

2^o

BACHILLERATO

Secuencias
didácticas

CIL

Ingles





Guía didáctica para el docente

Título: Give Tolerance a Chance
Lengua extranjera: Inglés (L2)
Nivel (MCER): B1
Temporalización: 10- 12 sesiones



Breve descripción:

La siguiente secuencia didáctica se ha diseñado teniendo en cuenta por una parte la normativa vigente en cuestión de curriculum y evaluación de la lengua extranjera en 2º de Bachillerato y, por otra, una serie de acuerdos en materia de tipología textual, tarea final, enfoque metodológico y temática de la unidad, tomados por el profesorado de las diferentes lenguas cursadas por el alumnado de Bachillerato. Así pues, el hilo conductor de la selección textual lo constituye el tema de la tolerancia, trasladándonos desde el ámbito personal, *What does tolerance mean to you?* a un plano más argumentativo, en el que se pide a los alumnos que expresen y justifiquen su posición con respecto a diferentes temas de actualidad. La finalidad de esta secuencia es favorecer la transferencia entre las diferentes lenguas y proporcionar al alumno/a los recursos necesarios para que pueda justificar su opinión. Este objetivo último se traducirá en dos productos textuales concretos: la elaboración de una editorial y la preparación de una intervención en una situación de debate, previa contribución a un foro de discusión (*Voices of Youth*). El título, *Youth Speak Out*, conecta con la temática de la unidad y con la idea de que han de hacer oír su voz si queremos cambiar la situación social.

Con el fin de preparar al alumno para que lleve a cabo esta tarea final, se proponen una serie de tareas intermedias, las cuales van aumentando en grado de complejidad, yendo desde el comentario a partir de una imagen o la elaboración de un slogan, a la intervención en el debate, la contribución en un foro de discusión o la preparación de un editorial.

La selección textual está inspirada por la temática de la unidad y determinada en gran medida por las tareas propuestas, así se han incluido, por citar algunos, textos periodísticos (noticias, notas de prensa, editoriales), textos publicitarios (anuncios), textos orales (entrevistas, debates), hipertextos, o textos discontinuos (carteles).

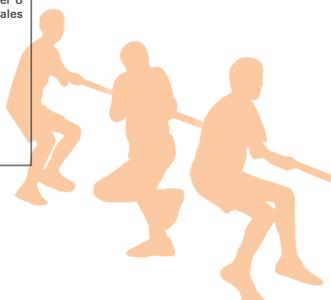
Materiales que se aportan

- Guía didáctica de la secuencia
- Tabla resumen
- Material del alumno
- Dossier del alumno

Temas transversales:

- Educación en Valores
- Educación para la Igualdad
- Educación para la Paz

L2 Inglés		NIVEL 2º BACHILLERATO	Nivel MCER: B1	-Tipología Textual: Textos expositivos y argumentativos-	
Título: Give Tolerance a Chance!!		Tarea: Youth Speak Out! (editorial and debate)			
Textos	Tareas	Objetivos	Contenidos	Criterios de evaluación	
<p>Textos procedentes de los medios de comunicación:</p> <ul style="list-style-type: none"> Textos orales y escritos de carácter informativo y registro coloquial (comentarios, anuncios, etc.) así como recursos icónicos (carteles, fotografías). Textos audiovisuales <ul style="list-style-type: none"> Programa de Euronews sobre la actitud hacia la inmigración en Suiza (http://video.voila.fr/video/LyRO-oafuPE.html) Trailer "Grand Torino" Trailer "Hotel Rwanda" Trailer "Freedom Writers" Textos escritos: <ul style="list-style-type: none"> Solicitud <ul style="list-style-type: none"> Artículo periodístico "Sarkozy delivers a mixed message to France's Muslim immigrants" (by Edward Cody- Washington Post, Dec 2009). Editorial "Realism, Compassion Missing from Immigration Debate" by J. Richard Cohen, December 2006 issue of the SPLC Report. Académicos: Declaration of Principles on Tolerance Art. 1 (UNESCO) The Museum of Tolerance (Wikipedia). Literarios: Extracto adaptado de "Animal Farm", by George Orwell. 	<p>1. What does the word "tolerance" mean to you</p> <ul style="list-style-type: none"> Tareas de comprensión y expresión a partir de elementos icónicos. Definición de términos y elaboración de comentarios a partir de imágenes. <p>2. Looking into the mirror: tolerance now and then</p> <p>a. Campaigning for Tolerance Realización de encuesta, diseño de slogan y cartel.</p> <p>b. The News Información sobre sucesos de actualidad relacionados con la temática de la unidad (nota de prensa y planificación de breve reportaje informativo) Previamente se plantean actividades varias consistentes en:</p> <ul style="list-style-type: none"> Captar la idea principal de programas de páginas web y otros soportes digitales que tratan temas de actualidad. Comprender los puntos de vista y las ideas principales de exposiciones y charlas. Leer artículos relativos a problemas contemporáneos, donde el autor adopta puntos de vista concretos. Interactuar en conversaciones dando y requiriendo información básica y opiniones. <p>3. Why do they call it "tolerance" when they mean "indifference"?</p> <ul style="list-style-type: none"> Investigación y búsqueda de información sobre programas de voluntariado. Solicitud de empleo. <p>4. Where do we stand? Youth Speak Out: Editorial y dramatización de debate.</p>	<p>1. Comprender la información global y específica de textos orales y seguir el argumento de temas de actualidad (tolerancia, discriminación, etc.) emitidos por los medios de comunicación (programas informativos, prensa, cine).</p> <p>2. Escribir diversos tipos de texto expresando opinión personal sobre tema de actualidad, justificándola adecuadamente (comentarios en foros, editoriales o cartas).</p> <p>3. Expresar e interactuar oralmente expresando la opinión personal sobre temas de actualidad, justificándola adecuadamente.</p> <p>4. Informar sobre opiniones, argumentos y puntos de vista empleando la estructura lingüística apropiada (estilo indirecto).</p> <p>5. Usar la lengua extranjera de forma autónoma con el fin de acceder a contenidos y recursos alojados o transmitidos por las nuevas tecnologías de la información y la comunicación.</p> <p>6. Afianzar estrategias de autoevaluación en la adquisición de la lengua extranjera.</p>	<p>Bloque 1: escuchar, hablar y conversar</p> <ul style="list-style-type: none"> Comprensión general y específica de mensajes transmitidos por los medios de comunicación (programas informativos sobre temas de actualidad tales como tolerancia, inmigración). Planificación de expresión de opinión justificándola. Expresión de punto de vista propio y de los demás sobre tema de actualidad concretado. <p>Bloque 2: leer y escribir</p> <ul style="list-style-type: none"> Comprensión de información general y específica en textos expositivos y argumentativos (editoriales, artículos periodísticos, comentarios en sitios web, etc.) Redacción de textos de cierta complejidad sobre tema de actualidad (editorial, comentario en foro, nota de prensa). <p>Bloque 3: Conocimiento lingüístico</p> <ul style="list-style-type: none"> Ampliación del campo semántico y léxico (global issues). Revisión y ampliación de estructuras gramaticales: estilo indirecto y condicionales. Uso de marcadores textuales. Formación de antónimos a partir de prefijos y sufijos. Reflexión lingüística <p>Bloque 4:</p> <ul style="list-style-type: none"> Aplicación de estrategias para revisar, ampliar y consolidar el léxico, así como las estructuras lingüísticas. Reflexión sobre similitudes y diferencias significativas entre actitudes y valores. 	<ul style="list-style-type: none"> Comprender la idea principal e identificar detalles relevantes de mensajes orales, en lengua estándar, estructurado con claridad, emitidos por los medios de comunicación sobre tema de actualidad. Expresarse con fluidez en exposiciones y presentaciones previamente preparadas. Comprender la información relevante, en textos escritos auténticos, en diversos soportes, con el fin de realizar una tarea. Escribir texto exponiendo opinión y justificándola adecuadamente, enlazando las oraciones de forma apropiada y atendiendo al registro. Usar los conocimientos sobre el estilo indirecto para transmitir de forma apropiada los comentarios, opiniones y puntos de vista de otras personas. Usar de forma autónoma las TICs como herramientas de comunicación internacional. Analizar a través de documentos en soporte digital, papel o audiovisual, aspectos culturales y sociales relevantes. 	



Secuenciación y temporalización de las actividades

Algunas consideraciones previas

1. La secuencia ha sido dividida en cuatro secciones con el fin de facilitar su aplicación en el aula, dando la oportunidad de usar sólo aquellos apartados que se consideren apropiados o relevantes. En cada una de estas secciones, se propone una pequeña tarea, que prepara al alumno para la tarea final- elaborar una editorial y preparar una intervención para un debate.
2. Las tareas van aumentando en dificultad y complejidad conforme se avanza, aunque al mismo tiempo- al tratarse de tareas guiadas a partir de modelos pero abiertas, permiten que cada alumno/a o grupo de alumnos/as, las ejecute de acuerdo a sus posibilidades y capacidades.
3. Para el diseño, se ha partido de la base de que - tal como establece la normativa vigente- el alumnado de bachillerato

“El alumnado que accede al bachillerato posee ya un conocimiento de la lengua extranjera que le permite desenvolverse en situaciones habituales de comunicación, por lo que el objeto de esta materia es el de profundizar en las destrezas discursivas adquiridas anteriormente y enriquecer su repertorio, así como practicarlas y mejorarlas en contextos diferentes y ámbitos distintos a los que ya conoce.”

4. En este caso, y con respecto a los ámbitos y contextos que se señalan en la normativa, las actividades y textos abordan temas relativos a la participación ciudadana y el voluntariado (ámbito personal), y se recoge la interacción con los medios de comunicación y los servicios públicos (ámbito público); asimismo, se contemplan tareas relacionadas con Europa y el mundo. En el ámbito educativo, nos planteamos la adquisición, por parte del alumnado, de las destrezas necesarias para poder expresar una opinión sólida, justificandola, dando ejemplos y argumentando.

A continuación se enumeran a grandes rasgos y de forma no exhaustiva las distintas tareas y actividades correspondientes a la fase de capacitación comunicativa, producción textual, reflexión lingüística y reconstrucción textual, programadas con el fin de facilitar al alumno/a la adquisición de los recursos necesarios- lingüísticos y discursivos para expresar su opinión, justificandola por medio de argumentos y ejemplos.

Sección 1. What does tolerance mean to you?

En esta sección se introduce la temática de la unidad, por medio de recursos icónicos (fotografías) y textos discontinuos (carteles), brindando así la oportunidad de ampliar el repertorio léxico (Global Issues). A continuación escuchará diversos comentarios sobre esas mismas fotografías y carteles; por último, se enfrentará a la definición formal del término “tolerancia”, (artículo 1 de la Declaración de Principios de la Unesco).

Tras realizar varias actividades de comprensión y definición de términos, se plantea una actividad de extensión, esta vez en grupos; el objetivo es establecer el mayor número de asociaciones como sea posible entre los diferentes términos, siguiendo un modelo que obliga a dar razones de dichas asociaciones (x goes with y because it is the opposite/a synonym/ is a consequence, etc.)

SECTION 2: WHAT DOES TOLERANCE MEAN TO YOU?

When I hear the word "tolerance", ...

all different ? ?
all equal

1. What do the following pictures show? What situations or events are being denounced? Would you like to comment?

2. Listen to what people said when asked to make comments on these pictures. What did they say? By the way, there are some comments and only eight pictures, search the web and find a photo that can match this comment.

3. When I hear the word "tolerance", I think of ...

1. ...	Assume	Generalize
2. ...	Violence	Political
3. ...	Cultural	Self-interest
4. ...	Respect	Hate
5. ...	Prejudices	Stereotypes
6. ...	Reaction	Discrimination
7. ...	Genocide	Violence
8. ...	Sexism	Homophobia
9. ...	Understanding	Ethnic

4. Read again and answer the following questions:

- What does the UNESCO declare about "Tolerance"?
- Who does tolerance depend on?
- According to this declaration, can freedom or human rights be sustained?

5. Opposites. Find in classmate's material:

Extension: In groups, establish as many associations as possible. Give reasons, using the chart below.

	X	goes with*	Y	because	Reason
XENOPHOBIA					
SEGREGATION					

* Variation is the opposite/the opposite

tolerance	racism	xenophobia	self-Sanctimonious	homophobia
intolerance	bias	repression	justice	discrimination
manifestation	apathy	affect	acceptance	gender equality
genocide	violence	protection	propaganda	prejudice
race	religion	belief	movement
dictatorship	attitude	social justice	freedom	human rights

3.2 Taking action: Hotel Rwanda

1. Does any of the quotes below relate to the following video? How?

"Tolerance, acceptance and open-mindedness is the only way to survive."
- Mark Twain

"When the world closed its eyes, he opened his arms."
- Paul Rusesabagina

2. Watch the trailer and order the following events and facts

3. Things would have been very different if communication technologies had been developed at that time as they are now. Complete the following conditional sentences:

a. If the hotelier Paul Rusesabagina had had Internet access, ...

b. The UN Peacekeeping forces would have taken action if the world ...

3.2 Taking action: Hotel Rwanda Trailer

3.2 You can make a difference: explore and take action

Visit the website of Amnesty International and complete the following table

campaign	aim
1	
2	
3	
4	
5	

Listen to the following radio advert calling for volunteers and announcing positions. Take notes

3.2 Joining an organization

3.2.1 Completing an application form

3.2.2 Completing a CV

La Sección 3, que lleva por título "Why do they call it 'tolerance' when they mean 'indifference'?", aborda la toma de responsabilidades y la puesta en marcha de acciones para mejorar nuestro entorno.

Se partirá del visionado de un trailer de la película Hotel Rwanda, y de la lectura de un texto sobre los acontecimientos que se abordan en la película, para posteriormente pedirle a los alumnos que elaboren una breve nota de prensa informando a la opinión pública del suceso.

Como actividad extra, se propone la búsqueda de información sobre las campañas humanitarias y proyectos llevados a cabo por ONGs; los alumnos habrán de buscar información en la página web de la organización, además de extraer información específica de un anuncio de radio en el que se ofertan plazas de cooperante en el exterior. Como colofón, se proporciona un formulario de solicitud, que el alumno habrá de rellenar.

En la Sección 4: "Where do we stand?", se plantea la tarea final que lleva por título general "Youth Speak Out". Dicha tarea tiene dos vertientes: una escrita, en la que el alumno, tras analizar una editorial y transferir la información a un esquema, se le pide que planifique y elabore su propio editorial para una revista escolar.

La segunda vertiente es oral, planteándole al alumno, tras visionar un video, en el que se le da información sobre asuntos de actualidad que demandan atención y una toma de posiciones, que prepare su intervención en un imaginario debate exponiendo su punto de vista respecto a un tema en concreto. No obstante, y previamente, los alumnos/as habrán de visitar el foro de Unicef - Voices of Youth- y realizar una contribución a alguno de los hilos de discusión abiertos.

Para facilitar esta tarea de elaboración de editorial y de intervención en un debate, el alumno cuenta con una guía y con una matriz de valoración de ambos productos. Conscientes de la importancia de la planificación y del proceso en sí en el desarrollo de la tarea, el alumno habrá de presentar el primer borrador de la editorial al profesor, quien mantendrá una breve entrevista con él durante la cual tomará nota, no tanto de los errores, sino de la capacidad de detectar los errores cometidos y mejorar su propia producción. En este caso, lo interesante es valorar su capacidad para auto-corregirse con el mínimo número de indicaciones directas del profesor.

3.2.1 Completing an application form

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SECTION 4: WHERE DO WE STAND?

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Al final del material, además de las transcripciones de los audios, se incluye una actividad extra: del tipo "Information Gap", en la que se sugiere como tema de debate la tolerancia ante los intolerantes; dicho debate estaría precedido de una lectura en la que los alumnos obtendrían información diferentes opiniones, entre las que se incluye un breve extracto del discurso pronunciado por Obama, con motivo de la concesión del Premio Nobel de la Paz. Esta actividad se realizará en parejas o grupos, con la finalidad de que cada uno de los alumnos informe a su compañero o compañeros acerca de los textos asignados (disponibles al final del material del alumno/a, en el apartado "Information -Gap").

Criteria e instrumentos de evaluación

Los criterios de evaluación de la secuencia son los que a continuación se enumeran:

- Comprender la idea principal e identificar detalles relevantes de mensajes orales, en lengua estándar, estructurado con claridad, emitidos por los medios de comunicación sobre tema de actualidad
- Expresarse con fluidez en exposiciones y presentaciones previamente preparadas
- Comprender la información relevante, en textos escritos auténticos, en diversos soportes, con el fin de realizar una tarea
- Escribir texto exponiendo opinión y justificándola adecuadamente, enlazando las oraciones de forma apropiada y atendiendo al registro
- Usar los conocimientos sobre el estilo indirecto para transmitir de forma apropiada los comentarios, opiniones y puntos de vista de otras personas.
- Usar de forma autónoma las TICs como herramientas de comunicación internacional.
- Analizar a través de documentos en soporte digital, papel o audiovisual, aspectos culturales y sociales relevantes.

Entre los instrumentos de evaluación que se emplearán para valorar el grado de consecución de los objetivos podemos señalar los siguientes:



1. Hoja de auto-evaluación, inspirada en los descriptores del PEL (adultos), en la que se incluyen además de las cinco destrezas comunicativas, un apartado dedicado a la reflexión lingüística y otro a las estrategias empleadas, además de una tabla donde se recogerán las actividades de aprendizaje realizadas a lo largo de la secuencia.

2. Dossier, inspirado en el PEL, con referencias a todas y cada una de las tareas propuestas a lo largo de la secuencia, donde se recopilarán tanto productos finales como borradores de trabajo.

3. Matrices de valoración de los productos textuales, tanto escritos como orales, con referencias tanto al producto como al proceso de elaboración.

4. Hoja de Observación

En relación con la valoración del proceso y las capacidades que el alumno posee o puede llegar a desarrollar, se propone una entrevista individual, en la que tal como se ha indicado anteriormente, el docente partirá del borrador o guión proporcionado por el alumno. (Por medio de preguntas o comentarios que irán de más generales Are you sure?, How could you improve this sentence?), a más específicos, tales como "There's a problem with word order here, can you correct the mistake?"; se podrá realizar una valoración objetiva de sus conocimientos y capacidades.

A continuación, se ofrece un posible protocolo de actuación:

My Global Marks	1	2	3
Lead-in/issue introduction	Does not relate to topic	Needs to be more focused on topic	Focused on topic
Content and organization	No logical progression of information, opinion or ideas	Some logical progression of information, opinion or ideas	Logical progression of information, opinion or ideas through most of the writing. Use of linkers.
Research	No research included	Some research included	Well researched topic
Language spelling, grammar, punctuation, words	Conventions of language are not followed	Conventions of language are followed but mistakes prevent effective communication	Conventions of language are followed most of the time. Accurate use of words.



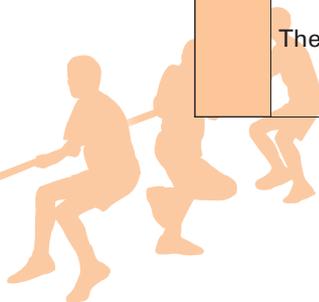
1º Pedir al alumno que lea el borrador de su trabajo

2º Una vez que finalice, comenzar con el protocolo de preguntas, cuanto menor sea el número de preguntas o sugerencias que necesite para identificar los errores y corregirlos, mayor es su potencial lingüístico. (Máximo: 7)

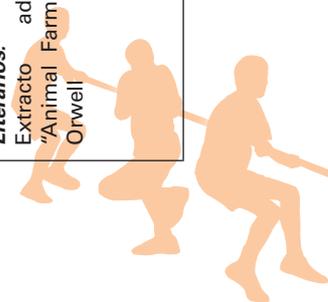
Name:	<i>nº mistakes before interview:</i>	<i>nº questions asked:</i>	<i>nº mistakes after the interview:</i>
Task:	_____	_____	_____
Date:			
Comments:			
Name:	<i>nº mistakes before interview:</i>	<i>nº questions asked:</i>	<i>nº mistakes after the interview:</i>
Task:	_____	_____	_____
Date:			
Comments:			

Posibles preguntas, para provocar la reflexión del alumno/a

Comentarios generales	You said, Are you sure? what do you mean? how can you improve this?
	What's your position, for or against? what examples or ideas are you using to support this position?
	Can you repeat that? Is it correct?
Comentarios específicos	There's a problem with the verb here
	There's something wrong here. It has to do with word order. Can you correct it?
	There're a couple of spelling mistakes, Can you find them?
	Is it a question? or is it a sentence or two?
	How can you join these two ideas? What linker/word can you use?
	There's too much repetition, isn't there? Can you think of a synonym for ...?



L2 Inglés		NIVEL 2º BACHILLERATO		Nivel MECR: B1		-Tipología Textual: Textos expositivos y argumentativos-	
Título: Give Tolerance a Chance!!		Tarea: Youth Speak Out! (editorial and debate)		Objetivos		Contenidos	
Textos	Tareas	Objetivos	Contenidos	Criterios de evaluación			
<p>Textos procedentes de los medios de comunicación:</p> <ul style="list-style-type: none"> ☐ Textos orales y escritos de carácter informativo y registro coloquial a (comentarios, anuncios, etc.) así como recursos icónicos (carteles, fotografías). ☐ Textos audiovisuales - Programa de Euronews sobre la actitud hacia la inmigración en Suiza (http://video.voila.fr/video/iLYRO-oaftuPE.html) - Trailer "Grand Torino" - Trailer "Hotel Rwanda" - Trailer "Freedom Writers" <p>☐ Textos escritos:</p> <ul style="list-style-type: none"> - Solicitud - Artículo periodístico "Sarkozy delivers a mixed message to France's muslim immigrants" (by Edward Cody- Washington Post , Dec 2009) - Editorial "Realism, Compassion Missing from Immigration Debate" by J. Richard Cohen, December 2006 issue of the SPLC Report <p>Académicos:</p> <p>Declaration of Principles on Tolerance Art. 1 (UNESCO)</p> <p>The Museum of Tolerance (Wikipedia)</p> <p>Literarios:</p> <p>Extracto adaptado de "Animal Farm", by George Orwell</p>	<p>Tareas</p> <p>1. What does the word "tolerance" mean to you</p> <ul style="list-style-type: none"> -Tareas de comprensión y expresión a partir de elementos icónicos - Definición de términos y elaboración de comentarios a partir de imágenes <p>2. Looking into the mirror: tolerance now and then</p> <p>a. Campaigning for Tolerance</p> <p>Realización de encuesta, diseño de slogan y cartel</p> <p>b. The News</p> <p>Información sobre sucesos de actualidad relacionados con la temática de la unidad (nota de prensa y planificación de breve reportaje informativo)</p> <p>Previamente se plantean actividades varias consistentes en:</p> <ul style="list-style-type: none"> - Captar la idea principal de programas de páginas web y otros soportes digitales que tratan temas de actualidad - Comprender los puntos de vista y las ideas principales de exposiciones y charlas - Leer artículos relativos a problemas contemporáneos, donde el autor adopta puntos de vista concretos. - Interactuar en conversaciones danado y requiriendo información básica y opiniones <p>3. Why do they call it "tolerance" when they mean "indifference"?</p> <ul style="list-style-type: none"> - Investigación y búsqueda de información sobre programas de voluntariado. <p>4. Where do we stand?</p> <p>Youth Speak Out: Editorial y dramatización de debate</p>	<ol style="list-style-type: none"> 1. Comprender la información global y específica de textos orales y seguir el argumento de temas de actualidad (tolerancia, discriminación, etc.) emitidos por los medios de comunicación (programas informativos, prensa, cine). 2. Escribir diversos tipos de texto expresando opinión personal sobre tema de actualidad, justificandola adecuadamente (comentarios en foros, editoriales o cartas). 3. Expresar e interactuar oralmente expresando la opinión personal sobre temas de actualidad, justificandola adecuadamente. 4. Informar sobre opiniones, argumentos y puntos de vista empleando la estructura lingüística apropiada (estilo indirecto). 5. Usar la lengua extranjera de forma autónoma con el fin de acceder a contenidos y recursos alojados o transmitidos por las nuevas tecnologías de la información y la comunicación. 6. Afianzar estrategias de autoevaluación en la adquisición de la lengua extranjera 	<p>Bloque 1: escuchar, hablar y conversar</p> <ul style="list-style-type: none"> - Comprensión general y específica de mensajes transmitidos por los medios de comunicación (programas informativos sobre temas de actualidad- tolerancia, inmigración) - Planificación de expresión de opinión justificandola - Expresión de punto de vista propio y de los demás sobre tema de actualidad concreto. <p>Bloque 2: leer y escribir</p> <p>Comprensión de información general y específica entextos expositivos y argumentativos (editoriales, artículos periodísticos, comentarios en sitios web, etc.)</p> <p>Redacción de textos de cierta complejidad sobre tema de actualidad (editorial, comentario en foro, nota de prensa)</p> <p>Bloque 3: Conocimiento lingüístico</p> <p>Ampliación del campo semántico y léxico (global issues)</p> <p>Revisión y ampliación de estructuras gramaticales: estilo indirecto y condicionales. Uso de marcadores textuales.</p> <p>Formación de antónimos a partir de prefijos y sufijos.</p> <p>Reflexión lingüística</p> <p>Aplicación de estrategias para revisar y ampliar y consolidar el léxico y las estructuras lingüísticas.</p> <p>Bloque 4:</p> <p>Uso de registro adecuado al contexto, al canal de comunicación y al soporte (comentarios en foros / editoriales)</p> <p>Reflexión sobre similitudes y diferencias significativas entre actitudes y valores.</p>	<p>Criterios de evaluación</p> <ul style="list-style-type: none"> - Comprender la idea principal e identificar detalles relevantes de mensajes orales, en lengua estándar, estructurado con claridad, emitidos por los medios de comunicación sobre tema de actualidad - Expresarse con fluidez en exposiciones y presentaciones previamente preparadas -Comprender la información relevante, en textos escritos auténticos, en diversos soportes, con el fin de realizar una tarea - Escribir texto exponiendo opinión y justificandola adecuadamente, enlazando las oraciones de forma apropiada y atendiendo al registro - Usar los conocimientos sobre el estilo indirecto para transmitir de forma apropiada los comentarios, opiniones y puntos de vista de otras personas. -Usar de forma autónoma las TICs como herramientas de comunicación internacional. - Analizar a través de documentos en soporte digital, papel o audiovisual, aspectos culturales y sociales relevantes . 			





Travel is fatal to prejudice,
bigotry, and narrow-mindedness.
Mark Twain



What is tolerance? --
it is the consequence
of humanity.
Voltaire

Get Loud!
Youth Speak Out on current World or
local Issues!

In this unit, you will learn to argue for and against a specific issue, giving details and using the right language. You will also practise elaborating **news scripts** and writing **posts** as well as **editorials**.

During the lesson, you will watch news programmes and trailers of famous films such as Grand Torino or Hotel Rwanda, read articles and listen to people talking about tolerant and intolerant attitudes.

At the end, you will take part in a debate competition.

Contents

Vocabulary: Global issues

Functions:

- Expressing and requesting opinions.
- Giving examples and reasons

Revision:

- Giving and asking for personal information
- Filling in application forms

**GIVE
TOLERANCE
A CHANCE!**

Section 1: What does "Tolerance" mean to you?

Section 2: Looking into the mirror. Tolerance now and then.

Section 3: Why do they call it "tolerance" when they mean "intolerance"?

Section 4: Where do we stand?



**SECTION 1:
WHAT DOES TOLERANCE MEAN TO YOU?**

Making comments
Defining terms

Making and informing about comments

1. What do the following pictures show? What situations or events are being denounced? Would you like to comment?



2. Listening for general information and informing about other people's opinions: Listen to what people said when asked to make comments on these pictures. What did they say?

Defining terms

3. But what is the real meaning of tolerance? Read the definition given by the UNESCO and complete the text.

4. Read and answer questions.

5. Opposites. Find in the text an opposite word or phrase.



-EXTRA-EXTRA-EXTRA-

Extension

Let's investigate

Define the terms given and find examples in world history. Use the web browser to complete the CUE card below.



Section 1: What does "Tolerance" mean to you?

Section 2: Looking into the mirror. Tolerance now and then.

Section 3: Why do they call it "tolerance" when they mean "intolerance"?

Section 4: Where do we stand?

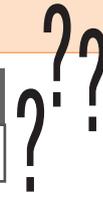
GIVE TOLERANCE A CHANCE!



Section 1: What does tolerance mean to you?

When I hear the word "tolerance", ...

all	different
all	equal



1. What do the following pictures show? What situations or events are being denounced? Would you like to comment?



Comments:



Comments:

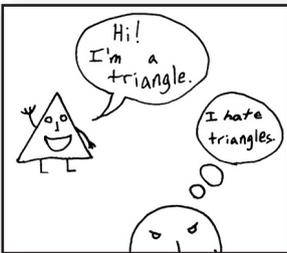
Susie says: So hard to believe, and so recent too



Comments:



Comments:



Comments:

**STEREOTYPES
KILL
IDEAS**



Comments:

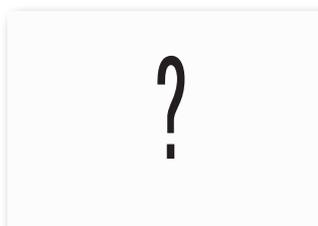
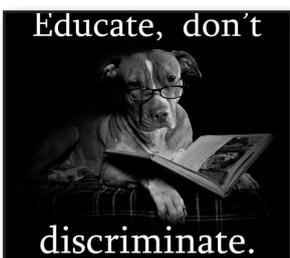


2. Listen to what people said when asked to make comments on these pictures. What did they say? By the way, there are nine comments and only eight pictures, search the web and find a photo that can match this comment.

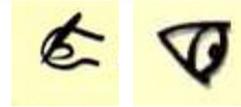
1. When I hear the word "tolerance", I think of

- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.

	Assume	Generalize
		Listen and Check
	Political	
	Violence	
	Cultural	Opinion
Respect	Self-esteem	Xenophobia
	Hate	Genocide
Prejudices	Racism	Segregation
	Stereotypes	Victims
	Race	Ethnic
Understanding	Homophobia	
Judgement		Cleansing
	Intolerance	
Discrimination	Repression	



3. But what is the real meaning of tolerance? Read the following definition given by the UNESCO and complete the text below



On the day of its fiftieth anniversary, 16 November 1995, UNESCO's Member States adopted a Declaration of Principles on Tolerance. Among other things, the Declaration affirms that tolerance is neither _____ nor _____. It is _____ and _____ of the rich variety of our world's cultures, our forms of expression and ways of being human. Tolerance recognizes _____ and _____.

We *declare* the following:

Article 1- Meaning of tolerance

1.1 Tolerance is respect, acceptance and appreciation of the rich diversity of our world's cultures, our forms of expression and ways of being human. It is fostered by knowledge, openness, communication and freedom of thought, conscience of belief. Tolerance is harmony in difference. It is not only a moral duty, it is also a political and legal requirement. Tolerance, the virtue that makes peace possible, contributes to the replacement of the culture of war by a culture of peace.

1.2 Tolerance is not concession, condescension or indulgence. Tolerance is, above all, an active attitude prompted by recognition of the universal human rights and fundamental freedoms of others. In no circumstance can it be used to justify infringements to these fundamental values. Tolerance is to be exercised by individual, groups and States.

1.3 Tolerance is the responsibility that upholds human rights, pluralism (including cultural pluralism), democracy and the rule of law. It involves the rejection of dogmatism and absolutism and affirms the standards set out in international human rights instruments

4. Read again and answer the following questions:

- What does the UNESCO declare about "Tolerance"?
- Who does tolerance depend on?
- According to this declaration, can freedom or human rights be suspended?

5. Opposites. Find in the text above an opposite word or phrase for:

closeness:

restriction, limitation:

disrespect:



Extension

Let's investigate

Define the following terms and find examples in world history. Use the web browser to complete the CUE card below.



XENOPHOBIA

Definition:

Examples:

GENOCIDE

Definition:

Examples:

SEGREGATION

Definition:

Examples:

HOMOPHOBIA

Definition:

Examples:

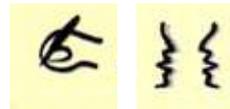


Extension

Making Connections

In groups, establish as many associations as possible. Give reasons, using the chart below

*EXTRA
EXTRA
EXTRA*



X	<i>goes with*</i>	Y	<i>because</i>	Reason
	_____		_____	
	_____		_____	
	_____		_____	
	_____		_____	
	_____		_____	

** Variation: is the opposite/the synonym*

tolerance	racism	xenophobia	anti-Semitism	homophobia
intolerance	bias	repression	justice	discrimination
manifestation	apathy	effect	acceptance	gender equity
genocide	violence	protection	propaganda	prejudice
race	religion	-----	belief	movement
dictatorship	attitude	social injustice	freedom	human rights



**SECTION 2:
LOOKING INTO THE MIRROR: TOLERANCE NOW AND THEN**

Understanding and Sharing
information
Giving examples

2.1 A visit to the Museum of Tolerance

Understanding. Read and answer.

Understanding. Trailer "A VISIT to the MOT" (Freedom Writers)

The story behind the film: Listening for gist. Watch the trailer and complete the statements



TASK: WHAT DOES "TOLERANCE" MEAN TO YOU? SHARE images related to the topic of tolerance and GIVE examples of actions carried out in your area

--EXTRA-EXTRA-EXTRA--

Extension: understanding the lyrics of a song. (Soundtrack Freedom Writers)



2.2 Stop the hate! What do the experts say?

1. Guessing and understanding the expert's opinion. True or false.

2. Linking ideas. Listen and match the beginnings and endings.



TASK: CAMPAIGNING FOR TOLERANCE

Poster

Survey

Graph

2.3 Examples: Literature, cinema, television and newspapers



Racial, cultural and socioeconomic intolerance in Animal Farm (Classic Literature)

The Press Release

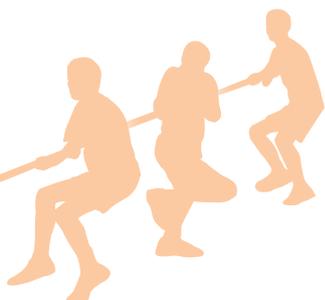
Tolerance in the media: cinema, television, press

Grand Torino
Euronews
Washington Post

The News Script



TASK: THE NEWS (Prepare a news Script)



GIVE TOLERANCE A CHANCE!

Section 2: Looking into the mirror: Tolerance now and then



2.1 A Visit to the Museum of Tolerance

What kind of things do you expect to find in a place like this?

1. What do you think the picture show?



The **Museum of Tolerance (MOT)**, a multimedia museum in Los Angeles, California, USA, with an associated museum and professional development multi-media training facility in New York City. It is designed to examine racism and prejudice in the United States and the world with a strong focus on the history of the Holocaust. The MOT has expanded to Jerusalem, where a "Museum of Tolerance and Human Dignity" is currently under construction. It is sponsored by the Simon Wiesenthal Center.

The original museum in Los Angeles, California opened in 1993. The museum receives 350,000 visitors annually, about a third of which are school-age children. The museum's most talked-about exhibit is "The Holocaust Section," where visitors are divided into groups to take their own place in some of the events of World War II. These experiences are then discussed afterwards. The museum also features testimonies of Holocaust survivors, often from live volunteers who tell their stories and answer questions. People also get cards with pictures of Jewish children on them and at the end of the museum trip, it is revealed whether the child on the card survived or died in the Holocaust.

In addition, the museum features a "Tolerancenter" that discusses issues of prejudice in everyday life, a Multimedia Learning Center, Finding Our Families-Finding Ourselves, a collection of archives and documents, various temporary exhibits, and an Arts and Lectures Program.

A classroom visit to the museum is featured in the 2007 movie **Freedom Writers**, based on the real-life story of high school teacher Erin Gruwell and her students. The museum was parodied in an episode of **South Park** called "**The Death Camp of Tolerance**".

One of the primary **criticisms** of the Museum of Tolerance is that its exhibits use excessive multimedia technology to appeal to and manipulate the emotions of children. The museum uses fast-paced skits, dioramas, films, and interactive computer-controlled exhibits in an effort to make an emotional impact on visitors. For most of the tour, actual historical artifacts are absent, and a select few are shown at the end. Some critics have suggested that this is hypocritical, likening the use of emotionally-charged media to the propaganda used by the Nazi Party during the Holocaust. The South Park episode The Death Camp of Tolerance features the museum and implicitly makes the same criticism, implying that attempts to force tolerance on people are just as oppressive as the discriminatory forces they are fighting against. However, others have responded that this use of media is an effective way to get the museum's message through to children and foster understanding of prejudice.



2. Read the text and answer the questions below. Use your own words.

- What activities are held in this museum?
- Who runs the museum?
- Where is it located?
- What are some of the reproaches made to this museum?

Glossary
Feature: to depict
Foster: to promote



A visit to the MOT

Do you know if there is a similar museum in your area? If so, what kind of exhibitions can you find there?

3. Watch the following trailer which features Erin Gruwell visit to the MOT with her students.

Tick the artefacts and people you see

- | | | |
|--|---|---|
| <input type="checkbox"/> journal | <input type="checkbox"/> concentration camp | <input type="checkbox"/> pictures and portraits |
| <input type="checkbox"/> cards | <input type="checkbox"/> Martin Luther King | <input type="checkbox"/> soldiers |
| <input type="checkbox"/> demonstrators | <input type="checkbox"/> Auschwitz | <input type="checkbox"/> diary |



2.2 Stop the hate!

HAVE YOU OR SOMEONE YOU KNOW BEEN SUBJECTED TO DISCRIMINATION?

STOP THE HATE!
YOUTH SPEAK OUT!

WORK POLITICS SOCIETY
SCHOOL FAMILY RELIGION



WHAT DO THE EXPERTS SAY?

1. Say whether the following statements are true or false. Then listen to the opinion of an expert and find out if your guesses were right or not.

- a. Students form small and exclusive groups to escape being discriminated against. _____
- b. If you are born into a wealthy family, you attend university. If you are born into a lower-class family, you enter the work force following high school. _____



2. Listen again and try to match the following beginnings and endings. Use one of the links to join the phrases. What did the expert say about discrimination in school?

- that's why
- such as
- because
- in order to

Listen and Check

Discrimination can be devastating to a student's educational and emotional progress

they will only associate with individuals who share corresponding characteristics.

Discrimination is expressed through the use of dirty and damaging remarks

"fag," "skid" and "scrape," words whose meaning is obscure and ambiguous.

Students become used to conforming to typical teenager protocol

it hurts

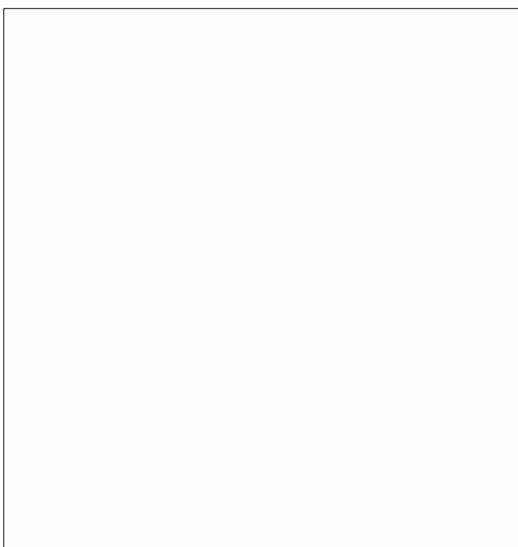
Anyone outside the group is considered inferior;

avoid discrimination

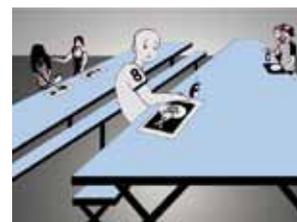


TASK: Campaign for Tolerance

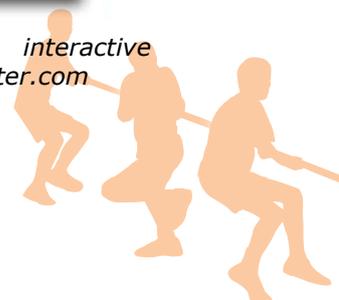
1. What would you do to fight discrimination? How would you combat intolerance? Create a SLOGAN and prepare a POSTER to raise awareness about these issues.



know your rights
think before you speak
don't be afraid to speak out

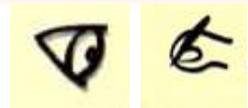


Variation: prepare an interactive poster using www.glogster.com



2.3 Examples: Literature, cinema, television and newspapers

Examples of racial, cultural and socioeconomic intolerance in Classic Literature



What is "zero tolerance?"

Can you give examples?



1. Read the following extracts and find examples of:
- intolerance
 - zero tolerance

The farm animals who inhabit the Manor Farm are mistreated and abused by Farmer Jones. The animals rebel, expel Jones, and take over the farm, which they rename Animal Farm. Shortly, the pigs (the party bosses) begin to take special privileges for themselves, e.g, extra food. They enlist the farm's dogs as enforcers to put down any dissent and they teach the sheep to speak the party line on demand: Four legs good, two legs baaaaaad!



The seven commandments were designed to unite the animals together against the humans and prevent animals from following the humans' evil habits.

1. Whatever goes upon two legs is an enemy.
2. Whatever goes upon four legs, or has wings, is a friend.
3. No animal shall wear clothes.
4. No animal shall sleep in a bed.
5. No animal shall drink alcohol.
6. No animal shall kill any other animal.
7. All animals are equal.

Later, Napoleon and his pigs are corrupted by the absolute power they hold over the farm. To maintain their popularity with the other animals, Squealer secretly paints additions to some commandments to benefit the pigs while keeping them free of accusations of breaking the laws:

PRESS RELEASE

Successful revolt against tyranny

The farm animals Committee announces that the revolt against Farmer Jones has succeeded and that humans have been expelled from the farm for "the benefit of all animals". From now on, "we will rule together and equally" said Napoleon, the farm leader. A list of seven commandments has been designed to unite animals and prevent them from following humans' evil habits, such as drinking or discriminating among equals.

The Committee declares that all animals are equal.

For further information, please contact:

No animal shall drink alcohol *to excess*

4. No animal shall sleep in a bed *with sheets*

All animals are equal *but some are more equal than others*

Four legs good, *two legs better*

No animal shall kill any other animal *without a cause.*

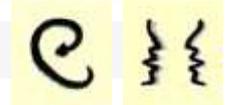
2. Prepare a press release informing about what Napoleon and his team wrote, that is, the new changes in the law and the reasons for introducing them. Use the following template.



Press Release
Headline



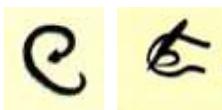
Tolerance in the media: Cinema and Television



1. Watch the following trailer of the Grand Torino and try to answer the following questions:

- What issues are tackled on?
- What is the attitude of the protagonist? What does he say?
- Is there a change of attitude at the end?

immigration	crime
gender	social rights



But this is just a film! and one side of the coin. Now watch Euronews and see what people think about immigration and tolerance

<http://video.voila.fr/video/iLyROoafuPE.html>

Name	Procedence	Job	
Pilar			
Fatime			
Veronica			
Werner			

2. Who said what? Match the following statements with the speakers

“feeling discomfort and uneasiness with the new immigration this past last years.”

“We simply ignored them until 1960. Immigrants were just avoided.”

“On the other hand, I spend more free time with my daughter. I know that’s not a glamorous justification.”

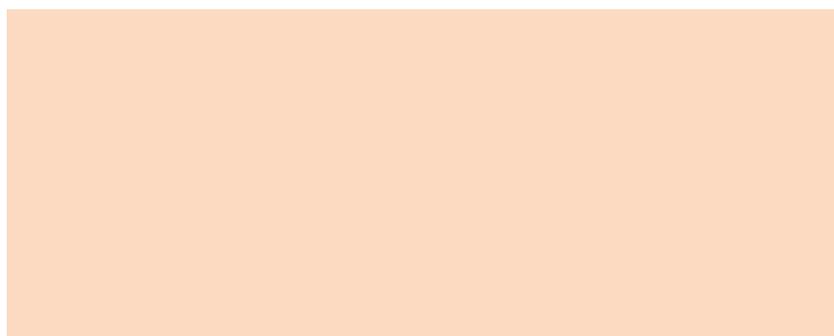
“IT’S HARD WITH A WORK PERMIT, THEY EITHER WANT SOMEONE WITH A DIFFERENT STATUS OR A SWISS.”

3. Say whether the following statements are TRUE or FALSE. Correct the FALSE statements.

One fifth of the population is Swiss- born. _____

Immigrants must learn German. _____

4. According to this news report, are immigrants welcomed in Switzerland?



And what do the newspapers say?

1. Check one of the online newspapers and find out what the most important news is.



Washington Post
Sarkozy delivers a mixed message to France's Muslim immigrants
Call for tolerance comes with a caution on displays of religion

Gay California student's slaying sparks outcry
Activists demand that middle schools do more to teach tolerance



By Edward Cody

Wednesday, December 9, 2009

PARIS -- Faced with unease over the place of Muslim immigrants in France, President Nicolas Sarkozy called Tuesday for tolerance among native French people but warned that arriving Muslims must embrace Europe's historical values and avoid "ostentation or provocation" in the practice of their religion.

Sarkozy's appeal, in a statement published by Le Monde newspaper, reflected concern that a government-sponsored debate on France's "national identity," sharpened by a recent referendum banning minarets in neighboring Switzerland, seemed to be contributing to expressions of anti-Muslim sentiment and generating resentment among Muslim citizens and immigrants.

"I address my Muslim countrymen to say I will do everything to make them feel they are citizens like any other, enjoying the same rights as all the others to live their faith and practice their religion with the same liberty and dignity," he said. "I will combat any form of discrimination. "But I also want to tell them," he continued, "that in our country, where Christian civilization has left such a deep trace, where republican values are an integral part of our national identity, everything that could be taken as a challenge to this heritage and its values would condemn to failure the necessary inauguration of a French Islam."

Sarkozy said he understood the fears of many native French at the growing visibility of Muslims. France has Europe's largest Muslim population, estimated at well over 5 million. That, he said, is what led him to propose the national-identity debate managed by Eric Besson, the minister of immigration, integration and national identity.

"This muffled threat felt by so many people in our old European nations, rightly or wrongly, weighs on their identity," Sarkozy added. "We must all speak about this together, out of fear that, if it is kept hidden, this sentiment could end up nourishing a terrible rancor."

Dismissing criticisms from leftist figures and

some members of his own government, Sarkozy said the Swiss decision Nov. 29 to ban construction of minarets arose from a democratic vote and, instead of outrage, should inspire reflection on the resentment felt by Swiss people and many other Europeans, "including the French people."

Foreign Minister Bernard Kouchner had said he was "a little scandalized" by the Swiss vote and suggested it "means a religion is being oppressed." Intellectuals in the Paris chattering class took their criticism further, suggesting the Swiss vote betrayed bigotry and isolationism.

But Xavier Bertrand, head of Sarkozy's political coalition, the Union for a Popular Movement, seemed to indicate that a referendum like the one in Switzerland would be a good idea for France. In an appearance before reporters, he questioned whether French Muslims "necessarily need" minarets for their mosques. Bertrand's stand, and Sarkozy's entry into the controversy Tuesday, were seen against the background of regional assembly elections in March, in which the governing coalition is seeking to make inroads into provincial Socialist Party strongholds. The extreme-right National Front, which could drain votes from Sarkozy's party, openly applauded the Swiss decision and said minarets -- towers beside mosques from which the faithful are called to prayer -- should also be banned here.

Along the same lines, members of parliament from Sarkozy's coalition introduced a bill this month giving mayors the authority to ban foreign flags at city hall marriages, aiming at Algerian, Moroccan or Tunisian flags that often accompany the weddings of immigrants' children. Similarly, a mayor from the government majority complained recently that, in his city hall, weddings more often are accompanied by Arab-style ululating than polite applause.

While urging Muslims to avoid ostentation and provocation, Sarkozy avoided specific

comment on another test soon to be posed for his government, this one over whether Muslim women should be allowed to wear veils that cover their entire faces. Although only a small number do so, a parliamentary commission has held three months of hearings and is expected to issue a report next month proposing legal restrictions.

The president has said publicly that "the burqa has no place in France," placing his opposition in the context of women's rights. But since then, a number of political leaders have suggested that the French constitution, which guarantees freedom of religion, would make legislating on the question difficult no matter what the angle of attack.

A disturbing poll suggests rising European Intolerance

Glossary

Unease: uncomfortableness, discomfort

Appeal: request

Muffled: covered, soft, dim, muted

To nourish: feed, encourage

Dismissing: rejecting



1. Write a headline for the article

LEARNING SPOT

Remember
Headlines are a type of title which must:
- grab the reader's attention
- be short
- relate to the story

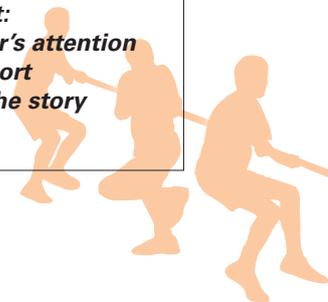
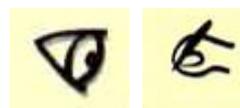
2. Read and answer the questions

What is the debate about?

What's Sarkozy's opinion about veils? What did he say?

Is a referendum going to be held in France? If so, why?

What's your opinion about all this debate?





TASK: Prepare a News Script

VIDEO: THE NEWS

Write a script to tell the news story you have just read or any other you choose.

Remember:

Write as you talk

Get to the point

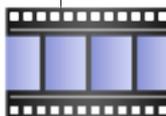
Keep the sentences short

and use simple words

Be correct and fair

4

Watch



Introduction Video: Writing a news script

http://news.bbc.co.uk/2/hi/school_report/4784843.stm

What?

Who?

When?

Where?

Why?

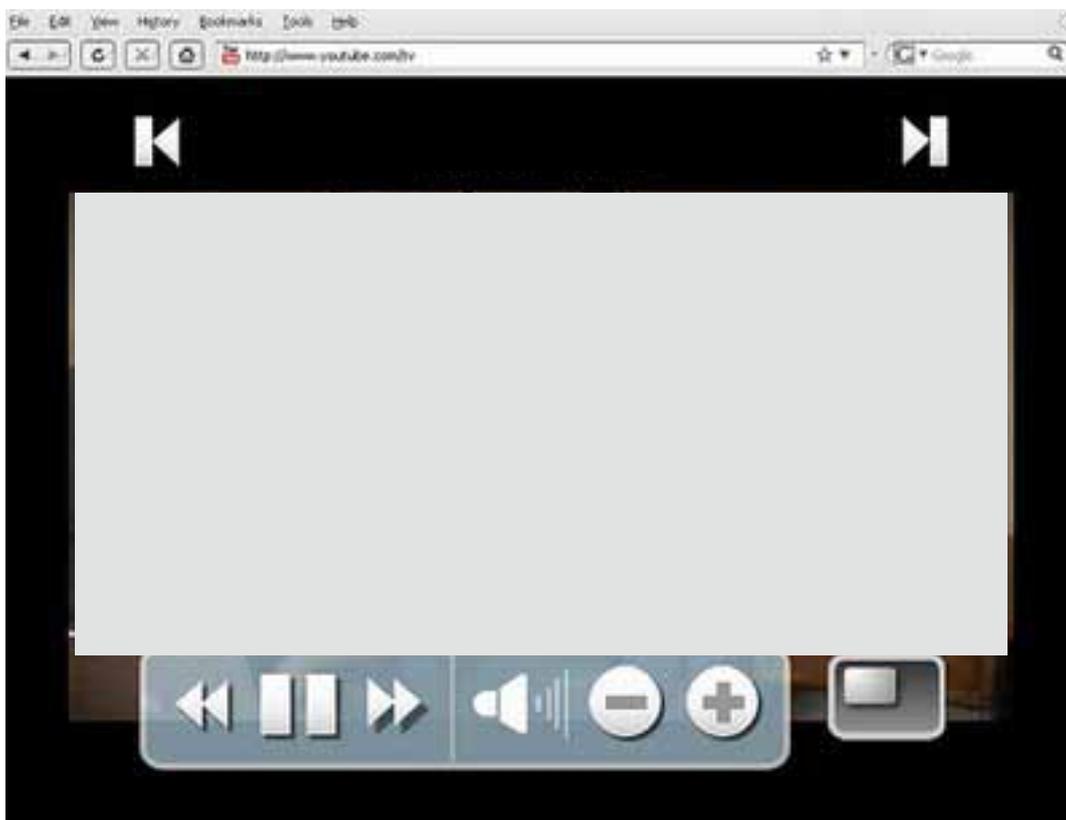
How?

In summary, **BE**

Clear: simple english and short words

Concise: key facts and short sentences

Correct: check facts and check grammar



---EXTRA-EXTRA-EXTRA---

**SECTION 3:
WHY DO THEY CALL IT "TOLERANCE" WHEN THEY MEAN
"INDIFFERENCE?"**

3.1 Taking Action. Hotel Rwanda.

Asking and giving information.
Taking notes.



Watch the trailer and order the events and facts

Things would have been different if

Writing posts to alert about a disaster

→ Posting



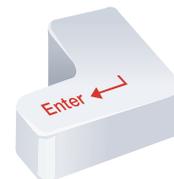
---EXTRA-EXTRA-EXTRA---

3.2 You can make a difference: explore and take action

→ Application form

**Listen to the following radio advert calling for volunteers and announcing positions.
Take notes.**

Imagine that you wanted to work for this NGO, complete the application form.



---EXTRA-EXTRA-EXTRA---

Section 1: What does "Tolerance" mean to you?

Section 2: Looking into the mirror. Tolerance now and then.

Section 3: Why do they call it "tolerance" when they mean "intolerance"?

Section 4: Where do we stand?

GIVE TOLERANCE A CHANCE!



Section 3: Why do they call it “tolerance” when they mean “indifference?”

3.1 Taking action. Hotel Rwanda.

1. Does any of the quotes below relate to the following video? How?

“Tolerance, acceptance and open mindedness is fostered by travel.”
Mark Twain

“Tolerance is another name for indifference”
W. Somerset Maugham

When the world closed its eyes,
he opened his arms

Hotel Rwanda Trailer



2. Watch the trailer and order the following events and facts

soldiers on the street

peace corps

massacre

no rescue

3. Things would have been very different if communication technologies had been developed at that time as they are now. Complete the following conditional sentences:

- If the hotelier Paul Rusesabagina had had Internet access, _____
- The UN Peacekeeping forces would have taken action if the world _____
- Pictures of the United Nations camp, the Red Cross and orphanages would _____



4. Read the text and write a post to the UN social network, alerting about the disaster

Hotel Rwanda is a 2004 historical drama film about the hotelier Paul Rusesabagina (played by Don Cheadle) during the Rwandan Genocide of 1994. The film, which has been called an African Schindler's List, documents Rusesabagina's acts to save the lives of his family and more than a thousand other refugees, by granting them shelter in the besieged Hôtel des Mille Collines. Directed by Terry George, the film was co-produced by US, British, Italian, and South African companies, with filming done on location in Johannesburg, South Africa and Kigali, Rwanda. As an independent film, it had an initial limited release in theaters, but was nominated for multiple awards, including Academy Award nominations for Best Actor, Best Supporting Actress, and Best Original Screenplay. As of 2010, it continues to be one of the most-rented films on services such as Netflix, and is listed by the American Film Institute as one of the 100 most inspirational movies of all time.

Historical context

The film is set in 1994, during the Rwandan Genocide in which an estimated 800,000 people, mainly Tutsi, were killed by the Hutu extremists. Paul Rusesabagina was consulted during the writing of the film.

Plot

Tensions between the Hutu and Tutsi peoples lead to a war, in a country where corruption and bribes are routine. Paul Rusesabagina (Don Cheadle), the manager of Sabena Hôtel des Mille Collines, is Hutu but his wife, Tatiana (Sophie Okonedo), is Tutsi. His marriage is a source of friction with Hutu extremists, most prominently Georges Rutaganda, a friendly supplier to the hotel who also is the local leader of Interahamwe, a brutal anti-Tutsi militia.

As the political situation in the country worsens, Paul and his family observe neighbors being killed. Paul carries favor with people of influence, bribing them with money and alcohol, seeking to maintain sufficient influence to keep his family safe. When civil war erupts and a Rwandan Army officer threatens Paul and his neighbors, Paul barely negotiates their safety, and brings everyone to the hotel. More refugees come to the hotel from the overburdened United Nations camp, the Red Cross, and orphanages. Paul must divert the Hutu soldiers, care for the refugees, be a source of strength to his family, and maintain the appearance of a functioning high-class hotel, as the situation becomes more and more violent, with mobs in the streets just outside the gates.

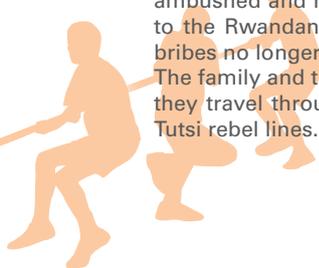
The UN Peacekeeping forces, led by Colonel Oliver (Nick Nolte), are unable to take assertive action against the Interahamwe since they are forbidden to intervene in the genocide. The foreign nationals are evacuated, but the Rwandans are left behind. When the UN forces attempt to evacuate a group of refugees, including Paul's family, they are ambushed and must turn back. In a last-ditch effort to save the refugees, Paul speaks to the Rwandan Army General, Augustin Bizimungu (Fana Mokoena) and when the bribes no longer work, he blackmails him with threats of being tried as a war criminal. The family and the hotel refugees finally leave the besieged hotel in a UN convoy, and they travel through retreating masses of refugees and militia to reach safety behind Tutsi rebel lines.

United Nations

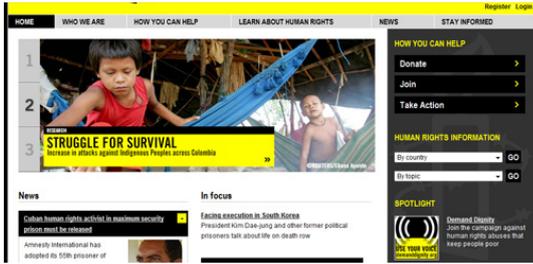
Wall Info Photos Discussions

Name:

Comment:



3.2 You can make a difference: explore and take action



<http://www.amnesty.org/en/campaigns>



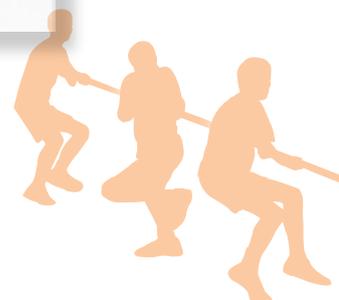
Visit the website of Amnesty International and complete the following table

	campaign	aim
1		
2		
3		
4		
5		

Listen to the following radio advert calling for volunteers and announcing positions. Take notes.



Campaign:
Aim:
Country:
Time:
Tasks:
Requirements



Imagine that you wanted to work for this NGO, complete the following application form:

International NGO - Job Application Form

To complete your employment application with International NGO, please submit this completed application form, along with a résumé and a cover letter:
By email: application@international_ngo.org (preferred method)
By fax:
By mail: PO Box 58147, Washington, DC 20037

All fields in bold must be completed prior to submitting your application.

1. For which position(s) are you applying (list the job titles for all positions of interest):

- a. _____ c. _____
b. _____ d. _____

2. Name:

First: _____ Last: _____

3. Permanent Address:

Address line 1 _____ City: _____ State: _____
Address line 2 _____ Postal Code: _____ Country: _____

4. Temporary Address:

Address line 1 _____ City: _____ State: _____
Address line 2 _____ Postal Code: _____ Country: _____

5. Telephone number: (at least one is required)

Work: _____ Home: _____ Cell: _____

6. Email:

7. How did you hear about this NGO?

- From an NGO member, employee or intern
Please specify _____ Internet search
 Job advertisement
Please specify _____ News story
Please specify _____ Other
Please specify _____ From a friend, family member or colleague
Please specify _____

8. How did you hear about the position(s) for which you are applying?: (Check all that apply)

- From an NGO member, employee or intern
Please specify _____ Internet search
 Job advertisement
Please specify _____ News story
Please specify _____ Other
Please specify _____ From a friend, family member or colleague
Please specify _____

9. Have you previously applied for a position ? Yes No

10. Would you like to receive updates about our organisation? Yes No

11. In which language can you communicate (both verbally and in writing) and at what level?

Language	Fluent	Conversational	Beginner
1. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

12. Have you ever involuntarily terminated from employment for failure to perform your job responsibilities or for misconduct?

- Yes No If yes, please specify: _____

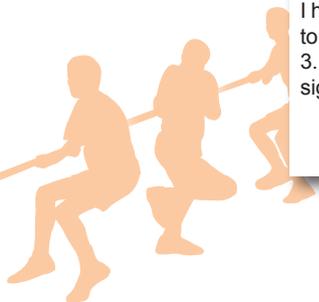
In addition to this application form, please e-mail the following documents to applications@international_ngo.org

- a. Cover letter: attach a professional cover letter explaining your interest in the position and how your prior experiences qualify you to perform the responsibilities listed in the job description.
b. Résumé: attach your résumé or curriculum vitae, listing your education and relevant work experience.

By submitting this application, I understand that:

- All information I provide is subject to a thorough review and confirmation by human resources.
- I maybe disqualified for voluntary assignments or paid employment if International NGO determines that I have provided any deliberately false, misleading, inaccurate, incomplete or knowingly untruthful answers to any question(s)
- If selected for an in-office interview, I will be asked to affirm this electronic signature with an actual signature.

I HEREBY CERTIFY THAT ALL OF THE FOREGOING INFORMATION I HAVE PROVIDED IS ACCURATE AND TRUE TO THE BEST OF MY KNOWLEDGE



**SECTION 4:
WHERE DO WE STAND?**



4.1 Writing editorials

- Read and write a title for the editorial
- Supporting ideas: complete the graph

Giving opinions and supporting arguments

- Editorial
- Debate



TASK: YOUTH SPEAK OUT! (CITIZEN JOURNALISM)

In groups, prepare an editorial about a current world or local issue.

What do you think are the most important issues in school? in your town or city? in your country? in Europe? in the world?

4.2 Debating Corner

- Watch the video and find out about the “Youth Speak Out” initiative.
- Take part in a discussion forum on global issues at unicef site



TASK: GET LOUD, YOUTH SPEAK OUT! (PREPARING FOR DEBATE)

You will be assigned a topic and in pairs you will act out a debate. To prepare for the debate you will search for supporting arguments, examples and ideas.
(<http://www.idebate.org>)

---EXTRA-EXTRA-EXTRA---

BEING TOLERANT OF INTOLERANT

- Listen to the following speakers. What’s their opinion about tolerance?
- Who do you agree most with? summarize his/her view



Section 1: What does “Tolerance” mean to you?

Section 2: Looking into the mirror. Tolerance now and then.

Section 3: Why do they call it “tolerance” when they mean “intolerance”?

Section 4: Where do we stand?

GIVE TOLERANCE A CHANCE!



Section 4: Where do we stand?



1. Read and write a title for the following editorial:

Perhaps the most striking thing about our national debate over immigration is the utter lack of attention to the root causes of mass migration from Mexico or to the moral dimensions of the injustice and human tragedy that is unfolding before our eyes.

Mexicans and other Latino immigrants come to our country lured by businesses seeking cheap labor and by government policies that promote temporary work programs. This migration accelerated greatly in the 1990s, in part because of the devastating impact on Mexican agricultural workers from the North American Free Trade Agreement. About two-thirds of the 12 million undocumented immigrants in our country have arrived since 1995, shortly after NAFTA took effect. The vast majority of unauthorized immigrants, about eight in 10, are from Latin American countries. And three-fourths of those are Mexican. Today, these immigrants are among the most abused, exploited and denigrated people in our society. Like the Irish of the mid-1800s and other waves of immigrants who have arrived on our shores, they provide the muscle at the lowest rung of our economic ladder. They make hotel beds and help put food on America's tables. They process poultry and work in construction, making products and services less expensive for all of us. Yet, they are vilified just for being here and increasingly are at risk of physical violence from border vigilantes and racist thugs.

Yes, many cross the border illegally, in search of a better way of life. But tens of thousands of Latino "guestworkers" are recruited each year by major U.S. corporations seeking cheap labor to harvest vegetables, plant pine trees on giant timber plantations in the South or fill other low-wage jobs. Many lured here find only broken promises, pain and misery. Unscrupulous companies routinely cheat immigrants out of their rightful pay or force them to work in unsafe conditions, knowing they have little recourse.

As a nation, we can and should do better. We should greet immigrants with compassion and treat them with dignity. And we must seek realistic solutions. As we've seen repeatedly in these first years of this new century, belligerence and ideological rigidity do not work.

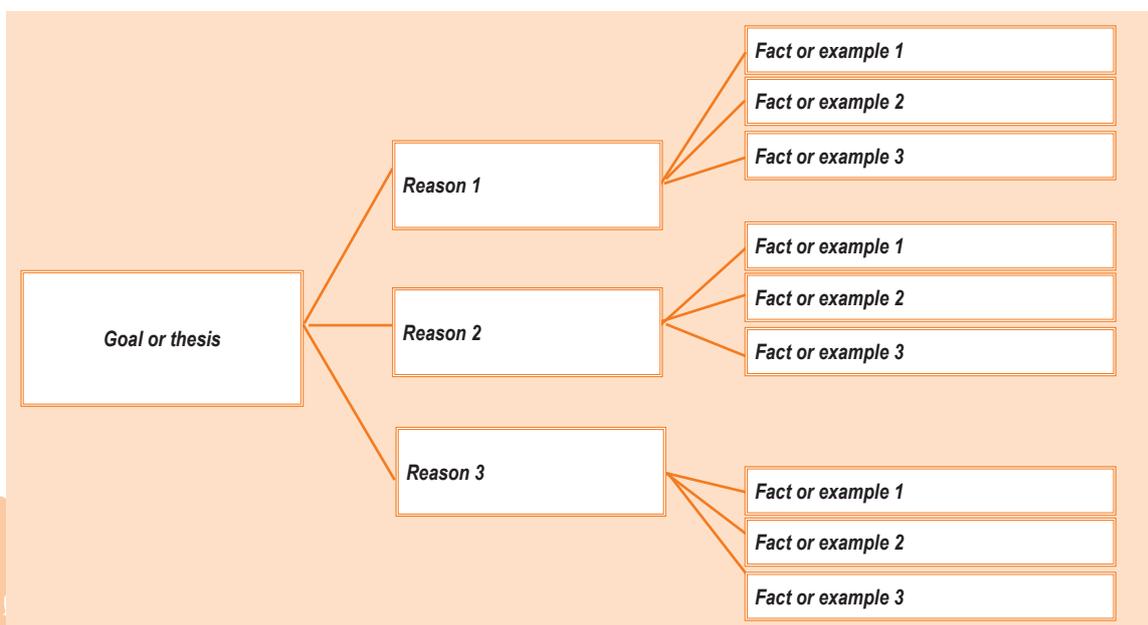
Rounding unauthorized immigrants up and throwing them out of the country is not a realistic option. Arresting, detaining and then deporting such a vast number of people would cost U.S. taxpayers hundreds of billions, if not trillions, of dollars and would require the creation of a virtual police state built on racial profiling. The potential for human rights violations is enormous. Even if we could enforce a mass deportation, it would have severe economic consequences, as undocumented workers now make up nearly 5 percent of the U.S. labor force. And, with families being literally ripped apart, the human suffering would be incalculable.

We can stop the mass flow of economic refugees, but we must start by promoting economic policies designed not solely to extract profits from Mexico but to help our long-troubled neighbor strengthen its communities and build an economy that will sustain its people. At home, we must reject the apocalyptic fantasies of political demagogues and the depraved appeals of white supremacists who seek to inflame racial passions. We must ensure that immigrants, regardless of their status, are not exploited for profit and are not subjected to violence and hate. We must stand for justice and tolerance on behalf of those who have left behind broken communities to seek a better future for their families. Whether we can muster the courage and wisdom to do this will be a true test of the American spirit.

(Written by J. Richard Cohen, the president of the Southern Poverty Law Center. This editorial originally appeared in the December 2006 issue of the SPLC Report.)

2. What is the writer attempting to explain, prove or persuade the reader to think?

3. What points and examples does he use to support this idea? In pairs, try to complete the following graph.



1. According to the author, what should be done?

2. Do you agree with the author? Why or Why not?



TASK: Citizen Journalism



In groups, prepare an editorial about a current world or local issue.

What do you think are the most important issues in school? in your town or city? in your country? in Europe? in the world?

<p><i>Call for a GE- free future Stop GMO invasion While EU countries are banning genetically engineered (GE) crops left right and centre- the Pre- sident of the EU commission is doing his best to force them on European citizens. Greenpeace</i></p>	<p>Italy school crucifix ban latest in Europe's secular shift- TIME</p>	<p>INTERNET CUT- OFF FOR FRENCH DOWNLOADPIRATES TO START WITHIN MONTHS EUOBSERVER.COM</p>
<p>EU copyright plan to benefit musicians FinancialTimes</p>	<p>Climategate U-turn as scientist at centre of row admits: there has been no global warming since 1995 (Mail Online, 14 Feb 2010)</p>	<p>“Neither-Nor generation of 700,000 “convinced inactive” Youngsters</p>



Step 1: Choose a topic.



Step 2: Choose a position, for or against.



Step 3: Do some research and prepare an outline.

Let's start!



What's the topic you are going to write about?

What's your opinion on this topic?

What's the strongest argument supporting your opinion?

What's the second good argument that supports your opinion?

What's the main argument **against** your opinion?



Step 4: Start writing your editorial

Introduce the issue
State your opinion

DISCUSS THE OPPOSING POINTS OF VIEW

Support your position with facts and details

Draw a conclusion

REMEMBER

Step 5: Revise and improve

Read your essay once or twice

Check grammar, spelling, punctuation

Use a thesaurus to avoid repetition

Step 6: Publish it

YOUTH SPEAK OUT!

www.youth_speak_out.com **The world's favourite newspaper** since 2010

INSERT YOUR HEADLINE HERE



If you want a good mark, bear in mind the following rubric for the editorial:

	1	2	3	4
Lead-in issue introduction	Does not relate to topic	Needs to be more focused on topic	Focused on topic	Focused on topic and cleverly written
Content and organization	No logical progression of information, opinion or ideas.	Some logical progression of information, opinion or ideas.	Logical progression of information, opinion or ideas through most of the writing. Use of linkers.	Logical progression of information, opinion or ideas. Clear expression of ideas. Accurate use of linkers.
Research	No research included	Some research included	Well researched topic	Well researched topic with more than three sources of information
Language spelling, grammar, punctuation, words	Conventions of language are not followed	Conventions of language are followed but mistakes prevent effective communication	Conventions of language are followed most of the time. Accurate use of words.	Conventions of language are followed accurately. Use of varied vocabulary.

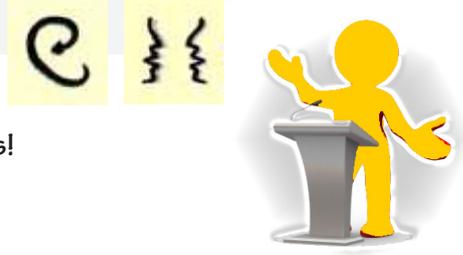
Once the first draft of your editorial is ready, fill in the following sheet and hand in to your teacher, as well as your draft. Be prepared to answer some questions:



	Issue discussed:
	Main points:
	1.
	2.
	3.
	Sources of information:

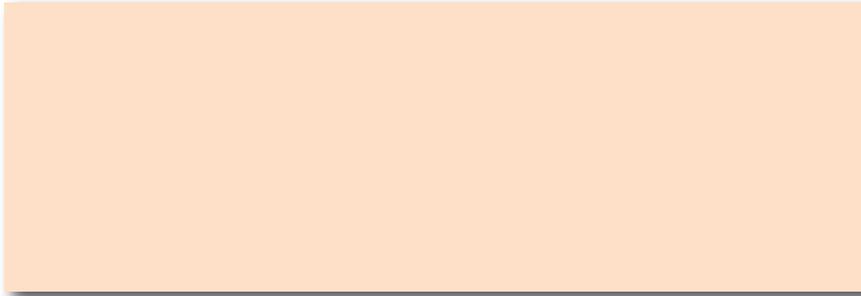


Where do we stand? Debating Corner

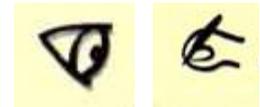


Get loud! Be heard!
Youth Speak Loud on current world and local issues!

1. Watch the following video documentary and take note of the issues mentioned:



2. Watch the video again and answer the following questions:



- What is the video about?
- What are the three steps mentioned?
- What is the opinion of the people appearing about the media?
- According to these people, what should we do if we want to be informed?

3. Now, let's join the discussions at <http://www.unicef.org/voy/speakout/speakout.php>. Each of you will have to take part in the forum by sending a post. First explore and then choose one of the issues debated.





DID YOU KNOW THAT

Every year hundreds of students take part in a debate competition sponsored by IDEA?. Focusing on young people and their communities, the mission of the International Debate Education Association is to promote mutual understanding and democracy globally by supporting discussion and active citizenship locally.

In pairs, you will act out a debate, defending an affirmative or negative position with respect to the assigned topic. To prepare your debate,

- ▷▷ **Visit the online debate topic database** and find arguments for or against the assigned topic.
- ▷▷ **Write a script** of what you want to say- don't forget to introduce the issue, state your opinion and support it with facts, examples, etc.
- ▷▷ **Practise reading it aloud (you can record your voice)**
- ▷▷ **Show it** to your teacher
- ▷▷ **Improve your final version (you can record it again)**

<http://www.idebate.org>



Remember there will be a JURY who will decide on the most convincing speakers.

	4	3	2	1
Position statement and supporting evidence	Position is clearly stated and consistently maintained. Evidence clearly supports the position; evidence is sufficient.	Position is clearly stated. Evidence clearly supports the position; but there is not enough evidence.	Position is stated, but is not maintained consistently. Argument is supported by limited evidence.	Statement of position cannot be determined. Evidence is unrelated to argument.
Organization and clarity	Ideas are linked or sequenced clearly and orderly.	Structure developed reasonably well, but lacks clarity. Ideas are linked.	Ideas are hardly linked or sequenced. Clear in some parts but not over all.	Lack of clarity and order.
Language accuracy	Structures and vocabulary are used correctly.	Any mistakes in usage are without pattern and do not distort the meaning or inhibit communication.	Mistakes in usage are frequent and may distort meaning or inhibit communication.	Mistakes in usage are pervasive, distort meaning and prevent effective communication.
Delivery and Fluency	The student speaks clearly and without hesitation. Pronunciation and intonation sound natural	The student speaks with some hesitation. Problems with pronunciation and intonation do not prevent effective communication.	The student speaks with long pauses. Pronunciation and intonation errors impede communication.	Constant hesitations and extreme problems with pronunciation cause communication to break down.

TOTAL:



Where do we stand? Debating Corner

"You may be right and I may be wrong but with an effort, together we may get nearer the truth" - Karl Popper

Being tolerant of those who are intolerant



1. Information gap: Read the texts provided and share the information with your partners. What do they say? What's their opinion about tolerance?

DEBATE: How can we be tolerant of those who are intolerant of us? Can we be tolerant of the intolerant?



Should a tolerant society tolerate intolerance? What if by tolerating action "A," society destroys itself? Tolerance of "A" could be used to introduce a new thought system leading to intolerance of vital institution "B".

The suppression of Nazism in Germany is considered intolerant by some countries, for instance, while in Germany itself it is Nazism which is considered intolerably intolerant. What do you think?

---EXTRA-EXTRA-EXTRA-EXTRA-EXTRA-EXTRA---

Obama (Speech - Nobel Prize) **1**

Philosopher John Rawls (book- The theory of Justice) **2**

Michael M. **3**

4

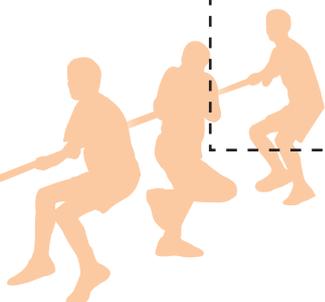
George B.

5

Amy S.

Source: *The Paradox of Tolerance*

WHO DO YOU AGREE MOST WITH? SUMMARIZE HIS/HER VIEW



SELF- ASSESSMENT

LISTEN

I can understand the main point of many radio or TV programmes on current issues or topics of personal interest when the delivery is relatively slow and clear.

I can understand the main points of talks and presentations on a global topic which is familiar to me (tolerance, discrimination, etc.)

I can understand the main points of adverts

Others,

READ

I can understand the main points of brief news articles (what, who, when, etc.) about current issues which are familiar to me

I can understand the main points in short texts (posters, notes, headings, site entries, etc.)

I can understand the main point of articles or interviews where someone expresses his/her personal opinion on a current issue

Others,

TALK

I can ask and answer about personal opinions and viewpoints

I can express agreement and disagreement

Others,

SPEAK

I can briefly give explanations for opinions

I can inform about other people's opinions

Others,

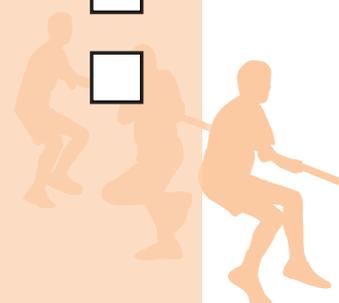
WRITE

I can write simple connected texts on topics which are familiar, expressing opinions and viewpoints (e.g. posts, notes, editorial letters)

I can fill in forms (e.g. application forms)

Others,

My skills My goals



Tapescripts

SECTION 1: WHAT DOES TOLERANCE MEAN TO YOU?

1. When I hear the word tolerance, I think of victims, violence and discrimination. (No picture)
2. When I see this picture I think of violence and hate. The way the men in the picture have covered their faces scares me and makes me think of violent situations.
3. ...I think of discrimination against gender and judgement. The women have tape over their mouth that is restricting them from talking. This tells me that they are not being allowed to voice their thoughts and opinions, they are being discriminated against because they are women.
4. ...I think of political problems and intolerance. These people want their opinions to be heard, they are not willing to tolerate being over-looked and told what to do and say.
5. ...I think of stereotypes and prejudice. People often stereotype buskers to be lazy, jobless, homeless, dirty and unworthy of your money. This is a prejudice that you should overlook, many buskers do it because they enjoy it, and they are normal people just like you and me.
6. ...I think of stereotypes, prejudice, judgement, racism and homophobia. The picture has a pretty clear message, Never judge a person by the group they are categorised into. Whether it be race, religion, sex or beliefs. Everyone is unique, it's the person inside that counts! Don't tolerate stereotypes.
7. ...I think of stereotypes, segregation, hate, genocide, ethnic cleansing. Stereotypes cause unnecessary problems, don't be a hater. Open your mind and embrace other people and their cultures.
8. ...I think of people assuming the worst. It also makes me think about tolerance, victimisation, segregation and prejudice. People see a burka and automatically think the worst, they fail to think of the person underneath it and how they feel.
9. ...I think of violence and segregation. Barbed wire is a sign of segregation, often between conflicting areas or people who are classed as lesser. It also signifies violence for me.

One of the primary challenges that today's youth face is discrimination within the educational system. Because discrimination hurts, it can be devastating to a student's educational and emotional progress. By allowing discrimination to exist we are robbing our youth.

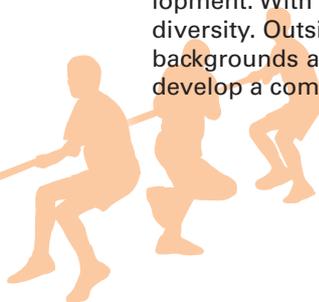
Discrimination is expressed through the use of dirty and often damaging remarks. Common examples of this vocabulary include terms like "fag", "skid", and "scrape"; words whose meaning are often obscure and ambiguous. One thing that most of these terms have in common is their connection with the taboos of our culture, a place for fear and uncertainty among adolescent youth. When confronted, students demonstrate reluctance to challenge their society for fear of embarrassment and public ridicule.

To escape being discriminated against, students form small and exclusive groups known as cliques. A clique could be described as a herd of wild animals: accepting of individuals with identical characteristics and aggressive towards outsiders. Once formed, the herd is maintained through a complex social hierarchy. To attain social status, members must conform and demonstrate dedication to the norms established by the herd; it is possible to lose social standing if one doesn't conform. Accordingly, by discriminating against outsiders the clique gains status.

As a result, students become accustomed to conforming to typical teenager protocol to avoid discrimination. This creates prejudice within the academic environment and sets the foundation for students to make judgments about others. Students will socialize with their own herd to receive its protection. Anyone outside the group is inferior causing students to associate only with individuals who share corresponding characteristics. This we could identify as the primary motive behind stereotyping and discrimination in school.

Perhaps schools themselves foster stereotypes that are potentially damaging to students. A common example of this is the assumption that if you are born into a wealthy family it is expected that you will attend a university. Conversely, if you are born into a lower-class family it is anticipated that you will enter the work force immediately after high school. These types of assumptions discriminate on the basis of birth. Do schools teach students that one's origins determine one's future?

To persuade students from discriminating against others, educators must engage the potential of all students. In conclusion, the educational system should strive to endorse individuality in the early stages of childhood development. With prolonged exposure to a prejudice-free environment, youth will become accustomed to accepting diversity. Outside of school, students should participate in community projects that support individuals of various backgrounds and cultures to prevent ethnocentricity. By attempting to remove discrimination from school, youth develop a comprehensive understanding of what factors produce negative attitudes and cause discrimination.



You can make a difference: explore and take action

Listen to the following radio advert calling for volunteers and announcing positions

NGO International - Health Care, Conservation, Education, Business

Real projects...real experience! The focus of your development project is determined by your skills, your interests, and the needs of the local environmental community.

Help vaccinate children, teach reading, reforest depleted ecosystems, or educate small businesses.

Countries: Peru, Belize, Haiti, and

Term: Summer, Throughout the year

Duration of Program: 2-4 weeks, 5-8 weeks and 3-6 months. Typical Duration of Program: 5-8 weeks.

Qualifications: All participants must have an adventurous spirit. Development projects are determined by the interests of participants and the needs of the local community.

Languages :

- English

Experience Required: no

Volunteer Types :

- appropriate technology
- biological research
- childcare/children
- English teaching
- environment
- health care
- health education
- nursing
- primary education
- teaching

Typical Volunteer: volunteers are adventurous, enthusiastic, caring, sensible, humble, and curious individuals. Volunteers are expected to learn and grow while improving themselves and the communities in which this NGO works.

Age Range: 18+

This Program is open to Worldwide Participants. This Program is also open to Families, Couples and Individuals

Typical Living Arrangements :

- Home-stays

Application Process Involves:

- * Phone Interview
- * Written Application

Programs start every month of the year. Enroll now!

Where do we stand? Debating Corner

Obama (Speech - Nobel Prize) **1**
We cannot tolerate a world with nuclear weapons spread to more nations. (...) We must begin by acknowledging the hard truth: We will not eradicate violent conflict in our lifetimes. There will be times when nations will find the use of force not only necessary but morally justified.

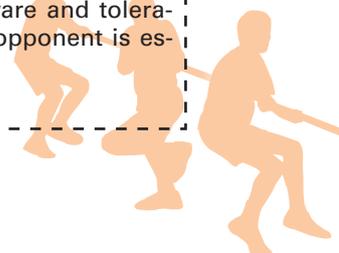
Philosopher John Rawls- (book- The theory of Justice) **2**
"A just society must be tolerated, for otherwise, the society would be intolerant and so unjust. However, each society and its social institutions have a reasonable right of self-preservation. Hence, the intolerant must be tolerated but only if they do not endanger the tolerant society and its institutions. So, the right to free speech of intolerant organizations such as the Ku Klux Klan must be defended"

Michael M. **3**
Intolerance, we have learned from experience does not work very well in practice. Religious wars, witch hunts, persecution (political, religious or social -these are all the fruits of intolerance. Mahatma Gandhi puts it perfectly well when he said "An eye for an eye ends up making the whole world blind"

It's black or white, there are no shades of grey. If you are not with me, you are against me, and so you are my enemy and I will treat you as such. **4**
George B.

Game theory tells us that antagonism towards one opponents is not usually a winning strategy. John Nash, the mathematician on whom the film A Beautiful Mind was based, has shown that being aware and tolerating the play strategies of one's opponent is essential to winning. **5**
Amy S.

Source: *The Paradox of Tolerance*



GIVE TOLERANCE A CHANCE!

Documents

1. Self-assessment sheet
2. Activity/task checklist
3. Tolerance for me
 - Campaigning for Tolerance
4. My slogan and poster
5. Results of the survey
6. My news script
 - Youth Speak Out
7. Draft and editorial
8. Debating: script for debate

Name:

Topic:



SELF- ASSESSMENT

LISTEN

I can understand the main point of many radio or TV programmes on current issues or topics of personal interest when the delivery is relatively slow and clear.

I can understand the main points of talks and presentations on a global topic which is familiar to me (tolerance, discrimination, etc.)

I can understand the main points of adverts

Others,

READ

I can understand the main points of brief news articles (what, who, when, etc.) about current issues which are familiar to me

I can understand the main points in short texts (posters, notes, headings, site entries, etc.)

I can understand the main point of articles or interviews where someone expresses his/her personal opinion on a current issue

Others,

TALK

I can ask and answer about personal opinions and viewpoints

I can express agreement and disagreement

Others,

SPEAK

I can briefly give explanations for opinions

I can inform about other people's opinions

Others,

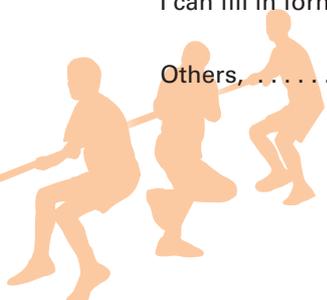
WRITE

I can write simple connected texts on topics which are familiar, expressing opinions and viewpoints (e.g. posts, notes, editorial letters)

I can fill in forms (e.g application forms)

Others,

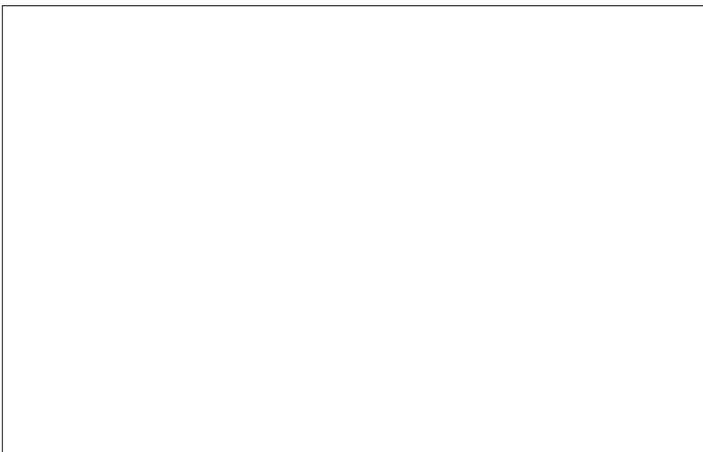
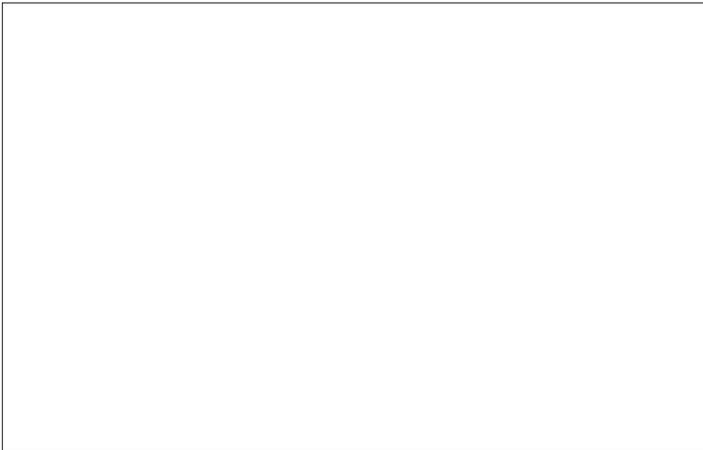
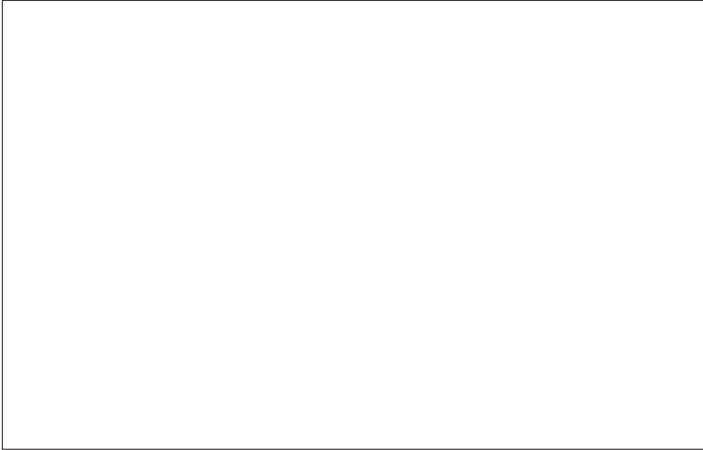
My skills My goals



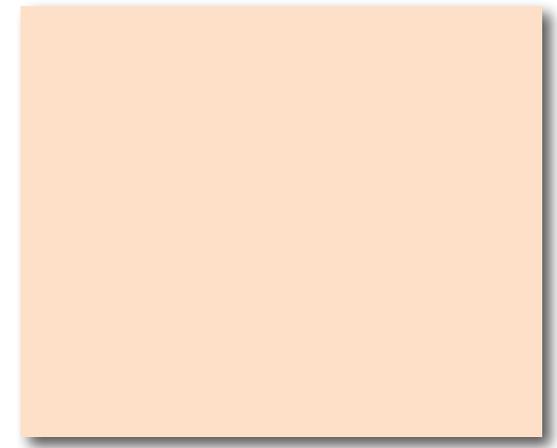
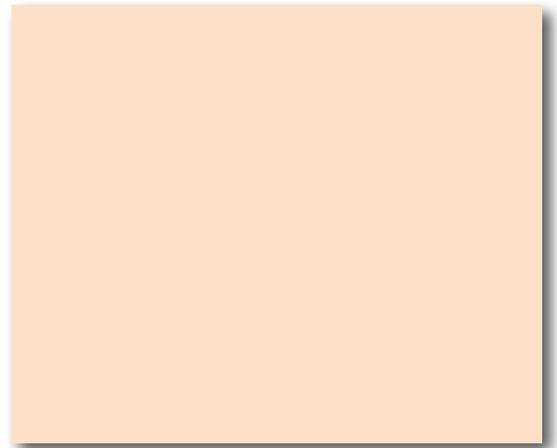
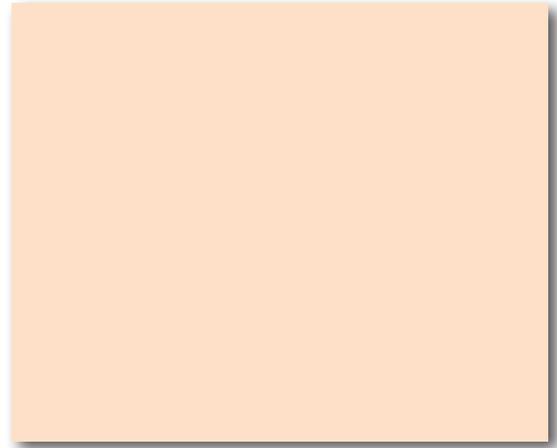


TASK: What does "Tolerance" mean to you?

IMAGES



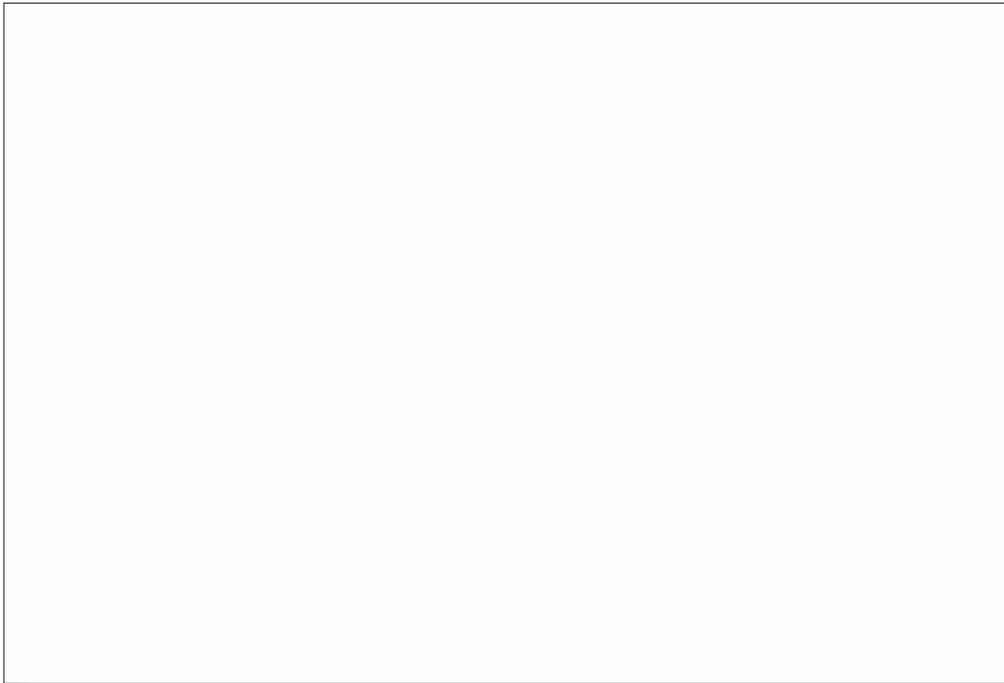
EXAMPLES





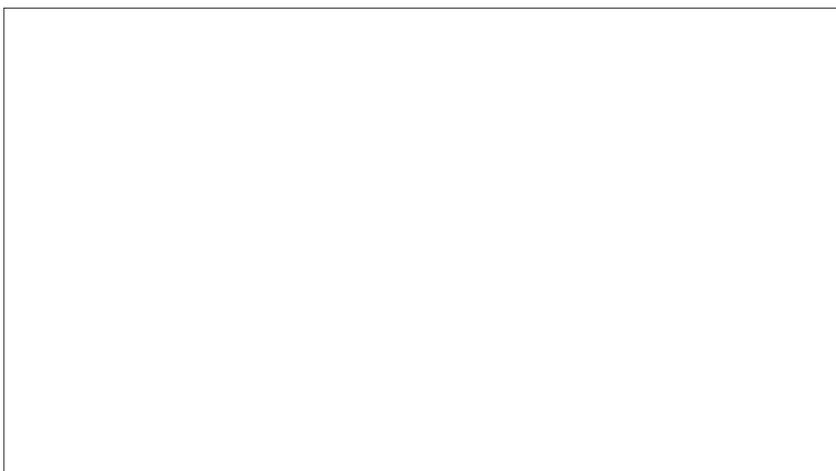
TASK: Campaign for Tolerance

SLOGAN and POSTER to raise awareness about these issues.



II. Schoolbarometer Special Survey

Graph presenting results of survey:

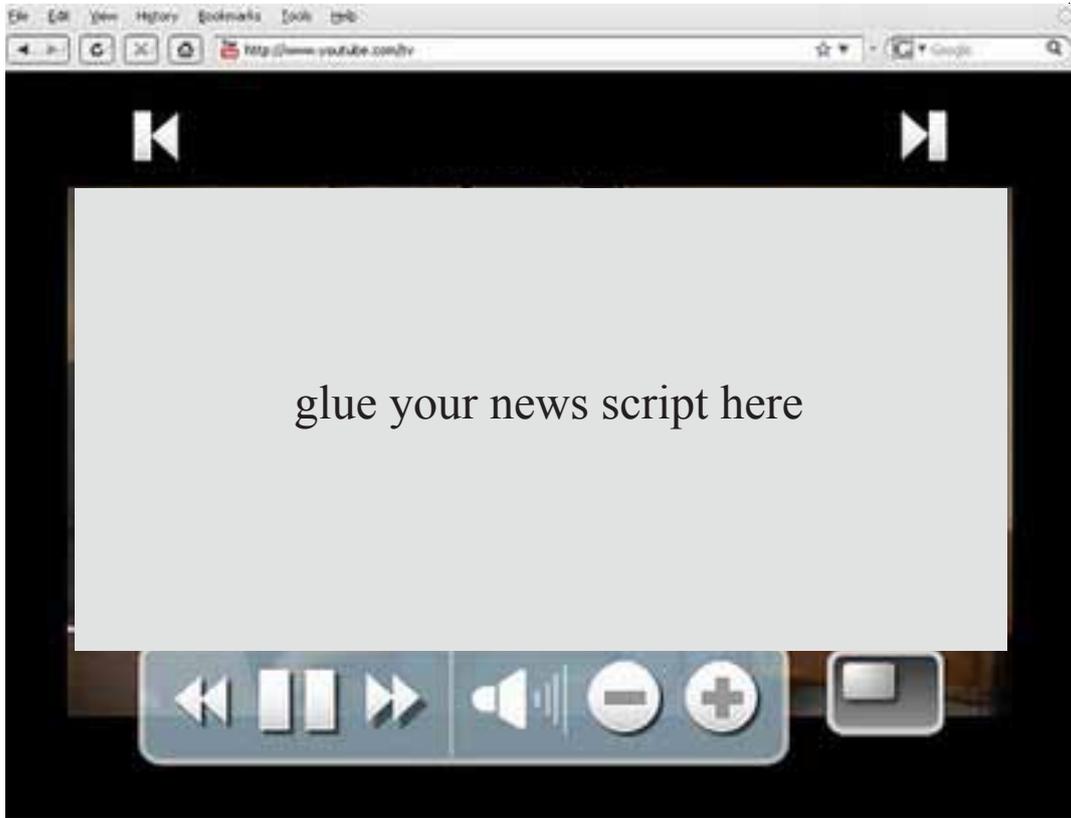


This graph shows . . .





TASK: Prepare a News Script



Checklist

- Did you keep the sentences short and simple?
- Did you use simple words?
- Did you get to the point?
- Did you answer the 5 Wh's questions?
- Did you check grammar?





TASK: Citizen Journalism

Youth Speak Out!

1ST DRAFT

Let's start!



What's the topic you are going to write about?

What's your opinion on this topic?

What's the strongest argument supporting your opinion?

What's the second good argument that supports your opinion?

What's the main argument **against** your opinion?

Issue discussed:

Main points:

1.

2.

3.

Sources of information:



YOUTH SPEAK OUT!

www.youth_speak_out.com The world's favourite newspaper since 2010

My Global Mark:

	1	2	3	4
Lead-in issue introduction	Does not relate to topic	Needs to be more focused on topic	Focused on topic	Focused on topic and cleverly written
Content and organization	No logical progression of information, opinion or ideas.	Some logical progression of information, opinion or ideas.	Logical progression of information, opinion or ideas through most of the writing. Use of linkers.	Logical progression of information, opinion or ideas. Clear expression of ideas. Accurate use of linkers.
Research	No research included	Some research included	Well researched topic	Well researched topic with more than three sources of information
Language spelling, grammar, punctuation, words	Conventions of language are not followed	Conventions of language are followed but mistakes prevent effective communication	Conventions of language are followed most of the time. Accurate use of words.	Conventions of language are followed accurately. Use of varied vocabulary.



TASK: GET LOUD, YOUTH SPEAK OUT! (PREPARING FOR DEBATE)

Issue:

Position:

Debate script

	4	3	2	1
Position statement and supporting evidence	Position is clearly stated and consistently maintained. Evidence clearly supports the position; evidence is sufficient.	Position is clearly stated. Evidence clearly supports the position; but there is not enough evidence.	Position is stated, but is not maintained consistently. Argument is supported by limited evidence.	Statement of position cannot be determined. Evidence is unrelated to argument.
Organization and clarity	Ideas are linked or sequenced clearly and orderly.	Structure developed reasonably well, but lacks clarity. Ideas are linked.	Ideas are hardly linked or sequenced. Clear in some parts but not over all.	Lack of clarity and order.
Language accuracy	Structures and vocabulary are used correctly.	Any mistakes in usage are without pattern and do not distort the meaning or inhibit communication.	Mistakes in usage are frequent and may distort meaning or inhibit communication.	Mistakes in usage are pervasive, distort meaning and prevent effective communication.
Delivery and Fluency	The student speaks clearly and without hesitation. Pronunciation and intonation sound natural	The student speaks with some hesitation. Problems with pronunciation and intonation do not prevent effective communication.	The student speaks with long pauses. Pronunciation and intonation errors impede communication.	Constant hesitations and extreme problems with pronunciation cause communication to break down.

TOTAL:

