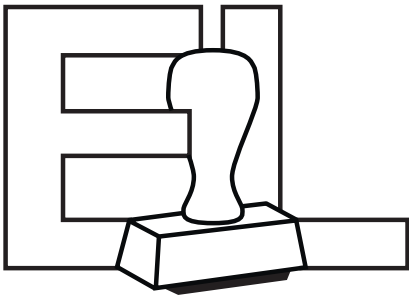


# FREEDOM FROM DISCRIMINATION



≈  
English Second Language  
**DISCRIMINATION**  
≈

## ARTICLE 2 FREEDOM FROM DISCRIMINATION

“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.”

**UNIVERSAL DECLARATION OF HUMAN RIGHTS (UDHR), 1948.**

A N I N I T I A T I V E O F :

**AMNESTY  
INTERNATIONAL**



## DESCRIPTION

This lesson can be divided depending on the teacher’s English language objectives. Only part 4 is absolutely necessary. These activities aim to open student-led discussions seeking human rights based solutions to bullying in schools, without diverging from English as a Second Language (ESL) curricula. Independently from language classes, they retain full value as tools for creating debate and discussion of problems and solutions relating to bullying.

**“I’ve used these activities to introduce and revise conditional and modal verbs respectively with students of various ages, most recently teenagers studying for their baccalaureate exams in Geneva.”**

Nyan Storey, English teacher

## CONNECTION TO THE FRAMEWORK CURRICULA

**ACADEMIC BACCALAUREATE.** The suggested exercises fall within the overall objectives of learning English as a foreign language at upper secondary level. They enable the student, among other things, to “communicate both orally and in written form”, to “react to a given situation through an intellectual process combining imagination and sensitivity” and to “listen actively, be ready to communicate their thoughts and express themselves confidently in English”.

→ Framework curriculum for the upper secondary school baccalaureate, p. 48.

**VOCATIONAL BACCALAUREATE.** In addition to enabling students to acquire specific skills linked to their training, learning English as a foreign language helps develop interdisciplinary skills. Through these activities, students can, among other things, grasp “someone else’s opinion and also objections and conflicts in a constructive manner” (social skills) or “grasp language as a fundamental means of communication, of discovering the world and of identity building” (linguistic skills).

→ Framework curriculum for the vocational baccalaureate, p. 30.

## GENERAL INFORMATION

**SUBJECTS:** English as a Second language classes  
(adaptable to other languages)

**LEVEL:** 15–20 years old (adaptable)

**DURATION:** 60–120 minutes (adaptable)

**FORM:** Group exercises & whole class discussion  
(adaptable for 1 on 1 tutoring)

## FIGHTING BULLYING WITH VERBS

### OBJECTIVES:

- ≈ Students use the 2<sup>nd</sup> conditional correctly (“if + past tense ... would + infinitive”) – (specific to part 2)
- ≈ Students use modal verbs for advice and obligation correctly (should, could, must, have to) – (specific to part 3)
- ≈ Students have a deeper understanding of the dangers of bullying as well as potential solutions
- ≈ Students better understand the contents of the UDHR, especially article 2: freedom from discrimination.
- ≈ Students recognise human rights as tools to address daily problems

### MATERIALS:

- ≈ Copies of the Universal Declaration of Human Rights in English for all students.
- ≈ Find online: video extract showing bullying in a well-known cartoon or comedy series (a shared cultural reference helps create a neutral setting). Examples could include the Simpsons, South Park, How I Met Your Mother, Friends, etc.
- ≈ Find online (see annex): “Matching exercise for introducing vocabulary relating to bullying”

### LESSON PLAN

#### PART 1: INTRODUCTION/LEAD IN/PRESENTATION (SAME FOR BOTH LESSON PLANS)

1. Before class, establish whether this group has experienced any specific bullying problems, and if so, how the lessons should be altered.
2. Show extract of a cartoon or series, known by the students, in which bullying occurs. In a discussion involving all the class, emphasize the use of the word “bullying”. (5 minutes)
3. To introduce target vocabulary, separate class into groups to discuss question: “What is bullying?” After 5-10 minutes each group presents conclusions followed by a short debriefing involving the whole class. The teacher elicits key words and writes them on the board. (20 minutes)
4. Students practice target vocabulary in pairs, matching words to their definitions (see link to online matching exercise in annex below). (5 min)

#### PART 2: SECOND CONDITIONAL TENSE

5. In order to introduce target grammar, while showing an image taken from the video, the whole class discusses the question: “If you wanted to bully this child, what would you do?” Go through the first example together, writing the example on board (e.g.: “If the child had glasses, I would make fun of them”. “If the child was feeling upset, I wouldn’t comfort him.”) Suggested comprehension questions: “Do I want to bully the person?” Practice “No because”+“if & past tense”. Will I actually do this? Practice “No because” + “would”. Do examples together (writing them up on the board) until class is consistently producing the structure: “if + past, would + infinitive.” (5 min)
6. To produce target grammar & vocabulary separate students into groups go through examples the same exercise. Competition: who can find the most ideas? To decide the results, each group takes a turn presenting one idea. Nobody may repeat anybody else’s. The last team still able to offer an idea wins (make sure that all ideas are written down – the class will need to refer to them later). (15 min)

**PART 3:  
MODAL VERBS  
(BETTER AS REVISION THAN 1<sup>ST</sup> INTRODUCTION)**

7. To introduce target grammar, students form pairs and cut out modal verbs in order of strength. For example: must/have to → should → could → ... until mustn't (see exercises in annex). Ask the class: What is the difference between the rest of these verbs and "have to"? (Answer – they don't take an auxiliary "do" for questions & negatives). (5 min)
8. In pairs, students use each of the modals to link examples of bullying from the previous exercise to articles from the Human Rights Declaration (do first example together). E.g. "You mustn't make fun of someone for their sexuality because it violates article X." E.g. "You should support people if they feel bullied in order to respect article Y". At the end, presentations and whole group discussion. (20 min)
9. To produce target grammar, students form groups and discuss the questions: "If this were your friend being bullied, what advice would you offer them? What advice would you offer other people in order not to be part of the problem?" Before starting, go through examples together (writing them up on the board) until class is consistently producing structures using all modal verbs. After 5-10 minutes of group work, groups present ideas to the class in turn and discuss whether the advice is good or bad. (20+ min)

**PART 4:  
READING & DEBRIEFING**

10. Distribute the UDHR to all students. Divide students into different groups to link examples from previous exercises to articles in the UDHR. Each group has to come up with 4 sentences relating to different human rights, for example "if a bully found someone's diary and put it on Facebook, they would be violating the human right to privacy". At the end, a full class discussion/debriefing (very important) takes place. (20+ min, until end of class)

**HOMEWORK SUGGESTION**

In groups, students prepare a poster, using the target language, inspired by what they did during the class. This could be a discussion of the links between bullying and the UDHR, and could refer to fictional situations, such as other cartoons. Ideally, posters should be put up on the wall.

**ANNEX: EXERCISES**

For bullying vocabulary-matching exercise, use exercise from the internet such as:

- [www.slideshare.net/ang\\_ruiz/bullying-vocabulary](http://www.slideshare.net/ang_ruiz/bullying-vocabulary)
1. Delete vocabulary based on students' level.
  2. Cut out and shuffle remaining words & meanings.
  3. Students match meanings to words.

Modal verbs to order according to force of obligation

- ≈ Must
- ≈ Have to
- ≈ Should
- ≈ Ought to
- ≈ Can
- ≈ Don't have to
- ≈ Shouldn't
- ≈ Can't
- ≈ Mustn't

**REFERENCES AND FURTHER INFORMATION**

- ≈ **BRITISH COUNCIL:** LearnEnglish Teens, available at: <http://learnenglishteens.britishcouncil.org/skills/writing-skills-practice/magazine-article>
- ≈ **ESL HOLIDAY LESSONS:** Anti-bullying day lesson plan, available at: [www.eslholidaylessons.com/12/anti\\_bullying\\_day.html](http://www.eslholidaylessons.com/12/anti_bullying_day.html)
- ≈ **HENRY 4 SCHOOL:** Bullying: Lesson Plans, available at: [www.henry4school.fr/School/bullying/lp.htm](http://www.henry4school.fr/School/bullying/lp.htm)
- ≈ **SLIDESHARE:** Vocabulary Bank: "Bullying", available at: [www.slideshare.net/ang\\_ruiz/bullying-vocabulary](http://www.slideshare.net/ang_ruiz/bullying-vocabulary).
- ≈ **AMNESTY INTERNATIONAL UK:** universal declaration on human rights, available at: [www.amnesty.org.uk/sites/default/files/udhr\\_simplified.pdf](http://www.amnesty.org.uk/sites/default/files/udhr_simplified.pdf)