

The proposed syllabus for this section is a 'menu' for ESOL learners working towards Entry Levels 1, 2 or 3. It is not exhaustive. Below is a suggested list of topics which could be studied under this section.

The items in bold are those which have teachers' notes and learners' activities associated.

■ Organisations to help:

- Amnesty International
- Medical Foundation
- Red Cross
- Refugee Council

■ Human rights legislation:

- **The Human Rights Act, Articles and Protocols**
- **Right to life**
- **Prohibition of discrimination: including sex, race, religion, political opinion, sexuality and disability**
- The 1951 Geneva Convention Relating to the Status of Refugees
- Children Act 2004 relating to the Green Paper *Every Child Matters*, 2003
- Disability Discrimination Act (DDA) 1995, 2001 and 2005

Sources of the material used in this section

- The British Institute of Learning Disabilities (BILD) website at: www.bild.org.uk
- Texts adapted from the BBC Website, <http://news.bbc.co.uk>, which illustrate topical examples of possible breaches of the Act.

Sources of other material

- The 'Community Legal Service' leaflet, No. 7 (widely available in libraries), has a clear description of the Act and examples of situations where the Act could be breached.
- The Anti-Slavery Society's Website, at www.antislavery.org (available in French, Spanish and Italian), has suggestions for classroom activities for schools which could be adapted for adult learners.
- Amnesty International's Website at www.amnesty.org.uk has details of educational resources, including teaching packs, mainly for school pupils, but also for young adults (aged 18/19) on human rights.
- *The Human Rights Act: An Introduction*. Department for Constitutional Affairs.
- *The Human Rights Act: Guidance*. Home Office leaflet.

Useful Websites

Website	Web address	Description
Amnesty International	www.amnesty.org.uk	Human rights organisation campaigning globally for individuals whose rights have been violated by states, or for groups of people caught up in armed conflict.
	www.amnesty.org.uk/action/localgroups	Information on volunteer work.
Anti-Slavery International	www.antislavery.org	Organisation campaigning for the freedom of millions of people trapped in situations of slavery and slave-like practices.
	www.antislavery.org/homepage/antislavery/modern.htm	Information on how to recognise modern slavery.
BBC World Service	www.bbc.co.uk/worldservice	International news site on human rights. Links with other media services throughout the UK and the world.
British Red Cross and Red Crescent	www.redcross.org.uk	Largest independent humanitarian organisation in the world: works in almost every country supplying medical assistance and supporting human rights.
	www.ifrc.org/what/values/principles	Details, with links, of the fundamental principles of the organisation.
Medical Foundation	www.torturecare.org.uk	Organisation based in London, providing care and rehabilitation to survivors of torture and organised violence. Established in 1985. Opportunities for volunteer work.
War on Want	www.waronwant.org	Fighting poverty by campaigning against the root causes of inequality and injustice; working in solidarity and partnership with the poor.
	www.waronwant.org/?lid=110	This organisation provides information on the right to decent work.

Type of resource	Online or downloaded?	Level/adaptability
Text based, length and content vary.	/action – information about current campaigns, in very simple English. /amnesty/works/gen1.shtml – quotes from people who have been helped by Amnesty to download . There is a teachers' site with downloadable resources at /education/index.shtml	E1+
Resources available to local groups to assist with fundraising and campaigning.	Download short, simple textual resources on what you could be involved in.	High E1+
Photos available but must be paid for.	Opportunity to download free posters.	Quite complex language, E2+
Information on what types of slavery exist today – 'What is Slavery?'	>news – downloadable archive of relevant news stories. Advanced text.	High E1+
Translated into 43 languages.	/people/features/ihavearightto – global hub for information about human rights: case studies from around the world; being forced into an early marriage, freedom from torture. All information to download .	Fairly dense text, E2+
WWI and WWII picture gallery , and historical fact sheets. Links to other related sites.	/standard.asp?id=2626 – historical factsheets to download on Florence Nightingale, food parcels, and so on.	Quite advanced text E2+
Generally text -based site, definitions of each especially dense, quite advanced text.	Opportunity to view/ download reports, news stories on personally selected country. /where/mena.asp – where this organisation works.	Quite simple language, high E1+
Information and photos on past fundraising events and ideas for your own events. Generally text -based site.	Poetry by former victims of torture available to download – >publications>poetry >appeals/– stories of people who have been through rape, torture and so on, and how they were helped.	Quite complex text, E2+
Highly text based. The Youth Action network has information on how to set up a student group.	/?lid=41 – details on the Sahara, Colombia and Palestine, and so on, to download .	Quite simple, short text, E1+
Text but also pictures available too. Information on work, women, rural and war torn areas, and factory work.	Downloadable best.	E2+

All details were correct at time of publication

6.1 Human rights legislation

Entry 1	Entry 2	Entry 3
Consider some vocabulary relating to human rights. (Rw/E1.1)	Read and discuss articles of the Human Rights Act. (Rt/E2.2)	Raise awareness of more specialist vocabulary relating to human rights. (Rw/E3.1)

Suggested procedure (Entry 3)

- Ask the class to complete exercise 1, using dictionaries (monolingual or bilingual) as necessary.
- Now ask learners to work in pairs or small groups to make a list of what they consider to be basic human rights.
- Ask learners to look at exercise 2 and choose *can* or *can't* for each sentence, then ask them to compare with their own lists of rights.
- Now explain that the sentences in exercise 2 are simple explanations of Articles in the Human Rights Act; give out the list of Articles on the following page and ask them to match the *can/can't* sentences with these.
- Now ask learners to discuss which rights they feel to be more/less important – You could ask them to rank all the rights in order of importance, or you could ask them to reduce the list to four or five rights they feel to be absolutely fundamental.

Differentiation

- *There is lots of abstract vocabulary in this section, so bilingual dictionaries and/or translator help would be very useful.*
- *Extend vocabulary work for stronger learners (see below).*

Language points

Integrate the following specific language points:

- lexis surrounding rights and prohibitions;
- particle collocations (for example '*freedom of*', '*right to*', '*prohibition of*', '*forced into*', '*deprived of*', '*guilty of*', '*suspected of*', and so on);
- passives – there are many of these in the text;
- word forms (for example '*slave*', '*slavery*', '*enslave*').

Extension activities

- Ask learners to think of new/additional rights they would like to see included in the Human Rights Act.
- Ask learners to compile a complementary list of *duties*.
- Ask learners to discuss how rights might vary across countries/cultures – for example, the right to marry.
- Prepare some anagrams of the new vocabulary from this section and ask learners to unjumble them.
- Project work – ask learners to find out about human rights implementation/abuses in countries they are interested in.
- Ask learners to discuss when, if ever, is it acceptable to override human rights (for example, would it be acceptable to torture someone to find out the location and timing of a planned terrorist attack?).
- Ask learners to predict meaning from the context of the following words (after reading the texts) – prohibition, offences, correspondence, broad, assemble, labour, govern, deprived of, tribunal, degrading. Check with dictionaries.

Answers to the exercises can be found in the answers section, p. 319.

Human rights legislation

6.1

Exercise 1

Look at these words and decide if they have a positive or negative meaning. Write each word in the correct column of the table below.

fair trial

discrimination

slavery

respect

forced labour

security

torture

interfere

liberty

+	-

6.1 Human rights legislation

Exercise 2

Now look at the sentences below, and decide which choice of words would make a human right.

i) You can/can't be punished if you haven't broken the law.	vii) You can/can't have your freedom taken away (unless you are suspected of a crime).
ii) You can/can't think what you want, or have the religion you want.	viii) People can/can't treat you differently because of your sex, religion, race or political views.
iii) You can/can't be kept as a slave.	ix) You can/can't be tried without a proper and independent court.
iv) You can/can't say what you think.	x) People can/can't interfere with your family life, or read your private letters.
v) You can/can't go to a large public meeting, and mix with whoever you want.	xi) You can/can't be killed.
vi) You can/can't be tortured.	xii) You can/can't get married if you want to

Now match these to the Articles from the Human Rights Act.

Human rights legislation

6.1

Now match the Articles of the Human Rights act (on the left) with the sentences on the right.

Article

2 The right to life

3 The prohibition of torture

4 The prohibition of slavery or forced labour

5 The right to liberty, personal freedom and security

6 The right to a fair trial

7 No punishment without law

8 The right to respect for private and family life

9 The right to freedom of thought, conscience and religion

10 The right to freedom of expression

11 Freedom of assembly and association

12 The right to marry

14 Prohibition of discrimination

i)	You can't be punished if you haven't broken the law.
ii)	You can think what you want, or have the religion you want.
iii)	You can't be kept as a slave.
iv)	You can say what you think.
v)	You can go to a large public meeting, and mix with whoever you want.
vi)	You can't be tortured.
vii)	You can't have your freedom taken away (unless you are suspected of a crime).
viii)	People can't treat you differently because of your sex, religion, race or political views.
ix)	You can't be tried without a proper and independent court
x)	People can't interfere with your family life, or read your private letters.
xi)	You can't be killed.
xii)	You can get married if you want to.

2	3	4	5	6	7	8	9	10	11	12	14

* Please note: there are no Articles 1 or 13 in Schedule 1 of the HRA 1998. In the Convention, *Article 1: Obligation to Respect Human Rights*, is not a right but an obligation to secure the jurisdiction to the rights and freedoms as defined in Section 1 of the Convention. *Article 13* is the *Right to Effective Remedy*. The Act itself provides the remedy.

6.2 Human rights legislation: Case studies

Entry 1	Entry 2	Entry 3
Read a short human rights case study. (Rt/E1.1)	Share information on case studies and understand gist of narratives. (Lr/E2.1)	Ask and answer questions about case studies and give opinions on them. (Sc/E3.3)

Suggested procedure (Entry 2)

- Ask learners to give examples of human rights issues they have heard about in the UK, in the news and/or – if they are comfortable to do so – ask for issues from other countries or their personal experiences.
- Split the class into groups and give them a case study each. Learners read, answer comprehension questions and formulate an initial opinion. Monitor and help with vocabulary queries. Learners then re-group and share information on the cases they have read.
- In their new groups learners are given the fact sheet, detailing what happened in the actual case. They match each ‘answer’ with the original case study and check whether their own predictions were confirmed.
- Groups then give a report on their case study to the whole class and ask for opinions.
- Now give out the discussion sheet and ask learners to work through the various discussion points. (This could be done in pairs/small groups/whole class, or a variety of these.)

Differentiation

- *For stronger learners make a gap from the case studies as appropriate.*
- *Don't give out the texts; pin them to the walls and turn into a running dictation, to allow varied listening/writing practice according to skills/abilities.*
- *Ask learners to write down their predicted outcomes of each case study.*

Language points

Integrate the following specific language points:

- lexis of the press – *editors, scoop, paparazzi, libel, writ*, and so on);
- reporting verbs – *accused, denied*, and so on;
- past tenses in narratives;
- past modal forms – for example ‘*she should have*’/‘*he could have*...’;
- legalese (see ‘Extension activities’).

Extension activities

- Learners familiarise themselves with case study B and, either using the discussion sheet or by the teacher presenting the discussion orally, they address the points of the discussion. (This case study has been chosen as it is less likely to lead to contention than the others. The others could be used in the same way, with the appropriate group.)
- Create short role plays around each of the scenarios.
- Ask learners to write accounts of the case studies from the point of view of different participants – for example the press, the boy of ‘low intellect’, Princess Caroline, the 87-year-old woman, and so on.
- Take learners on a visit to local law courts or a local newspaper.
- Ask learners to find all the words to do with law and legality in the texts (for example ‘*violated*’, ‘*infringed*’, ‘*legitimate*’, ‘*costs and expenses*’, ‘*proceedings*’).

Human rights legislation: Case studies

6.2

Case study A

Boy robber

In 1999, an 11-year-old boy was convicted of attempted robbery. The boy, from Liverpool, had 'low intellect'. At the time, he and another boy tried to rob an 87-year-old woman. The boys tried to steal her handbag and the woman fell and broke her arm. The boy with the 'low intellect' had to go to court, where he was sentenced to two years' detention.

The boy's lawyers took his case to the European court. They said they had told the British court, before the trial began, that he had a 'low intellect' and could not understand what happened in a court.

See: <http://news.bbc.co.uk/1/hi/england/merseyside/3809705.stm>
(Last updated: Tuesday 15 June 2004, 16:09 GMT, 17:09 UK)

- Check that you understand what happened.
- Why did the lawyer take the case to the European Court of Human Rights?
- Which Article of the Human Rights Act is important in this case?
- What do you think happened in the European court?

6.2 Human rights legislation: Case studies

Case study B

Princess in tabloid privacy war

Three magazines published pictures of Princess Caroline of Monaco skiing, horse riding, sitting in a café with her children and playing tennis with her husband.

Her lawyers said the magazines had violated the European Convention on Human Rights.



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See: <http://news.bbc.co.uk/1/hi/world/europe/3838945.stm>
(Last updated: Friday 25 June 2004, 09:15 GMT, 10:15 UK)

- Check that you understand what happened.
- Why did the lawyers take the case to the European court of Human Rights?
- Which Article of the Human Rights Act is important in this case?
- What do you think happened in the European court?

Human rights legislation: Case studies

6.2

Case study C

Schoolgirl in Muslim gown case

Shabina Begum stopped going to her Luton school in September 2002 in a row over her wish to wear an ankle-length *jilbab* gown.

Originally, Shabina wore a *shalwar kameez* to school, but her deepening interest in her religion led to her wearing the *jilbab*.

The long gown is worn by Muslim women who seek to cover their arms and legs, but not faces or hands.

Her lawyer said the school was denying her religious rights and her education. She said it was against the European Convention on Human Rights and against British law.

But the school argued that there was an alternative uniform for Muslim girls. They said the *jilbab* could divide Muslim pupils and it presented a health and safety problem.

See: <http://news.bbc.co.uk/1/hi/education/3808073.stm>
(Last Updated: Tuesday 15 June 2004, 16:18 GMT, 17:18 UK)

- Check that you understand what happened.
- Why did the lawyer take the case to the court?
- Which Article of the Human Rights Act is important in this case?
- What do you think happened in the European court?

6.2 Human rights legislation: Case studies

Fact sheet: What actually happened?

You have read three case studies. Read the texts about what happened and match each text with the right case study.

What happened? Is it what you expected?

- The judges said the government should have stopped his trial.
- Because of his youth and low intellect the boy could not participate properly in the adult court proceedings, the European Court of Human Rights said.
- The judges said the boy had not had a fair trial, guaranteed by Article 6 of the Human Rights Act.
- They said they the boy was not “capable of participating effectively in his trial to the extent required by Article 6”.
- The boy received £3,500 for his costs and expenses.

- The European judges said the magazines had violated the Princess’s right to privacy.
- The European Court of Human Rights said photographs of her and her children should not have been published, even if they were taken in a public place.
- “Every person, however well-known, must be able to enjoy a legitimate hope for the protection of ... their private life”, the court said.

- The high court judge said the school’s uniform policy was aimed at the proper running of a multi-cultural, multi-faith secular school.
- The court ruled that her human rights had not been infringed.

Human rights legislation: Case studies

6.2

Discussion sheet

Think about the 'Princess Caroline' case study again.

- What are the main points?
- Which Human Rights Act Article was breached?

Look in some newspapers.

- What pictures do you see of famous people?
- Do you think the people agreed to have their photograph published in the newspaper?

Thinking about the issue

What do you understand by:

- the freedom of the press?
- the right to privacy?

The discussion

Work in small groups and talk about these questions:

- Is it good to have freedom of the press? Why?
- Is it good to have a right to privacy? Why?
- Can the freedom of the press conflict with the right to privacy?
- Do you know of any examples where this has happened?

Now give the opinion of your small group to the whole group:

- Does everyone agree?
- Say if you agree with other groups and give reasons and examples.
- Say if you disagree with other groups and give reasons and examples.

Finally, think about this question:

- Do we need a law to stop newspapers from infringing people's right to privacy?

6.3 Flowers from Kenya

Entry 1	Entry 2	Entry 3
Read and understand the gist of a short paragraph from this text. (Rt/E1.1)	Use a dictionary to help understand this text. (Rw/E2.4)	Predict content of a text and skim read to check. (Rt/E3.6)

Suggested procedure (Entry 2)

- Write 'Kenya', 'supermarkets', 'workers', 'flowers' on the board, or dictate them. Tell learners they are going to read an article containing these words, and ask them to work in pairs or groups to predict what the article is going to be about.
- Take brief feedback, then give them an appropriate time limit (perhaps 5 minutes) to skim read the article to check their predictions.
- Now briefly discuss 'fair trade', 'trades unions' and 'workers' rights'. Give an explanation of each or ask learners to use bilingual dictionaries.
- Direct learners to the reading comprehension questions (p. 165, and allow them more time for detailed reading.
- Ask learners to compare answers then take feedback and check.
- Ask learners whether they buy flowers from supermarkets, or know people who do – would this change their behaviour?

Differentiation

- *You may wish to pair strong/weak readers for this activity.*
- *Bilingual dictionaries will give good support at E2.*
- *Simplify the text for E1, or for very weak readers – perhaps you could just focus on the workers' comments.*
- *Alternatively, turn it into a jigsaw reading, giving small sections of text to different pairs of learners.*

Language points

Integrate the following specific language points:

- referencing; ask the learner to highlight all the referencing pronouns in the text and decide what they refer to;
- lexical chains – ask learners to mark/find lexical chains in the text;
- linking – this is a very simple text. At E3, learners could be asked to suggest ways of joining some of the sentences together (for example, suggesting whether the implied links are 'and', 'but', or 'so').
- vocabulary – types of flower.

Extension activities

- Ask learners to write a letter of complaint to one of the supermarkets which sells flowers.
- Ask learners to list the occasions when they might give flowers to somebody, then compare as a class.
- Discuss which types of flowers are appropriate for which occasions.
- Game: ask learners to decide, if they were a flower, what type of flower they would be. (Learners can then guess each others' flowers.)
- Discussion/research: learners look at other supermarket products which are shipped over considerable distances, or produced in bad conditions. This could lead on to a discussion of 'food miles' or global trade generally.

Answers to reading comprehension questions can be found in the answers section, p. 319.

Flowers from Kenya

6.3

Read the text and answer the questions

The flower industry is growing at a remarkable rate. More and more Europeans are buying flowers and rely on hotter countries to supply their blooms. The largest growers of flowers such as roses and tulips are countries like Kenya, Zimbabwe, Israel, Colombia and Ecuador. Many workers are employed to grow and look after the beautiful flowers that will one day sit in a vase in a house in Holland, France or the UK.



Supermarkets in the UK tend to buy their flowers from Kenya. These include Marks & Spencer, Asda, Sainsbury's, Safeway, Tesco and Sainsbury's. Kenya produces more flowers than any other African country alone. The two largest companies there are called Sulmac and Homegrown and each of these employs around 5000 people.

Kenya is a developing country. Many of the workers are unhappy with their working conditions. They go to work very early in the morning on overcrowded buses before spending all day working in extremely hot greenhouses tending flowers. They get paid around £1.50 a day in Kenyan shillings.

Theresa works on a flower farm. She agreed to tell us about her experiences.

I wanted to go to college to become a teacher but there are not many opportunities for girls to study in my country but anyway I had to earn money. I began to work here two years ago. I work six days a week. It is very hard work. The days are long and I don't get any breaks.

When we work in the greenhouse it gets very hot and sometimes people faint. Because they do not want the flowers to become diseased or have pests the men come in and spray them with chemicals. It is not right; our hair and clothes get soaked with the liquid they spray and we do not get any protective clothing to help protect us. We should get gloves or facemasks to wear.

At first I became quite ill. I got skin rashes that would not go away and I have suffered from gynaecological complaints. Other women in here have had the same problems. I think the chemicals have caused it, but no one listens to us. My friend complained and got fired.

6.3 Flowers from Kenya

Mary, another worker at the farm, says:

My husband worked here as a sprayer and he became blind in one eye. Now he can't work and I don't get paid enough. It is difficult to feed my children.

Environmental groups and human rights groups are concerned about the Kenyan flower industry. A group calling themselves the Kenyan Flower Council was recently formed to try and improve the conditions of the workers. The companies that join up have to agree to look after their workers.

They must give them protective clothing to wear and agree not to use chemicals that are banned in other parts of the world. They must also pay the workers more money and help with their medical costs. They should also allow the workers to have a trade union.

Although the big companies like Sulmac have joined, some smaller companies have not. This means they do not need to make sure their workers have better working conditions.

The major UK supermarkets know what is happening and try to monitor the situation by sending people to inspect the flower farms but it still is not enough. Workers are still not being treated fairly.

You can complain to your local supermarket. Do not stop buying flowers as this is the only employment for many Kenyan workers.

Writing practice

Write a letter of complaint to your local supermarket. Tell them that you are worried about how workers are treated in the Kenyan flower farms. This is not fair trade. Ask them to make sure that any company they buy from is a member of the Kenyan Flower Council.

You will find the address of the supermarket in a copy of the Yellow Pages.

Flowers from Kenya

6.3

Reading comprehension questions

1. Where do UK supermarkets buy most of their flowers?
2. How much do the workers get paid?
3. Why is the method of spraying the flowers dangerous?
4. What particular illnesses did Theresa suffer from?
5. What happened to Mary's husband?
6. How could the exposure to chemicals be reduced for the workers?
7. Which organisation is trying to change the working conditions in Kenya?
8. What do UK supermarkets do at the farms?
9. Does the article advise you to stop buying Kenyan flowers?
10. What should we say to the supermarkets who sell these flowers?

