of the world and complete the grid below accordingly.

"There are many religions in the world, however the most influential ones are a)....., b)....., c)....., d).....and e)....."

f) and g).....differ from the other religions because they do not believe in one God, they believe in reincarnation and a peaceful state of body and mind. However, while Hinduism represents a fight to achieve h) thanks to the influence of the Karma philosophy, Buddhism conceives life as a suffering state until i)appears.

Allah is the God of the j)..... religion, he is the one and only creator. K)..... and l).....also believe in one only God, these are monotheist religions.

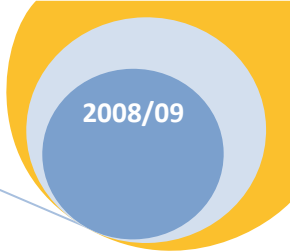


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Jews obey God's commandments and live according to His law, and m) live in sacrifice for their sins in order to achieve n) While the Muslims submit to God to gain o)..... after death, Christians commit themselves to God to achieve p), life after death."

(paradise, eternity, Christianity(x2), Judaism(X2), Hinduism(x2), Buddhism(x2), Islam(x2), Christians, redemption, Nirvana, Enlightenment)





Gender equity and education

1. What does this symbol stand for?



I think it stands for.....

2. Do you think that girls and women have the same access to education and employment than boys and men? Why? Can you think of some reasons? Is it everywhere the same?

3. Consult the necessary web pages and reports on the Internet to find answers to one of the topic questions below. Organize in groups and design a mind map/diagram or write down a short essay of approximately 150 words.

- a) Identify the many circumstances that perpetuate gender inequality in educational environments. (In some parts of the world, political, religious and social barriers stand in the way of girls and education.
- b) Discuss the importance of educational opportunities for females in developing nations. (There are many ways that education for girls can help individuals, families and communities build a better future). Some gender roles have existed in cultures for thousands of years.
- c) Examine the Convention on the Rights of the Child, the Millennium Development Goals and the role of the United Nations in promoting educational opportunities for all. (Primary education is considered a human right that should be granted to everyone).
- d) Explain the work of United Nations Educational, Scientific and Cultural Organization (UNESCO) and the United Nations Children's Fund (UNICEF).
- e) Assess the impact of international efforts to promote gender equality in education. (Who are the responsible ones, who can bring about a change in the cultural and societal factors and provide girls and women, better opportunities for education? What kind of initiatives, that don't solely depend on the government initiatives, can help create this change?)

Gender inequality in education and employment**Focus:**

This paper focus on how and why education is the key to gender equality and to larger employment opportunities for women. It explores links between lack of education and its impact on women's employment.

Introduction:

Investing in human capital is one of the most effective means of reducing poverty and encouraging sustainable development. Yet, women in developing countries usually receive less education than men. More so, women in general enjoy far less employment opportunities than men the world over.

In recent decades, there have been large gains in basic rights and opportunities, in life expectancy and enrolment ratios for women. But despite these gains there are still large gender disparities in basic human rights, resources, and economic opportunity, and in political rights-the world over. Such inequality between men and women has to do with social norms, religion, cultural traditions....facts that could change if worldwide nations worked hard on it.

In South Asia, women have only half as many years of schooling as men. In much of Sub-Saharan Africa women obtain land rights, through their husbands as long as the marriage endures and women account for only ten percent of seats in Parliaments worldwide.

So, the vicious cycle of poverty continue. This is because poverty leads to and aggravates gender discrimination. Women and girls are at the bottom of the social, economic and political ladder in these societies. And yet, gender discrimination stops development at all levels (social, education, health, politics, economy...).

For instance, reports say that if girls and boys in Sub-Saharan Africa got equal schooling, child mortality could be lowered by as much as 25 per cent.

The only solution to this is gender equality, which strengthens a country's ability to grow, to reduce poverty and provide its people – men, women and children – a better life.

CLIL in Citizenship: Let's Step into their shoes

Gender favours education:

Education is the key to economic security and opportunity- particularly for girls and women. However, data reveals a sad reality: of the 130 million children who are not in school, approximately 60 percent are girls.

Economics plays a key role when it comes to coping with direct costs such as tuition fees, cost of textbooks, uniforms, transportation and other expenses. Wherever, especially in families with many children, these costs exceed the income of the family, girls are the first to be denied schooling.

But educating girls is one of the best investments a society can make. An educated woman has the skills, the self-confidence and the information she needs to become a better parent, worker and citizen.

Inability to read, write and calculate complicates a girl's efforts to engage in both market-focused production and household activities as effectively and efficiently possible. This affects her family's welfare and diminishes her potential contribution to the development of the household, local and national economy.

The Indian experience:

India represents a picture of contrasts when it comes to education and employment opportunities for girls. Cultural, social and economic factors still prevent girls from getting education opportunities so the question of equality is still a mirage.

However, the rural and the urban areas present a contrast.

In the rural areas the girl child is in charge of household and agricultural chores. This is one of the many factors limiting girls' education. Cleaning the house, preparing the food, looking after their siblings, the elderly and the sick, grazing the cattle and collecting firewood are some of the key tasks they have to perform. Households are therefore reluctant to spare them for schooling. Physical safety of the girls, especially when they have to travel a long distance to school and fear of sexual abuse are other reasons that impede girls' education.

In the urban areas, however, there is a discernible difference in the opportunities that girls get for education and employment.

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Though the figures for girls would still be low as compared to boys, what is heartening to see is that whenever given the opportunity, girls have succeeded more than boys.

In employment opportunities too, women in India today have stormed all male bastions. Be it piloting aircraft, heading multi-national corporations, holding top bureaucratic positions, leading industrial houses, making a mark as photographers, filmmakers, chefs, engineers and even as train and lorry drivers.

However, this is not enough. The number of girls and women who have been left out of education and employment opportunities is still superior to those who have got them. And what need to change this scenario are not just governmental efforts but a change in societal norms, in cultural and traditional bias and in general conceptions of people. And in this the media, the civil society, and the youth, the women and girls have a lot to contribute.

Need to break the mould:

What we need today are trends where girls are able not only to break out of the culturally determined patterns of employment but also to offer advice about career possibilities that look beyond the traditional women jobs.

In many countries, special initiatives have been taken to direct girls to non-traditional fields of study. In Austria, special computer and Internet courses have been offered to increase the number of girls enrolled in technical courses. In India can such efforts be initiated for the girls and women? Perhaps yes. In India, some projects on ICT literacy have shown that women too can cooperate and work efficiently in this area.

Adapted from **Geeta Sharma**, *Gender Inequality in Education and Employment*

Editor, LearningChannel.org

One World South Asia

Essay writing linguistic support material

1. Get familiar with the following vocabulary on WAR and RELIGION. Use your dictionary to translate the words.

Military service	Tank	Jews	Church	Commit a sin
Bomb	Landmine	Catholics	the Pope	Faith
Conflict	Bomber	Islam	Nun	Atheist
Weapons	Rifle	Christianity	Mosque	Agnostic
Troops	Shoot down (V)	Hindus	Synagogue	Devout
Fighting	Blow up (V)	Buddhism	Bishop	Paradise
Arms	Explode (V)	Temple	Worship (V)	Angel
Soldier	Attack (V)	Priest	Believe in (V)	Bible
Aircrew	Supply (V)	Chapel	Pray (V)	Idolise (V)

2. Complete the following essay with the linking words needed.

To believe in God or not to believe, that is the question.

Many citizens nowadays doubt about the existence of a supernatural powerful God who knows it all and who leads our lives., many theories on his existence torment our minds.

....., scientific arguments emerge around this topic. Cosmological and evolutionary theories contradict many religious arguments., how the universe came into being and how living things came to be like they are today correspond to proved scientific evidence. the Big- Bang theory and Charles Darwin's "Origin of the Species".

....., religions have their own ideas about all this. the Bible says things were created following a certain order in six days, and humankind descended from Adam and Eve.

....., the fact of believing or not is for some people based on a personal religious experience or something more indirect., it starts with your family experience or a search for meaning., the nature of truth is something questionable. While some people look for religious truth in sacred writings and religious leaders, others base the truth of the world in scientific and historical truth., these are two controversial resources.

Consequently, we observe that religion is a matter of faith, believers believe in God the fact that not real evidence exist. And non believers rely mostly on the theory of evolution or Darwinism and the cosmological theory of the Big Bang., we certainly believe that there is no possible harmony between scientific and religious ideas.

(Therefore, Moreover, Secondly, In conclusion, However, Possibly, To begin with, For example, For instance, Also, Nevertheless, Despite, For this reason)

FREEDOM WRITERS by Richard LaGravenese (2007)

1. Use the internet to find the following information about the film.



The storyline of the movie takes place between 1992-1995, beginning with scenes from the 1992 Los Angeles Riots. Hilary Swank plays the role of Erin Gruwell, a new, excited schoolteacher who leaves the safety of her hometown, Newport Beach, to teach at Woodrow Wilson High School in Long Beach, where a new integration program puts students of all backgrounds and races in classes together. Her enthusiasm quickly dwindles away when she realizes that her class (all at-risk students, also known as “unteachables”) is not the happy-go-lucky eager students she was expecting.

Release date:

Director:

Producer:

Writer:

Length:

Starring....

1. as Erin Gruwell
2.as Erin’s husband
3.as Eva

2. Answer the questions below as deeply as possible.

Tolerance

a) At the beginning of the school year, Erin gets really angry because of a racial caricature of one of her students that she finds being passed around the room. Why does Erin compare this drawing of African-American students to the drawings of Jewish men during the Holocaust?

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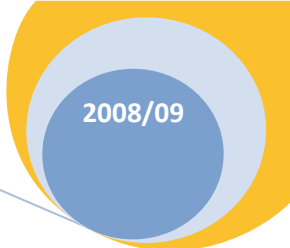
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CLIL in Citizenship: Let's Step into their shoes

b) Despite their very different backgrounds (Latinos, Cambodians, African- American, Chinese), the majority of Ms.Gruwell students go through similar daily struggles¹. What makes them realize these similarities?

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Earning Respect and Trust

c) Ms. Gruwell is the first teacher to show trust and respect for the “at risk” students at Wilson High. How does Erin Gruwell demonstrate this? Why are some students more resistant to trusting her?

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d) How do the classmates learn to trust one another? How does reading and writing initiate this change?

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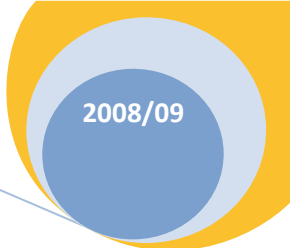
Overcoming Adversity

e) Miep Gies, the woman who hid Anne Frank, is a hero to Ms. Gruwell’s students. What does Miep Gies mean when she tells the students, “You are heroes everyday”?

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¹ lluites



CLIL in Citizenship: Let's Step into their shoes

f) Ms. Gruwell's students endure² a number of adversities in their personal lives. Many of the students come from broken families, in which they have endured physical or emotional abuse, substance abuse, poverty, homelessness³, gang violence, and deaths of close relatives and friends. How do the assigned class books relate to the students' lives? What are some common themes that run throughout the literature?

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g) Why is Eva so affected by the ending of Anne Frank's diary?

.....
.....

Family Relationships

h) What makes Eva choose to "go against⁴ her people" in the courtroom? Do you think this was a good decision? How do her family and friends react?

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i) Do you think it's more important to "protect your own" or do what's right?

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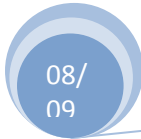
j) In what ways does Ms. Gruwell's classroom become a family for the students? Do you have a "family" outside your actual family?

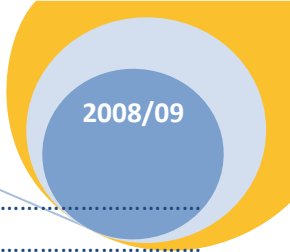
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² afrontar

³ Sense sostre

⁴ En contra





CLIL in Citizenship: Let's Step into their shoes

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Anti-violence and Anti-gangs

k) Why aren't Ms. Gruwell's students motivated to succeed⁵ in school? What outside factors affect their ability to learn?

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Finding Success

l) Describe how writing in journals helps transform the lives of the students. How does writing "free" the students from their pain?

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m) Why do you think Ms. Gruwell makes the effort to take her students on field trips⁶ to museums and treats them to fancy⁷ dinners, new books and computers? How do these "luxuries" impact the students?

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Inequality of Education

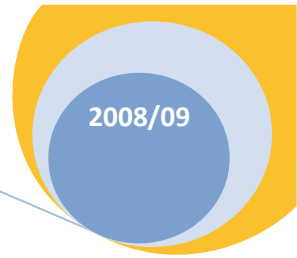
n) Why do Ms. Gruwell's students hate and resent her at first?

⁵ Sortir-se'n amb èxit

⁶ Sortides escolars

⁷ elegant





CLIL in Citizenship: Let's Step into their shoes

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o) What are some of the inequalities among students and classrooms in Wilson High School?

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