



2023 - Caution! EAP under DEconstruction

HUMAN RIGHTS PROJECT

**AS AN EXTRACURRICULAR ACTIVITY FOR ENGLISH
LANGUAGE LEARNERS IN A UNIVERSITY SETTING**

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OUTLINE



- Project Development Process
- Human Rights Project & Objectives
- Project Implementation Process
 - Tasks in the Projects
 - Human Rights Flipbook & Student Portfolios
- Student Reflections
- Task demonstration
- Reflection & Discussion
- Q&A



Project Development Process



Reviewing studies on Project-based Learning

Critically analyzing the definition of HRE (World Programme for Human Rights Education, 2005–ongoing)

Following a universal framework to plan an education program (UN Declaration on Human Rights Education and Training, 2011)



Project Development Process



World Programme for Human Rights Education (2005–ongoing)

proclaimed as a **global framework** by the General Assembly of the United Nations in an attempt to **advance national implementations as well as international ones** (United Nations, 2006).

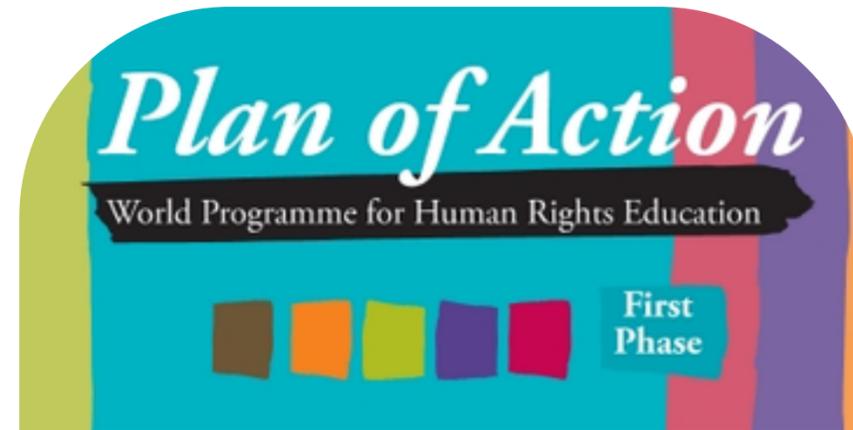
to encourage nations to **develop educational policies for the effective implementation of Human Rights Education (HRE) at the national level** in guidance of consecutive phases with a specific focus on a sector.



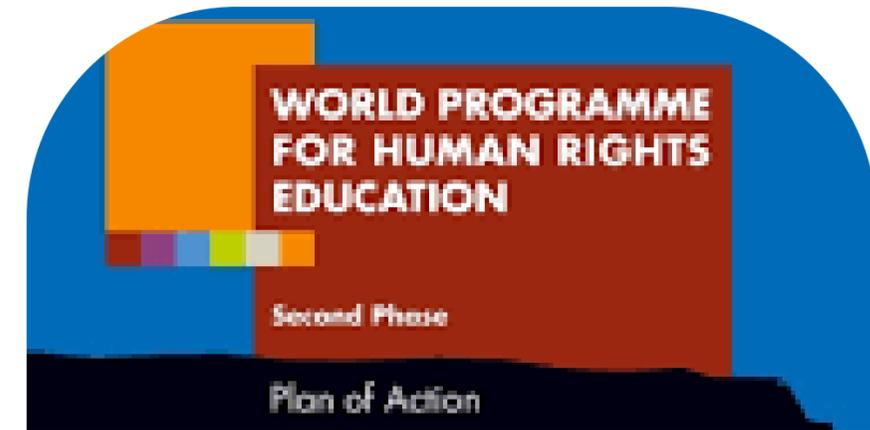
Project Development Process



World Programme for Human Rights Education (2005–ongoing)



(2005-2009)
the implementation of HRE
in primary and secondary
schools



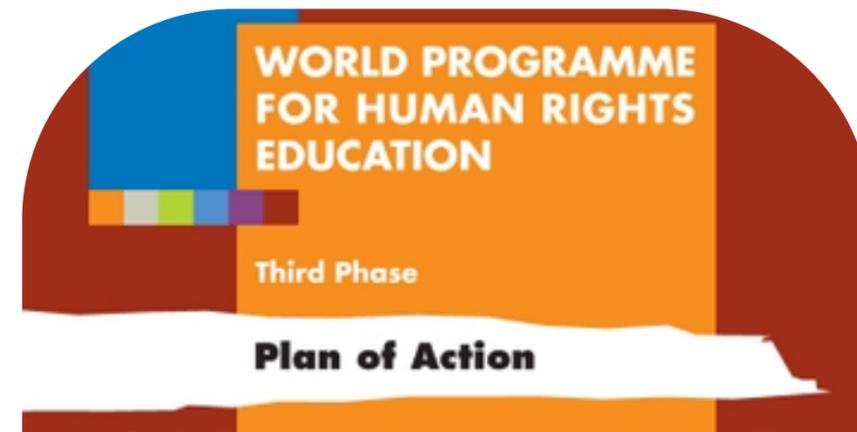
(2010-2014)
the integration of HRE in higher
education and human rights
training for teachers and
educators, civil servants, law
enforcement officials and the
military



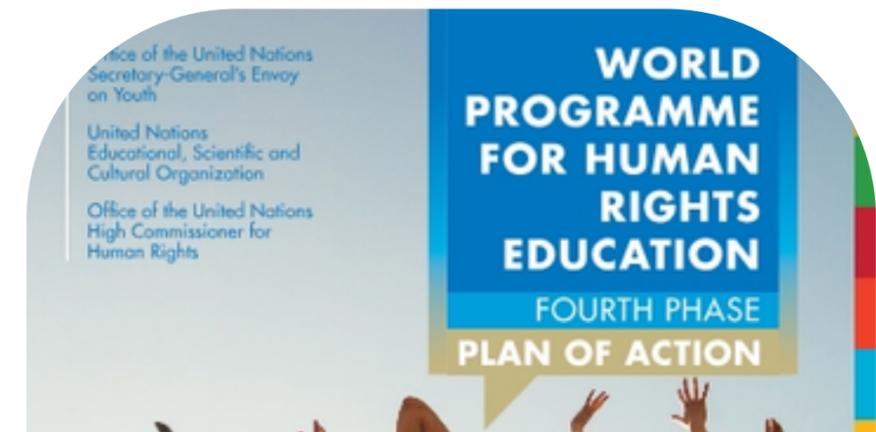
Project Development Process



World Programme for Human Rights Education (2005–ongoing)



(2015-2019)
strengthening the
implementation of the previous
phases and human rights training
for media professionals and
journalists



(2020-2024)
youth empowerment

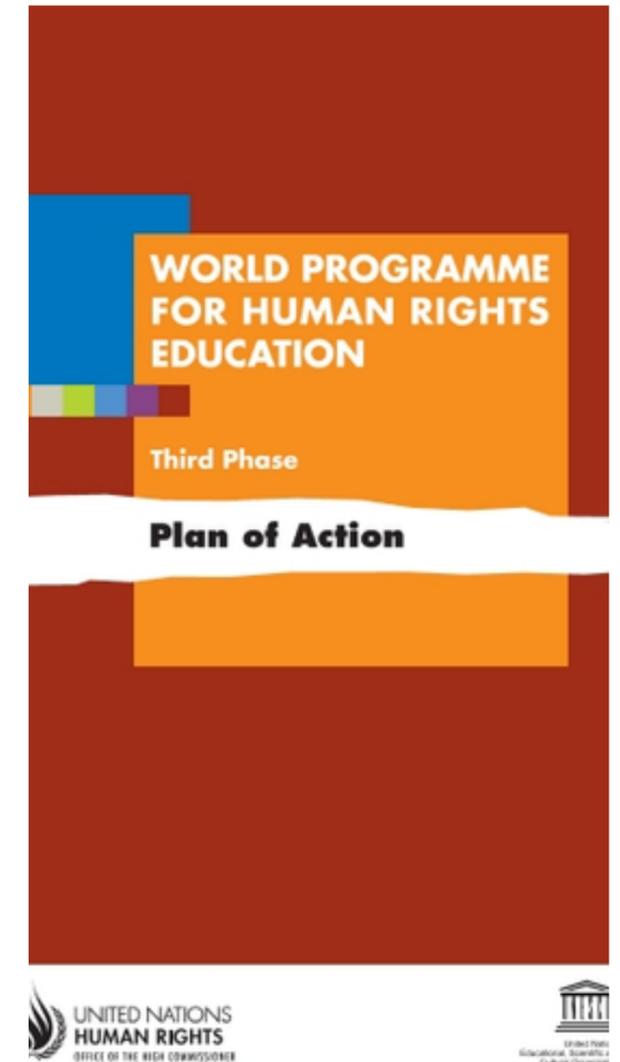


Project Development Process



Elements of a definition of human rights education:

- Strengthening respect for human rights and fundamental freedoms;
- Fully developing the human personality and sense of dignity;
- Promoting understanding, tolerance, respect for diversity, gender equality and friendship among all nations, indigenous peoples and minorities;
- Enabling all persons to participate effectively in a free and democratic society governed by the rule of law;
- Building and maintaining peace;
- Promoting people-centered sustainable development and social justice (p. 15).



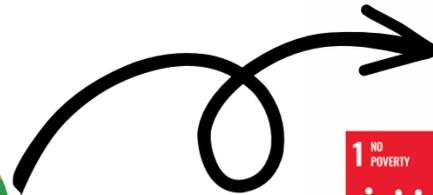
Project Development Process



World Programme for Human Rights Education (2005–ongoing)



(2020-2024)
youth empowerment



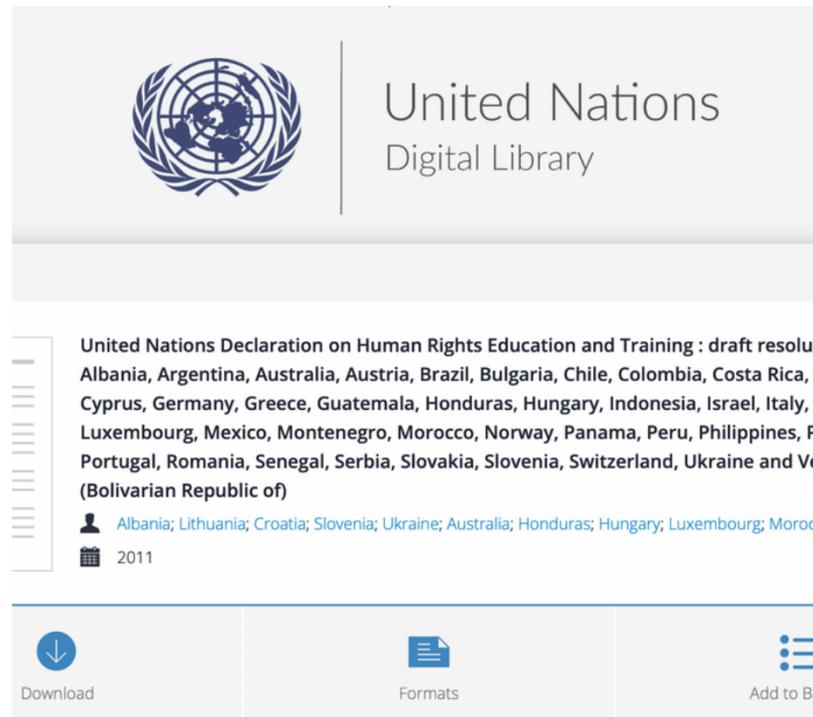
2030 Agenda SUSTAINABLE DEVELOPMENT GOALS



“All learners **acquire the knowledge and skills** needed to promote sustainable development, including, among others, **through education** for sustainable development and sustainable lifestyles, **human rights**, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development.” (Target 4.7)



Project Development Process



First document with its HRE focus which provides a **framework for the implementation of HRE on an international level** (Struthers, 2015)

UN Declaration on Human Rights Education and Training (2011)

Article 2

1. Human rights education and training comprises all educational, training, information, awareness-raising and learning activities aimed at promoting universal respect for and observance of all human rights and fundamental freedoms and thus contributing, inter alia, to the prevention of human rights violations and abuses by providing persons with knowledge, skills and understanding and developing their attitudes and behaviours, to empower them to contribute to the building and promotion of a universal culture of human rights.

2. Human rights education and training encompasses:

(a) Education about human rights, which includes providing knowledge and understanding of human rights norms and principles, the values that underpin them and the mechanisms for their protection;

(b) Education through human rights, which includes learning and teaching in a way that respects the rights of both educators and learners;

(c) Education for human rights, which includes empowering persons to enjoy and exercise their rights and to respect and uphold the rights of others.

- clarifies the meaning of HRE
- provide a reference to assess the effectiveness of HRE



prerequisite

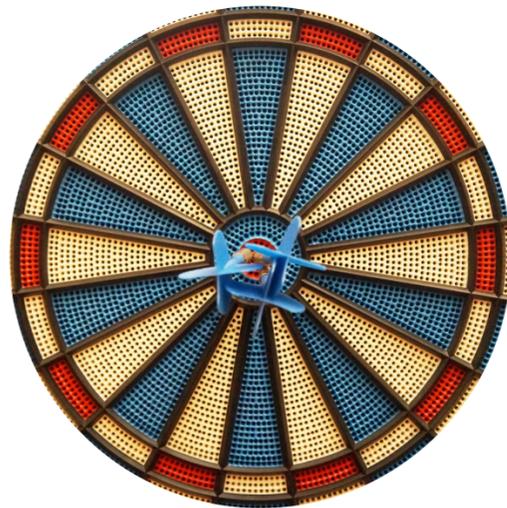
↑
Complementary
Elements of Human
Rights Education and
Training

build the knowledge of human rights as “education through and for human rights cannot occur in the absence of fundamental human rights knowledge” (Struthers, 2015, p.56)



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Human Rights Project

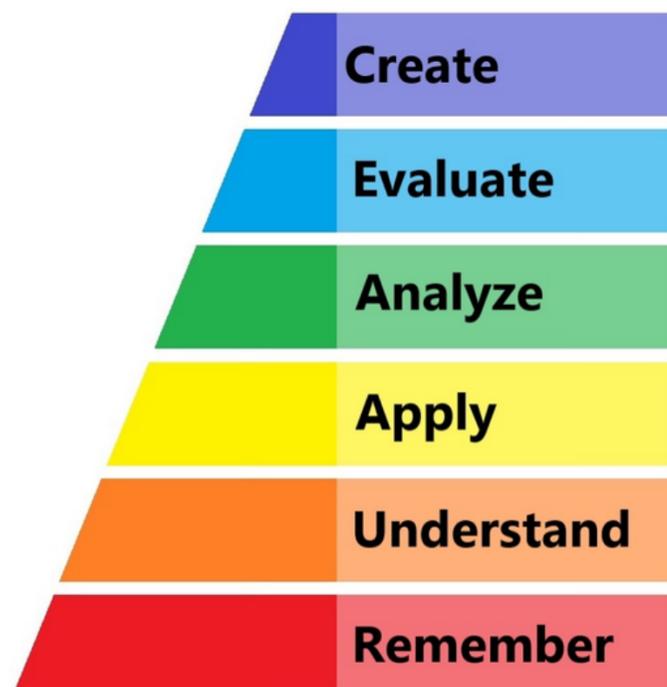


A 10-Week Extracurricular Activity for B2 (CEFR) level students in the English Preparatory Program (2020-2021)

- to support students' language learning process
- to acquire 21st century skills engaging in a variety of activities that require creativity, collaboration, communication, and critical thinking
- to deepen their understanding of the Universal Declaration of Human Rights (UDHR)
- develop skills and attitudes to exercise their rights on a global level and uphold the rights of others



Project Implementation Process



Bloom's Taxonomy

W1 Sync	Project Rules & Expectations Introduce "Digital Learning Portfolio" (end-product) Get to know activity on Edmodo (DLP)	W6 Async Group Work	Share cartoons & Peer Feedback HW: Research human rights application/abuse all around the world (DLP) MID PROJECT EVALUATIONS
W2 Async	Comments on Edmodo (Get to know) Worksheet (Human Rights Vocabulary) Create a poster on Canva (DLP)	W7 Sync	Whole class discussion HW: Research "Expression of Human Rights in Arts" (DLP)
W3 Sync	Whole Class Discussion Share Posters & Peer Feedback HW: Human Rights Video	W8 Async Group Work	Share their findings on Edmodo & Comment Responsibility Statements for Human Rights HW: Video: What if a single human right could change the world?
W4 Async	Questionnaire to evaluate the school atmosphere of human rights	W9 Sync	Asgardia the Space Nation: Suggest some rights for Asgardians HW: DLP Final Check
W5 Sync	Whole class discussion on the evaluations HW: Create a cartoon on Pixton (DLP)	W10 Async	DLP Presentations (Small Group Meetings) Video Reflections (DLP)

Project Implementation Process



W2
Async

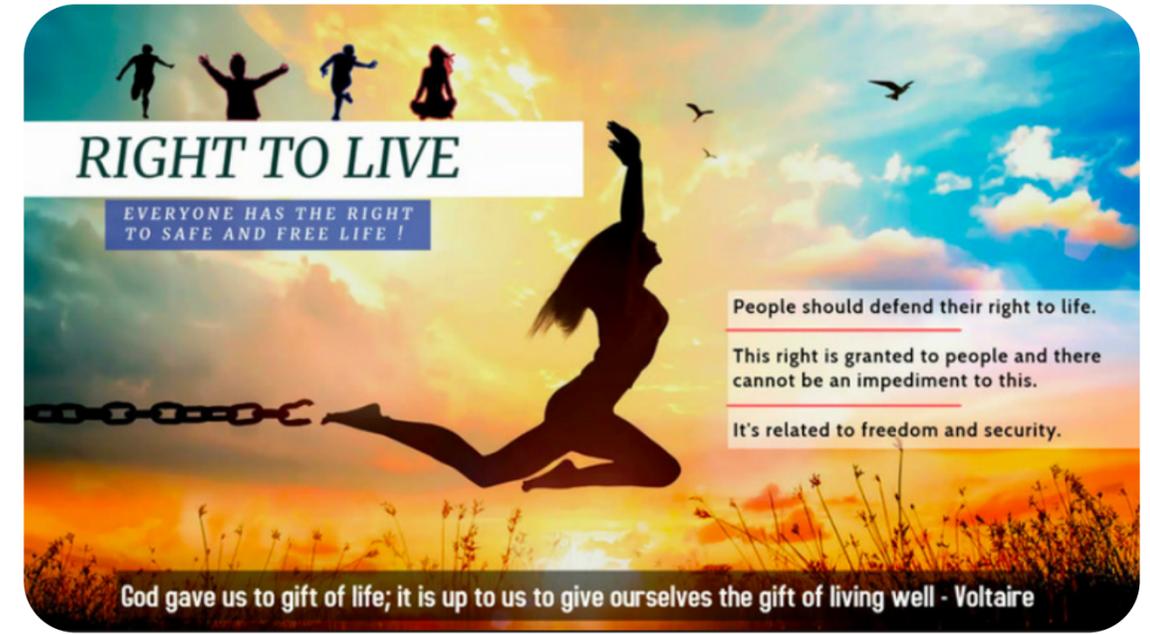
Comments on Edmodo (Get to know)
Worksheet (Human Rights Vocabulary)
Create a poster on Canva (DLP)

Task 2: (In this task, you will learn the human rights vocabulary that you will need to express yourself throughout the project.) You will find the task sheet with the details on your LMS page (B2 Project Class/ Week 2). You are asked to explore the UDHR (Universal Declaration of the Human Rights) document and complete the task sheet. (Task Submission on LMS)

Task 3: (This task will enable you to use what you have learned in Task 2.) You will design a digital poster about one of the human rights articles on [CANVA](#).

1. Everyone in a section must work on a different UDHR article. Write your name for the UDHR article on the google document (for your section).
2. Check some examples of the human rights quotes [here](#).
3. Write your own sentence about the human rights article you chose by using 3 words from Task 2. Make sure that your sentence is "quotable" by the others. Be creative! (Don't write any sentence (quote) which is not yours.)
4. Design your poster on Canva. You can use the poster templates available on Canva to have a better graphic design. Include your quotable sentence, your name, and the UDHR article number on your poster. (You can check the [link](#) for a step-by-step tutorial.)
5. Download your poster as a JPG or PNG image and submit it to LMS (Week 2 Task 3).

WEEK 2	CHECKLIST FOR TASK 3
	<p>Your poster should meet all the requirements below:</p> <ul style="list-style-type: none"> • is relevant to the UDHR article you choose • Includes 3 words from TASK 2 used accurately • includes appropriate grammar structures used accurately • presents the information clearly • is neat, colorful, and interesting to read • includes visuals (photos, pictures, drawings, etc.) together with the information • includes your name and the UDHR article number



Project Implementation Process



W5
Sync

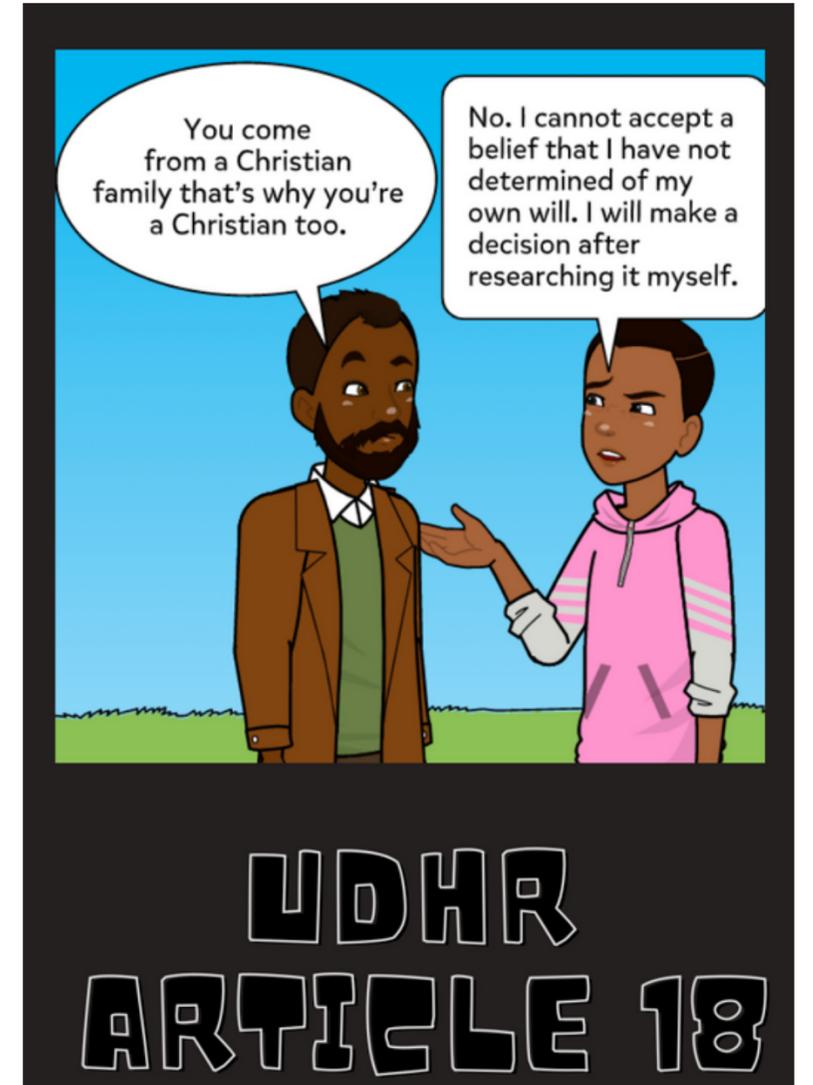
Whole class discussion on the evaluations
HW: Create a cartoon on Pixton (DLP)

Task: Design a cartoon by using the comic maker [Pixton](#) (The steps and tutorial below).

1. Everyone in a section must work on a different UDHR article. Write your name for the UDHR article, which you think should be promoted to create a more humane environment, on the google document (for your section).
1. BRAINSTORM: "What action(s) can be taken to create a more humane environment with the application of the article you chose?"
2. Illustrate your answer (the action to be taken to promote the article of your choice) in your cartoon.

(Humane environment: Human rights values are promoted and human rights behaviors practiced.)

WEEK 5	CRITERIA FOR TASK
Your cartoon should meet all the requirements below:	
<ul style="list-style-type: none"> • is relevant to the UDHR article (10-30) you chose • presents the action to be taken to promote the human rights (you chose) clearly • has no more than 3 scenes (strips) • includes relevant UDHR words (Week 2 Task 2) used accurately • includes appropriate grammar structures and punctuation used accurately • is neat, colorful, and interesting to read 	



Project Implementation Process



WEEK 6 Task 2

RESEARCH

This task is given to you so that you can have a better understanding of human rights application/abuse all around the world.

Please use the websites below to do research about the applications and violations of human rights to complete the charts below. **At least three different resources should be used.**

- [Human Rights Watch](#)
- [UN News](#)
- [Human Rights BBC News](#)
- [Human Rights & Human Rights Violations New York Times](#)
- [Youth for Human Rights](#)

While explaining human rights in the table below, try to **paraphrase the news article**, keeping the gist, instead of merely copying the whole article.

Country	Explain the human right violation in your own words (5-10 sentences).	Share the link of the news (your resource).	What UDHR article(s) violated? Explain why. (3-5 sentences)	What could be the effective action to promote the right which is violated in the example?

Country	Explain the human right application in your own words (5-10 sentences).	Share the link of the news (your resource).	What UDHR article(s) applied/ promoted? Explain how in your own words. (3-5 sentences)



Project Implementation Process



. www.hrw.org/news/2021/04/02/turkey-resumes-its-crackdown-student-protesters

. Turkey

. Students protest the rector who has been unfairly appointed to their school. Therefore, the students were detained for no reason and the police used violence against the students. No one has the right to use violence to any person and no one can be detained for no reason. In addition, because the students were carrying lgbt flags, the police arrested the students. Each person's choice of gender and their views on this issue may be different, other people should respect that.

. Article 9 of the human rights declaration is opposed here because no one can arrest or imprison anyone for no reason. In addition, article 19 of the human rights declaration is opposed here because people have the right to express their thoughts freely.



. www.humanrights.com/newsletter/volume4/issue3/turning-lives-around-in-washington-dcs-toughest-wards.html

. Washington DC

. Living in safety is one of the most important rights of people. The increase in murder rates in Washington DC causes people to feel anxious and unable to live in safety this is a violation of human rights. In addition, the method of release from prison against black people is a violation of human rights because nobody can be discriminated against because of their skin color.

. Article 3 of the human rights declaration is opposed here because every person has the right to live safely in his country. In addition, article 2 of the human rights declaration is opposed here because no person could be discriminated against because of skin color.

. The security of people should be ensured by the government, if necessary, the government should increase security measures. People must learn to respect other people, and different implementation can be used to bring black people back into society.



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Project Implementation Process



W7 Sync	Whole class discussion HW: Research "Expression of Human Rights in Arts" (DLP)
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WEEK 7 Task 1

RESEARCH

1. Review the articles in the UDHR.
2. Explore the expression of human rights in ARTS (graffiti, movies, music, literature, etc.) on the internet. (It can be good practice, promotion, violation, etc.)
3. Share your findings by completing the chart below.

MY FINDINGS	
1. What websites/ resources did you search for your research? Give reference.	
2. In what form of ART is the human right expressed in your finding? (graffiti, movies, music, literature, etc.)	
3. Share <u>it</u> (only one) (visual, lyrics, poem, movie, etc.).	
4. What UDHR article (s) is/are expressed in this artwork? How?	
5. Explain the connection between the message given in the artwork and the related UDHR article (s) in your own words (about 100 words).	
6. In the research process, did you come across mostly good examples or violations of human rights? Exemplify. (about 100 words).	

TASK 1: RESEARCH

You are asked to explore the expression of human rights in ARTS (graffiti, movies, music, literature, etc.) and share your findings on the task sheet. You will find the task sheet on LMS.

You should pay extra attention to **the quality of the task completion** because we are looking for a high-quality job. Please use the criteria below effectively to ensure quality.

WEEK 7	CRITERIA FOR TASK 1
<p>Your task completion should meet all the requirements below:</p> <ul style="list-style-type: none"> includes findings of detailed research from various sources. relevant responses to all the questions on the task sheet. detailed responses to all the questions on the task sheet. appropriate grammar structures used accurately. level words used accurately. no punctuation mistakes 	

Submit your findings (by saving the document as YourNameSurname_SectionNumber_Week 7_ART) to LMS by the given deadline for your section.



In my opinion one of the effective way is to express your thoughts is making a song. Thus, It will be easier for many people to understand the Human Rights. In addition, the message can reach more people through popular artist. Since it is a song it is a soft way to increase the awareness about the people who are suffering from the violations. . In the ART article 3 is included which defines that everyone has the right to live, and to live in freedom and safety. The song that I choose is the clear definition of the article. The song which is called "They Don't Care About Us" was written and performed by Micheal Jackson. In a section of the lyrics it is mentioned that 'Your proclamation promised me free liberty' and this shows that people are looking for freedom, equality and safety. Michael Jackson was very popular singer in the whole world. Although, he was too popular he felt that there were violations on the Human Rights. As a consequence, it indicates that there is a long way to go in order to achieve a desirable level of Human Rights. <https://www.humanrightscareers.com/issues/7-inspiring-songs-dealing-with-human-rights-issues/>



In recent times I watched two high-quality films which interest human rights. These films are named BlackKkKlansman and Django Unchained. In BlackKkKlansman we can see a severe violation of human rights and discrimination against Jewish and black people. A group called Ku Klux Klan organize protests saying that they don't deserve basic human rights. They also torture them and even kill someone. They are really savage and it is hard to think that people can be killed because of religion and skin color (article 2,3,5,18). In Django Unchained one scene affects me so much which is in a field. The owner of the field sees a black person riding a horse and he says 'It is against the law for niggas to ride a horse in this territory'. Riding a horse is a really basic thing and normally everyone can do this but once upon a time in America it is not allowed for black peoples(article 2). I want to suggest a soundtrack from Django which is about slavery(article 4). This song shows how much slaves want their freedom.

Song: <https://youtu.be/xdOykEJSXlg>

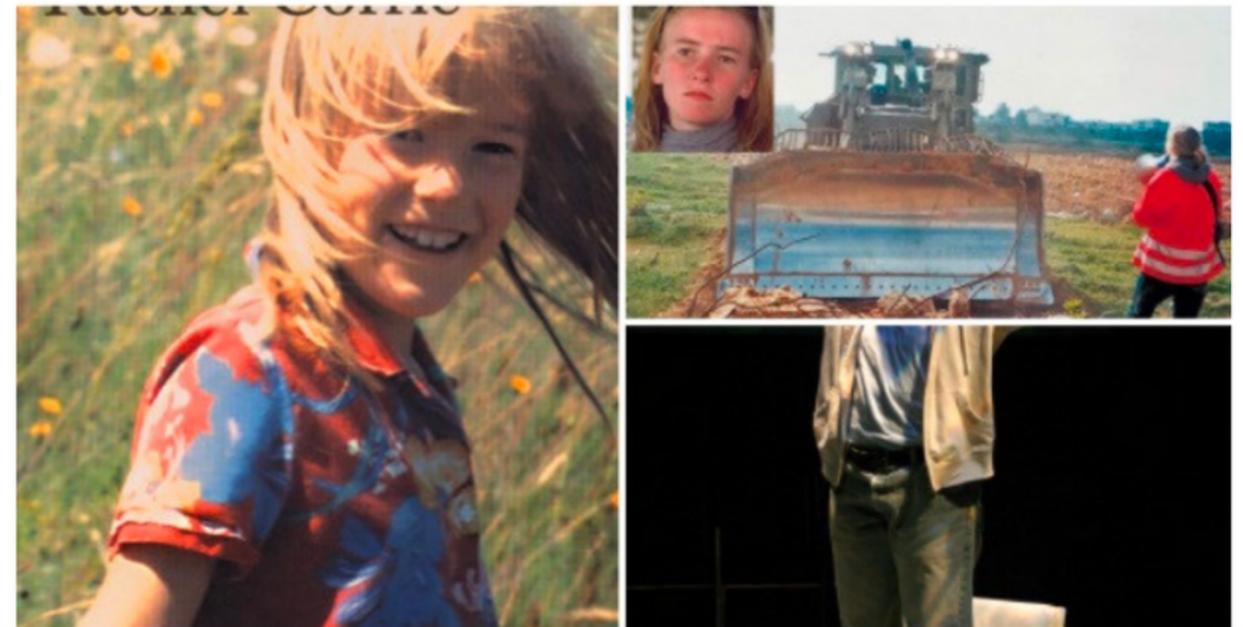




There are various ways of art to express human rights and I chose painting for my research. Guernica by Pablo Picasso one of the most popular paintings about human rights. According to my research, Pablo Picasso painted this as a fast reaction to the Nazi's bombing practice on the Basque town of Guernica during the Spanish Civil War while he was in Paris. Guernica represents the chaotic situation and shows the tragedies of war and the suffering of innocent civilians, and also animals by including a horse, a broken sword, screaming and crying people, and flames. Wars are violating human rights in varied aspects such as right to freedom and safety and right to food, shelter, and water. Wars are risk to innocent people's, children's, animals' lives. It can cause to lose lives while an unpredictable attack by a weapon or unconscious movement of human chaos. Moreover, in long terms wars can cause to food shortage because being in war can prevent farming and trade. Furthermore, war can cause to ruin people's living places by bombs, weapons, or enemy attacks etc. As a result of these negative effects, reacting to war as a painting helped bring worldwide attention to the Spanish Civil War. Guernica was exhibited in a Spanish gallery at the 1937 Paris International Exposition and the exhibition's income was used to raise funds for Spanish war relief. You can find it in the Museo Reina Sofia in Madrid today.



I found a theater named 'My Name Is Rachel Corrie'. It is a play based on the diaries and emails of an American activist and diarist Rachel Corrie. She had gone to Gaza in a sister cities project. Less than two months after her arrival, on March 16, 2003, she was killed by an Israeli soldier while she was trying prevent the Israeli army's demolition of Palestinian houses at the age of 23. The play tells her feelings, her fears, her strengths, her opinions about the world, which is directly connected with Article 19. The article says that we have the right to think what we want, to say what we like and to share our ideas. So, with telling her story in the play, they are sharing her ideas. Moreover, her death gives so many messages and emphasizes our rights. To illustrate, she was killed because she was trying to stop the soldiers from destroying the house. And the reason of this demolition was their religion, which is a violation of our right to believe in and profess your religion freely (Article 2-18).



Project Implementation Process



W8
Async
Group
Work

Share their findings on Edmodo & Comment
Responsibility Statements for Human Rights
HW: Video: What if a single human right could change the world?

WEEK 8 TASK 2 "Every right involves a responsibility."

PHASE 1

1. Choose 1 article to work on.
2. Write your name and section number to the relevant part on the table.
3. Check the UDHR and write the relevant article on the table.
4. Add your email address on the table so that you can arrange a meeting for phase 2 of the task.
5. You can watch the video (of the article you chose) at [YouthForHumanRights Videos](#) to remember the UDHR article that you will work on. You can also read the very detailed description of the article at [30 articles on the 30 Articles of the UDHR](#).
6. Think of 3 responsibilities that are linked to that right. This might be a responsibility for the government, community institutions, and/or the individual. Note down 3 responsibility statements for the relevant article, **not on the table below**.

Example responsibility statements linked to the right to education:

- The government has the responsibility to provide everyone with education.
- The community has the responsibility to see that every child goes to school.
- I have the responsibility to make sure that everyone enjoys the right to education.

PHASE 2

(Check the peer evaluation sheet that you will use in the third phase of the task on LMS to see the re for a good performance in the meeting.)

1. Arrange an online meeting for your group.
2. Share the 3 responsibility statements that you noted for the relevant article with your friend meeting.
3. Decide on the most relevant responsibility statement for the article together and add it to the table below. (Only ONE responsibility should be agreed on and added to the table.)

PHASE 3

1. Find the peer evaluation sheet on LMS.
2. Evaluate your friends' performance in the meeting based on the criteria.
3. Upload your evaluation to LMS.

WEEK 8 TASK 2	CHECKLIST
You should meet all the task requirements below.	
Phase 1	prepared 3 responsibility statements for the relevant article. responsibility statements are relevant to the article. accurate grammar and vocabulary use in the responsibility statements.
Phase 2	responded to friends' emails in a timely manner. attended the group meeting on time. provided opinions and suggestions to the group members in the meeting.
Phase 3	completed the peer evaluation by providing all the necessary details.



Article 22

The society in which you live should help you to realize your advantages (culture, work, social welfare) that you and your women in your country.

Article 23

You have the right to work, to be free to choose your work to live and support your family. If a man and a woman do the same work, they should have the same pay. All people who work have the right to a fair wage.

Article 24

Each work day should not be too long, since you need to take regular paid holidays.

Article 25

You have the right to have whatever you need to live: food, clothing, housing, and medical care. You should not be hungry; have clothes and a house; and are old, if your wife or husband is dead, or if you are disabled, you should be able to get help. Both a mother who is going to have a child and a child should be able to get help. All children have the same rights, whether or not they are married.

Article 26

You have the right to go to school and everyone should be able to go. You should be able to learn a profession or a trade. You should be able to learn in a school, you should be able to develop all your talents. You should be able to learn from others, whatever their race, their religion or their language. You have the right to choose how and what you will be taught.

Article 27

You have the right to share in your community's culture. Your works as an artist, a writer or a scientist should be protected and you should benefit from them.

ARTICLE 21

We have the responsibility to research enough information about volunteer candidates and their plans, and vote for people who can provide better conditions for the welfare of the community.

ARTICLE 22

We have the responsibility to benefit from the cultural, work related, and social advantages provided for us and develop ourselves to create a community that lives in welfare.

ARTICLE 23

We have the responsibility to know that we should be provided with the same conditions at work regardless of our sex, and take necessary actions by following the legal procedures in situations where we have doubts of any violations.

ARTICLE 24

We have the responsibility to ensure that the work we choose to do gives us enough time to rest through regular paid holidays.

ARTICLE 25

We have the responsibility to cooperate with everyone in the society to ensure that we all have a good standard of living, and let them be aware that this is one of our human rights and there are organizations to support us.

ARTICLE 26

We have the responsibility to attend school regularly within the rules, learn, work hard and cooperate respectfully with teachers and fellow learners.

ARTICLE 27

We have the responsibility to pay for scientific, literary or artistic production if the owner of the production doesn't share it for free.

ARTICLE 28

We have the responsibility to enjoy and let the others enjoy all of our rights in the order of our country and then all around the world without a threat to our freedom.

ARTICLE 29

We have the responsibility to develop ourselves personally to contribute to the growth of our community.

ARTICLE 30

We have the responsibility to interpret the rights in the UDHR in the most correct way with the awareness that we have them for a humane world, and any misinterpretation can lead to a violation. We must know that no one can take our rights away from us in any conditions.

**WE HAVE THE
RESPONSIBILITY TO KNOW
OUR RIGHTS!**



End Product



TASK: FINALIZE YOUR E-PORTFOLIO

You will be asked to have small group meetings with your friends to present your portfolios and make peer evaluations next week (Week 10). That is why you need to make sure that your portfolio is ready, having all the relevant products from the previous weeks.

Please use the checklist below to finalize your portfolio. If you can put ✓ for all the items listed, it means that your portfolio includes all the necessary products.

Weeks & Activities		Products you added to your portfolios	✓
WEEK 2	Get to know activity on Edmodo	Introduction & Photos	
WEEK 3	Poster created on Canva	Poster	
WEEK 6	Cartoon created on Pixton	Cartoon	
WEEK 7	Research about human rights application/abuse all around the world	<u>Links</u> to the news mentioned in the task sheet Notes explaining the news (from the task sheet)	
WEEK 8	Research about “Expression of Human Rights on Arts”	Photo or link to the artwork A paragraph explaining it (from the task sheet)	
All the work included in my portfolio is the <u>revised version</u> of my work based on the feedback I received from the instructor.			
There are no spelling or punctuation mistakes in my portfolio.			
I worked on its design and my portfolio is appealing to the eye.			
All the work included in my portfolio is mine and I have taken the necessary steps to make sure that it is not plagiarized in any form.			

When you finalize your portfolio by considering all the criteria above, you need to **share the link of your portfolio on LMS as submission.**



End Product



1

2

3

4

5

6

7

B2 PROJECT

Human Rights Flip Book

B2 students at ScOLa were offered a new extracurricular activity "B2 Project" in the fall semester of the 2020-2021 academic year at Özyeğin University. Students in this project engaged in a variety of activities promoting 21st-century skills for 10 weeks, and had the opportunity to improve their language skills while expanding their world knowledge in the context of human rights.

This flipbook illustrates some samples of works done by students attending the B2 Project.

Posters: Students chose a UDHR (Universal Declaration of Human Rights) article and created their posters by adding their own relevant sentences which can be quotable.

Comics: Students created comics on a UDHR article of their choice.

Crossword Puzzle: Students created crossword puzzles by using the new vocabulary and the knowledge they gained from the research process and discussions in the first weeks. You can solve the puzzle online by scanning the QR codes presented.

Expression of Human Rights in Arts: Doing some research on how human rights are expressed in different forms of arts, students shared their findings.

Mid-Project Reflections: Students shared their thoughts and comments on the tasks and the process.

Human Rights Day Videos: You can scan the QR code to watch the video of the B2 project students sharing their thoughts about human rights.

UDHR Responsibility Statements: After the detailed exploration of the UDHR articles, students worked collaboratively to come up with the responsibilities corresponding to each UDHR article.

Asgardia the Space Nation: Students were introduced to Asgardia and worked collaboratively to suggest some rights for Asgardians thinking critically about the UDHR and the different circumstances Asgardians may have in space.

End-of-project Video Reflections: You can scan the QR code to find the folder where you can watch a 3-minute video reflection by each student completing the project successfully.

2/44

Collective Human Rights Flipbook



End Product



Google Sites

About Me! Week 3 Week 6 Week 7 **Week 8** Week 10

ar Zeynep Hızlı About Me! Week 3 Week 6 Week 7 Week 8 Week 10

Expression of Human Rights on Art & Week 8



Unite (1969) - Artist: Barbara Jones-Hogu

About Me

Hello everyone,

My name is Bahar Zeynep. I am 20 years old. My friends don't have much activity in this area, so I will finish a book every month. In addition, I will watch movies and recommend them. I will study psychology at Özyeğin University. I saw many pictures of the university. I am very active such as clubs organize an event every week. I joined the psychology club and despite the distance education, the students organized many activities. I don't have much information about the school because of distance education so I have nothing to say about the feature I dislike. I want to join "History Detectives" club. I will probably join the club this week. I expect our teacher to help us improve our English skills. Moreover, we will have information about human rights. I expect everyone in the class to get along well with each other.

. When I first looked at this painting, I immediately understood the human rights depicted. The painting depicts black people who suffer from inequality due to differences in skin color (article 2). When we look at the painting, we see black people and these people have their hands in the air with fists. From my perspective, this painting expresses the inequality black people suffer owing to their skin color, but they oppose this inequality and raise their hands without fear. In addition, when I look at this painting, the word freedom comes to my mind. Black people do not live freely (article 3) so they face many problems. According to human rights, people have the right to live equally and freely regardless of skin color. Artist painted these rights very accurately and clearly. Articles 2 and 3 are expressed in this painting. According to Article 2 of the declaration of human rights, people have the same rights as other people regardless of their skin color, so no discrimination can be made against them. Artist wanted to indicate this by drawing the skin color of the people in the painting in black. According to article 3 of the declaration of human rights, every human being has the right to live in freedom and safety. Artist drew the hands of black people with fists in the painting, which was made to defend their freedom and show that they were united.

. www.culturetype.com/2017/11/21/chicago-artist-barbara-jones-hogu-a

Individual Digital Learning Portfolio



End Product



Google Sites

^ About me

Edmodo Homework

Canva Homework

Pixton Homework

Week 6/ Task 2 Homework

Week 7/ Task 1 Homework

End Of Project (Reflection Video)

UGANDA

-CHILD BRIDES-

Sources:

<https://news.un.org/en/story/2021/03/1088342>

<https://www.bbc.com/news/world-56292247>

UHDR Articles:

According to Article 26, primary schooling should be free. All children have the right to go to school and everyone should go to school. All children should be able to learn a profession or continue your studies as far as they wish. At school, they should be able to develop all their talents. According to Article 16, nobody should force a person to marry.

Violation: Lots of adolescent girls are not allowed to attend class at a primary school in Uganda by their families. They are forced to marry. Their childhood is being stolen. I mean, they are exposed to be child bride. In addition, they have a lot of health issues due to child marriage. To illustrate, they can die during the birth.

Effective Action: Education is really significant factor for this problem. Families who are not educated very well tend to see their girls worthless. Owing to this, they sell their girls in return of money. Nevertheless, all of people have to do something in order to save lives of these innocent girls. The biggest responsibility should be taken by the government. For instance, severe sanctions can be imposed by government on parents who marry their children without their permission and restrict right of their



ALL COUNTRIES WHO STILL ALLOW MODERN SLAVERY

-SLAVE TRADE-

Source:

<https://news.un.org/en/story/2020/12/1079002>

UHDR Articles: According to Article 4, nobody has the right to treat you as his or her slave and you should not make anyone your slave. Slavery shouldn't be accepted in anywhere. In addition; according to Article 5, nobody has the right to torture you. Torture is so widespread in slavery.

Violation: There are millions of people of African descent who suffered under the brutal system of slavery and the transatlantic slave trade. By taking the rights of these people, they are exposed to incline vulnerable. Furthermore, they start to lose their health as well as they are physically and mentally depressed. Even, they start to lose enthusiasm about living. A lot of slaves are viciously tortured. Because of these tortures, they can't stand and they commit a suicide.

Application: Commemorating the International Day for the Abolition of Slavery, the United Nations Secretary-General highlighted the impact of the

Individual Digital Learning Portfolio



Sabancı Üniversitesi

Student Reflections



What are the reflections and outcomes of English Language Learners in a university setting who participate in a Human Rights extracurricular activity, regarding their language skills and understanding of human rights?

Student Reflections



WEEK 6: MID-PROJECT REFLECTION

Answer the questions by providing specific details in guidance with the task criteria below.

WEEK 7	CRITERIA FOR THE TASK 2
	<p>Your reflection (responses) should meet all the requirements below:</p> <ul style="list-style-type: none">• is relevant to the questions• presents <u>specific details and examples</u> (UDHR, tasks, meetings, etc.) about the project experience• has a <u>5- 10 sentence response</u> to each question

1. How did you initially feel and what were your expectations when you were introduced to the B2 project?
2. Reflect on your experience with the B2 project so far.
3. In what ways has it been similar to or different from what you expected?
4. What have you learned so far?

Student Reflections



"Generally speaking, project went beyond my expectations. As a freshly graduated school student, I have my own image of projects, done in traditional way. Projects, before, were to me as simple as collecting academic data, mainly from online resources. I didn't expect this creative way of projects. In other words, project was similar to my expectation when it comes to the overall image, but was really different from it when it comes to the details, tools used and integration."

"Firstly I thought that the B2 project was similar to a high school project. But after the first lesson, I realized that this B2 project is not similar to a high school project."

"First of all, the meetings were more active than I expected. I also thought I would be quieter in these meetings. But on the contrary I think I am active."

"Even though our lessons going through in online, I know many friends thanks to B2 project. Because these students are not in my class. If I had not participated the B2 student, I would have not known these people."

"We are in the middle of this project, so we do not complete all the tasks and meetings that we have to do. But in my opinion, even if we had just 6 weeks It is going well than I expected. I did not expect that I am going to learn that much."

"It is getting harder to keep my bond to the project every week. Nevertheless, I believe that when our project is finished, it will be good. Moreover, I learned to become loyal to the thing that I start. Although I don't want to keep continue, I am still trying to finish. This is an extraordinary skill for me to learn."



Student Reflections



WEEK 10 TASK PHASE 1	END OF PROJECT REFLECTION
<p>You need to refer to your tasks/ notes from the previous weeks to answer the reflection questions below. Make sure they are available before you begin.</p>	
<p>Answer the questions below by providing specific details.</p>	
<ol style="list-style-type: none">1. Has attending the project helped you with your language skills (reading, listening, writing and speaking)? Which one(s) and how?2. Has attending the project helped you have a better understanding of human rights both in your country and globally? Can you give us examples?3. Has attending the project helped you improve your 21st century skills (collaboration, communication, creativity, critical thinking, technology literacy)?4. Did you find the synchronous sessions useful? Explain why.5. Did you find the asynchronous sessions useful? Explain why.6. Which tasks did you find the most interesting? Describe the task and explain why.7. If you had to describe the project by three adjectives/sentences, what would they be?8. Would you recommend this project to the next semester students? If yes, what are the reasons one should join this project? If not, what were the challenges you faced?	

WEEK 10 TASK PHASE 1	CRITERIA FOR THE TASK
<p>Your end of project reflection (responses) should meet all the requirements below:</p> <ul style="list-style-type: none">● is relevant to the questions● has a 5- 10 sentence response to each question● presents specific details and examples (UDHR, tasks, meetings etc.) about the project experience● includes appropriate grammar structures used accurately (B2 level)● includes appropriate vocabulary use (B2 level)	

Student Reflections



WEEK 10 TASK PHASE 2	END OF PROJECT VIDEO REFLECTION
<p>You need your responses in PHASE 1 to complete this task.</p> <p>Record a 3-minute reflection video on your overall experience participating in the B2 Project by using your notes (responses) in phase 1.</p> <p>You need to record your video on LMS Poodll. You are not asked to upload a video you recorded on another device.</p>	

WEEK 10 TASK STEP 2	CRITERIA FOR THE TASK
<p>Your video reflection should meet all the requirements below:</p> <ul style="list-style-type: none">• Is about 3 minutes.• includes 3 responses from step 1.• presents specific details and examples (UDHR, tasks, meetings etc.) about the project experience.• includes appropriate grammar structures used accurately (B2 level)• includes appropriate vocabulary use (B2 level) and good pronunciation <p>Before shooting the video, make sure that you</p> <ul style="list-style-type: none">• dress appropriately.• have a solid background (wall), not furniture etc.• don't read from your notes because it is a speaking task.	

THANK YOU

SCAN IT TO WATCH STUDENT REFLECTIONS

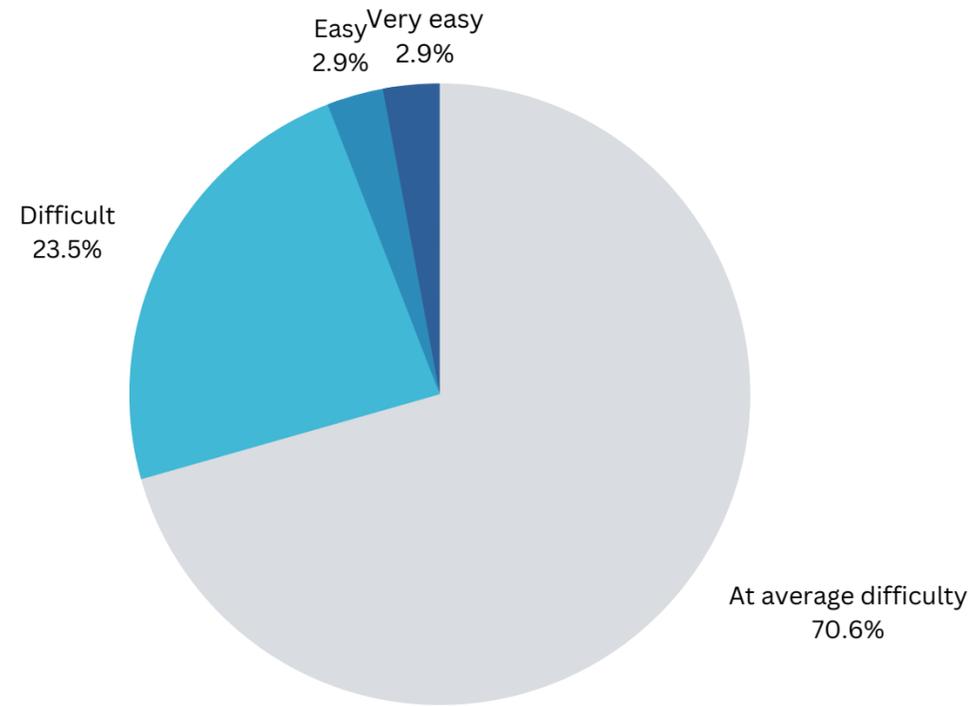
Keep the spirit of HUMAN RIGHTS alive and try your best for the betterment of the future!

A QR code is positioned on the left side of the block. To its right is a grid of small video thumbnails showing various students. Below the grid, the text 'THANK YOU' is written in a stylized font. At the bottom, a message encourages students to keep the spirit of human rights alive.

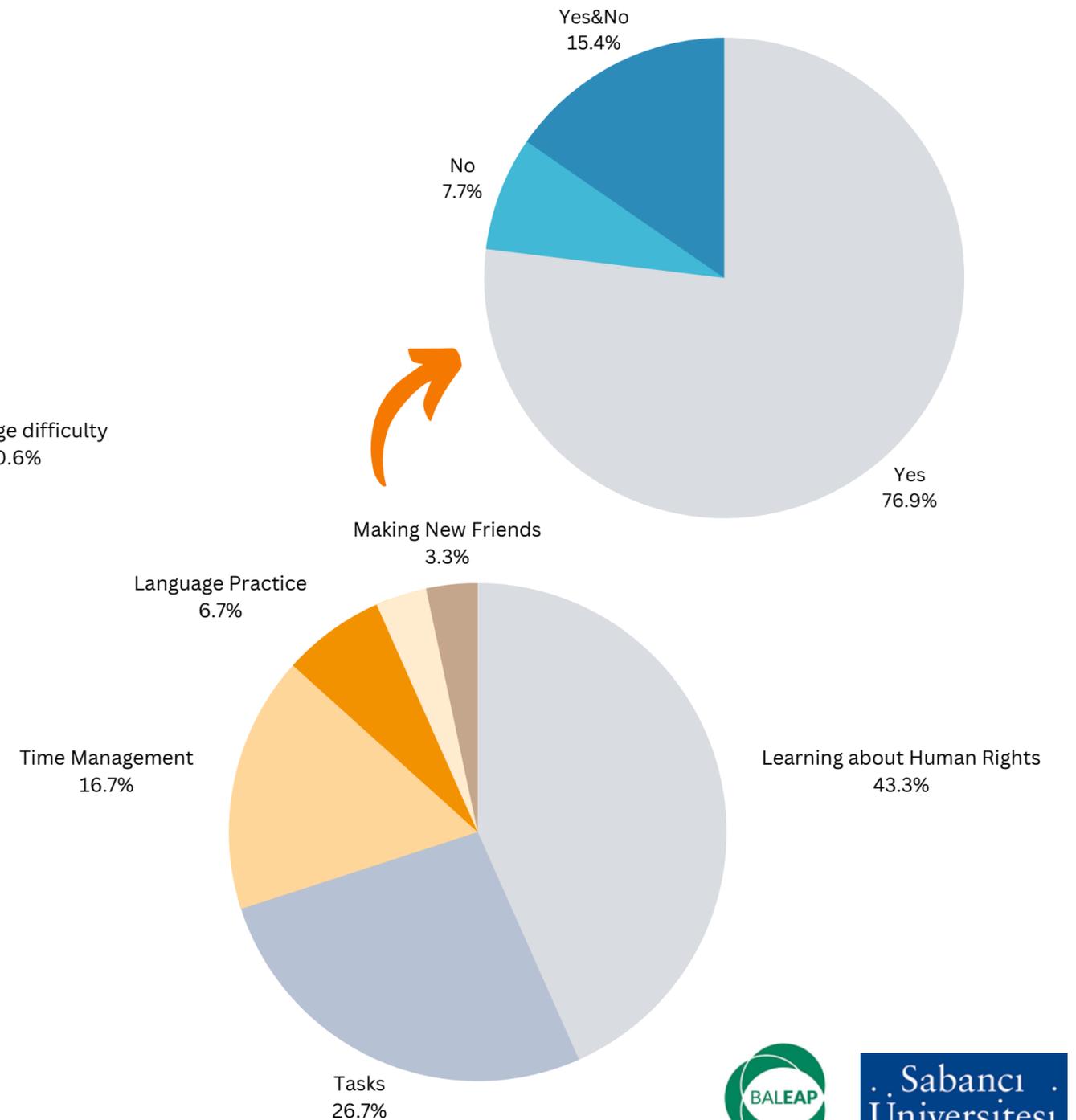
Student Reflections



I found the project class



I found the project class motivating



Student Reflections



"In first weeks, I participated this project for 3 points but after that I thought that **I got to learn about different human rights aspects as well as what is happening around the world**" (P1, P10, P11, P16, P17, P18, P19, P21, P23, P25, P26, P29, P31)

"**variety of tasks** to do in the project" (P22, P24, P26, P28, P31, P33, P34) "tasks were totally instructive (P33)

"because it is essential responsibility for me and also I learned that **time management** from project" (P3, P8, P9, P11, P34)

"because it help me a lot to **practice English** more" (P7, P31)

"because our teacher and my classmates are **supportive**" (P2)

"because knowing that I am **making new friends** motivates me" (P17)

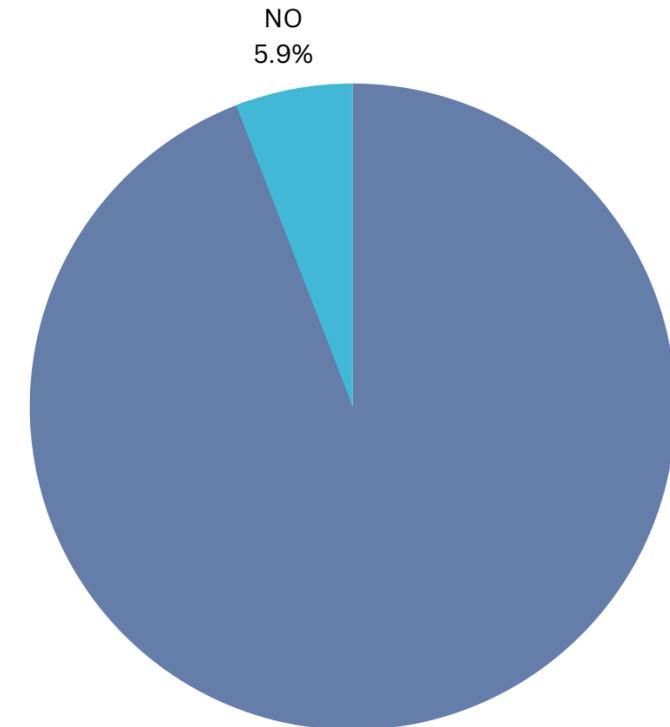


Student Reflections



YES
100%

Did this project class influence your 21st century skills such as critical thinking, problem solving, creativity, collaboration and technology use?



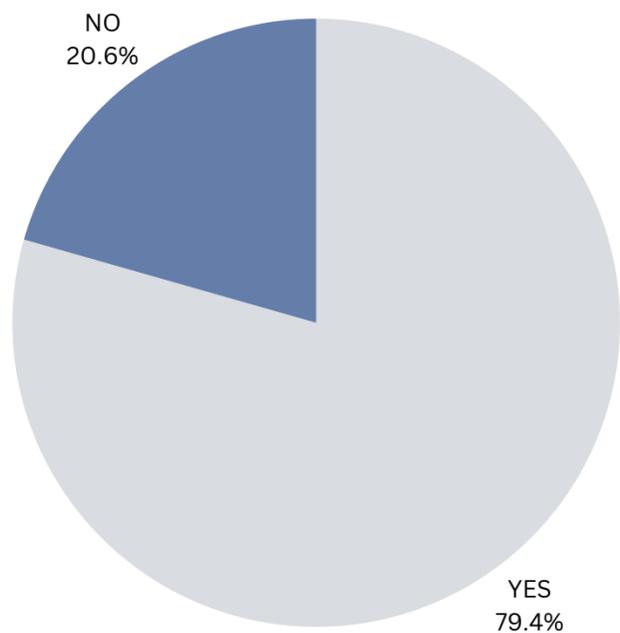
YES
94.1%

"It did beacuse we had different kind of tasks and all of these was designed for us to influence these skills."(P4)

19 Ss --> Tasks



Did this project class influence the way you feel about yourself?



"I feel very grateful because I see so many people who can't use their human rights" (P1, P17, P18)

"This project class influenced the way I feel about myself because now I know my rights and others limits better" (P8, P21)

"I learn many things about the what happen in the world (P5) and human rights" (P7, P9, P21, P22, P29)

"it eventually improved my self-esteem, my self-confidence and it broaden my background about UDHR arts and some global issues about Humans Right. And it broaden my background about politic and social issues that were new to me" (P33)

"I became more sensitive about violations. I felt sorry when I read violations about human rights from all over the world" (P31)

"I can have a critical perspective now thanks to the project" (P6)

"It make me think about myself and it helped me criticize myself" (P10)

"I'm more than myself in trying and researching" (P14)

"it has made me discover some of my skills that I am not even aware of myself. The assignments and the things we had to do taught me that I love to research and that I have to do something for human rights" (P33)

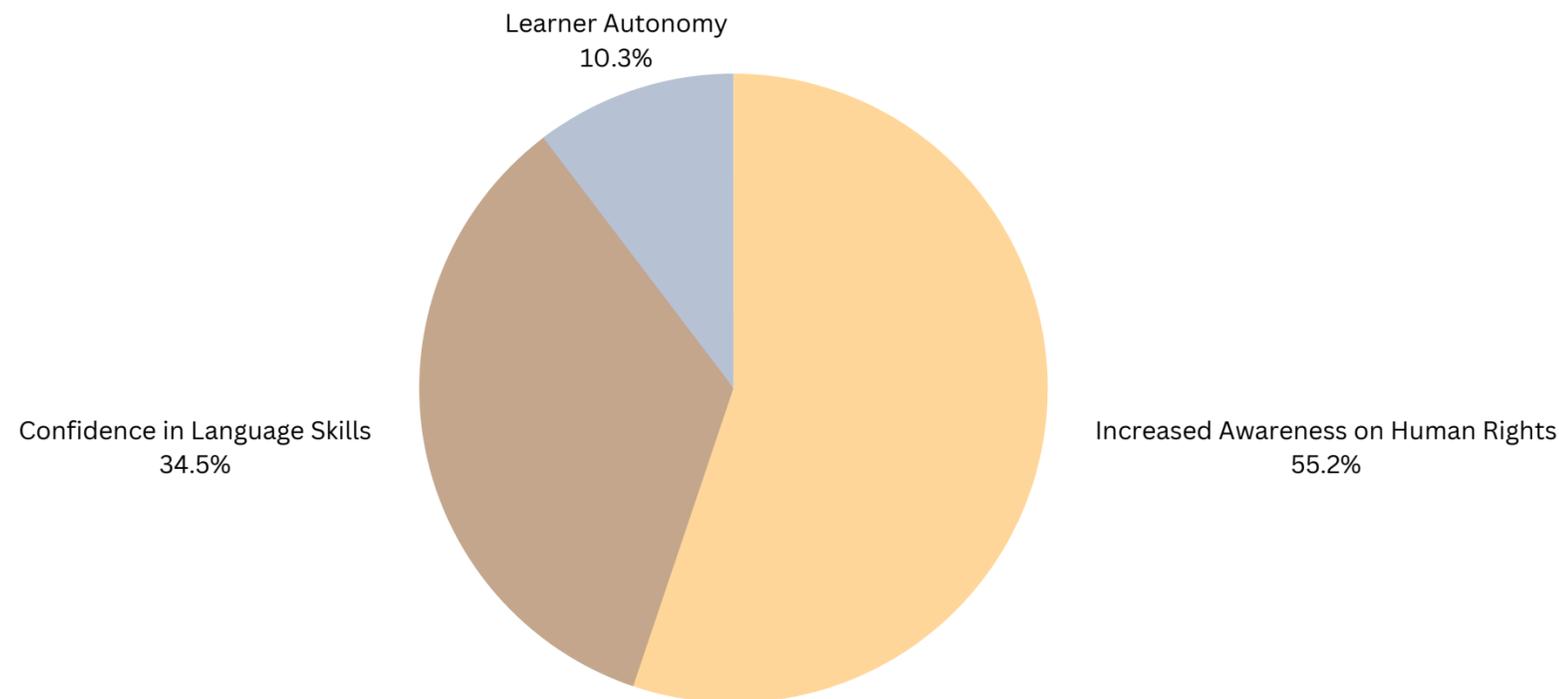
"before the project I didn't know that I could be disciplined that much" (P11)

"I gained confidence because I got used to speak in front of the people which I did not meet before" (P4)

"because when I speak in English more, I feel myself better" (P15)

" have been given lots of opportunities to express myself" (P17)

and feeling more confident (P21, P28, P32)



Sample Task Demonstration



Mission

Asgardia aims to unite people in a transnational, equal and progressive society to build a new home for humanity in space and protect our cradle — planet Earth.

Nation of the Future

Scientists and inventors, IT specialists and engineers, entrepreneurs and lawyers, writers and poets, artists and philosophers, students, cosmopolitans and, of course, dreamers are the ones who become Asgardians.

One Humanity — One Unity.

Sample Task Demonstration



ASGARDIA
THE SPACE NATION

About Social News Menu

En Log in

Asgardian political history

1 014 904 Asgardians from 235 countries chose the new future

Asgardia's calendar

Dr. Igor Ashurbeyli presents the new Asgardian calendar for future adoption by the Parliament of the Space Nation.

March 6, 2017 / Aries 9, 0001

Asgardia is founded

At a press conference at the Ritz hotel in Paris, Dr. Igor Ashurbeyli announces the creation of the First Space Nation.

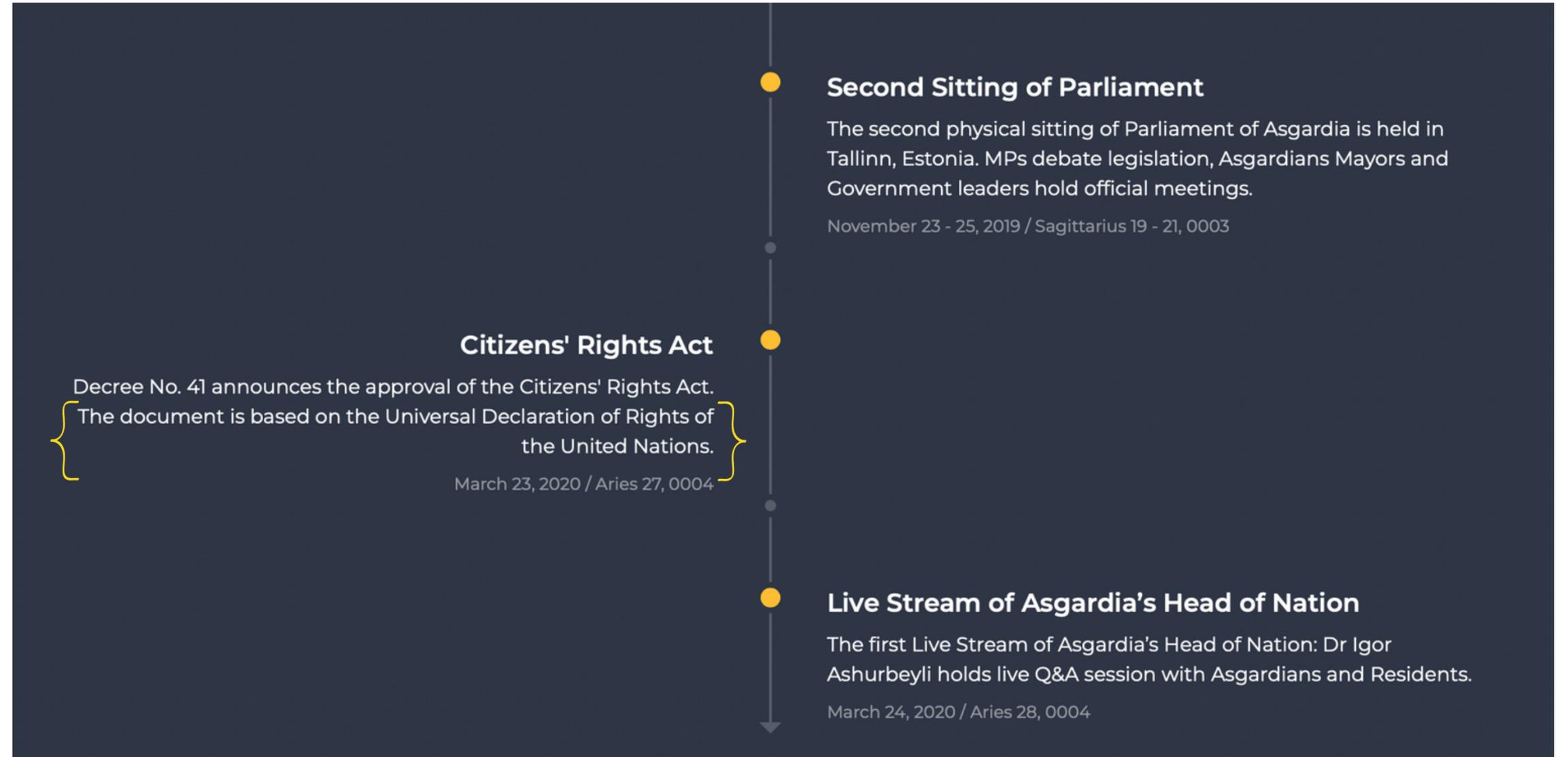
October 12, 2016 / Ophiuchus 6, 0000

Asgardian Declaration of Unity

Asgardia's Declaration of Unity is presented to the people of Asgardia. The document states that Asgardia is a free and unified Space Nation.

March 27, 2017 / Taurus 2, 0001

Sample Task Demonstration



Sample Task Demonstration



You have been given the responsibility to create a peaceful society in Asgardia. To achieve this, you need to create a document that outlines the principles of peace, equality, and well-being for all citizens of the nation.

This will require you to revise the **Universal Declaration of Human Rights (UDHR)** in a way that is appropriate for Asgardia's specific needs and values.



Sample Task Demonstration



SCAN FOR UDHR ARTICLES



1. Review the articles listed in the Universal Declaration of Human Rights (UDHR) with a focus on the specific needs of Asgardians.
2. Which 5 articles in this document do you think should be prioritized for Asgardians?

3. Share your thoughts on which articles should be prioritized and explain why you feel they are particularly crucial for the well-being of Asgardians?



Sample Task Demonstration



SCAN FOR UDHR ARTICLES

1. Consider two new rights that are not currently included in the Universal Declaration of Human Rights (UDHR) but would be important to have for Asgardians.
2. Explain why you think these new rights could be crucial for the well-being of Asgardians.



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Sample Task Demonstration



SUGGESTIONS FOR ASGARDIANS

Everyone should be free in their sexual orientation. No one has the right to judge people because of their sexual orientation.

All the resources of Asgardia should be used equally by all citizens.

Everyone should have the right to have a child, no matter which nation, religion, color they are from. However, there can be a limit on the number of children due to limited resources.

SUGGESTIONS FOR ASGARDIANS

Everyone should have the right to have all his rights even in case of statelessness.

Everybody should have the right to get free and quality education until the end of their education lives.

All citizens in Asgardia should have the right to speak their own language within the borders of Asgardia. Furthermore, they have the right to continue the culture of the country they come from.

People should be allowed to turn back to Earth whenever they want.

Reflection & Discussion



- What was your favorite example task that was shared during the workshop? How could you adapt it to your own teaching context?
- How do you think implementing an HRE project as an extracurricular activity could benefit your students? What challenges do you anticipate facing in implementing such a project?
- What do you think are some potential barriers to students' engagement with the project? How could you address these barriers to ensure that all students feel motivated to participate?

References



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HUMAN RIGHTS PROJECT

AS AN EXTRACURRICULAR ACTIVITY FOR ENGLISH LANGUAGE LEARNERS IN A UNIVERSITY SETTING

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SCAN FOR FEEDBACK



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