

The Charter of Human Rights and Responsibilities

With the passing of the Charter of Human Rights and Responsibilities Act 2006, the Victorian Government has taken a significant step towards ensuring that the rights and freedoms of all Victorians are protected and promoted. The Charter is a landmark document that sets out the fundamental rights and freedoms of every person in Victoria, and it is a key part of the Victorian legal system. The Charter is a living document that will continue to evolve and grow over time, and it is a testament to the commitment of the Victorian Government to the values of human rights and responsibilities.

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Teacher Notes

Understanding the Charter

Entry/Access1

Access1/Access2

Access1/Access2

To be used in conjunction with the Easy Language version of the Victorian Charter of Human Rights and Responsibilities. All levels

Background

The Charter of Human Rights and Responsibilities is a new document now enshrined in Victorian law.

It is a response from the Victorian government to the perceived need that the human rights of Victorians needed to be expressed in one document. After research and consultation with communities throughout Victoria, 2,500 responses from individuals and organisations were received and the Charter was written.

The Attorney General of Victoria, Rob Hulls says: 'It is a document that articulates our freedoms, rights and responsibilities. Contrary to what many of us may assume, The Australian Constitution actually offers little protection for human rights. Other rights and responsibilities are haphazardly scattered across the Victorian statute books and common law while some have been entirely unprotected. The Charter collates and expresses our rights in a clear and commonsense way that can be understood by all.'

Although the government's aim is for the Charter to be 'understood by all', the ESL student would find the language in the document difficult to understand. Fortunately, there is an Easy English version and the following activities are designed to demystify the Charter and contribute to its understanding.

Structure

The activities are designed to be flexible and cater for a range of English language abilities and understanding. Teachers can choose how they want to use them. As the level of skill varies in a classroom, activities can be matched to individual students' skills.

Each pack consists of

- copy of The Victorian Charter of Human Rights – Easy English version
- multi-level activities directly related to the understanding of the Charter
- multi-activities related to 'real life' scenarios that are relevant to the Charter
- discussion ideas
- further classroom activities

The activities include

- comprehension
- grammar
- vocabulary
- Spelling

Discussion is a vital part on any study of human rights and adds to the understanding of issues. Teachers are encouraged to start with the background notes for the students to introduce the topic. Class discussions will draw upon the experiences of everybody in the classroom, including the teacher, who will need to be sensitive to the fact that many ESL students come from countries where there is a distinct lack of human rights. Some are refugees that have fled from persecution and the very real fear of torture and death. The willingness of students to participate in class discussions will vary. It may be useful, however, to use their experiences as a comparison to rights covered in the Charter.

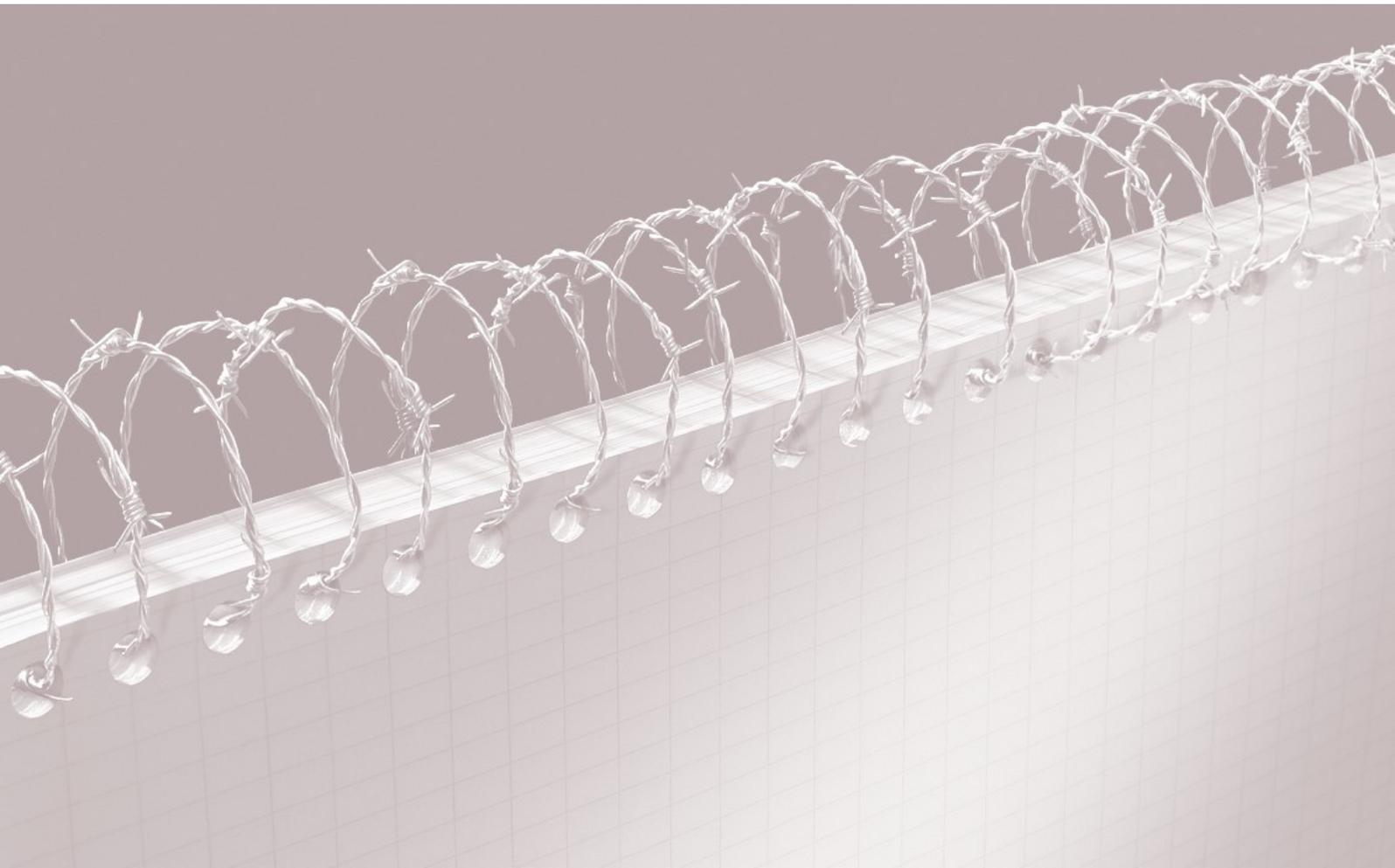
Key Understandings

- Human rights are protected in Victoria.
- People have the right to be treated in a fair and humane way
 - In the criminal system -
 - people can access help (legal aid, interpreters)
 - a person must understand why they have been arrested
 - a person is innocent until proven guilty
 - a person cannot be charged with a crime more than once
- People cannot be forced to work, or take part in medical/scientific experiments
 - People have freedom -
 - to express their culture, religion and views
 - move around the state without restriction
 - join groups or unions
 - find information

Learning Outcomes

- to understand that human rights are protected through legislation in Victoria
- to be aware of their rights in a variety of situations e.g. if they are arrested, discrimination in the workplace
- are able to feel more confident about their rights
- will know what freedoms they have
- to know where and how to find out more information about these issues
- to discuss and understand human rights
- to learn about human rights through classroom discussion about their peers' personal experience in their own countries
- to reflect upon human rights issues, such as personal freedom, fair treatment etc.
- to develop a greater understanding of the backgrounds of their classmates
- to engage in discussion about the underpinning ideas related to human rights, such as respect and dignity
- to consider how human rights can be instituted and protected

Understanding the Charter



The Charter of Human Rights and Responsibilities

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What are human rights?

Human rights are about the fair and equal treatment of people in our society. Human rights concern our freedoms.

The government of Victoria wants to make sure that the human rights of Victorian people are protected.

They have written a document called **The Charter of Human Rights and Responsibilities**. The Charter explains about human rights.

The Victorian government wants to make sure that everybody understands that:

people have freedom to -

express their culture, religion and views
move around the state without restriction
join groups or unions
find information

people have the right to be treated in a fair and humane way

in the criminal system -

people can access help (legal aid, interpreters)
a person must understand why they have been arrested
a person is innocent until proven guilty
a person cannot be charged with a crime more than once

people can't be forced to work

people can't be forced to take part in medical or scientific experiments

For discussion

Have you heard of human rights?

Do you understand what they are?

Why are human rights important?

Can you think of times or events in your experience where human rights have been protected?

Can you think of times or events in your experience where human rights have been ignored?

In your old country, were human rights protected or ignored?

The Charter says you have rights. (a)

1. Choose the correct word and write it in the space. (pg2)

private decision leave keep court
fairly medicine rights lawyer

- a) You have the right to be treated if you are accused of breaking the law.
- b) Sometimes a from Victoria Legal Aid will be able to help you.
- c) You must choose to have or therapy or be in a science experiment, no one can force you to do these things.
- d) You can stay in orVictoria when you want to.
- e) You can keep your life
- f) You canthings that belong to you.
- g) Sometimes, an order from the court can change these, but after you have had your say in court and only if the is fair.
- h) If you have to go to and cannot speak or understand English, someone, like an interpreter, must help you understand.

The Charter says you have rights. (b)

1. Answer these questions. (pg2)

If you are accused of breaking the law, and need help, who can help you?

.....

If you go to court and can't understand what they are saying, who can help you?

.....

Can anyone force you to take medicine you don't want?

.....

Can you travel in Victoria without a visa?

2. The letters of some words from the text are mixed up. Write the words correctly.

tsihrg yewlar turoc

allge etpivra ineodcsi

3. Match the two parts of the sentence. Write them out below.

You can keep your
You can stay in
You can keep things
You must choose

to have medicine or therapy.
that belong to you.
life private.
or leave Victoria when you

a)

b)

c)

d)

The Charter says you have rights.

4. Choose the correct word and write it in the space. (pg2)

- a) You have the right to be treated if you are accused of breaking the law. (fair, fairly, fiarly)
- b) Sometimes a from Victoria Legal Aid will be able to help you. (laywer, lawyer, layer)
- c) You must choose to haveor therapy or be in a science experiment, no one can force you to do these things. (medicine, meddicine, medecin)
- d) You can stay in or Victoria when you want to. (leeve, leave, leaf)
- e) You can keep your life (pivate, private, pryvate)
- f) You canthings that belong to you. (kepe, keap, keep)
- g) Sometimes, an order from the court can change these, (rights, rites, writes)
- but only after you have had your say in court and only if the is fair. (desicion, dicesion, decision)
- h) If you have to go to and cannot speak (cort, caught, court)

English, someone, like an interpreter, must help you understand.

The Charter says that you must be free to do things.

1. Choose the correct verb. Then write out the sentence underneath. (pg3)

Say	Look	Believe	Get
Go	Vote	Take part	Join in

a)..... what you want.

.....

b)for information.

.....

c)..... with groups or unions.

.....

d).....in public life.

.....

e)..... in elections.

.....

f).....a job in government.

.....

g).....where you want in Victoria.

.....

h).....what you think and want.

.....

The Charter says that you must be free to do things.

1. Find the missing words from the Charter and fill in the blank spaces. (pg3)

You must be free to:

- a) what you want, for example, You can do this in or
- b) Look for A court or a different law might this.
- c) Join in with or
- d) Take part in public, for example, in elections, get a job in
- e) Go where you want in You must not any laws.
- f) what you think and want, for, talking, writing or with

2. Circle the correct answer.

In Victoria can you:

- | | | |
|---|-----|----|
| a) go to a place of worship to pray | Yes | No |
| b) look for documents in government buildings | Yes | No |
| c) steal from banks | Yes | No |
| d) travel where you want | Yes | No |
| e) make artwork and display it | Yes | No |
| f) force someone to work | Yes | No |

The Charter says people must treat each other in a humane way.

1. Find the correct word from the Charter. (pg5)

- a) People must not
This means you must not do something to badly damage a person's mind or body.
- b) People must not
This means you can not bring people down by what you say or what you do. People must treat each other with
- c) People must not people into a religion.
- d) People must notpeople.....
For example, make a person a slave. You are a slave when another person has complete control of you. Only an order from the court can force people to work.
- e) Look on page 4 of the Charter and write down what and who it looks after.

The Charter looks after:

-
-
-
-

2. The letters of some words from the text are mixed up. Write the words correctly.

angulega eirgloin ojeyn

emdaag soeprn maheun

escpctr rfceo noolctr

The Charter says people must treat each other in a humane way.

1. Find the correct word from the box and write it in the blank space. (pg5)

respect force control torture work degrade slave

a) People must not

This means you must not do something to badly damage a person's mind or body.

b) People must not

This means you can not bring people down by what you say or what you do. People must treat each other with

c) People must not people into a religion.

d) People must not force people to.....

For example, make a person a You are a slave when another person has complete of you. Only an order from the court can force people to work.

2. Circle the correct word.

The Charter looks after:

- | | |
|-----------------------|--------------------|
| a. childrens | children |
| b. families | familys |
| c. culture | coulture |
| d. aboriginal culture | aboriginal culture |

3. The letters of some words from the text are mixed up. Write the words correctly.

angulega	eirgloin	ojeyn
emdaag	soeprn	maheun
espctr	rfceo	noolctr

Rights in the criminal system

A person in the criminal system is accused of doing a crime. The criminal system includes the police, law courts and prison.

1. Find the correct word from the box and write in the blank space. (pg5)

correct	information	innocent	guilty	court
charged	language	arrest	punishment	

- a) You must get fair treatment, for example, a must always be and fair for the crime.
- b) You must know why the policeyou about a crime.
- c) The police might say you are with a crime.
- d) You must get in a way you can understand, for example, in your own
- e) A person is until there is proof they are.....
- f) You will only go to and be punished once for a crime.

2. Find words in the text that mean:

not guilty	i	t	evidence	p.....f
right	c.....t		jail	p.....n
something that is against the law			c.....e	

3. Rearrange the words to make a sentence.

- a) get You fair treatment must
.....
- b) you in You information must a can understand way get
.....
- c) police why a about You you know must crime the arrest
.....

Rights in the criminal system

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- e) A person is until there is proof they are.....
- f) You will only go to and be punished once for a crime.

2. Find words in the text that mean:

- not guilty..... jail
- evidence..... right
- something that is against the law
- all the time.....

3. Circle True (T) or False (F)

- a) The police can hit you if they feel like it. T F
- b) You don't have to know what you are charged with. T F
- c) You must get information in a way you can understand. T F
- d) A person is guilty until there is proof of innocence. T F

Victorian Equal Opportunity and Human Rights Commission

1. Look at page 8 of the Charter. Draw the symbols for these ways to find more information.

Information

3/380 Lonsdale Street,
Melbourne, 3000

Help Line (03) 9281 7100

Phone (03) 9281 7111

Free phone call
1800 134 142
(outside Melbourne)

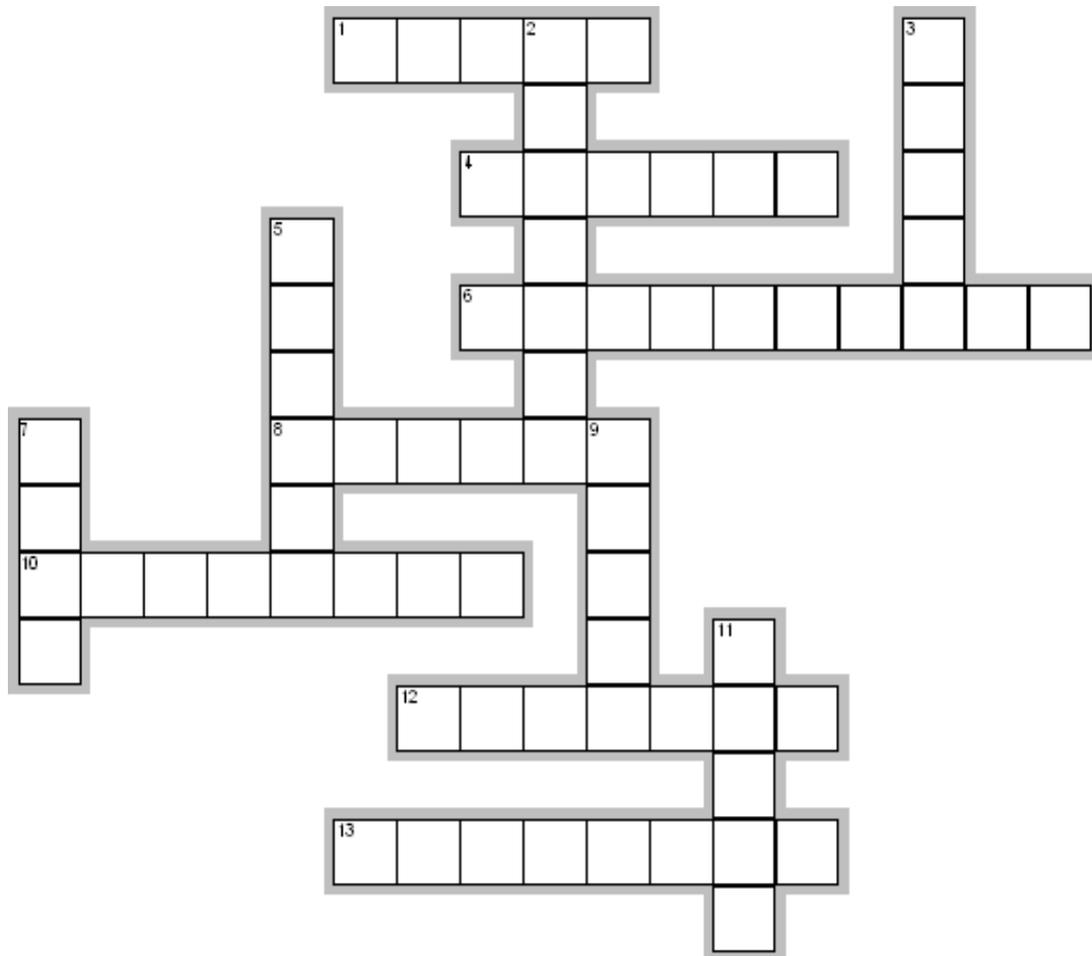
TTY (03) 9281 7110

Email information@veohrc.vic.gov.au

Website
www.humanrightscommission.vic.gov.au

Phone Interpreter (03) 92801995

Human Rights Crossword



Across

1. Make somebody do something
4. All the time
6. Opposite to reward
8. Someone who works with the law
10. Not guilty
12. Damage a person's mind or body
13. A system of spiritual beliefs

Down

2. Ideas, music, language and religion of a society
3. Something that is against the law
5. Available for everybody to see or use
7. Synonym for prison
9. Opposite of wrong
11. Synonym for evidence

Human Rights Charter

r	i	e	e	o	t	i	e	i	s	n	d	f	m	u
i	e	n	g	n	e	g	s	e	r	i	b	e	m	e
o	n	t	f	a	d	j	m	o	d	e	e	r	f	e
l	n	n	e	o	u	r	e	t	r	a	h	c	d	n
s	a	c	o	r	r	g	p	r	i	v	a	t	e	a
u	u	n	o	c	p	m	n	e	v	o	t	e	w	m
s	a	h	i	u	e	r	a	a	m	r	n	a	r	u
t	a	h	b	g	r	n	e	t	l	i	l	c	h	h
r	d	l	n	s	i	t	t	t	i	h	r	e	a	r
s	i	e	r	u	t	r	o	t	n	o	a	c	i	e
c	a	r	a	p	s	p	o	t	g	i	n	g	q	t
n	o	i	g	i	l	e	r	b	w	a	h	u	c	y
e	i	t	e	r	t	o	f	t	a	t	a	d	a	h
e	r	u	t	l	u	c	o	a	s	l	s	u	m	d
t	n	e	m	n	r	e	v	o	g	t	r	f	l	s

Words to find:

aboriginal, charter, court, crime, culture, equal, freedom, government, humane, information, innocent, interpreter, language, law, private, public, religion, rights, torture, vote.

Entry/Access 1



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What are human rights?

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join groups or unions

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people have the right to be treated in a fair and humane way

in the criminal system -

people can access help (legal aid, interpreters)

a person must understand why they have been arrested

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For discussion

Have you heard of human rights?

Do you understand what they are?

Why are human rights important?

Can you think of times or events in your experience where human rights have been protected?

Can you think of times or events in your experience where human rights have been ignored?

In your old country, were human rights protected or ignored?

Okbay

Okbay comes from Ethiopia. He has been in Australia for six months. He lives in Sunshine. One night his neighbour Mehmet was playing music very loudly and Okbay couldn't sleep. He was angry so he went to Mehmet's house to complain. They shouted at each other and started fighting. The police came and Okbay and Mehmet were taken to the police station. Okbay was charged with assault. Okbay was scared and couldn't understand what the police were saying to him.

1. Comprehension (a)

1. This text is mainly about

- a) Okbay and Mehmet's neighbourhood
- b) Okbay's argument with Mehmet
- c) Okbay's argument and arrest

2. Mehmet is

- a) Okbay's brother
- b) Okbay's neighbour
- c) Okbay's son

3. Okbay has been in Australia for

- a) six years
- b) six weeks
- c) six months

4. Why couldn't Okbay sleep?

- a) because Mehmet was playing loud music
- b) because his neighbour was having an argument with Mehmet
- c) because his son was playing loud music

5. What happened when Okbay went to Mehmet's house?

- a) Okbay got angry and called the police
- b) Okbay asked Mehmet to turn the music up
- c) Okbay and Mehmet started to fight

6. Okbay was charged with

- a) robbery
- b) murder
- c) assault

7. Match the word and its meaning.

- | | |
|-------------|--|
| a) complain | person who steals from people |
| b) assault | kill someone deliberately |
| c) robber | a violent attack |
| d) murder | say that you aren't happy with something |

8. How do you think Okbay felt when he was taken to the police station?

9. Look in the Charter of Human Rights. Find out what rights Okbay has that would help him. (page 6)

- a) Okbay must know _____.
- b) Okbay must get _____
- and _____.

10. Finish these sentences.

- a) Okbay comes from _____
- b) He has been in _____ for _____
- c) He lives in _____ .
- d) One night his _____ Mehmet was playing music very _____ and Okbay couldn't _____ .
- e) He was _____ so he went to Mehmet's house to complain.
- f) They shouted at _____ and started fighting.
- g) The _____ came and Okbay and Mehmet were taken to the police station.
- h) Okbay is _____ with _____.
- i) Okbay was _____ and couldn't _____ what the police were saying to him.

11. Unscramble the letters to make a word from the text.

- uscmi _____ saatslu _____ cresad _____
- olepic _____ eagchrd _____ drannuestd _____

12. Cut the sentences out and put in the correct order.

One night his neighbour Mehmet was playing music very loudly and Okbay couldn't sleep.

They shouted at each other and started fighting.

The police came and Okbay and Mehmet were taken to the police station.

Okbay comes from Ethiopia.

Okbay is charged with assault.

He has been in Australia for six months.

Okbay was scared and couldn't understand what the police were saying to him.

He lives in Sunshine.

He was angry so he went to Mehmet's house to complain.

Grammar

Question and Answer

1. Fill in the blank spaces. Then write out the sentences.

e.g Where does Okbay come from? _____ comes from _____.
Okbay comes from Ethiopia.
He comes from Ethiopia.

a) 'Where do you come from, Linh?'
'I come from Vietnam.'

Where does Linh come from? _____ comes from _____.

b) 'Where do you come from, Senem?'
'I come from Turkey.'

Where does Senem come from? _____ comes from _____.

2. Fill in these blank spaces

- a) Senem _____ from _____.
- b) _____ comes _____ Ethiopia.
- c) Linh _____ _____ _____.
- d) My brother _____ _____ _____.

Where do you come from? I come from _____.

♪ (ask someone) 'Where do you come from?'

Where does he/she come from?

She _____.

He _____.

Verbs – ‘have been’

Question: ‘How long have you been in Australia?’

Answer: ‘I have been in Australia for five years.’

I have been in Australia for six months.
He/she has been in Australia for six months.
We have been in Australia for six months.
You have been in Australia for six months.
They have been in Australia for six months.

1. Complete these sentences. Choose verb, place and time.

e.g Sue has been in Japan for ten years.

a) Van _____ in _____ for _____ .

b) You _____ in _____ for _____ .

c) Peter and Julia _____ in _____ for _____ .

d) Maria _____ in _____ for _____ .

e) I _____ in _____ for _____ .

Egypt two years The Phillipines
three days the bath Canberra ten months
China twenty minutes three weeks

♪ (ask someone) How long have you been in Australia?

Verbs – present and past tenses

1. Underline all the verbs in the text about Okbay. Put them in the correct box. Some will be more than one word.

Present tense

Past Tense

2. Choose 5 of the verbs from the past tense and put them in sentences. Remember to start your sentence with a capital letter and end it with a fullstop.

a) _____

b) _____

c) _____

d) _____

e) _____

3. Choose a verb to put in the sentences. Change it to the past tense.

live

take

sleep

shout

say

a) My mother _____ she was going shopping.

b) It _____ two hours to get there.

c) My cousin _____ at his boss.

d) He _____ in Sudan for ten years.

e) Her baby _____ in the pram.

Conjunctions

Join these sentences with 'and'.

e.g

I have been here one week. I am staying with friends in Footscray.
I have been here one week and am staying with friends in Footscray.

1. One night Mehmet was playing music very loudly. Okbay couldn't sleep.

_____.

2. They shouted at each other. They started fighting.

_____.

3. Okbay has been in Australia for six months. He lives in Sunshine.

_____.

4. The police came. Okbay and Mehmet were taken to the police station.

_____.

Make up your own sentences using 'and'.

e.g. He has _____ and _____.

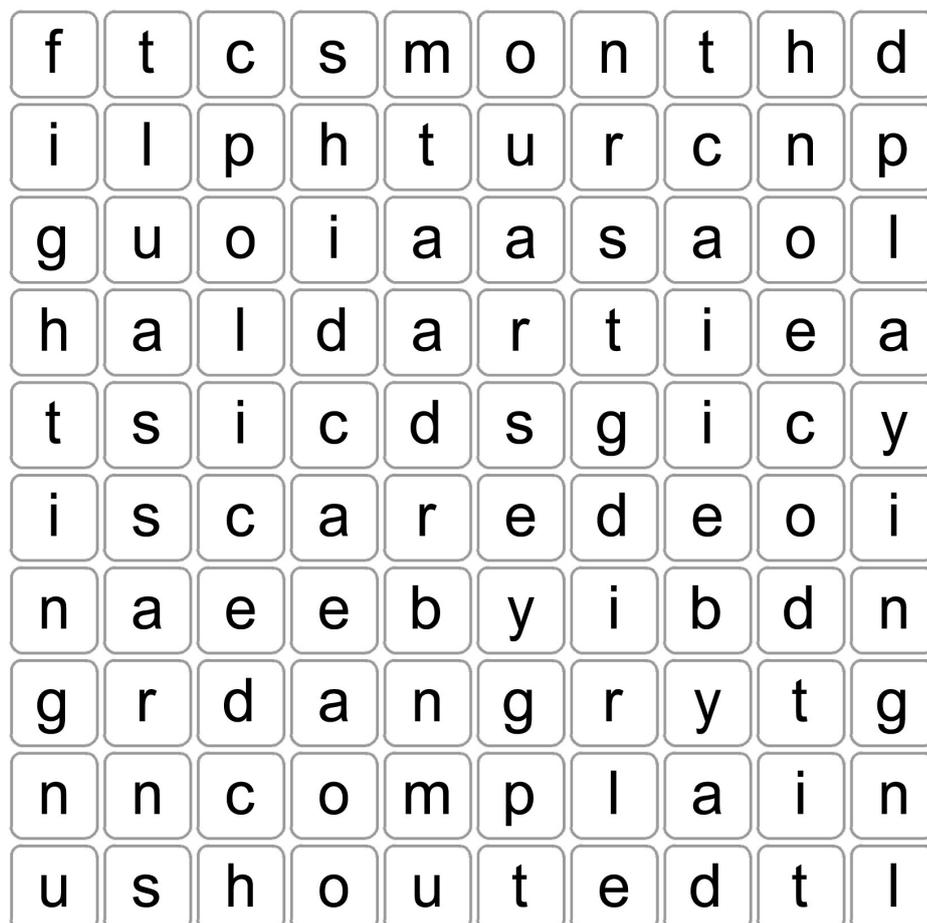
He has green eyes and brown hair.

1. I have _____ and _____.

2. A dog has _____ and _____.

3. He bought _____ and _____ at the shop.

Okbay



Words to find:

angry, assault, charged, complain, fighting, month, music, playing, police, scared, shouted, station, understand, year.

Okbay

Okbay comes from Ethiopia. He has been in Australia for six months. He lives in Sunshine. One night his neighbour Mehmet was playing music very loudly and Okbay couldn't sleep. He was angry so he went to Mehmet's house to complain. They shouted at each other and started fighting. The police came and Okbay and Mehmet were taken to the police station. Okbay was charged with assault. Okbay was scared and couldn't understand what the police were saying to him.

Comprehension (b)

1. Answer the questions in a sentence.

e.g How long has Okbay been in Australia?

Okbay has been in Australia for six months. NOT 'six months'

a) Why did Okbay go to Mehmet's house?

b) What happened at Mehmet's house?

c) Where were Okbay and Mehmet taken?

d) What was Okbay charged with?

e) How did Okbay feel about being taken there? Why?

f) Do you think Okbay should have been charged with assault? Why?

**These questions are about the Charter of Human Rights.
Find out what rights Okbay has that would help him.**

2. What rights does Okbay have?

a) _____

b) _____

c) _____

3. Finish these sentences.

a) According to the Charter, a punishment must always be

b) According to the Charter, a person is

4. Write down the meanings of the following words

assault _____

punishment _____

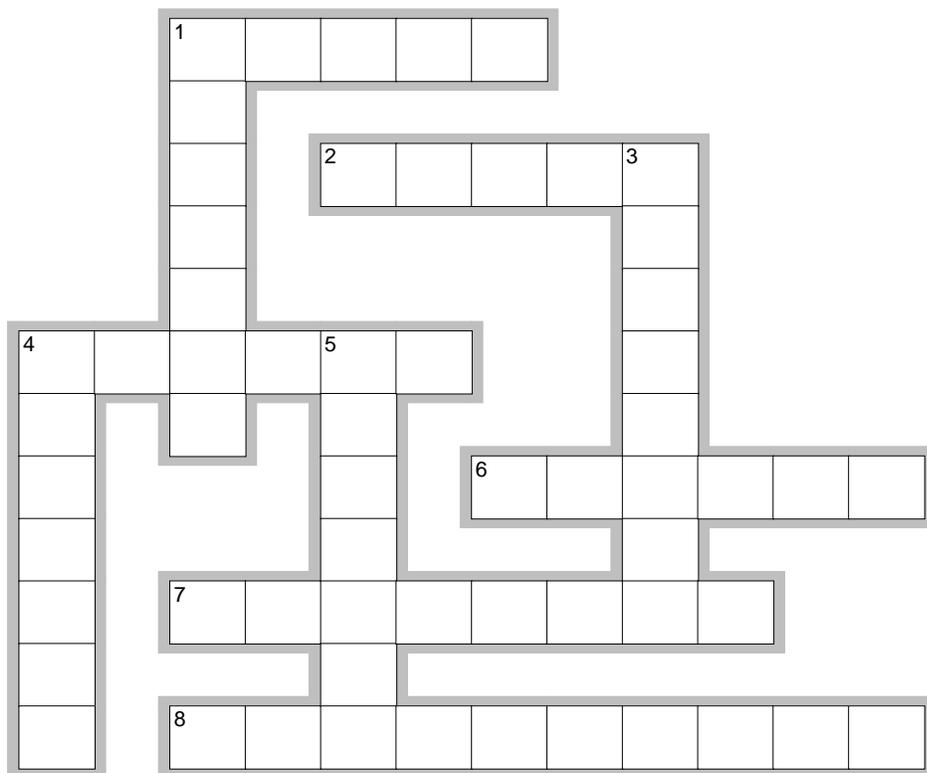
proof _____

court _____

police _____

5. Now use each of them in a sentence.

Okbay



EclipseCrossword.com

Across

1. He shouted because he was _____.
2. The _____ was very loud.
4. The _____ came to the house
6. He was _____ of the police.
7. The girl was _____ with her brother.
8. He couldn't _____ what they were saying.

Down

1. Okbay was charged with _____.
3. she decided to _____ about the mess.
4. The children were _____ together.
5. The woman was _____ with murder.

Discussion Points

- Were the issues discussed relevant to your life?
- Have you heard of situations like Okbay's?
- Have you ever had trouble with a neighbour?
- How would you have dealt with Okbay's neighbour?
- Do you think the police should have been called?
- Have you ever called the police for help?
- When have you been in a serious situation and not been able to understand? Have there been interpreters to help?

Further activities

All the activities can be adapted for varying skill levels.

- role play: improvise dialogues between characters. You can choose specific scenarios. These could be relevant to human rights and the Charter.
- share stories about neighbourhood troubles or events. Encourage the asking of questions to elicit detail.
- write stories about real life situations that they or others have experienced.
- find out about human rights organisations. e.g Amnesty International
- source articles from the newspaper about human rights
- invite speakers to talk about human and legal rights
- invite a representative from the Police Force to talk about policies, services etc. in relation to the Charter

Access 1/Access 2



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join groups or unions

find information

people have the right to be treated in a fair and humane way

in the criminal system -

people can access help (legal aid, interpreters)

a person must understand why they have been arrested

a person is innocent until proven guilty

a person cannot be charged with a crime more than once

people can't be forced to work

people can't be forced to take part in medical or scientific experiments

For discussion

Have you heard of human rights?

Do you understand what they are?

Why are human rights important?

Can you think of times or events in your experience where human rights have been protected?

Can you think of times or events in your experience where human rights have been ignored?

In your old country, were human rights protected or ignored?

Senem and Mustafa

Senem and Mustafa are brother and sister. They are Turkish. Mustafa is twenty-two years old and was born in Istanbul. His family moved to Australia when he was a baby. Senem is nineteen and was born in Australia. They live with their parents and two younger siblings, Ahmet and Leyla. They both go to high school. Mehmet, their father, works as a chef in a Turkish restaurant in Brunswick. Their mother, Fatima, looks after the house and family.

Dialogue between Senem and Mustafa. They are talking in the kitchen at their house after work.

Senem: At work today our supervisor said that he wanted to talk to all the employees who were Muslim. We were scared when he said this.

Mustafa: I can understand that. What did he want?

Senem: Well, he asked us to meet after our shift in the canteen. There was about ten of us, I think.

Mustafa: And what did he say?

Senem: Well, he really surprised us. He said that the company want to provide a prayer room for us. They need to know the best place to put it, so they want us to help them. We are all very happy about it.

Mustafa: That's amazing. My boss wouldn't do anything like that. They don't like us praying because we stop work.

Senem: But you always make the time up, don't you?

Mustafa: Yes, always. I don't like it there. Sometimes a couple of the guys laugh at us when we pray. They think we don't mind, but I do. *(pause)* I think I'll look for another job.

Senem: Maybe you could get a job where I work. Do you want me to ask?

Mustafa: That would be great. Thanks.

Comprehension

1. Circle the correct answer. True (T) or False (F)

- | | | |
|---|---|---|
| a) Senem and Mustafa are husband and wife. | T | F |
| b) Mustafa was born in Istanbul. | T | F |
| c) Senem is eighteen years old. | T | F |
| d) The father's name is Ahmet. | T | F |
| e) Fatima works at a restaurant in Brunswick. | T | F |
| f) There are four children in the family. | T | F |
| g) There are three sisters and one brother. | T | F |
| h) The family is from Iran. | T | F |

2. The text of the conversation between Senem and Mustafa is called a

- a) play
- b) monologue
- c) dialogue
- d) poem

3. What is the main topic that Senem and Mustafa talk about?

- a) their workplaces
- b) their workmates
- c) their workplaces and religion
- d) religion and politics

4. Mustafa is unhappy at work because

- a) he doesn't get paid enough
- b) some men laugh at him when he prays
- c) there are no other Muslim people there
- d) some men laugh at the clothes he wears

5. Senem's supervisor wanted a meeting to discuss

- a) the canteen
- b) praying at work
- c) a new meeting room
- d) a prayer room

6. Senem thinks that Mustafa

- a) should leave his job
- b) might get a job where she works
- c) should complain to his supervisor
- d) is worrying too much

7. Find the correct word in the text and fill in the spaces.

- a) We were _____ when he _____ this.
- b) I can _____ that.
- c) Well, he really _____ us.
- d) They don't like us _____ because we _____ work.
- e) Do you _____ me to _____?

8. In the Charter, find the human rights that are about religion and write down what it says. (pages 3 & 4)

9. What do you think about Senem's boss?

10. What do you think about what happens at Mustafa's work?

Comprehension

1. Circle the correct answer. True (T) False (F) Don't Know (D/K)

- | | | | |
|---|---|---|-----|
| a) Senem and Mustafa are husband and wife. | T | F | D/K |
| b) Senem was born in Istanbul. | T | F | D/K |
| c) Mustafa is the oldest sibling. | T | F | D/K |
| d) Senem goes to university. | T | F | D/K |
| e) The father's name is Ahmet. | T | F | D/K |
| f) Fatima works at a restaurant in Brunswick. | T | F | D/K |
| g) The family is very religious. | T | F | D/K |
| h) Ahmet is fifteen years old. | T | F | D/K |
| i) There are two sisters and two brothers. | T | F | D/K |
| j) The family is from the east of Turkey. | T | F | D/K |

2. The text of the conversation between Senem and Mustafa is called a

- a) play
- b) monologue
- c) dialogue
- d) poem

3. What is the main topic that Senem and Mustafa talk about?

- a) their workplaces
- b) their workmates
- c) their workplaces and religion
- d) religion and politics

4. Answer these questions. Use complete sentences.

- a) Who went to the meeting with the supervisor at Senem's workplace?

b) What does the supervisor say to them?

c) How does Senem feel about the news?

d) Why is Mustafa unhappy at work?

e) What does Senem say she will do?

6. In the Charter, find the human rights that concern religion and write down what it says. (pages 3 & 4)

7. Do you know why Muslims want to pray at work?

8. Do you know of situations where this human right has been ignored or where people have not been free to practise their religion? e.g. celebrating religious holidays, clothing

Write about it.

9. What is your opinion of Senem’s employers?

10. What is your opinion about Mustafa’s treatment at his workplace?

Grammar

Conjunctions: sentences can also be joined with 'and'.

Mustafa is twenty-two years old. He was born in Istanbul.

Mustafa is twenty-two years old and was born in Istanbul.

Mustafa is twenty-two years old and he was born in Istanbul.

1. Join these sentences together using 'and'.

a) Senem is nineteen years old. She has a job in a factory.

b) Yasin is the youngest. He goes to high school.

c) Mehmet is a chef. He works in a Turkish restaurant in Brunswick.

2. Make a correct sentence by putting these words in order.

a) house looks Fatima and after family the

b) younger They and two live siblings with parents their

3. Now make up your own sentences using 'and'.

a) _____

b) _____

Conjunctions: sentences can also be joined with ‘because’.

They don't like us praying. We stop work.
They don't like us praying because we stop work.

1. Join these sentences together using ‘because’.

a) I don't want to lose my job. I like it.

b) Senem is happy at work. The management is good.

c) Mustafa is unhappy at work. His workmates make jokes about him.

2. Complete these sentences.

- a) He was upset because _____
- b) They were late because _____
- c) _____ because it was delicious.
- d) _____ because she liked it.

3. Now make up your own sentences using ‘because’.

- a) _____

- b) _____

Conjunctions: sentences can also be joined with ‘but’.

They think we don't mind. I do mind.
They think we don't mind, but I do.

1. Join these sentences together using ‘but’.

a) Senem wants to go shopping. She has to go to work.

b) Mustafa is hungry. He has to wait until lunchtime.

c) Senem needs to see her supervisor. He is busy.

2. Match the two parts to make a sentence and write them below.

He wanted a new car	but it is too cold and windy.
They had a car accident	but he didn't have enough money.
We went to a film	but they didn't hear her.
She knocked on the door	but no one was hurt.
I wanted to walk today	but we didn't like it.

3. Now make up your own sentences using ‘but’.

a) _____

b) _____

Conjunctions: sentences can be joined with 'so'.

They need to know the best place to put it. They want us to help them.

They need to know the best place to put it, so they want us to help them.

1. Join these sentences together using 'so'.

a) Mustafa wants a new job. Senem says she will ask the supervisor at her work.

b) The management needed some help. They asked their employees.

c) Mustafa was sick. He went to the doctor.

2. Complete these sentences.

a) It was Mustafa's birthday yesterday so _____

b) Senem was asked to work overtime so _____

c) _____ so he quit his job.

d) _____ so we went for a swim.

3. Now make up your own sentences using 'so'.

a) _____

b) _____

Conjunctions: sentences can be joined with ‘when’.

We were scared. He said he wanted to talk to us.
We were scared when he said he wanted to talk to us.

You can also use when at the beginning of sentences.

When he said he wanted to talk to us, we were scared.

1. Join these sentences together. Use ‘when’ at the beginning or in the middle of the sentences. Try both.

Mustafa doesn’t like it. His workmates laugh at him.

Senem was excited. The supervisor told her the good news.

We go to the beach. It is hot.

My English started to improve. I went to English classes.

2. Now make up your own sentences using ‘when’.

Verbs

1. Underline all the verbs in the text about Senem and Mustafa's family. Write them down in the correct box.

Present Tense

Past Tense

2. Write down the past tense of these verbs

say _____	want _____	think _____
know _____	meet _____	like _____
laugh _____	put _____	understand _____
work _____	pray _____	make _____

3. Write sentences in the past tense. Choose 8 of these verbs and use them in your own sentences.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

Verbs

'At work today our supervisor said that he wanted to talk to all the employees who were Muslim.' The underlined phrase in this sentence uses two verbs: 'wanted' and 'to talk'

1. Look for other examples in the dialogue like this and write them down.

There are 3.

a) _____

b) _____

c) _____

2. Now try your own. Complete these sentences using a verb as the next word.

a) Her son tried to _____

b) My mother wanted to _____

c) My parents taught me to _____

3. Write down the verbs in the text that are things that people feel. e.g scared

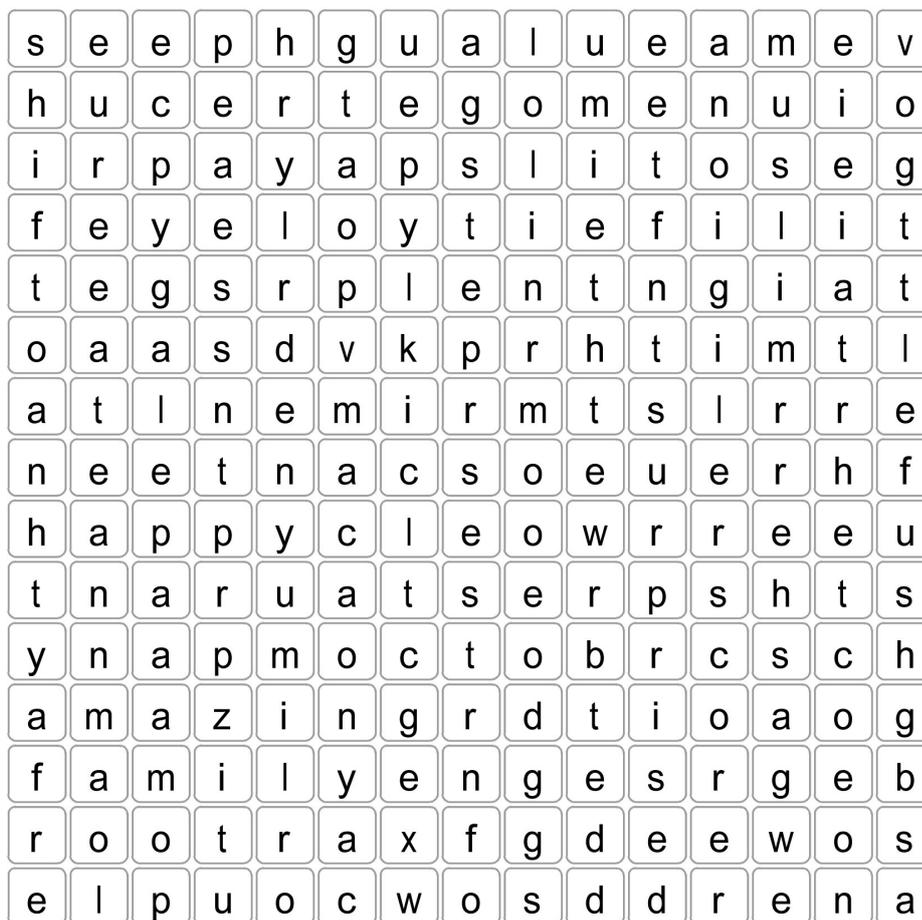
4. Choose 3 of them and put them in sentences of your own.

a) _____

b) _____

c) _____

Senem & Mustafa



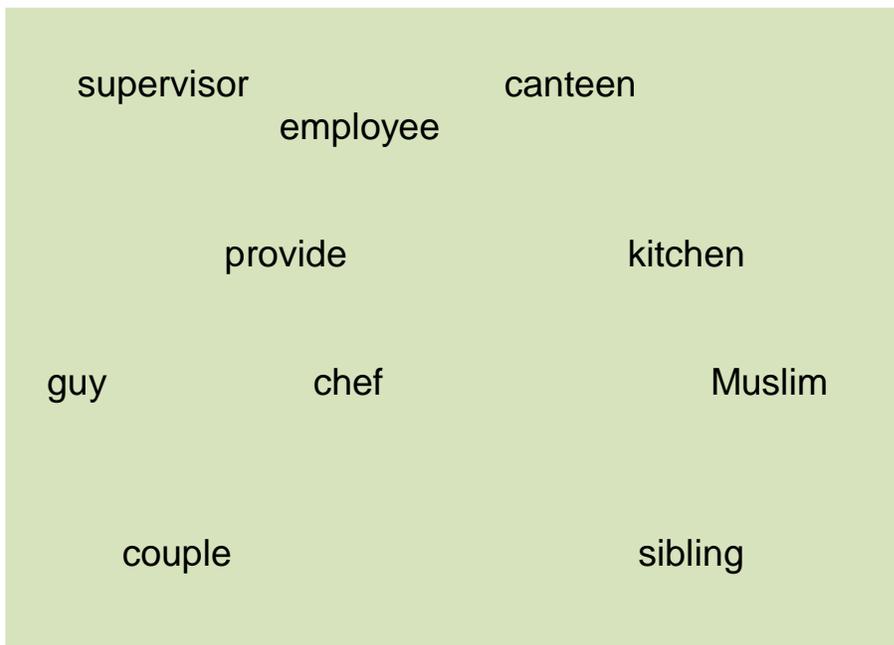
Words to find:

amazing, boss, canteen, chef, company, couple, employee, family, happy, laugh, muslim, prayer, religion, restaurant, scared, shift, supervisor, surprised, workplace.

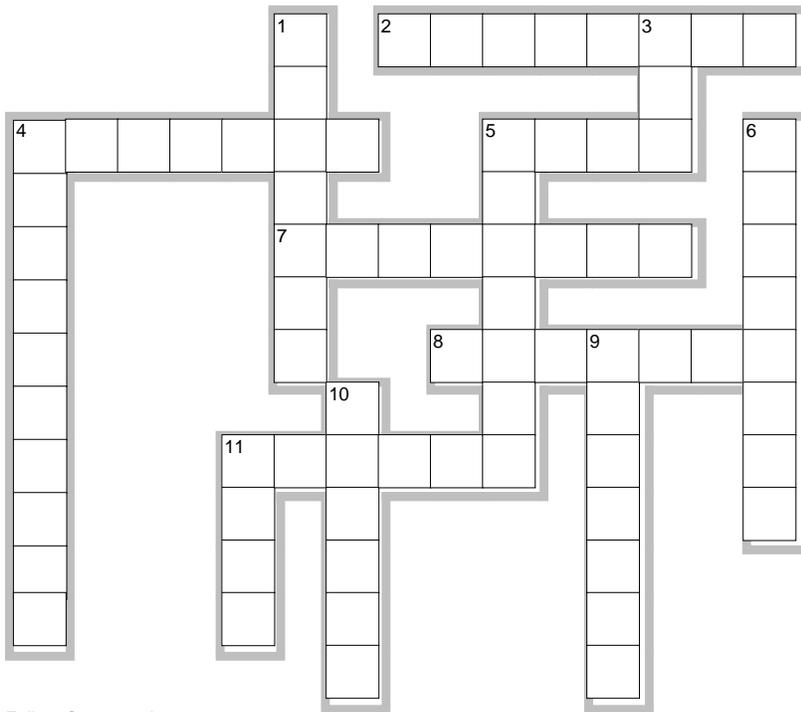
Vocabulary

Choose a word from the box that matches the meaning. Write the word on the line.

1. A brother or sister _____
2. Someone who is paid to work _____
3. To give or make available _____
4. A person whose religion is Islam _____
5. Two of something _____
6. Another word for man _____
7. The room in a house where food is cooked _____
8. Someone who checks and directs work _____
9. A place at work where people can buy and eat food _____
10. Someone employed to cook and prepare meals _____



Crossword Puzzle



EclipseCrossword.com

Across

2. A conversation between people, often written.
4. Brother or sister
5. To talk to God to give thanks or ask for help
7. Someone who is paid to work
8. The room in a house where food is cooked
11. Two of something

Down

1. A place at work where workers eat
3. Synonym for man
4. Someone who checks and directs work
5. To give or make available
6. A city in Turkey
9. A business that sells or makes things or provides a service
10. A person who practises Islam
11. Someone employed to cook meals

Discussion Points

- Do you think a written dialogue is a good way to introduce or discuss issues?
- Were the issues discussed relevant to your life?
- Have you heard of situations like Mustafa's?
- What is your opinion about the human right about religion in the Charter?
- Was this a human right in countries where you have lived?

Further activities

All the activities can be adapted for varying skill levels.

- role play: improvise dialogues between characters. You can choose specific scenarios. These could be relevant to human rights and the Charter.
- students could write a dialogue based on the role play.
- read and act out the dialogue between Senem and Mustafa. This could be formal or informal. Students could practise together and perform it.
- write dialogue about any situation which can be adapted to all levels: from a shopping transaction to an enquiry about enrolling in a class. Emphasis could be placed on questions and answers. Individual or group activity.
- write a biography/family background story, using Senem and Mustafa's as a model. Students could interview each other for this. They could also write about themselves in the 'third person'.
- read short plays together
- find out about human rights organisations. e.g Amnesty International
- source articles from the newspaper about human rights
- invite speakers to talk about human rights

Access 1/Access 2



Peace March

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What are human rights?

Human rights are about the fair and equal treatment of people in our society. Human rights concern our freedoms.

The government of Victoria wants to make sure that the human rights of Victorian people are protected.

They have written a document called **The Charter of Human Rights and Responsibilities**. The Charter explains about human rights.

The Victorian government wants to make sure that everybody understands that:

people have freedom -

to express their culture, religion and views

move around the state without restriction

join groups or unions

find information

people have the right to be treated in a fair and humane way

in the criminal system -

people can access help (legal aid, interpreters)

a person must understand why they have been arrested

a person is innocent until proven guilty

a person cannot be charged with a crime more than once

people can't be forced to work

people can't be forced to take part in medical or scientific experiments

For discussion

Have you heard of human rights?

Do you understand what they are?

Why are human rights important?

Can you think of times or events in your experience where human rights have been protected?

Can you think of times or events in your experience where human rights have been ignored?

In your old country, were human rights protected or ignored?

Local People March on Palm Sunday.

Community groups, families and individuals from the City of Maribyrnong recently took part in the annual Palm Sunday Peace March to Footscray Park. Over 3,000 people marched through the streets of Footscray to the park. Similar marches occurred all over Melbourne.

Community groups have been encouraging residents to join the march to demonstrate the community's wish to live in a peaceful world. Many different community groups were represented, including schools, preschools, community centres, sports clubs, cultural associations, churches and religious organisations, environmental and political groups.

Local historian, Rob Mandakis, said, 'Many people who live in this area have come to Australia to get away from war or unjust governments. Marching in the streets is something they could never have done in their own countries.'

Residents heard talks from community leaders and were entertained by local musicians and enjoyed food from many different cultures.

Comprehension (a)

1. Where would you find this text?

- a) cook book
- b) women's magazine
- c) national newspaper
- d) local newspaper

2. The name of a story that is in a newspaper is called

- a) text
- b) article
- c) essay

3. What is the headline of the article?

4. What is the article about?

- a) people marching to the city of Melbourne
- b) people walking to Footscray Park for a party
- c) Footscray people marching to demonstrate against the government
- d) people marching for peace to Footscray Park

5. How many people marched? _____

6. Who marched?

7. Why did they march?

8. Would you join a march like this? Why?

9. In your home country, what might have happened if you had marched like the people in Footscray?

10. Choose words from the box to fill in the missing words

Community groups, _____ and individuals from the City of _____ recently _____ part in the annual Palm Sunday Peace March to _____ Park. _____ 3,000 people marched through the _____ of Footscray to the park. Similar marches _____ all over Melbourne.

Maribrynong	
occurred	families
Footscray	streets
Over	took

11. Fill in the missing spaces to make words from the text .

- a) c _ _ m _ _ _ t _ b) _ a m _ _ _ e _ c) r _ _ _ _ e n _ _
d) _ _ o u _ _ e) c h _ _ _ h e _ f) p _ a _ e _ _ l
g) _ _ _ i _ a r h) _ o c _ _ i) r _ _ i _ _ o u _

12. Choose words from the box that mean:

- every year _____
people who make music _____
belonging to the area where you live _____
places of worship _____
not fair _____
the place where we all live _____

musicians	annual
local	world
churches	unjust

Comprehension (b)

1. Answer these questions

a) Where would you find this text?

b) What is the headline of the article?

c) What is the article about?

d) Complete these sentences.

_____ people marched to _____ on

_____. They marched

because _____

e) List five different groups who went on the march.

f) Are you a part of any of the groups that marched? Which ones?

g) Who was interviewed for the article?

h) What does he say about the people who live in the area?

j) In your home country, what might have happened if you had marched like the people in Footscray?

2. Choose the correct word from the box to fill in the spaces.

Local People March on _____ Sunday.

Community groups, families and individuals from the City of Maribrynong _____ took part in the annual Palm Sunday Peace March to Footscray Park. _____ 3,000 people marched through the streets of Footscray to the park. Similar marches _____ all over Melbourne.

Community groups have been encouraging _____ to join the march to _____ the community's wish to live in a _____ world. Many different community groups were represented, including schools, preschools, _____ centres, sports clubs, cultural associations, churches and religious _____, environmental and political groups.

Local _____, Rob Mandakis, said, 'Many people who live in this area have come to Australia to get away from war or _____ governments. Marching in the streets is something they could never have done in their own countries.'

Residents heard talks from community _____ and were entertained by local musicians and _____ food from many different cultures.

community	
enjoyed	peaceful
recently	historian
unjust	Over
occurred	leaders
organisations	residents
Palm	demonstrate

Grammar: Adjectives and Nouns

1. Read the words and write them on the line.

peaceful	<u>peace</u> + ful	_____
beautiful	<u>beauty</u> + ful	_____
thoughtful	<u>thought</u> + ful	_____
helpful	<u>help</u> + ful	_____
useful	<u>use</u> + ful	_____
joyful	<u>joy</u> + ful	_____
careful	<u>care</u> + ful	_____
faithful	<u>faith</u> + ful	_____

2. Choose three of them and use them in sentences.

3. Add 'ation' to these words. If the word ends in the letter 'e' take it off the word before adding the ending.

e.g. organise	organisation
demonstrate _____	educate _____
transport _____	relax _____
communicate _____	tax _____
administrate _____	imagine _____

4. Match the adjective and noun. Write them out below.

Adjective

peaceful
sports
local
community
different
religious
unjust

Noun

cultures
musicians
world
governments
organisations
clubs
leaders

5. Fill in the blank boxes with the correct form of the word. The first one is done for you.

Verb	Adjective	Noun
encourage	encouraging	encouragement
xxxxxxxxxxxxxxxxxxxxxxxxxxxx		history historian
govern		
	enjoyable	
differ		
		residents residence

Punctuation

Capital letters are used for the first letter of names of people, places and things.

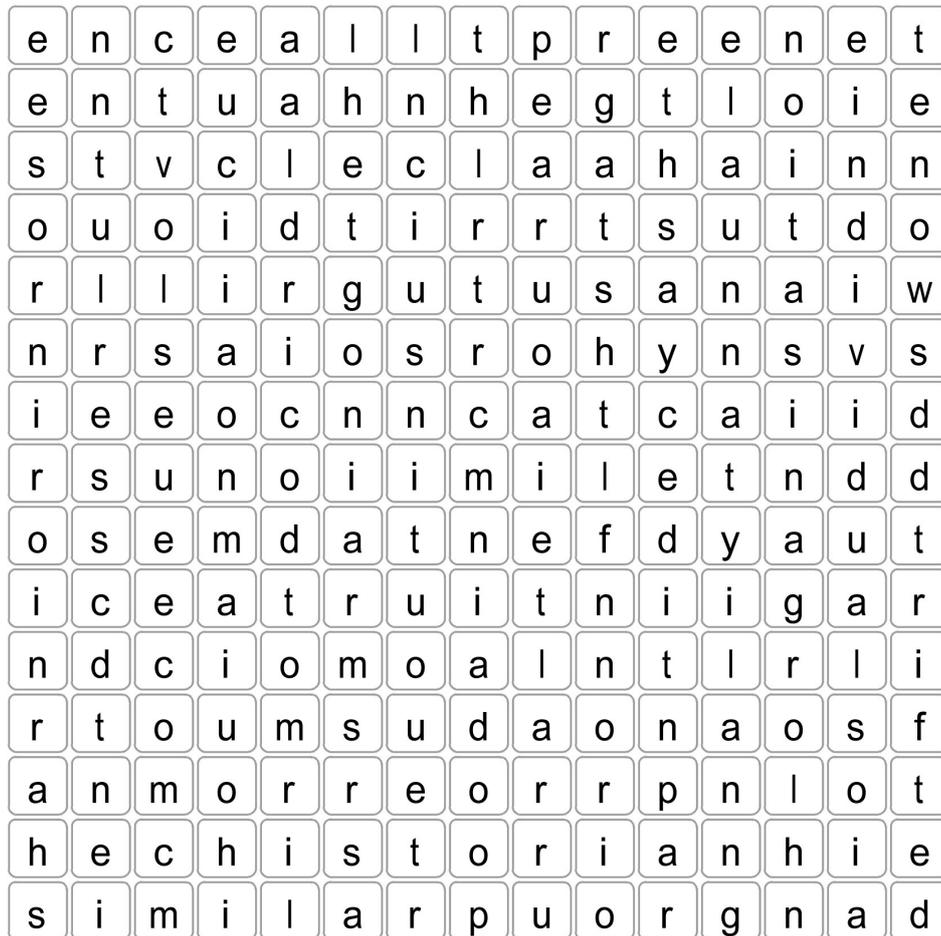
1. This paragraph has all the capital letters, commas and full stops taken out. Rewrite the paragraph with all the punctuation replaced. See if you can do it without looking at the article.

community groups families and individuals from the city of maribrynong recently took part in the annual palm sunday peace march to footscray park over 3,000 people marched through the streets of footscray to the park similar marches occurred all over melbourne

2. Put the punctuation in the following sentences.

- a) workers from the ford factory in broadmeadows went on strike last thursday
- b) students from richmond high school went to werribee park to play basketball against laverton secondary college
- c) thi van and his mother went to highpoint shopping centre they caught the bus from seddon station (2 sentences)
- d) my daughter julia and her friend sophie went to see the chinese ballet company at the regent theatre in collins st
- e) on wednesday march 2nd members of the footscray city band played for the prime minister kevin rudd they played at the new western arts centre in hyde st (2 sentences)
- f) okbay lived in ethiopia sudan and egypt before he came to australia

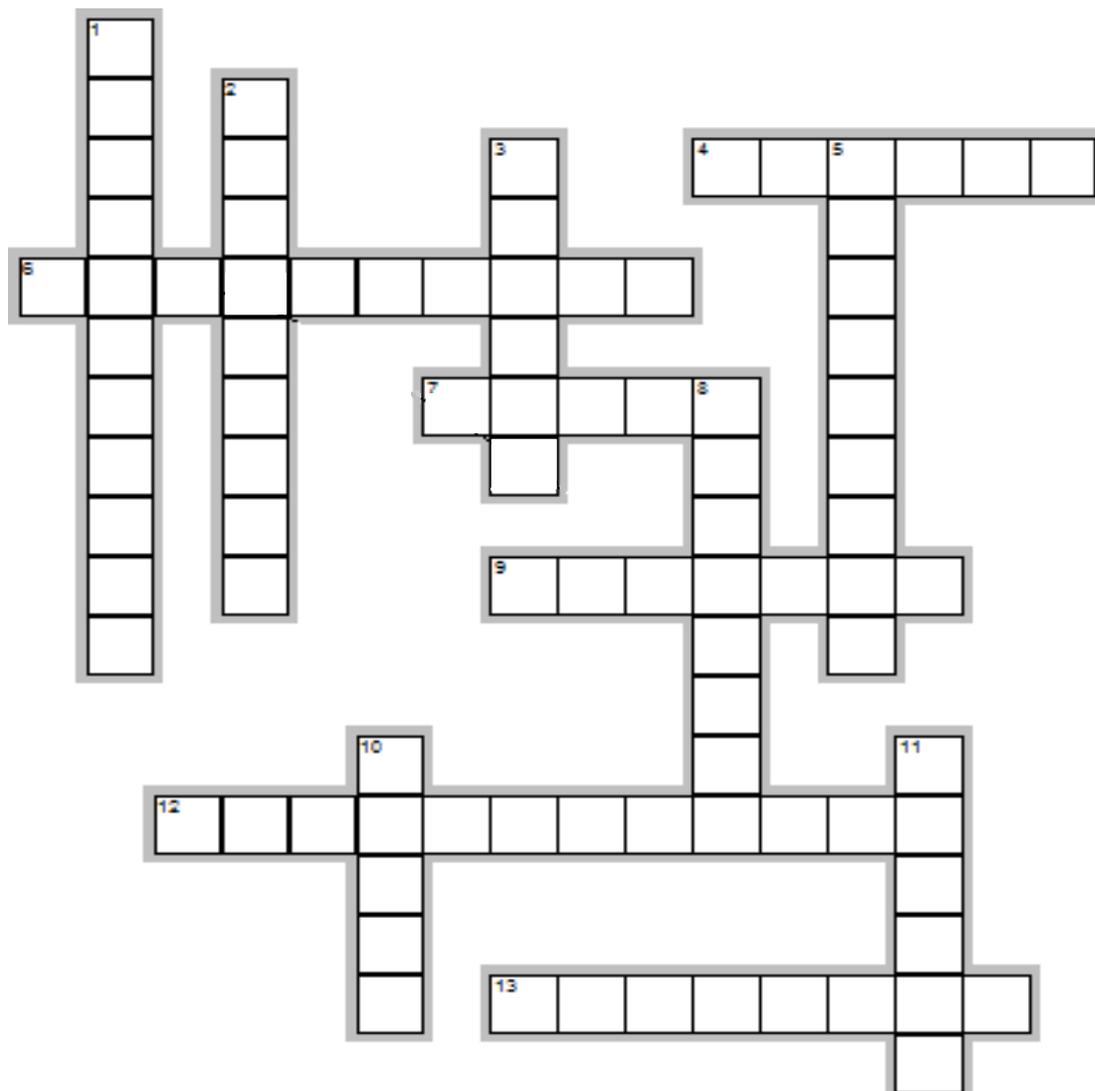
Peace March



Words to find:

annual, association, church, community, cultural, demonstrate, encourage, environmental, group, historian, individuals, local, occur, organisation, political, religious, resident, similar.

Peace March



Across

4. a place of learning
6. one person or thing
7. happen
9. alike
12. organised group
13. a person who makes music

Down

1. to show
2. to do with politics
3. a place to worship
5. a person who is an expert in history
8. a person who lives in a particular place
10. a large group of people walking together
11. happening every year

Discussion Points

- Have you attended any marches in Australia? Why were you demonstrating? Describe what it was like to be involved in this way.
- What human right is being protected when people feel safe to march in the street?
- What was the aim of the march? Were specific groups involved?
- Did people demonstrate or march like this in your home country? If they did, what might have happened?
- Why do people march?
- In Australia, what other ways can people express their opinion about issues? What have you seen on television or in the newspapers where people have demonstrated or protested about something? In Australia and overseas. Think of recent examples. What happened? Who was involved?
- What is a petition? Have you ever been asked to sign a petition? What was it about? Why do people start petitions?
- What issues affect you that you feel strongly about?

Further activities

All the activities can be adapted for varying skill levels.

- Brainstorm the types of issues that people demonstrate or protest about, both locally and globally. Students can reflect on the types of issues that they feel strongly about. Distinguish or group the types of issues.
- Write letters expressing an opinion about a topical issue.
- Explore the structure and language of newspaper articles: headlines, main points, supporting statements, quotes, paragraphing, use of statistics
- Distinguish fact from opinion in articles. Discuss the differences between factual information and opinion
- Locate articles of fact and opinion in magazines, newspapers, newsletters etc
- Write an article about a local or family event.
- Interview someone for an article
- Source articles that show people expressing their views or highlighting an issue in different ways.
- Find out about online petitions and groups that are demonstrating via the internet.
- Write text for a petition about an issue.
- Design a poster to encourage people to attend a demonstration. Look at the language used on other posters/ pamphlets etc

The Victorian Equal Opportunity & Human Rights Commission funded this resource.



The resource was developed for use in the Adult Education sector to raise awareness and understanding of the Charter of Human Rights and Responsibilities.

Resource developed by Helen Lucas

Project partners Angliss Neighbourhood House and Yarraville Community Centre

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