

**MATE**  
**NEWSLETTER**



الجمعية المغربية  
لأساتذة اللغة  
الإنجليزية



Newsletter of the Moroccan Association of Teachers of English, Volume 28 (Issue 1-2), Summer-Autumn 2007

## MATE Newsletter Supplement (9)

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*A Booklet containing  
14 Activities for  
Civic Education in ELT*

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## 1. Which rights are most important?

(Adapted from “التربية المدرسية على حقوق الإنسان”,  
Direction of Curricula and the British Council)

### Learning outcomes

Participants should demonstrate the ability to

- assimilate the importance of all human rights and their interrelatedness

**Materials:** Universal Declaration of Human Rights (See appendix) / Flipchart and markers

### Procedure:

1. Ask individual participants to write down five rights they think are the most important, order them from 1 (most important) to 5 (least important).
2. Give them the simplified version of the UDHR and ask them to connect each right with its corresponding article from the UDHR.
3. Ask the participants to form groups of four and share their findings. They should justify their choice for right No. 1 (of their priority)
4. Invite members of the group to negotiate a shared list with 5 rights that they order from 1 to 5 in terms of priority.
5. Ask spokespeople to report their findings and justify their choices.
6. Invite two volunteers to record all the lists of priorities, and note similarities among these lists.
7. Moderate discussion and evaluation:
  - Was it easy for you to decide and agree on which rights are most important?
  - Why do lists differ from a group to another?
  - What makes us prioritize some rights over others?
  - Can we take these rights separately or are they complementary?
  - What can you do to make the rights you think are most important respected in Morocco?
  - What role can citizens play to make those rights respected?

### Project work:

- Participants identify one right that is violated in their school environment (e.g. violence, environment, equity, etc.)
- They agree on an action plan to fight against the violation of that right (e.g.; sensitizing campaign, conference, meetings with staff, etc.)

## 2. Imaginary country

### Learning outcomes

Participants should demonstrate the ability to

- understand rights based on needs
- assimilate the Universal Declaration of Human Rights
- think of rights in relation to people's situations
- conceive the universality and interrelatedness of rights

**Materials:** Simplified version of the Universal Declaration of Human Rights (See appendix) / Flipchart/ markers.

### Procedure:

1. Conduct a brainstorming activity:
  - Who do you think should decide about people's rights?
  - Do all people have the same needs?

2. Ask the participants to split into groups of four.
3. Read the following scenario to them:

*Imagine that you have discovered a new country, where no one has lived before, and where there are no laws and no rules. You and the other members of your group will be the settlers on this new land. You do not know which social position you will have in the new country. Individually, list three rights which, in your opinion, should be guaranteed for everyone in this country to be able to live in dignity.*

4. Invite them to share and discuss their lists within the group, and select a list of 10 rights which their whole group thinks are the most important and write them on the flipchart. They give their country a name.
5. Invite group leaders to give presentations. A volunteer makes a “master” list which will include all the rights mentioned.
6. Ask the participants to identify rights that overlap or contradict with each other and modify the list.
7. Invite the participants to return to their groups and compare the master list to the simplified version of UDHR
8. Ask them to pick up three rights on the “master” list they personally think are most important, or they think we could live without.
9. Facilitate a debate: (see prompt questions below for discussion and evaluation)
  - Was it easy for you to determine which rights were the most important?
  - Did your ideas of rights change during this activity?
  - How would life be if we excluded some of these rights?
  - Are there any rights which you now want to add to the final list?
  - Did anyone list a right which was not included in any of the lists?
  - Why is it important for us to make such a list before reading the declaration?
  - What did you learn from this workshop?

### **3. Responsibilities for students: It’s not my fault (Role play)**

#### **Learning outcomes**

Participants should demonstrate the ability to

- reflect on irresponsible behaviour
- develop awareness of social responsibility

**Materials:** Blackboard, pen and paper

#### **Procedure:**

1. Introduce the following situation to the participants and give them instructions:

*Three students arrive late to class. Their teacher asks them to provide excuses. Read these three different kinds of behaviour and decide with your partner which behaviour is responsible and which one is not. Justify your answers. Here are the three excuses:*

  - a. It’s not my fault. The bus arrived late.*
  - b. I’m sorry, but I didn’t hear the clock alarm.*
  - c. I came on a motorcycle. There was a traffic jam, and as if it weren’t enough, a policeman stopped me to check my papers.*

2. Facilitate a debate: participants share their ideas with the whole class and express their arguments for or against
3. Invite the participants to try to play the role of each person in front of the class, figuring out the type of dialogue that might have occurred between the teacher and each of the students.
4. Invite the participants to express how they felt about the activity and what they have learnt.

#### **4. Rights and Responsibilities at School: Class contract**

(Based on an activity suggested in « Deuxième année de formation d’enseignants à l’éducation aux droits de l’Homme et à la paix » EIP and CDDH)

#### **Learning outcomes**

Participants should demonstrate the ability to

- listen actively and respect others’ opinions
- understand the value of shared responsibility in class
- understand the importance of a class contract

**Materials:** (flipchart/ markers/ scotch tape/ scissors/ board)

#### **Procedure:**

1. Conduct a brainstorming activity: Why a class contract?
2. Write the participants’ ideas on the board without comments
3. Ask them to split into groups of four
  - a. They fill in this chart:

| We want | We must |
|---------|---------|
|         |         |

- b. They stick their findings on the walls and report on them
5. Invite the participants to negotiate whether “the wants” and “the musts” are achievable, important, etc. while spokespeople are reporting.
6. Invite two volunteers to design a master list of the agreed upon “wants” and “musts”
7. Assign two volunteers the task to build up the class charter of rights and responsibilities in two chapters: chapter one includes articles transforming the “wants” into rights, and chapter two records the “musts” as responsibilities.
8. Evaluation: Invite the class to share their feelings and reflections about the workshop

#### **Follow-up:**

- In groups, students list the possible sanctions in case of violations of any of the terms of the contract.(facilitator should encourage sanctions that help promote learning)
- After negotiation in a later session, a copy of the charter is given to each participant
- The charter could be published on the school bulletin board to serve as a model.

#### **5. Law: a scenario of an informal Court**

(Based on activities in: ABC, Teaching Human Rights.  
Practical Activities for primary and secondary Schools. UNHCHR)

## Learning outcomes:

Students should demonstrate the ability to

- develop awareness of the importance of law to guarantee respect of Human Rights.
- understand the relation between law and moral claims.

**Materials:** Copies of the scenario

## Procedure:

1. Conduct a warm up activity:

- What does this quote mean?

***“Laws ensure the legal force to moral claims; it is through laws that rights are fully put into practice.”***

- What is ‘law’?
- Who makes it? Why?
- Why are laws obeyed?
- How is justice done?

2. Explain the activity and the tasks different participants are required to perform in acting out the scenario.

3. Have students choose different roles: disputants A and B, a magistrate, witnesses, members of the jury, and the audience who can intervene if they like. The disputants are given the scenarios and asked to make their cases.

4. Give the magistrate and members of the jury the following scenario:

Two individuals (give them two names, say A and B) have a quarrel because A makes a lot of noise late at night. One night B was annoyed and knocked at A’s door violently. Both of them claim to be victims of violence and insults. B has a medical certificate to confirm that s/he was subject to physical violence. Ask them questions, listen to witnesses, and let the disputants make their cases.

5. Give each disputant one of these files:

***Cue-card A:*** *You live next to the person who came one day to knock at your door violently. You went out furious and she/he kept on harassing you, which led to a physical dispute. She/He says that you make too much noise. Now you are at the court. Make your point and defend yourself.*

***Cue-card B:*** *You live next to a person who plays music late at night. The noise disturbs you and your family. When you went to see him/her, you went into a quarrel that ended in a physical dispute. You are at the court now to make your point.*

(The other participants can participate as witnesses, other neighbours or relatives who may intervene if they wish or if asked by the court).

6. Allot the jury five minutes of retreat and discussion before announcing the verdict.

Meanwhile, the rest of the participants try to guess about the verdict.

7. Invite the jury to say the verdict

8. Lead discussion and evaluation:

- How has the law worked?
- Is it sometimes impossible to find someone to blame?
- How can the magistrate make sure the disputants are equal before the law?
- What factors may give advantage to some people?
- How can you make sure law is respected?

## 6. Cheating (Role play)

(Adapted from “Snappy ways to use CLT to promote social responsibility”,  
B. Miller & R. Barczyk)

### Learning outcomes

Participants should demonstrate the ability to

- think and behave honestly and with self-esteem
- feel empathy towards others

**Materials:** pen and paper

### Procedure:

1. Set the scene:

*A student was caught cheating in the “baccalaureate” exam. The principal of the school calls for a meeting to take the appropriate action against the cheater. The cheater, the teacher, the school principal, a parent, the classmate (s), etc. attend the meeting.*

2. Ask the participants to form groups of 5 or 6 and prepare a short drama figuring out the kind of interactions that might happen between the different parties in the meeting. Each member of the group simulates the role of one of the characters in the above scene (the cheater, the teacher, the school principal, a parent, classmate (s)). The principal is the one to chair the meeting.

3. Invite 1 or 2 volunteering group (s) to act out the meeting, explaining the cheater’s action, and the appropriate reaction from the school.

4. Conduct a debriefing session: Comments on the process and results of the short drama.

5. Facilitate a class discussion:

Why do students cheat? Is it a responsible behaviour? What is the impact of cheating on the cheater/ the community?

6. Moderate an evaluation activity:

What did you learn in this workshop? How can you apply what you learnt outside the classroom?

Participants can prepare an action plan. (Posters, drawings, drama, etc to be published on the school bulletin, etc. / invite guest speakers/ workshops with students at school...).

## 7. How much do I know about others?

(Based on an activity suggested in « Education à la citoyenneté et à la paix » (AMEIP)

### Learning outcomes

Participants should demonstrate the ability to

- feel empathy towards others
- fight pre-conceived ideas and stereotypes

**Materials:** Pen and paper

### Procedure:

#### Task 1:

1. Ask the participants to work individually. They should think of three of their friends from three different circles (e.g. a friend with whom they practise sport; another with whom they go sightseeing or shopping; and another one with whom they like to sing or listen to music)

2. Ask them to reflect on how much they know about these people: their tastes, their problems and worries, their interests, their dreams, their choices and opinions. Participants should say what they know exactly about these three friends and how they knew about it (from them or from other people)
3. Ask them to share their thoughts in groups of four and monitor their work.
4. Then if a participant is willing to share in class, invite him/her to do so.

**Task 2:**

1. Ask the participants to complete these sentences in groups:

The Spanish are .....

The Jewish are .....

The French are .....

The Arabs are .....

2. Facilitate a debate

In your opinion, are these judgments true or erroneous?  
 How did you get information about these people?  
 What should you do to get the right information about people in general?  
 What's a stereotype?  
 Can you share other examples of stereotypes?

**Follow-up:** Give home assignment for different groups:

- Each group agrees on five groups of people (professional, ethnic, regional, etc.) and survey 10 people at school about them, using these questions:  
 What do you think of...? Where did you get your information from?
- Scheduled class presentations.

**8. Child's conditions**

**Learning outcomes:**

Participants should demonstrate the ability to

- develop awareness of the rights of the child.
- reflect on the main issues that relate to the rights of the child in Morocco and at the international level.

**Materials:**

Handouts with figures about child conditions.  
 The Convention on the Rights of the Child.

**Procedure:**

1. Conduct a silent viewing of a movie sequence from that exhibits problems related to children (e.g. Ali Zawa, David Copperfield, YouTube, etc.)
2. Elicit from the participants the main problems children suffer from (illiteracy, child labour, prostitution, etc.)
3. Ask them if they have any figures describing child conditions? (It is recommended that this question be given as home assignment before launching this activity)
4. Invite the participants to work in groups of three to four, look at the figures in the handout, and decide on which one(s) seem (s) most serious. Ask for explanation.
5. Ask them to look at the Convention and find which article(s) is/are violated. Let groups of participants exchange their results and discuss them.
6. Ask the following questions to lead discussion:

- Which countries are characterised by these problems?
- Is Morocco among these countries? Are some regions/ social classes more affected than others?
- Which of these problems are more prominent in our context? Is it a developmental, political, or Human Rights issue?
- Whose responsibility is it?
- How can we contribute to the improvement of children's living conditions?

### **Follow-up:**

**Project 1:** A group of participants probe articles of CRC that have been ratified by the Moroccan government.

**Project 2:** A group of participants research figures related to the problems discussed in step 2

**Project 3:** A group of participants finds out steps taken by the governments and NGOs at the national and international spheres to ameliorate children's conditions. (The role of the facilitator is to give leads and supervise work)

## **9. Child labour: School or farm**

### **Learning outcomes**

Participants should demonstrate the ability to

- question ideas and roles from the perspective of Human Rights and The Rights of the Child
- tolerate differences in opinion
- find solutions to an issue related to the Rights of the Child

### **Materials:**

- Short texts revealing the attitudes of the partners involved in the case study: mother/ father/ son/ social assistant (see below)
- Flipchart and markers, The Convention on the Rights of the Child Overview (Appendix 2)

### **Procedure:**

1. Split the participants into groups of four.
2. Give each group a text including the opinion of one of the four characters.
3. Invite each group to analyze and discuss the character, then opt for someone to play the role of the character.
4. Ask the elected participants from each group to perform a short drama expressing the opinions of the characters in the text about children's labour.
5. Debriefing: Conduct discussion on the role play
  - Did the performance really display the attitudes of the characters in the texts
  - What do you think of the opinions expressed by the characters concerning the child's work?
  - What articles in the Convention of the Rights of the Child are involved?
  - What can we do to stop children's work in Morocco?

### **Worksheets:**

**Text 1: Father**

My son started harvesting fruits in one of the farms everyday after school, at the age of 13. He left school for good this year to work all day in the farm. This is very rewarding for the family as it's difficult for me to get a job in our town because I've never gone to school and have no training. That's why I've always had a very low salary. We've always had a lot of problems feeding our four kids. Now that our kid is earning money from his work, we can buy more food, new clothes and medication if any of our kids falls sick. My son can work all day as an adult. After all, kids should help their families as it has always been the case in our society. I'm proud because my son has assumed his responsibility; and I hope all my other kids will become mature, work hard and prove they are worth relying on.

**Text 2: Mother**

At the age of 13, my son started working in the harvest of fruits in a farm for a few hours after school. He dropped school this year to work in the farm all day. I don't want my son to work for the whole day. I'd rather he stayed at school. Everybody knows that a child who continues his/her studies can find a better job and earn more money. If my son had continued his studies, he would have had a good job and we would all have profited from the money he would have earned. My son was a hard-working and brilliant student, and had good grades during his first years at school, but fell behind his peers last year. However, his teachers thought he could be excellent and even go to University. I had hoped my kid would be a model of hard work for others. I don't want my other children to follow his model in leaving school early and working. I love my kids and I want them and other children to have a happy future.

**Text 3: Child**

I'm a child. I started going to school at the age of six. When I was 12, I started working in a farm, picking up fruit, after school because my father needed money to buy food for the family. I'm now 13. I left school and I'm working all day in the farm. I felt bored at school. I wonder why I had to learn all those lessons that are taught at school. I didn't understand how this could help me find a job. I wanted a real job, and I didn't like to stay the whole day in class. I like people with whom I work in the farm even though they're not my age. I learn a lot from listening to them. I start work at 6 a.m., I stop a little time for lunch and I continue working until late in the evening. Then I go to weigh the fruits I have picked up as I get money for how much I collect. That's why I double the harvest in order to get more money. Then I take the money I earned to my parents, have dinner and sleep early in order to get up the next day with renewed energy for work.

**Text 4: Social assistant**

I'm concerned with the case of the child who started working at the age of 12 in the harvest of fruits in a farm. The child left school at the age of 13 and now works the whole day in the farm. This job is very tiring for a kid. His body doesn't seem in good health, and he suffers from pains in his shoulder. The child should be taken to a doctor who can determine the long-term effects of this work on the child's health. I think this child should be going to school like all kids of his age. He doesn't have time for rest and play although these activities are important for children's health, and can allow them to make friends with other children. No child of this age should work all day with adults. Most farm workers smoke and drink alcohol and sometimes are addicted to drugs. This child is still too young to understand these dangerous things.

## 10. War, peace and Human Rights

**Learning outcomes:**

Participants should demonstrate the ability to

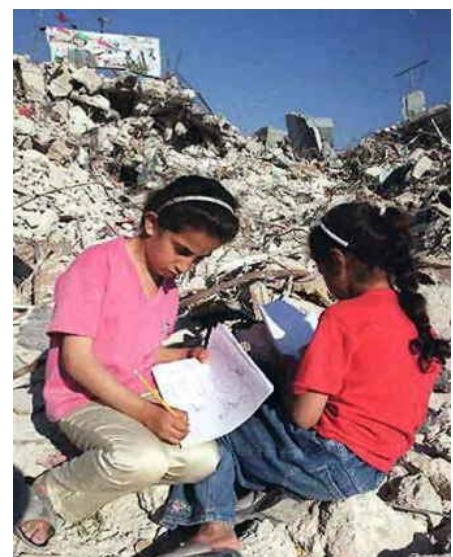
- understand the relationship between conflict, development, and poverty.
- develop awareness of children being most affected in conditions of conflict.
- interpret figures.

**Materials:**

Copies of the figures about the situation of Palestinian children during the Intifada period/ Copies of the Declaration on the Right to Development and the Convention of the Rights of the Child/ Pictures.

**Procedure:**

1. Give students the pictures and ask the following questions:
  - What is common in the pictures?
  - How are children affected by war?
  - Do you know some exact figures about the condition of Palestinian children?
2. Split the participants in small groups (4 to 5), give them the handout and ask them to classify the problems from the most to the least serious problems.
3. Carry out a whole group comparison of the results.
4. Invite them to work in groups again, and to look for articles in the Convention on the Rights of the child which are violated. Each group presents their findings.
5. Conduct whole class comparison and discussion.
4. Lead a whole class discussion about the way peace, development, and human rights can be interrelated issues.
5. Ask the participants to evaluate what they have learnt in this workshop and suggest ways their learning can contribute to changing the conditions of children.



## 11. The role of the individual in environment protection

(Based on activities in: ABC, Teaching Human Rights. Practical Activities for primary and secondary Schools. UNHCHR)

### Learning outcomes:

Participants should demonstrate the ability to

- understand their role as individuals in environment protection.
- Acknowledge their responsibilities in polluting their environment.
- see the importance of contributing to improving or protecting the environment.

**Materials:** Candies, pencil and paper.

### Procedure:

1. Introduce the topic briefly by talking about some areas in your immediate environment which are full of garbage.
2. Draw a circle on the floor, give a candy to each participant and ask them to throw the paper within that circle.
3. Ask questions about how this relates to the way we contribute to the pollution of our environment. Provide participants with cues if needed: compare the circle to the neighbourhood/ school/city/country, and the number of participants to that of the community in the area selected.
4. Tell them that now they carry out a different experience. They should imagine they arrive in class and find it dirty. Each student takes away one paper. What is the result?
5. Ask them to compare the experiment to a broader environment.
6. Lead discussion around these questions:
  - What can we do to keep or make our environment- school, street, neighbourhood, or classroom – clean?
  - How can we involve the majority of people?
  - Give examples from your recent behaviours and how you contributed to making your environment cleaner or dirtier.

**Follow-up:** A labour day to clean up the school.

## 12. Building Civil Society

(Adapted from: Popular Education for Human Rights: 24 Participatory Exercises for Facilitators and Teachers, Richard Pierre Claude)

### Learning outcomes

Participants should demonstrate the ability to

- understand that the democratization process is the work of many agents and not only of a single group or leader.
- perceive that NGOs and community-based groups can help to meet basic human needs.
- acknowledge that the right to participate in such organizations is a human right and is constitutionally guaranteed in Morocco (Chapter 1: article 9)

### Materials:

- Handout with information on NGOs
- International Covenant on Civil and Political Rights

- Moroccan Constitution/ Chapter 1.

**Procedure:**

1. Ask the participants to split into groups of 4 and discuss these questions:
  - How can people improve conditions in their community?
  - What do you think NGOs are and what do they do?
  - Are NGOs helpful in building up a better community?
  - What are some of the activities carried out by NGOs? Can you talk from experience?
  - Are any of these activities against the law or will get people into trouble?
2. Ask group rapporteurs to sum up their ideas and share them with peers.
3. Identify an NGO, explain what it does, and why it is independent of the government
4. Share with the participants that the process of building and strengthening democracy will be the work of many groups and not only a single agent, such as the government.
4. Tell the participants that human rights NGOs perform different functions, such as acting as election observers, monitoring and reporting human rights violations, developing legal assistance for the poor, undertaking human rights education, and lobbying for changes in the law.
5. Ask the participants to see if they can agree on the one basic human need in their own community that is least supported [such as health care, child care, hunger, homelessness, security from common crime, etc.]

**Follow-up:**

Form groups on each of these topics with no more than six persons per group.

Each group should imagine they are forming an NGO to deal with the problem at the school level. They give their NGO a name and formulate a demand and an action plan to achieve the plan. They can contact NGOs to get informed. (They could set up a school club to work on the achievement of one of the objectives agreed upon)

## 13. The Media

**Learning outcomes**

Participants should demonstrate the ability to

- understand the misinformation in the media
- use critical thinking

**Materials:** Handouts/ pen and paper/ Universal Declaration of Human Rights

**Procedure:**

1. Prompt your participants with these suggested questions for class discussion
  - What do you think of the news that is presented in the media?
  - Is it neutral?
  - Can you give examples of misinformation?
  - Which rights are violated when misinformation is delivered?
2. Invite the participants to read the poem and answer the questions below in groups of four.

## The News, by Jack Johnson

*A billion people died on the news tonight  
But not so many cried at the terrible sight  
Well mama said  
It's just make believe  
You can't believe everything you see  
So baby close your eyes to the lullabies  
On the news tonight.*

*Who's the one to decide that it would be  
alright?  
To put the music behind the news tonight  
Well mama said  
You can't believe everything you hear  
The digenetic world is so unclear  
So baby close your ears*

*On the news tonight*

*On the news tonight*

*The unobtrusive tones on the news  
tonight*

*And mama said*

*Why don't the newscasters cry when they  
read about people who die?*

*At least they could be decent enough to  
put just a tear in their eyes*

*Mama said*

*It's just make believe*

*You can't believe everything you see*

*So baby close your eyes to the lullabies*

*On the news tonight.*

- How do you think the songwriter feels about the news? Do you agree? Why or Why not?
  - What sources do you rely on to learn about current events? Newspaper, TV, the Internet, radio? Why do you choose these sources?
  - What factors influence the reporting of news in your opinion?
  - Do you think the news is objective? Should it be more factual or emotional?
  - How much power do the media have, in your opinion? Is this good or bad? Why?
  - Do you think that the media influence public opinion or does public opinion influence the media?
  - What's different in the way that the following media report stories? CNN, BBC, 2M, Al Jazeera, Radio Sawa, Moroccan newspapers, Time magazine, Le Point, French radio stations, Le Journal etc.
  - What kind of news is reported? Which other stories would you like to hear? Which stories would you prefer to hear less of?
3. Ask volunteers to share their ideas in class
4. Evaluation: Invite the participants to share ideas about the following:
- What they have learnt in this workshop.
  - How they think they should react to the news.

## 14. Stereotypes and Gender Equity

### Learning outcomes

Participants should demonstrate the ability to

- identify stereotypes
- question stereotypes on men and women
- reconsider men and women's roles in society

**Materials:** board/ pen and paper

**Procedure:**

1. Invite the participants to reflect individually on the most significant experience in their childhood related to their being a boy or girl? (e.g. things they did differently from the other sex).
2. Ask the participants to split into mixed groups of 4 and share ideas on the following:
  - What did you learn from that experience related to the fact that you were a boy/ girl?
  - What did your families expect of you?
  - What did you expect of yourselves?
  - What lessons did you draw from that experience?
3. Ask the participants to form new groups of the same sex.
4. Provide them with pieces of paper with incomplete sentences:

**For females:**

- ✓ Because I'm a woman, I should.....
- ✓ If I were a man, I'd.....

**For males:**

- ✓ Because I'm a man, I should.....
- ✓ If I were a woman, I'd .....

5. Invite spokespeople to report
6. Facilitate a debate:
  - Do you think all men and women should be what you suggested? Why/ Why not?
  - Can men or women do what is assigned to the other sex? Why/ Why not?
7. Write the following incomplete sentence on the board and invite the participants to complete it: *As a human being, I would like .....*
8. Conduct a brainstorming activity: What is a stereotype?
9. Evaluation: Invite the participants to think about what they have learnt from the workshop.

**Appendix: The Universal Declaration of Human Rights (Simplified Version)**

For a full version visit this site: <http://www.unhchr.ch/html/menu2/6/crc/treaties/crc.htm>

**Summary of Preamble**

The General Assembly recognizes that the inherent dignity and the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world, human rights should be protected by the rule of law, friendly relations between nations must be fostered, the peoples of the UN have affirmed their faith in human rights, the dignity and the worth of the human person, the equal rights of men and women and are determined to promote social progress, better standards of life and larger freedom and have promised to promote human rights and a common understanding of these rights.

**A summary of the Universal Declaration of Human Rights**

1. Everyone is free and we should all be treated in the same way.
2. Everyone is equal despite differences in skin colour, sex, religion, language for example.
3. Everyone has the right to life and live in freedom and safety.
4. No one has the right to treat you as a slave nor should you make anyone your slave.
5. No one has the right to hurt you or torture you.

6. Everyone has the right to be treated equally by the law.
7. The law is the same for everyone, it should be applied in the same way to all.
8. Everyone has the right to ask for legal help when their rights are not respected.
9. No one has the right to imprison you unjustly or expel you from your own country.
10. Every one has the right to a fair and public trial.
11. Everyone should be considered innocent until guilt is proved.
12. Everyone has the right to ask for help if someone tries to harm you, but no-one can enter your home, open your letters or bother you or your family without a good reason.
13. Everyone has the right to travel as they wish.
14. Everyone has the right to go to another country and ask for protection if they are being persecuted or are in danger of being persecuted.
15. Everyone has the right to belong to a country. No one has the right to prevent you from belonging to another country if you wish to.
16. Everyone has the right to marry and have a family.
17. Everyone has the right to own property and possessions.
18. Everyone has the right to practice and observe all aspects of their own religion and change their religion if they want to.
19. Everyone has the right to say what they think and to give and receive information.
20. Everyone has the right to take part in meetings and to join associations in a peaceful way.
21. Everyone has the right to help choose and take part in the government of their country.
22. Everyone has the right to social security and to opportunities to develop their skills.
23. Everyone has the right to work for a fair wage in a safe environment and to join a trade union.
24. Everyone has the right to rest and leisure.
25. Everyone has the right to an adequate standard of living and medical help if they are ill.
26. Everyone has the right to go to school.
27. Everyone has the right to share in their community's cultural life.
28. Everyone must respect 'the social order' that is necessary for all these rights to be available.
29. Everyone must respect the rights of others, the community and public property.
30. No one has the right to take away any of the rights in this declaration.

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