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| **Rationale**  The purpose of this task is to introduce students to the issue of human rights which is prevalent throughout other more complex activities. By utilising a graphic organiser, students will be able to prime their thoughts and prepare themselves for the information that they will learn throughout the rest of this resource. By the end of this activity, it is expected that students become more aware of the complex and sometimes even controversial issues surrounding human rights and human rights abuses throughout the world.  **Approach**   * Metacognition   + Graphic Organisers:     - The use of the Venn Diagram allows students to compare and contrast the various ways in which different countries and cultures treat human rights. In addition, it allows students to develop their skills in note-taking and in organising their thoughts to be more cohesive and comprehensive * Bloom’s Taxonomy   + Knowledge:     - As a quite basic task that aims to introduce students to the issue of human rights, students will likely write down the information they have collected after exploring the Amnesty International website   + Comprehension     - This task requires that students have an understanding of the headlines and information they find on the Amnesty International website * Inquiry-based Learning   + Students will not simply be transmitted information, rather, this activity requires that students become ‘hands one’ quite early in the sequence of activities   **Links to Curriculum**  General Capabilities   * Intercultural understanding:   + Students will be given the opportunity to recognise the commonalities and differences between different cultures and countries * Critical and creative understanding:   + It is desired that students will begin to question and critically deal with the ethical complexities currently facing society today * Ethical understanding:   + Students are introduced the issue of human rights   Subject Curriculums   * History: Students are developing their research and critical thinking skills, which are vital to the discipline of history * Chinese: Students will investigate the Chinese culture, as well as Australia or one of their own choice |

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| **Teacher’s Note:**  This activity can either be set up within the classroom or as a homework task for students to complete. However, if set as a homework task, it is desired if the quality of the work produced would be higher than if completed in the former option. When it is complete, you can also ask your students to discuss their findings with the whole class and give feedback on their answers. |

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| **Brainstorming & Investigating: Venn Diagram on Human Rights**  **头脑风暴&调查研究：制作关于人权的维恩图解**  It can be argued that every country has its own way of treating human rights. To what extent is this true?  也许有人会说每个国家都有自己的人权法，你是这么认为的吗？  Amnesty International is a global organisation that works to protect human rights from abuse. Go to the website (<http://www.amnesty.org.au/>), and type ‘China’ and ‘Australia’ (or, another country) into the search bar.  国际特赦组织是一个保护人权受到威胁时提供帮助的国际组织。浏览它的官方网站（<http://www.amnesty.org.au/>)并且在搜索栏输入“中国”和“澳大利亚”(或者其他的国家)，看看有什么发现。  Consider the following, and complete the Venn Diagram below, comparing both countries:  根据以下问题思考并且比较两个国家对于人权问题的不同的做法，完成维恩图解：   1. What does the results page say?   你搜索到了那些结果？   1. What does that tell us about the treatment of human rights in that country?   在他们国家是怎样对待人权问题的？ |

