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# *Dignity and Freedom*



*Bologna: 13 novembre 2014*

# **Schema di Programmazione**

## **Prerequisiti disciplinari**

conoscere le regole fondamentali della convivenza civile, conoscere i concetti di diritto soggettivo e oggettivo, Stato, fonte del diritto.

## **Prerequisiti linguistici**

strutture grammaticali e funzioni linguistiche livello A1 del Quadro di Riferimento Europeo

## **Obiettivi didattici disciplinari**

identificare i diversi contesti in cui si esplica il concetto di dignità;

riflettere sul significato di dignità e sui casi in cui non è salvaguardata;

saper riconoscere le situazioni di violazione dei diritti studiati;

sapere ricercare sul web o su altre fonti gli enti e le agenzie a cui rivolgersi per ottenere la tutela dei diritti garantiti;

saper assumere nella vita reale comportamenti ispirati ai valori sanciti nelle Carte studiate.

## **Obiettivi linguistici**

conoscere e usare il vocabolario specifico;

comprendere un testo in inglese scritto e orale relativamente alle tematiche trattate;

argomentare oralmente in L2 quanto appreso;

produrre brevi testi scritti in L2 (in particolare uso del present simple e dei modal verbs)

## **Schema di Programmazione**

### **Obiettivi trasversali**

saper analizzare criticamente un testo e trarne informazioni;  
acquisire metodi autonomi di ricerca finalizzati ad un'azione;  
collaborare nel gruppo rispettando i ruoli assegnati;  
essere consapevole dell'unicità dell'essere umano e cogliere  
il valore della diversità.

**Tempi: 6 ore**

#### **Materiali:**

Schede di lavoro elaborate  
dai docenti, siti web, testi di  
canzoni e poesie.

Ambiente di lavoro: classe  
dotata di LIM, aula  
computer.

## **Descrizione dei tempi**

- **PRE-TASK**: totale 2 ore ( n° 2 lezioni da 1 ora ciascuna )
- **TASK**: totale  $2/3$  ore ( n° 1 lezione da 1 ora, lavoro a casa e  $1/2$  ore di presentazione )
- **POST TASK**: totale 1 ora ( n° 1 lezione da 1 ora )



## **Descrizione del pre-task**

### **Lezione 1. (1 ora)**

**Descrizione dell'attività:** dopo aver presentato tre articoli tratti dalla Costituzione italiana, dalla Carta europea dei diritti fondamentali e dalla Dichiarazione universale sui diritti dell'uomo, si lavorerà sul lessico relativo al concetto di dignità, partendo dal presupposto che la **conoscenza del linguaggio specifico** sia determinante per la comprensione del concetto.

La seconda attività mira a identificare **i diversi contesti** in cui si esplica il concetto di dignità.

### **Lezione 2. (1 ora)**

**Descrizione dell'attività:** la seconda lezione è volta ad **approfondire un ambito in cui viene coinvolto il concetto di dignità: la violenza sulle donne.**

Si parte con l'ascolto di una canzone (con un testo molto semplice) e si prosegue con l'analisi di un testo.

La lezione si conclude con la presentazione di alcuni siti e fornendo altri materiali (immagini, testi poetici) che gli alunni possono utilizzare come suggestioni per realizzare i propri lavori di gruppo, che costituiscono il task in oggetto.

## **Descrizione del task**

**Lezione 3. e 4. (1 ora + lavoro a casa + 1/2 ore di presentazione)**

**Descrizione dell'attività:** gli alunni divisi in gruppi (3/5 alunni) progettano i propri elaborati sul tema scegliendo fra diverse possibilità (scritto\ power point\ poesia\ canzone\ role playing\ disegno o cartellone). In questa fase gli alunni utilizzano abbastanza liberamente la L2 per discutere, ragionare, selezionare, condividere.

Si prevede un'ulteriore fase di lavoro a casa per completare l'elaborato.

Segue la **presentazione in classe degli elaborati**. Durante questa fase di restituzione viene condivisa con gli alunni una semplice griglia di valutazione che gli studenti dovranno compilare.

## **Descrizione del post-task**

### **Lezione 5. (1 ora)**

La fase post-compito che ci proponiamo di svolgere cerca di stimolare una **riflessione finale congiunta sugli aspetti contenutistici e linguistici** proposti e su quelli emersi “in corso d’opera”, unitamente ad una valutazione della ricaduta dell’attività svolta in termini di assunzione di consapevolezza ed elaborazione personale dei problemi affrontati, cercando di stimolare riflessioni e proposte personali.

Si partirà dal **discussione della scheda di osservazione** compilata dagli alunni in sede di presentazione dei lavori di gruppo (anche al fine di individuare le proposte migliori, che potranno in seguito essere approfondite e sviluppate in vista della partecipazione al concorso che annualmente viene proposto sul territorio in merito al tema della violenza sulle donne).

Ai fini della **valutazione finale dell’attività svolta e della ricaduta sui singoli studenti** della stessa si è pensato di somministrare alcune domande per iscritto sotto forma di test, predisponendo una bozza di griglia di valutazione che riguarderà gli aspetti linguistici, contenutistici e quelli relativi alle “thinking skills”

# PRE-TASK

lezione 1: 1 ora

## HUMAN DIGNITY





# HUMAN DIGNITY

## Costituzione italiana

### Articolo 3

Tutti i cittadini hanno pari **dignità** sociale e sono uguali davanti alla legge (...)

## The Universal Declaration of Human Rights

### Article 1

All human beings are born free and equal in **dignity** and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

## The Charter of Fundamental Rights of the European Union

### Article 1

Human **dignity** is inviolable. It must be respected and protected.

**ACTIVITY 1. The words of human dignity**  
**(The limits of my language signify the limits of my world)**  
(30 min.)

Students can work in pairs and use a dictionary. The aim is the development of verbal skills.

**Write a synonym next to each of the words below:**

- |                |       |              |       |
|----------------|-------|--------------|-------|
| 1. person      | ..... | 4. violation | ..... |
| 2. protection  | ..... | 5. dignity   | ..... |
| 3. respectable | ..... |              |       |

**Write a antonym next to each of the words below:**

- |                 |       |                   |       |
|-----------------|-------|-------------------|-------|
| 1. moral        | ..... | 4. (to) violate   | ..... |
| 2. (to) protect | ..... | 5. (to) humiliate | ..... |
| 3. (to) respect | ..... |                   |       |

**ACTIVITY 1. The words of human dignity**  
**(The limits of my language signify the limits of my world)**  
**(30 min.)**

Students can work in pairs and use a dictionary. The aim is the development of verbal skills.

**Mark the word that does not render the meaning of the word on the left:**

- |                 |  |                 |  |
|-----------------|--|-----------------|--|
| 1) Deprivation  | a) departure<br>b) loss<br>c) lack<br>d) divesting                     | 2) Infringement | a) transgression<br>b) breach<br>c) observance<br>d) violation |
| 3) Exploitation | a) containment<br>b) abuse<br>c) mishandling<br>d) misuse              | 4) Degradation  | a) squalor<br>b) retreat<br>c) deprivation<br>d) humiliation   |
| 5) Belittlement | a) disparagement<br>b) denigration<br>c) deprecation<br>d) deprivation |                 |  |

**ACTIVITY 1. The words of human dignity**  
**(The limits of my language signify the limits of my world)**  
(30 min.)

Students can work in pairs and use a dictionary. The aim is the development of verbal skills.

**Read the following words and match them to their synonyms**

- |                |                |
|----------------|----------------|
| 1. Dignity     | a) Honoured    |
| 2. Inviolable  | b) Defended    |
| 3. Respected   | c) Decorum     |
| 4. Safeguarded | d) Untouchable |

**Try rewriting Article 1 of the Charter of Fundamental Rights using the synonyms:**

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## ACTIVITY 2. Reflecting on the meaning of dignity (20 min.)

Students can work in pairs and discuss. After that they can write the result of their reflections

The concept of “dignity” is connected to several aspects of our lives and everyone should be able to live decorously and serenely. Read these sentences and **try to find practical examples** of situations in which these basic aspects are not observed.

Freedom to determinate one’s own life path.

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An equitable remunerated job.

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Support for the sick and the needy

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The right to comfortable and clean lodging

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The chance to freely express one’s opinions.

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### ACTIVITY 3. Language reflection (if necessary, 10 min.)

Grammatical structures that are relevant for this topic: **modal verbs for obligation.**

Human beings should be able to live decorously

Human beings should be provided an equitable remunerated job

Human beings should have the right to live in comfortable and clean lodging

Should + bare infinitive

You **should** do something= it is a good thing to do or the right thing to do

Negative: You **should not/shouldn't** do something= it is not a good thing to do

Interrogative: **Should** I?

**Should** and **ought to**, used for strong suggestion, normally have the same meaning but should is the more usual form.



# PRE-TASK

lezione 2: 1 ora

## ACTIVITY 1. Going into the problem : the words of respectful love (10 min.)

**A) Listen to the song and fill in the blanks.**

### TRACY CHAPMAN - SORRY

.....  
Is all that you can't say  
Years gone by and still  
Words don't come easily  
Like sorry like sorry

.....  
Is all that you can't say  
Years gone by and still  
Words don't come easily  
Like forgive me forgive me

But you can say baby  
Baby can I hold you tonight  
Maybe if I told you the right words  
At the right time you'd be mine

.....  
Is all that you can't say  
Years gone by and still  
Words don't come easily  
Like I love you I love you

Which are the words linked to respectful love?

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## ACTIVITY 2. Going into the problem : the numbers of disrespectful love (40 min.)

**Read the following text.**

**a. Before you read**

Discuss these questions with your partner. Do you think that violence on women concerns dignity? Why?

**b. Key words**

Match the following words with their definition:

1. Gender- based	a) Boyfriend/girlfriend
2. Intimate partner	b) Forcibly leaving your own place
3. Perpetrator	c) A system allowing people to obtain a little money to start a small business
4. High/low- income setting	d) Discriminated on the basis of gender
5. Microfinance	e) Rich/poor social context
6. Displacement	f) Someone who acts immorally or illegally



## ACTIVITY 2. Going into the problem : the numbers of disrespectful love (40 min.)

### VIOLENCE AGAINST WOMEN

The United Nations defines violence against women as "any act of gender-based violence that results in, or is likely to result in, physical, sexual or mental harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life." Violence against women - particularly intimate partner violence and sexual violence against women - are major public health problems and violations of women's human rights.

Recent global prevalence figures indicate that 35% of women worldwide have experienced either intimate partner violence or non-partner sexual violence in their lifetime. On average, 30% of women who have been in a relationship report that they have experienced some form of physical or sexual violence by their partner. Globally, as many as 38% of murders of women are committed by an intimate partner.

Violence can result in physical, mental, sexual, reproductive health and other health problems, and may increase vulnerability to HIV.

Risk factors for being a perpetrator include low education, exposure to child maltreatment or witnessing violence in the family, harmful use of alcohol, attitudes accepting of violence and gender inequality.

Risk factors for being a victim of intimate partner and sexual violence include low education, witnessing violence between parents, exposure to abuse during childhood and attitudes accepting violence and gender inequality.

In high-income settings, school-based programmes to prevent relationship violence among young people (or dating violence) are supported by some evidence of effectiveness. In low-income settings, other primary prevention strategies, such as microfinance combined with gender equality training and community-based initiatives that address gender inequality and communication and relationship skills, hold promise.

Situations of conflict, post conflict and displacement may exacerbate existing violence and present new forms of violence against women. [www.who.int](http://www.who.int)

## ACTIVITY 2. Going into the problem : the numbers of disrespectful love (40 min.)

### a. Comprehension

Now read the text again and match each paragraph with the correct heading.

- a. How wide the problem is.
- b. Definition of violence against women.
- c. Risk factor for being a perpetrator.
- d. How to prevent the problem of violence against women.
- e. Risk factor for being a victim.
- f. Causes of new forms of violence on women

### b. Discuss in pairs

What kind of strategies would you personally suggest to prevent violence, especially among young people? What do you think should be done or improved in your educational system about this issue?

Give three/four suggestions.

Students should/shouldn't.....

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School should/shouldn't.....

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### ACTIVITY 3. Looking for further suggestions (10 min.)

Take the cue from the following web-sites, images, poems to develop your own ideas.

[www.unicri.it/topics/violence\\_women/](http://www.unicri.it/topics/violence_women/)

[www.who.int/mediacentre/factsheets/fs239/en/](http://www.who.int/mediacentre/factsheets/fs239/en/)

[www.adozione-actionaid.it/AzioneDonna](http://www.adozione-actionaid.it/AzioneDonna)

[www.fra.europa.eu](http://www.fra.europa.eu)

[www.donnealtri.it/](http://www.donnealtri.it/)



### **A woman's place**

**Mouths must be watched, especially  
If you're a woman. A smile  
Should be stifled with the sari-end.  
No-one must see your serenity cracked,  
Even with delight.  
If occasionally you need to scream, do it  
Alone but in front of a mirror  
Where you can see the strange shape the mouth makes  
Before you wipe it off.**

**Imtiaz Dharker**

### **Il posto di una donna**

**Devi stare attenta alla bocca, soprattutto  
se sei una donna. Un sorriso  
va soffocato con l'orlo del sari.  
Nessuno deve vedere la tua serenità incrinata,  
neppure dalla gioia.**

**Se ogni tanto hai bisogno di urlare, fallo  
da sola, mai di fronte ad uno specchio  
dove puoi vedere la forma strana che prende la  
bocca  
prima che la strofini via.**

**Imtiaz Dharker**







### Sari

Worn soft with history  
and hard water,  
a sari in the field,  
nine yards of woman slough,  
issues soundlessly  
into estuaries, archipelagoes,  
indentations, thrusts –  
breasts  
or buboes?  
Snakeskin, wordless,  
sphinxlike, spinning out its own yarn,  
with barley and sunshine,  
of a rented body,  
a life on lease.

Arundhati Subramaniam

### Il sari

Reso morbida dalla storia  
e dall'acqua dura,  
un sari nel campo,  
otto metri di buccia di donna,  
sfocia silenzioso  
in estuari, arcipelaghi,  
insenature, estensioni  
seni  
o bubboni?  
Pelle di serpente, silente,  
simile a sfinge, che ordisce il suo stesso filato,  
con orzo e sole,  
di un corpo in affitto,  
una vita concessa in uso.

Arundhati Subramaniam

# TASK

lezione 3 e 4: 1 ora + lavoro a casa + 1/2 ore di presentazione

## ACTIVITY 1. Creative “pink” thinking

First step: students, divided into groups of 3-5 people, are requested to develop their works on the topic (PP presentation, song, poem, picture, role playing, cartoon). They can complete their activity with homework.

Second step: students are requested to present their works on the topic.

During the presentation the other students are requested to fill the following grid to be discussed with the class in the post-task.

	Scheme of evaluation
1) Catch the key words used in the work	
2) List arguments/emotions given by the work	
3) Underline the core message of the work	
4) Underline the strength and the weak points of the work	

# POST-TASK

lezione 5: 1 ora

## ACTIVITY 1. What have I learned? (1 ora )

### a) **Class discussion** (20 min.)

Discussion of the observations, objections and comments made by students and teacher.

Selection of the best ideas to be deepened in order to enter the competition.

Reflection on contents and language vocabulary and structures.

## ACTIVITY 1. What have I learned? (1 ora )

### b) Final test (40 min.)

#### 1) Reflecting on the concept of “Human Dignity”

Write a short text ( maximum 50 words) to explain the concept of “human dignity”, considering what you have learned about it in the three different Charters of Rights ( The Italian Constitution, The Charter of Fundamental Rights of the European Union and the Universal Declaration of Human Rights), and giving your personal point of view on the matter.

Use the present tense and modal verbs for obligation as grammatical structures and the following key-words:

*person, dignity, human, violation, humiliation, protection, inviolable, respected, deprivation, abuse, freedom, equal, free, spirit of brotherhood, conscience, decorum, honour, reason.*

Obviously, you do not need to use them all and you can also use the adjectives that correspond to the given nouns or the nouns that correspond to the given adjectives.

( si potranno aggiungere anche ulteriori vocaboli emersi nelle fasi di lavoro precedenti).

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## ACTIVITY 1. What have I learned? (1 ora )

**2)What do you think could be effective government actions to reach the following goals or to try to face the following social problems :** (write one or two sentences for one issue at least, using the present tense and modal verbs for obligation as grammatical structures for verbs).

- a) Freedom to determinate one's own life path.
- b) Assuring the right to an equitable remunerated employment.
- c) Support for the sick and needy.
- d) Assuring the right to comfortable and clean lodging.
- e) Assuring the right to freely express one's opinion.

## ACTIVITY 1. What have I learned? (1 ora )

### 3) Violence against women.

*Read the given text once more and answer the following questions.*

- a) How does the United Nations Organization define violence against women? Do you have any suggestions to improve or complete the definition , including other facts or behaviours that can imply violence against women? Try to give your own personal contribute.
- b)What are the health problems that violence against women can induce or increase ?
- c)What are the main risk factors for being a perpetrator? Would you suggest other kind of cultural or social risks?

Si indica di seguito una bozza di griglia di valutazione (da condividere con gli studenti prima della somministrazione del test per focalizzare la loro attenzione sulle richieste).

<b>Language: Grammar and spelling Tot. 25</b>	<b>*NO</b>	<b>**Partly</b>	<b>***YES</b>
Correct use of the present tense and modal verbs of obligation <b>15</b>			
Used varied and correct vocabulary <b>10</b>			
<b>Content: Tot. 45</b>			
Clarity and accuracy of facts <b>15</b>			
Presentation of evidence <b>15</b>			
Logical organization and construction of arguments <b>15</b>			
<b>Reflection/ Thinking skills Tot. 30</b>			
Presentation of several perspectives <b>15</b>			
Depth of thought <b>15</b>			

**Tot. 100**

