

Human Rights



Lesson Plans

English
Malti

*Marion Attard
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Carlo Diacono Girls' Junior Lyceum
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2005*

Human Rights



Author Information

Authors: Marion Attard
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Schools: Junior Lyceum Carlo Diacono
Junior Lyceum Sir Adrian Dingli

Lesson Plan Information

Subject: English / Malti
Category: Human Rights (article 25)
Level: Form 3 / Form 4
Duration: 45 minutes

Description:

Lesson number 1
The right to food and clothing

Goals:

Speaking skills:

- Cognition (describing and interpreting)
- Validity of arguments
- Task roles

Students should realize that all children have a right to basic food and clothing

Objectives:

By the end of the lesson students would have:
reacted to a number of slides
commented on each slide and
rated the performance of a speaker according to a checklist

Resources:

Computer lab with LCD projector,
Worksheet (checklist)
PowerPoint presentation ppt# 1

Reference Material:

www.holyseemission.org last accessed 28.04.06

Timing:

5 minutes introduction
30 minutes activity
10 minutes conclusion

Classroom Management:

A small group discussion conducted before a class for a predetermined time. It is normally followed by class participation in the form of questions or comments. Students will work in groups of three.

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Remote preparation:

Roles will be assigned and students will be asked to do some research according to their respective roles, namely: *chairperson, information giver, opinion giver, information seeker, opinion seeker and coordinator.*

Introduction

5 minutes

Teacher introduces the topic by means of the power point presentation (refer to ppt#1Eng). Students will be encouraged to **look, reflect** and **react**, as directed by the introductory slide. This will enable them to focus on specific issues, namely, the right to basic food and clothing.

Activity

35 minutes

Step 1: The teacher invites the members of the panel to **(15 minutes)** take their place and introduces them in turn. He/she then invites the chairperson to open and conduct the discussion. This will involve reading the questions on each of the six slides and asking specific members of the panel to comment, according to the role previously assigned to them.

Teacher will serve as a facilitator of learning by intervening whenever students require help (i.e. scaffolding learning).

During the discussion each group will focus on the performance of a particular member of the panel. They will be given a checklist (either in a hard copy form or on computer) in order to guide them to rate the performance of the speaker (refer #2EM 1-6).

Step 2: Following the group discussion, the rest of the **(6 minutes)** class will be invited to ask questions or comment on what they have heard and seen.

Step 3: The teacher will ask each group to appoint a **(8 minutes)** leader who will then proceed to read out the rating awarded to the speaker assigned to them. The points will appear on a grid on the screen.

Step 4: The teacher will ask questions to recapitulate the **(6 minutes)** points raised during the discussion:

Is poverty restricted to one particular part of the world?

[Il-faqar jeżisti biss f'xi parti partikolari tad-dinja?]

What can lead to poverty?

[X'jistja' jwassal għall-faqar?]

How do the Maltese react to appeals for food and clothing?

[Kif jirreaġixxu l-Maltin meta jintalbu jaġġtu xi għajjnuna umanitarja?]

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Activity (continued)

Do you think we are neglecting those around us who might be suffering because of poverty?

[Taħsbu li qed nonqsu lil dawk ta' madwarna li qed ibatu minħabba l-faqar?]

Having discussed all this, do you think it should help us to think twice before wasting things?

[Dan kollu li ddiskutejna, taħsbu li jgħinna biex naħsbuha darbtejn qabel ma naħlu bl-addoċ?]

Conclusion

5 minutes

The teacher will give a website to the students so that they will be able to go through it until the next lesson. This website would help the students to answer questions during the quiz to be held during the second lesson.

Suggested website: www.holyseemission.org

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Subject: English / Malti
Category: Human Rights (article 25)
Level: Form 3 / Form 4
Duration: 45 minutes

Description:

Lesson number 2
Making life easier

Goals:

Speaking skills:

- Coherence (i.e. the relationship between the ideas expressed in speech)

Students should realize that a little concern and respect goes a long way to make life easier for old people, people with a disability and those who find themselves in difficult circumstances due to some natural disaster, wars ... etc.

Objectives:

By the end of the lesson students would have:
taken part in an online quiz via Video Conference and answered a number of questions about Human Rights.

Resources:

computer lab, video clip (elderly woman), web cam, microphone, projector, internet connection, box, 15 envelopes + questions, hard copy of website.

Reference Material:

<http://www2.lhric.org/pocantico/taverna/98/king.htm>

<http://www.liu.edu/cwis/cwp/library/mlking.htm>

<http://nobelprize.org/peace/laureates/1964/king-bio.html>

<http://golden-legacy.com/mlkjr2.html>

last accessed 28.04.06



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Timing: 1 minutes introduction
38 minutes activity
6 minutes conclusion

Classroom

Management: Students from Sir Adrian Dingli and Carlo Diacono will participate in video conferencing. The activity will take the form of a quiz. Chairs will be placed in the shape of a U, facing the big screen. Students will be seated in pairs.

Remote preparation:

At the end of lesson 1 the teacher would have given students a website to go through (refer #3). This would help them to answer questions during the quiz.

Introduction

1 minute

Teacher will present a video clip to illustrate how our attitude towards the elderly can help to make their life easier. There is humour in the situation but it teaches respect for old people.

Activity

38 minutes

Step 1:(3 minutes) Teacher will ask students to give their reaction to what they have just seen.

Step 2:(30 minutes) Quiz can now begin: each school will either have a box containing 15 envelopes, numbered 1-15 and 16-30 respectively or otherwise the selection of questions will be made on computer. The schools will take alternate turns to ask and answer questions (refer to questions provided at end of lesson plan).

First pair will ask their counterparts at the other end to choose a number. One student will proceed to read out the question contained in that envelope. Before answering students can consult their partner. A correct answer scores one point. Should the pair be unable to answer the question, they can ask the rest of the class. This still earns the school a point. Teachers in charge of the classes will keep the scores.

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Activity (continued)

This game involves one class of students during a Maltese lesson and another during an English lesson. Hence, students will be expected to answer in the language in which the question is read. This is an attempt at an integrated approach made possible by the fact that our students are bilingual.

The school with the highest score is the winner.

Step 3: (5 minutes) Teacher will inform the class about scores and how they went on.

Conclusion

6 minutes

Before leaving the class, the teacher will tell the students to look up some information about Martin Luther King, the Human Rights activist.

Suggested websites:

<http://www2.lhric.org/pocantico/taverna/98/king.htm>

<http://www.liu.edu/cwis/cwp/library/mlking.htm>

<http://nobelprize.org/peace/laureates/1964/king-bio.html>

<http://golden-legacy.com/mlkjr2.html>

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Lesson Plan Information

Subject: English / Malti
Category: Human Rights (article 25)
Level: Form 3 / Form 4
Duration: 45 minutes

Description:

Lesson number 3
The fight for equality

Goals:

Listening/Reading Comprehension:

- Interpretation of message
- Interpretation of tone of speaker (paralinguistic features)

To make students aware of the suffering and hardships caused when people are discriminated against because of colour or race.

Objectives:

By the end of the lesson students would be able to answer a number of multiple choice questions about the Human Rights activist Martin Luther King.

Resources:

computer lab,
video clip,
power point presentation CD,
projector, handouts.

Reference Material:

www.holyseemission.org

Timing: 5 minutes introduction
30 minutes activity
10 minutes conclusion

Classroom

Management: Students working in pairs

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Remote preparation:

Students should have some knowledge about the background of Martin Luther King, such as place and date of birth, his aim in life, education and other personal achievements.

Introduction

6 minutes

Teacher will present a video clip, featuring part of a speech delivered by Martin Luther King. This will help students to recall the theme of the lesson. (ref 1b EM)

Teacher will ask questions in relation to the video clip:

1. How do we look at people of a different colour?

[Kif inħarsu lejn dawk in-nies li jkollhom kulur tal-ġilda differenti?]

2. From your reading, what have you learnt about the way black people were treated in America?

[Mill-qari li għamiltu, x'tgħallimtu dwar kif kienu jiġu ttrattati s-suwed fl-Amerka?]

3. Should people of a different colour be treated differently?

[Taqblu li dawk in-nies li jkollhom kulur tal-ġilda differenti jkunu ttrattati b'mod differenti?]

4. Do you agree that black children should attend the same schools as white children?

[Taqblu li tfal suwed jattendu l-istess skejjel tal-bojod?]

5. When we discriminate against certain classes of people, what is the message we are sending?

[Meta niddiskriminaw kontra xi klassi ta' nies, x'taħsbu li jkun il-messaġġ li nkunu qed inwasslu?]

Activity

33 minutes

Step 1: (1 minute) This will be followed by an extract of Martin Luther King's speech, "I Have a Dream", which will be displayed on the screen.

Step 2: (2 minutes) Students will be given a copy of the extract and will be asked to read it in silence (refer #4).

Step 3: (15 minutes) The teacher will discuss the passage with the class, focusing on difficult vocabulary and phrases, such as: **sweltering; an oasis of freedom and justice; vicious; exalted; jangling discord.**

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Activity (continued)

The teacher should focus on the following phrases during Maltese lessons: *padruni ta' l-iskjavi; oasi ta' libertà u ġustizzja; kull wied jintrefa' 'l fuq; kull għolja u muntanja titbaxxa; il-postijiet mgħawġin jiddrittaw.*

Step 4: (15 minutes) Students working in pairs on computers: students will work through an animated multiple choice exercise. This will test their comprehension skills. Every student will then be given a copy of the multiple choice questions (refer #5EQMM).

Conclusion

6 minutes

This will be followed by class correction (refer #5EA 5MT).

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Presentation

English
Malti

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Id-dritt għall-ikel u l-ilbies

Iddeskrivi d-dar ...



Fuq x'ix qiegħda bil-qiegħda l-ma'ia?

Għafex laħseb li l-lfal m'għandhomx żaibun f'żaqjham?

Iddeskrivi x'inhom liebes it-tifel

Bil-guħ ... X'se jigri ?



F'Malta għali nillaqqu ma' l-fal li jkun lebsin dawn il-hwejjeg?

Kif laħsbu li kantu tħassukom li kieku libsu dawn il-hwejjeg?



X'laħsbu li qed jippuvaw jagħmlu dawn il-lfal?

Qed jagħmlu hekk għall-gast jew għall-bżann?

Tajjeb għas-saħħa? ... Nutrittiv? ...

Taħseb li dawn it-tfal qed jgħixu f'ambjent b'saħħitu?



Dan il-lip ta' ikel x'effett qed inalli fuq saħħitum?



Min hu responsabbli biex jidgħura li dawn il-lfal ikollhom ikel biżżejjed u libes x'ievaq?

Bnala oħladini, nisgħu nagħmlu xi raġa dwar din is-sitwazzjoni?

Ref 1a Malti



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Dawn qeghdin ahjar?



Meta mqabbla mat-tfal l-oħra, dawn iż-żewġ itfal jidhru li qed jgħixu f'kundizzjonijiet ahjar?

Taqblu?

Tmiem



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Skand is-sitta, il-gvernatur ta' Alabama



- Kien jipprova li jidherx
- Kien razzist
- Kien kontra d-diskriminazzjoni

Liema frazi ttrawgertok li kien kien pessimizmu kbir?



- mill-essenzja ta' idurrazzjoni
- padroni ta' l-ideja
- l-ghodjet kanna ta' Georgia

Liema figura tad-diskors insibu fil-kelmiet oasi ta' liberta'?



oasi ta' liberta'

- alliterazzjoni
- similitudni
- metafora

Kull ghojja u mustanja titbaxxa.

Din t'fisser



- mustanj ghojja jggarfu
- l-impossibbli jist possibbli
- kullhadd ikun jista' jgħid fuq dawn il-muntanji

Martin Luther King kien qed jipprova jgħieghel is-Suwed :



- Iqumu kontra l-gvernatur ta' Alabama
- jgħieghu għad idrittijiet tagħhom
- kullhadd ikun jista' jgħid fuq dawn il-muntanji

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The Right to Food and Clothing

Describe the house ...



Where is the woman sitting?

Why do you think that the children are not wearing shoes?

Describe what the child is wearing



Do we normally see children in Malta wearing such clothes?

How do you think you would feel if you had to wear such clothes?

You're hungry ... what happens?



What do you think these children are trying to do?

Are they doing it for fun or out of necessity?

Healthy? ... nourishing? ...



What effect can this have on their health?

Are these children living in a healthy environment?



Who is responsible for ensuring they have proper food and clothing?

Should we as citizens do anything about it?



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Better off ?



Compared to the other children these boys seem to be better off.
Do you agree?

The End

1

2

Human Rights



I Have A Dream

Freedom

The passage above is taken from a speech by Martin Luther King Jr. the famous African right Black American leader. It was delivered on the steps of the Lincoln Memorial in Washington D.C. on August 28, 1963.

Created & Designed by
Michelle Morgan
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The speaker says he had a dream.

This means

- He did not had a pleasant dream
- He was an excellent person
- He hoped blacks and whites would live together peacefully

The speaker repeats the words ***I have a dream*** in order to :

- emphasize his vision for the future
- capture the interest of his audience
- inspire his listeners.

.... the sons of slaves and the sons of former slave owners.

This means

- men and women
- blacks and whites
- the landowners are tenants

When the speaker speaks of ***brotherhood***, he uses the image of people sitting at a table.

He does this to suggest that :

- they are hungry
- they behave like a family
- they are related

Freedom

- discrimination will cease to exist.
- the colour of men's skin will be important
- a person's behaviour will determine his future.



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... according to the text, the governor of Alabama



- preached tolerance
- was a racist
- hated discrimination

Navigation: Previous, Next, Home, Search

I HOPE TO SEE YOU



Which of the following phrases suggest that pessimism was widespread?

- discord of our nation
- was a racist
- they are related

Navigation: Previous, Next, Home, Search



What figure of speech is used in *an oasis of freedom*?

- an alliteration
- a simile
- a metaphor

Navigation: Previous, Next, Home, Search



Every hill and mountain shall be made low.

This means

- high mountains will crumble
- the impossible will become possible
- everyone will manage to climb these mountains

Navigation: Previous, Next, Home, Search



Martin Luther King was trying to make the blacks

- rebel against the governor of Alabama
- stand up for their rights
- fight against the whites

Navigation: Previous, Next, Home, Search

Human Rights



Worksheets

English
Malti

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Speech Checklist - No 1

Oral activity: Panel Discussion

Topic: Human Rights: The Right to Food and Clothing

Date:

Duration: 15 minutes

Name of student:

Class:

Skills to be assessed: Cognition: **Describing and Interpreting**

Task role: **Chairperson**

Total Marks: 15

Marks Scored:

Positive		Negative	
<i>Cognition</i>			
Describes and supports her ideas.	⑤ ④ ③ ② ① ①	Describes without validating her arguments.	
Interprets and supports her ideas.	⑤ ④ ③ ② ① ①	Interprets without validating her arguments.	
<i>Task Role: Chairperson</i>			
Initiates the discussion; keeps the meeting orderly and organized; asks the right questions to the right members; encourages participation; and concludes the meeting.	⑤ ④ ③ ② ① ①	Does not initiate the discussion properly; finds it difficult to keep the meeting organized; does not have the ability to ask the right questions to the right members; does not encourage participation; does not conclude the meeting in an orderly manner.	



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Speech Checklist - No 2

Oral activity: Panel Discussion

Topic: Human Rights: The Right to Food and Clothing

Date:

Duration: 15 minutes

Name of student:

Class:

Skills to be assessed: Cognition: **Describing and Interpreting**

Task role: **Information Giver**

Total Marks: 15

Marks Scored:

Positive		Negative
<i>Cognition</i>		
Describes and supports her ideas.	⑤ ④ ③ ② ① ①	Describes without validating her arguments.
Interprets and supports her ideas.	⑤ ④ ③ ② ① ①	Interprets without validating her arguments.
<i>Task Role: Information Giver</i>		
Provides facts and information to the group.	⑤ ④ ③ ② ① ①	Does not provide any facts and information to the group in relation to the topic in question.



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Speech Checklist - No 3

Oral activity: Panel Discussion

Topic: Human Rights: The Right to Food and Clothing

Date:

Duration: 15 minutes

Name of student:

Class:

Skills to be assessed: Cognition: **Describing and Interpreting**

Task role: **Opinion Giver**

Total Marks: 15

Marks Scored:

Positive		Negative
<i>Cognition</i>		
Describes and supports her ideas.	⑤ ④ ③ ② ① ①	Describes without validating her arguments.
Interprets and supports her ideas.	⑤ ④ ③ ② ① ①	Interprets without validating her arguments.
<i>Task Role: Opinion Giver</i>		
Offers opinions pertinent to the topic in question.	⑤ ④ ③ ② ① ①	Does not offer any opinions in relation to the topic in question.



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Speech Checklist - No 4

Oral activity: Panel Discussion

Topic: Human Rights: The Right to Food and Clothing

Date:

Duration: 15 minutes

Name of student:

Class:

Skills to be assessed: Cognition: **Describing and Interpreting**

Task role: **Information Seeker**

Total Marks: 15

Marks Scored:

Positive		Negative
<i>Cognition</i>		
Describes and supports her ideas.	⑤ ④ ③ ② ① ①	Describes without validating her arguments.
Interprets and supports her ideas.	⑤ ④ ③ ② ① ①	Interprets without validating her arguments.
<i>Task Role: Information Seeker</i>		
Asks for clarification of facts presented by someone else and for new facts pertinent to the topic in question.	⑤ ④ ③ ② ① ①	Does not ask for any clarification of facts in relation to the topic in question.



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Speech Checklist - No 5

Oral activity: Panel Discussion

Topic: Human Rights: The Right to Food and Clothing

Date:

Duration: 15 minutes

Name of student:

Class:

Skills to be assessed: Cognition: **Describing and Interpreting**

Task role: **Opinion Seeker**

Total Marks: 15

Marks Scored:

Positive		Negative
<i>Cognition</i>		
Describes and supports her ideas.	⑤ ④ ③ ② ① ①	Describes without validating her arguments.
Interprets and supports her ideas.	⑤ ④ ③ ② ① ①	Interprets without validating her arguments.
<i>Task Role: Opinion Seeker</i>		
Asks for clarification of opinions presented and for additional opinions from the members.	⑤ ④ ③ ② ① ①	Does not ask for any clarification of opinions from the members.



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Speech Checklist - No 6

Oral activity: Panel Discussion

Topic: Human Rights: The Right to Food and Clothing

Date:

Duration: 15 minutes

Name of student:

Class:

Skills to be assessed: Cognition: **Describing and Interpreting**

Task role: **Coordinator**

Total Marks: 15

Marks Scored:

Positive		Negative
<i>Cognition</i>		
Describes and supports her ideas.	⑤ ④ ③ ② ① ①	Describes without validating her arguments.
Interprets and supports her ideas.	⑤ ④ ③ ② ① ①	Interprets without validating her arguments.
<i>Task Role: Coordinator</i>		
Summarizes what has been discussed and shows the relationships among various ideas and suggestions.	⑤ ④ ③ ② ① ①	Does not summarize properly what has been discussed and does not have the ability to show the relationships among various ideas and suggestions.

Human Rights



Il-Filiet Evalwattivi tat-Taħdit - Nru 1

Attività Orali: Diskussjoni fi Grupp

Tema: Id-Drittijiet tal-Bniedem: Id-Dritt għall-lkel u l-lbies

Data:

Ħin: 15-il minuta

Isem l-istudenta:

Klassi:

Il-filiet evalwattivi: Il-konjizzjoni: **Id-deskrizzjoni u l-interpretazzjoni**

Ir-rwol: **Iċ-Ċerpersin**

Total tal-marki: 15

Marki miksuba:

Pożittiv		Negattiv
<i>Il-Konjizzjoni</i>		
Tiddeskrivi u ssaħħaħ l-ideat tagħha.	⑤ ④ ③ ② ① ① ①	Tiddeskrivi mingħajr ma ssaħħaħ l-argumenti tagħha.
Tinterpreta u ssaħħaħ l-ideat tagħha.	⑤ ④ ③ ② ① ① ①	Tinterpreta mingħajr ma ssaħħaħ l-argumenti tagħha.
<i>Ir-Rwol: Iċ-Ċerpersin</i>		
Tiftaħ id-diskussjoni u tmexxiha fl-ordni; tistaqsi lill-membri mistoqsijiet addattati, skond ir-rwol speċifiku tagħhom; tinkoraġġixxi l-partecipazzjoni tal-membri u tagħlaq id-diskussjoni b'mod xieraq.	⑤ ④ ③ ② ① ① ①	Ma tiftaħ id-diskussjoni b'mod xieraq u ssibha diffiċli biex tmexxiha fl-ordni; ma ssaqsix mistoqsijiet addattati, skond ir-rwol speċifiku tal-membri; ma tħajjarhomx jipparteċipaw u ma tagħlaqx id-diskussjoni b'mod effettiv.

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Il-Filiet Evalwattivi tat-Taħdit - Nru 2

Attività Orali: Diskussjoni fi Grupp

Tema: Id-Drittijiet tal-Bniedem: Id-Dritt għall-lkel u l-Ilbies

Data:

Ħin: 15-il minuta

Isem l-istudenta:

Klassi:

Il-filiet evalwattivi: Il-konjizzjoni: **Id-deskrizzjoni u l-interpretazzjoni**

Ir-rwol: **Dik li tipprovdi l-informazzjoni**

Total tal-marki: 15

Marki miksuba:

Pożittiv		Negattiv
<i>Il-Konjizzjoni</i>		
Tiddeskrivi u ssaħħaħ l-ideat tagħha.	⑤ ④ ③ ② ① ①	Tiddeskrivi mingħajr ma ssaħħaħ l-argumenti tagħha.
Tinterpreta u ssaħħaħ l-ideat tagħha.	⑤ ④ ③ ② ① ①	Tinterpreta mingħajr ma ssaħħaħ l-argumenti tagħha.
<i>Ir-Rwol:</i> <i>Dik li tipprovdi l-informazzjoni</i>		
Tipprovdi fatti u informazzjoni lill-membri tal-grupp.	⑤ ④ ③ ② ① ①	Ma tipprovdi fatti u informazzjoni lill-membri tal-grupp dwar is-suġġett tad-diskussjoni.

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Il-Filiet Evalwattivi tat-Taħdit - Nru 3

Attività Orali: Diskussjoni fi Grupp

Tema: Id-Drittijiet tal-Bniedem: Id-Dritt għall-Ikel u l-Ilbies

Data:

Fin: 15-il minuta

Isem l-istudenta:

Klassi:

Il-filiet evalwattivi: Il-konjizzjoni: **Id-deskrizzjoni u l-interpretazzjoni**

Ir-rwol: **Dik li tesprimi l-opinjoni**

Total tal-marki: 15

Marki miksuba:

Pozittiv		Negattiv
<i>Il-Konjizzjoni</i>		
Tiddeskrivi u ssaħħaħ l-ideat tagħha.	⑤ ④ ③ ② ① ①	Tiddeskrivi mingħajr ma ssaħħaħ l-argumenti tagħha.
Tinterpreta u ssaħħaħ l-ideat tagħha.	⑤ ④ ③ ② ① ①	Tinterpreta mingħajr ma ssaħħaħ l-argumenti tagħha.
<i>Ir-Rwol:</i> <i>Dik li tesprimi l-opinjoni</i>		
Tesprimi l-opinjonijiet tagħha dwar is-sugġett tad-diskussjoni.	⑤ ④ ③ ② ① ①	Ma tesprimi l-ebda opinjoni dwar is-sugġett tad-diskussjoni.

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Il-Filiet Evalwattivi tat-Taħdit - Nru 4

Attività Orali: Diskussjoni fi Grupp

Tema: Id-Drittijiet tal-Bniedem: Id-Dritt għall-Ikel u l-Ilbies

Data:

Fin: 15-il minuta

Isem l-istudenta:

Klassi:

Il-filiet evalwattivi: Il-konjizzjoni: **Id-deskrizzjoni u l-interpretazzjoni**

Ir-rwol: **Dik li tistaqsi għall-informazzjoni**

Total tal-marki: 15

Marki miksuba:

Pozittiv		Negattiv
<i>Il-Konjizzjoni</i>		
Tiddeskrivi u ssaħħaħ l-ideat tagħha.	⑤ ④ ③ ② ① ①	Tiddeskrivi mingħajr ma ssaħħaħ l-argumenti tagħha.
Tinterpreta u ssaħħaħ l-ideat tagħha.	⑤ ④ ③ ② ① ①	Tinterpreta mingħajr ma ssaħħaħ l-argumenti tagħha.
<i>Ir-Rwol:</i> <i>Dik li tistaqsi għall-informazzjoni</i>		
Tistaqsi għall-kjarifikazzjoni tal-fatti li jkun ippreżenta xi ħaddieħor u tistaqsi għal aktar fatti ġodda dwar is-suġġett tad-diskussjoni.	⑤ ④ ③ ② ① ①	Ma tistaqsix għall-kjarifikazzjoni tal-fatti dwar is-suġġett tad-diskussjoni.

Human Rights



Il-Filiet Evalwattivi tat-Taħdit - Nru 5

Attività Orali: Diskussjoni fi Grupp

Tema: Id-Drittijiet tal-Bniedem: Id-Dritt għall-Ikel u l-Ilbies

Data:

Ħin: 15-il minuta

Isem l-istudenta:

Klassi:

Il-filiet evalwattivi: Il-konjizzjoni: **Id-deskrizzjoni u l-interpretazzjoni**

Ir-rwol: **Dik li tistaqsi għall-opinjoni**

Total tal-marki: 15

Marki miksuba:

Pozittiv		Negattiv
<i>Il-Konjizzjoni</i>		
Tiddeskrivi u ssaħħaħ l-ideat tagħha.	⑤ ④ ③ ② ① ①	Tiddeskrivi mingħajr ma ssaħħaħ l-argumenti tagħha.
Tinterpreta u ssaħħaħ l-ideat tagħha.	⑤ ④ ③ ② ① ①	Tinterpreta mingħajr ma ssaħħaħ l-argumenti tagħha.
<i>Ir-Rwol:</i> <i>Dik li tistaqsi għall-opinjoni</i>		
Tistaqsi għall-kjarifikazzjoni ta' l-opinjoni ta' jkun ippreżenta xi haddieħor u tistaqsi għal aktar opinjonijiet dwar is-sugġett tad-diskussjoni.	⑤ ④ ③ ② ① ①	Ma tistaqsix għall-kjarifikazzjoni ta' l-opinjoni dwar is-sugġett tad-diskussjoni.

Human Rights



Il-Ħiliet Evalwattivi tat-Taħdit - Nru 6

Attività Orali: Diskussjoni fi Grupp

Tema: Id-Drittijiet tal-Bniedem: Id-Dritt għall-Ikel u l-Ilbies

Data:

Ħin: 15-il minuta

Isem l-istudenta:

Klassi:

Il-Ħiliet evalwattivi: Il-konjizzjoni: **Id-deskrizzjoni u l-interpretazzjoni**

Ir-rwol: **Dik li tikkoordina d-diskussjoni**

Total tal-marki: 15

Marki miksuba:

Pożittiv		Negattiv
<i>Il-Konjizzjoni</i>		
Tiddeskrivi u ssaħħaħ l-ideat tagħha.	⑤ ④ ③ ② ① ①	Tiddeskrivi mingħajr ma ssaħħaħ l-argumenti tagħha.
Tinterpreta u ssaħħaħ l-ideat tagħha.	⑤ ④ ③ ② ① ①	Tinterpreta mingħajr ma ssaħħaħ l-argumenti tagħha.
<i>Ir-Rwol:</i> <i>Dik li tikkoordina d-diskussjoni</i>		
Tiġbor fil-qosor dak li jkun intqal u turi x'relazzjoni hemm bejn l-ideat u s-suggerimenti li jipprovdu l-membri.	⑤ ④ ③ ② ① ①	Mhix kapaċi tiġbor fil-qosor dak li jkun intqal u ma titkellem x'jejn dwar ir-relazzjoni li jista' jkun hemm bejn l-ideat u s-suggerimenti tal-membri.

Human Rights



**Intervention of the Holy See
at the United Nations Second World Assembly on Ageing
Madrid, Spain
8 April 2002**

Mr. President
Ministers,
Ambassadors

Ladies and Gentlemen:

I have the honour of bringing to you a letter from His Holiness Pope John Paul II in which he responds to your invitation to participate in this Second World Assembly on Ageing.

This meeting deals with a matter that deeply concerns all of us. In fact, in the divine plan, longevity becomes the gift of the fulfilment of the life that receives meaning from the wisdom of the heart. Older persons are the guardians of the collective memory, they have the perspective of both the past and the future, living in a present that already takes on the sense of eternity and serenity. They do not contemplate themselves as passively waiting for a destructive event, rather they look to the promised forthcoming of the full maturity of a life that never ends. Their life must converge in intergenerational relationships transmitting to all people the treasury of their time, their capacity and experiences, in order to show authentic values in contrast to mere appearances. In the present culture of global productivity, they face the danger of considering themselves as not being useful, however their mere presence must prove that the economic aspect is neither the sole nor the most important value. Life itself is the greatest value in any of its stages, and most especially in the supreme gift of its culmination. The serenity of old age gives the world life and health, which are conceived as a physical, social and spiritual harmony.

According to statistics there are now 600 million people above the age of sixty years, and estimates show that the numbers may increase to as many as 2 billion by the year 2050. In the year 2030 it is estimated that 71% of this population will live in the developing countries and 12% to 16% in the rich countries. Although it is better to grow old in one's own family, we find an increasing number of abandoned older persons. And so, the Catholic Church, now as before, tries to help them even in the economic aspect, regardless of the serious difficulty brought on by the insufficient resources and lack of personnel. In fact, Mr. President, Catholic agencies and organizations have at present 532 hospices in Africa, 3466 in America, 1456 in Asia, 7435 in Europe and 349 in Oceania; in total: 13,238 hospices for older persons in the whole world.

Facing the marginalization of the older persons in the present society and taking a perspective of the future, one sees the necessity of creating an inclusive society for all ages, which would have as a basis intergenerational equality, in which the older persons will have their place, especially women and the underprivileged.

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To achieve this, The Holy See we would suggest the following basic actions within the family, the community and all of society:

Promote the intergenerational solidarity;

Involve the older persons in decision making at the family and social levels;

Ensure access of older persons to all basic social services, including health care, especially in rural areas;

- Discussions with pharmaceutical companies in order to include older persons in their research and in providing medicaments at low prices, especially essential drugs;
- Provide special care to older persons living with HIV/AIDS;
- Assist those who care for children, grandchildren and other relatives especially those affected by HIV/AIDS;
- Give special care to older persons who suffer from mental diseases such as Alzheimer's;
- Create legislation and strengthen existing legal measures to eliminate abuse;
- Protect their dignity and life until its natural end by providing palliative care;
- Promote a social and cultural understanding of the essential place the older persons have in the community, by developing educational curricula from the elementary to the professional level;
- Introduce older persons to communication and information technology and help them to obtain and use the devices;
- Help older persons maintain their self-sufficiency for as long as possible;
- Enable them to understand and cope with the changes in society, especially regarding mobility;
- Ease anxiety and alienation brought on by cultural or language barriers, especially regarding the movement of older persons through immigration;
- Encourage a positive self image for older persons and overcome harmful stereotypes often provided by the mass media;
- Promote intergenerational education in which older persons can interact with young people so that all might benefit from the interaction.

Human Rights

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Mr. President, poverty and its accompanying problems can increase in old age, especially in emergency situations or situations of armed conflict. Social security systems and safety nets must be in place to protect the lives and well being of all people. The creative imaginations of older persons must be enabled, especially in the economic realm. The unpayable debt burden of developing countries must be eased for the eradication of poverty and so that social services might be provided to vulnerable populations, especially older persons. For the emigrant old persons, who face the difficulty of integration because of cultural and language barriers we need to create facilities that will help them overcome these obstacles. At the same time, the movement of peoples, migration and displacements have contributed to the disintegration of the family. As a result, too many older persons are left alone or are forced to take up responsibility of caring for children abandoned or separated from parents and homes. The international community must do all that it can in order to ease the burdens faced by older persons in all countries and all levels of society.

Mr. President, older persons must be seen as one of society's treasures. It is the hope of the Holy See that the work of this Assembly will promote greater understanding and improve the lives of all older persons.

Thank you, Mr. President.

Permanent Observer Mission



Human Rights



Questions for Quiz

Subject: English

- No 1 What do the letters UNHCR mean?
- No 2 Where are the United Nations Headquarters situated?
- No 3 Volunteers who go to work in underdeveloped countries are usually called _____ .
- No 4 Give two causes of poverty.
- No 5 Mention one way in which celebrities help underdeveloped countries.
- No 6 Pope John Paul II's speech on ageing was read out at the United Nations 2nd World Assembly on Ageing. Where did this convention take place?
- No 7 How does the media usually portray older persons? Give one word.
- No 8 Where is the ideal place for older people to live?
- No 9 Older people usually become dependent/dependant of others. Give the correct spelling.
- No 10 I had no alternative but to go to an old people's home. Give a synonym for alternative.
- No 11 Paediatrics deals with babies, gerontology deals with _____ .
- No 12 Accessibility is one problem old people face. How can we overcome this problem?
- No 13 "Please Sir, can I have some more?" famous words spoken by a character in a book by the name of _____ .
- No 14 What is a granny smith?
- No 15 What can older persons contribute to society?

Human Rights



Il-Mistoqsijiet tal-Kwizz

Suġġett: Il-Malti

- Nru 16 Fis-sena 2002, kemm kien hemm nies li kellhom 'il fuq minn 60 sena?
- Nru 17 Kemm qed jaħsbu li se tkun il-popolazzjoni ta' l-anzjani sas-sena 2050?
- Nru 18 Fejn x'aktarx li jkun l-akbar numru ta' anzjani sas-sena 2030?
- Nru 19 X'qiegħda tagħmel il-Knisja Kattolika fil-pajjiżi tat-Tielet Dinja dwar il-persuni anzjani li jkunu abbandunati?
- Nru 20 Kemm-il organizzazzjoni Kattolika kien hemm fl-Asja fis-sena 2002? Agħzel waħda minn dawn: 1456, 1327, 1605.
- Nru 21 Kemm-il organizzazzjoni Kattolika kien hemm fl-Ewropa fis-sena 2002? Agħzel waħda minn dawn: 7435, 349, 532.
- Nru 22 Kemm kellha djar tax-xjuħ il-Knisja Kattolika sas-sena 2002?
- Nru 23 Semmi żewġ affarijiet li kienet irrikkmandat is-Santa Sede bl-iskop li tinholoq soċjetà inklussiva, għan-nies ta' kull età.
- Nru 24 Liema problema tista' ġġib magħha x-xjuħija?
- Nru 25 Semmi żewġ pajjiżi tat-Tielet Dinja.
- Nru 26 Għaliex jistgħu jkunu ta' benefiċċju s-servizzi soċjali?
- Nru 27 Semmi żewġ diffikultajiet li jgħaddu minnhom dawk l-anzjani li jiddeċiedu li jemigraw lejn pajjiżi oħra?
- Nru 28 X'kienet ir-raġuni li ħafna nies anzjani kienu qed jiġu mgiegħla jieħdu f'isieb dawk it-tfal abbandunati jew li jisseparaw mill-ġenituri tagħhom?
- Nru 29 Semmi tlett idjar tax-xjuħ: tnejn ġo Malta u oħra f'Għawdex.
- Nru 30 Liema hija dik il-metafora li tiddeskrivi lill-anzjani fl-għeluq ta' l-ittra tal-Papa?

Human Rights



I Have a Dream ...

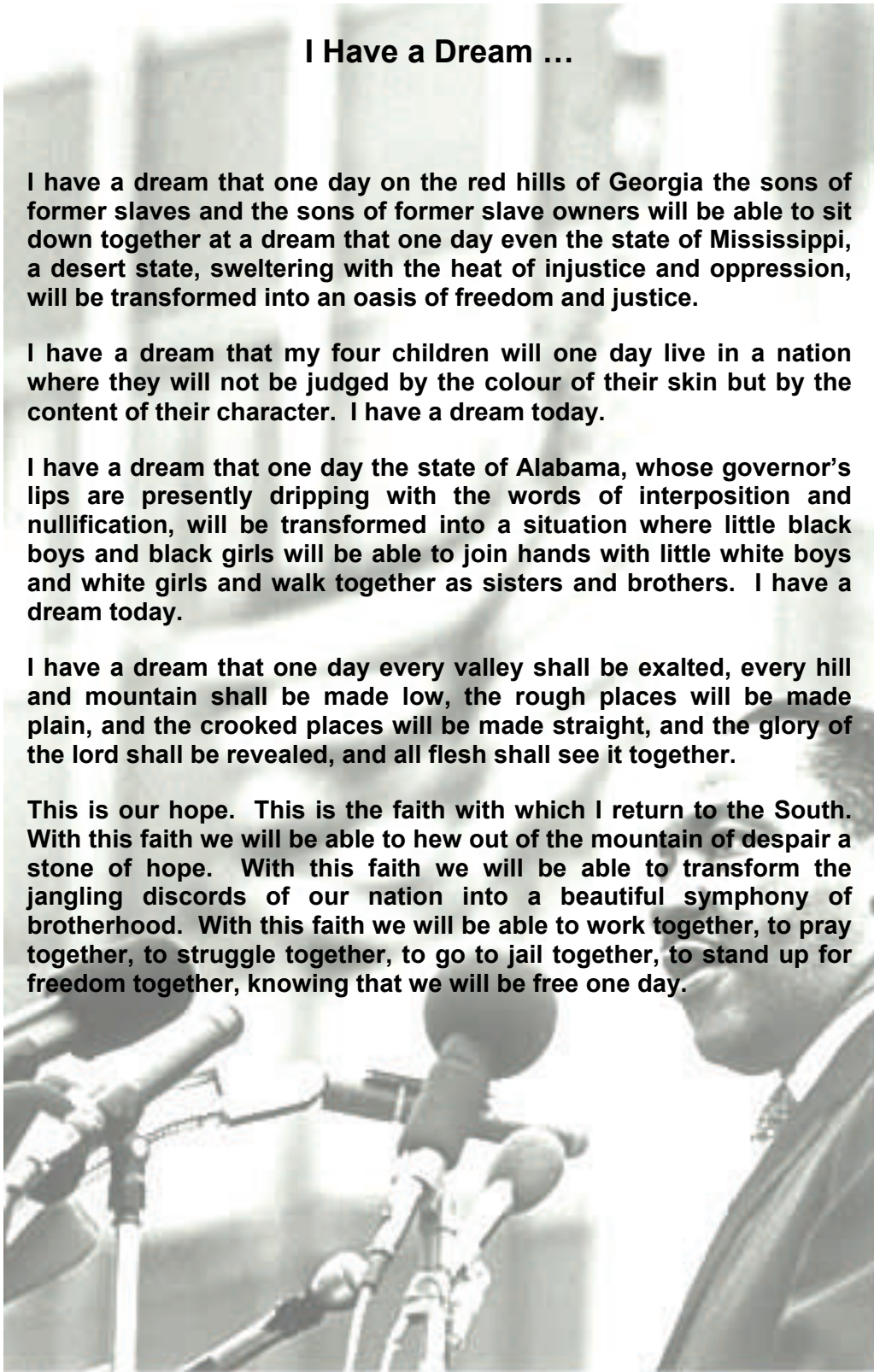
I have a dream that one day on the red hills of Georgia the sons of former slaves and the sons of former slave owners will be able to sit down together at a table. I have a dream that one day even the state of Mississippi, a desert state, sweltering with the heat of injustice and oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four children will one day live in a nation where they will not be judged by the colour 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, whose governor's lips are presently dripping with the words of interposition and nullification, 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.

I have a dream that one day every valley shall be exalted, every hill and mountain shall be made low, the rough places will be made plain, and the crooked places will be made straight, and the glory of the lord shall be revealed, and all flesh shall see it together.

This is our hope. This is the faith with which I return to the South. With this faith we will be able to hew out of the mountain of despair a stone of hope. With this faith we will be able to transform the jangling discords of our nation into a beautiful symphony of brotherhood. With this faith we will be able to work together, to pray together, to struggle together, to go to jail together, to stand up for freedom together, knowing that we will be free one day.



Human Rights



Automated Multiple Choice Assessment Sheet

1. The speaker says he had a dream. This means:
 - (a) he slept and had a pleasant dream
 - (b) he hoped blacks and whites would live together peacefully
 - (c) he was an ambitious person

2. The speaker repeats the words *I have a dream* in order to:
 - (a) emphasise his vision for the future
 - (b) capture the interest of his audience
 - (c) impress his listeners

3. *The sons of slaves and the sons of former slave owners.* This means:
 - (a) the landowners are tenants
 - (b) men and women
 - (c) blacks and whites

4. When the speaker speaks of *brotherhood*, he uses the image of people sitting at a table. He does this to suggest that:
 - (a) they are hungry
 - (b) they behave like a family
 - (c) they are related

5. The speaker hopes that in future:
 - (a) discrimination will cease to exist
 - (b) the colour of man's skin will be important
 - (c) a person's behaviour will determine his future

6. According to the text, the governor of Alabama:
 - (a) preached tolerance
 - (b) was a racist
 - (c) hated discrimination

7. Which of the following phrases suggest that pessimism was widespread?
 - (a) discord of our nation
 - (b) symphony of our brotherhood
 - (c) stone of hope

8. What figure of speech is used in *an oasis of freedom and justice*?
 - (a) an alliteration
 - (b) a simile
 - (c) a metaphor

9. *Every hill and mountain shall be made low.* This means:
 - (a) high mountains will crumble
 - (b) the impossible will become possible
 - (c) everyone will manage to climb these mountains

10. Martin Luther King was trying to make the blacks:
 - (a) rebel against the governor of Alabama
 - (b) stand up for their rights
 - (c) fight against the whites

Human Rights



Automated Multiple Choice Assessment Answer Sheet

1. The speaker says he had a dream. This means:
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Human Rights



Għandi Holma ...

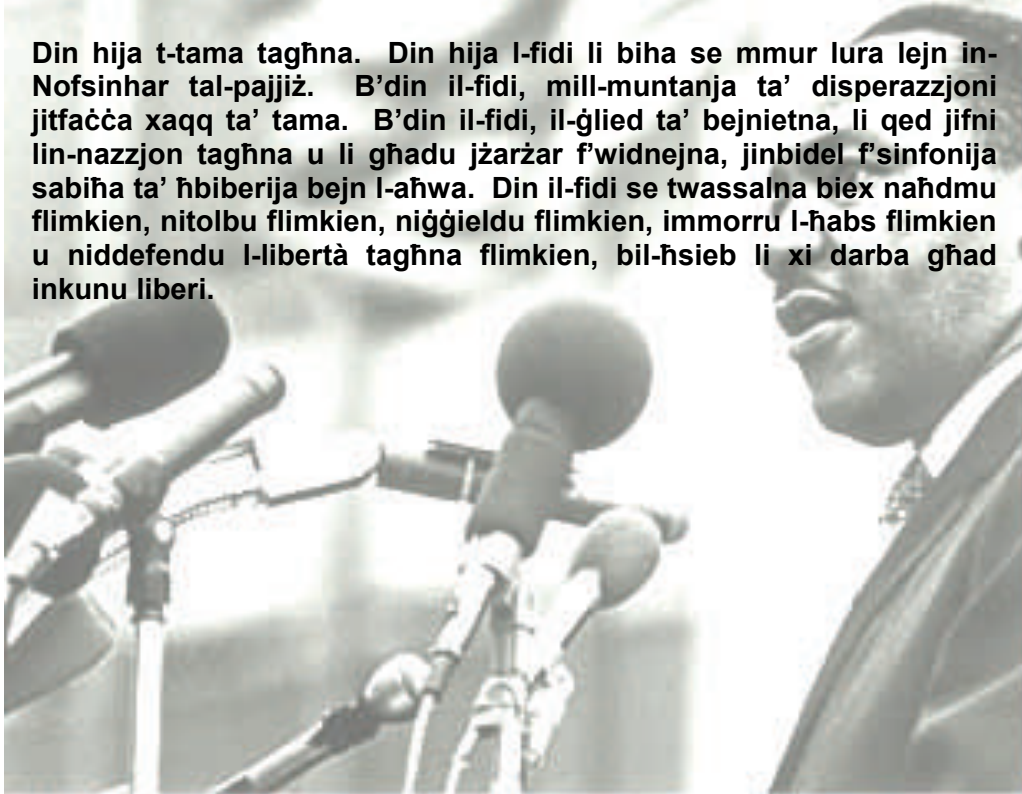
Għandi holma li xi darba l-ulied ta' dawk li kienu skjavi u ta' dawk li kienu padruni ta' l-iskjavi, ikunu jistgħu jgħixu flimkien fuq l-għoljiet homor ta' Georgia, bħallikieku f'holma li xi darba anki l-istat ta' Mississippi, minn stat abbandunat, maħnuq bl-ingustizzji u l-moħqrija, jinbidel f'oasi ta' libertà u ġustizzja.

Għandi holma li l-erbat itfal tiegħi xi darba jkunu jistgħu jgħixu f'nazzjon li fih ma jkunux iġġudikati skond il-kulur tal-ġilda tagħhom, iżda skond dak li tabilhaqq huma. Għandi holma illum.

Għandi holma li xi darba l-istat ta' Alabama, li bħalissa minn fomm il-gvernatur tiegħu hliet kliem ta' tmaqdir u disprezz ma joħroġx, jinbidel fi stat li fih tfal żgħar suwed, subien u bniet, iżommu idejn tfal żgħar bojod, subien u bniet, u jgħixu flimkien bħall-aħwa. Għandi holma illum.

Għandi holma li xi darba kull wied jintrefa' 'l fuq, kull għolja u muntanja titbaxxa, il-postijiet imħarbta jitwittew, u l-postijiet mgħawġin jiddrittaw, u l-glorja tal-Mulej tintwera lill-umanità kollha kemm hi.

Din hija t-tama tagħna. Din hija l-fidi li biha se mmur lura lejn in-Nofsinhar tal-pajjiż. B'din il-fidi, mill-muntanja ta' disperazzjoni jitfaċċa xaqq ta' tama. B'din il-fidi, il-ġlied ta' bejnietna, li qed jifni lin-nazzjon tagħna u li għadu jżarżar f'widnejna, jinbidel f'sinfonija sabiħa ta' nbiberija bejn l-aħwa. Din il-fidi se twassalna biex naħdmu flimkien, nitolbu flimkien, niġġieldu flimkien, immorru l-ħabs flimkien u niddefendu l-libertà tagħna flimkien, bil-ħsieb li xi darba għad inkunu liberi.



Human Rights



Karta tat-Taħriġ

1. Il-kelliem jgħid li kellu ħolma. Din tfisser li:
 - (a) raqad u kellu ħolma sabiħa
 - (b) ttama li s-suwed u l-bojod xi darba jgħixu flimkien fil-paċi
 - (c) kien bniedem ambizzjuż
2. Il-kelliem jirrepeti l-kelmiet *Għandi ħolma* sabiex:
 - (a) jenfasizza l-viżjoni tiegħu tal-futur
 - (b) jgħbed l-attenzjoni ta' l-udjenza
 - (c) jimpresjoni lis-semmiegħa
3. *L-ulied ta' dawk li kienu skjavi u ta' dawk li kienu padruni ta' l-iskjavi.* Din tfisser:
 - (a) dawk li kellhom l-artijiet kienu l-kerrejja
 - (b) l-irġiel u n-nisa kollha
 - (c) is-suwed u l-bojod
4. X'ried ifisser il-kelliem bil-frazi *il-ħbiberija bejn l-aħwa?*
 - (a) li huma membri ta' xi għaqda
 - (b) li jgħibu ruħhom b'ħala familja waħda
 - (c) li jgħu minn xulxin
5. Il-kelliem jittama li fil-futur:
 - (a) ma jkunx hawn iżjed diskriminazzjoni
 - (b) il-kulur tal-ġilda tal-bniedem se tkun l-iktar importanti
 - (c) l-imġiba ta' dak li jkun tiddetermina l-futur tiegħu/tagħha
6. Skond is-silta, il-gvernatur ta' Alabama:
 - (a) kien jippriedka t-tolleranza
 - (b) kien razzist
 - (c) kien kontra d-diskriminazzjoni
7. Liema frazi tissuggerixxi li kien hemm pessimizmu kbir?
 - (a) mill-muntanja ta' disperazzjoni
 - (b) padruni ta' l-iskjavi
 - (c) l-għoljiet ħomor ta' Georgia
8. Liema figura tad-diskors insibu fil-kelmiet *oasi ta' libertà u gustizzja?*
 - (a) alliterazzjoni
 - (b) similitudni
 - (c) metafora
9. *Kull għolja u muntanja titbaxxa.* Din tfisser:
 - (a) muntanji għolja jgħgarrfu
 - (b) l-impossibbli isir possibbli
 - (c) kulħadd ikun jista' jitla' fuq dawn il-muntanji
10. Martin Luther King kien qed jipprova jgħiegħel lis-suwed:
 - (a) iqumu kontra l-gvernatur ta' Alabama
 - (b) jgħgħieldu għad-drittijiet tagħhom
 - (c) jgħgħieldu mal-bojod

Human Rights



Karta tat-Tahriġ bit-Twegibiet

1. Il-kelliem jgħid li kellu ħolma. Din tfisser li:
 - (a) raqad u kellu ħolma sabiħa
 - (b) ttama li s-suwed u l-bojod xi darba jgħixu flimkien fil-paci**
 - (c) kien bniedem ambizzjuż
2. Il-kelliem jirrepeti l-kelmiet *Għandi Ħolma* sabiex:
 - (a) jenfasizza l-viżjoni tiegħu tal-futur**
 - (b) jgħbed l-attenzjoni ta' l-udjenza
 - (c) jimpresjoni lis-semmiegħa
3. *L-ulied ta' dawk li kienu skjavi u ta' dawk li kienu padruni ta' l-iskjavi.* Din tfisser:
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 - (b) l-irġiel u n-nisa kollha
 - (c) is-suwed u l-bojod**
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 - (b) li jgħibu ruħhom bħala familja waħda**
 - (c) li jġu minn xulxin
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 - (b) l-impossibbli isir possibbli**
 - (c) kulħadd ikun jista' jitla' fuq dawn il-muntanji
10. Martin Luther King kien qed jipprova jgħieghel lis-suwed:
 - (a) iqumu kontra l-gvernatur ta' Alabama
 - (b) jgħgħieldu għad-drittijiet tagħhom**
 - (c) jgħgħieldu mal-bojod