

## THE PRAGUE POST

*The Prague Post*, November 14, page A1  
**'A hard habit to break'**

**Before reading:**

Why do you think some people take drugs? Are drugs dangerous? How and for whom? Where can addicted people find help?

**Questions after reading:**

1. What is the Drop In center? What is its mission? When was it founded? (use information from the whole article)
2. What is the story of Štěpána? (use information from the whole article)
3. Is it easy to stop major drug abuse? What are the odds?
4. How many heroin users are in the Czech Republic?
5. How does Ms. Sedláčková describe a typical drug user? What is usually their background?
6. Does government support drug rehabilitation?
7. What do Drop In center workers do to stem the spread of HIV?

**Vocabulary:**

*alienation* – odcizení  
*to resume* – znovu začít  
*to stem* – zastavit  
*syringe* – stříkačka

**Extracts from Message from UN Secretary-General on The International Day of Tolerance, November 16, 2001**

Since the horrific attacks of 11 September, the world has found itself united as never before. Millions of people across many societies and cultures have reaffirmed their understanding that we all belong to the same human family... One of those values is tolerance. This keystone of human rights, pluralism and democracy stands for openness, dialogue, understanding and respect for others. It is a value that makes peace possible. And without peace, there can be neither progress nor development... More than ever, the work for tolerance requires a renewed engagement from every one of us. On this International Day, let us reaffirm our commitment to tolerance, dialogue and solidarity, among ourselves, in our families and our communities, as well as in our relations with other nations and peoples of the world...

Kofi A. Annan

*The Prague Post*, November 14, page B7  
**'A little help from a friend'**

**Before reading:**

Have you been thinking about helping other people or children? What do you do or how would you like to help? What do you know about the 'Pět P' program? What do you think it could be?

Try to understand the article without using a dictionary. Remember: you do not need to understand every word in order to understand the whole article!

**Questions after reading:**

1. What is the 'Pět P' program? What is its goal? Who can participate? Where, in the Czech Republic, does this program exist? (use information from the whole article)
2. Who is funding and who is running this program?
3. Who are Zdeněk Dičko and Vít Létal? What activities do they do when they meet? (use information from the whole article)
4. What is very important for these friends according to Ms. Sozanská?
5. In the article, find information about the international recognition of the Czech association of Big Brother Big Sister International and its advantages for the Czech branch.
6. In the article, find information about Big Brother Big Sister International, their history and their activities.
7. What challenges did the program face in Eastern Europe?

If you did not know how to help, and you think that 'Pět P' is a useful program, you can contact the Hestia organization (the address is below the article) for more information, and get involved as a volunteer. You can send us a note about your help.



*The Prague Post*, November 21, page A1  
**'Days off dissent'**

**Before reading:**

What state holidays are celebrated in the Czech Republic? What do you know about revolutionary student movements? What happened on November 17, 1939? What do you know about 1968's events? What about November 17, 1989? Share your knowledge with the rest of the class. Were these events essential for people living in Czechoslovakia (the Czech Republic)? Why?

**Questions after reading:**

1. What is President Havel concerned about? Why do you think people should not forget what happened?
2. What happened on October 28, 1939? What did the students fight for?
3. What did students do on the day of Opletal's funeral? What happened two days later?
4. What happened to the veterans of the 1939 student protests during the communist regime?
5. Who is Jakub Čermín? Re-tell the story of his life.
6. How does Ladislav Mravec describe the events in 1967?
7. What was the name of the manifesto calling for democratization of the country?
8. What happened on August 21, 1968, in November 1968 and in January 1969?
9. Who is Ladislav Mravec? Re-tell the story of his life.
10. What did the Soviet Union begin to do in 1989?
11. Describe the events of November 1989. What was the result of the unrest?
12. How did some people express their disillusion and dissatisfaction with the current Czech ruling class? What was the motivation for the movement?
13. Who is Martin Mejstřík?

**Vocabulary:**

*to trigger* – spustit, bít impulzem  
*oblivion* – zapomnění, zapomenutí  
*throng* – zástup, dav  
*subversion* – rozvracečství  
*baton wielding* – vládnoucí obuškem (mající obušek k dispozici)  
*riot police* – policejní jednotka sloužící při nepokojích

**Activity:**

Interview people who remember the above-mentioned events, then share it with your class.

# LESSON PLAN: Human Rights II - CHILDREN'S RIGHTS

**What do you need in your life? What are the most important things, people and conditions for you? What was different when you were under 15 years of age? Have your values changed? How?**

**What do you know about the living conditions of children in other parts of the world? Find information about the conditions in different countries – rich and poor. Where will you look for information? Try to use the Internet, magazines and newspapers. Work in teams and present your findings to the rest of the class.**

Did you find, for example, the following information?

- half of the children in the world do not have access to education
- 30,000 children die of hunger every day
- 13% of children in the U.S.A. are obese

Often children around the world suffer abuses:

- o Children are forced to work under extremely difficult conditions.
- o Refugee children are separated from their families.
- o Children are recruited or kidnapped to serve as soldiers in military forces.
- o Street children are killed or tortured by police.
- o Orphaned and abandoned children are often housed in appalling institutions where they suffer from cruelty and neglect; many die.
- o For some students, life in and outside of the classroom is intolerable (many children suffer discrimination, abuse, sexual violence etc.)

## **Vocabulary:**

*torture – t rání*  
*refugee – utečenec, uprchlík*  
*abandoned – opuštěn*

**What rights should children have? Make a list and compare it with the Convention on the Rights of the Child (can be found on [www.unicef.org/crc](http://www.unicef.org/crc))**

In the past, human rights groups usually focused their attention on the rights of adults. The situation for the voiceless population – children – is, however, getting better. On November 20, 1989, the 'Convention on the Rights of the Child' was adopted by the United Nations General Assembly. The Convention promises children around the world the right to life, liberty, education, and health care. It provides protection to children in armed conflict, protection from discrimination, protection from torture or cruel, inhuman or degrading treatment or punishment, protection within the justice system, and protection from economic exploitation, in addition to many other fundamental protections.

## **Vocabulary:**

*exploitation – vykořisťování, zneužívání*

Despite all UN efforts, children are still denied basic rights in some places.

## **Child labor**

The International Labor Organization has estimated that 250 million children between the ages of five and fourteen work in developing countries – at least 120 million on a full-time basis. 61% of these are in Asia, 32% in Africa, 7% in Latin America. Children who work long hours, often in dangerous and unhealthy conditions, are exposed to lasting physical and psychological harm. Working at looms, for example, has left children disabled with eye damage, lung disease, or stunted growth. These children are deprived of education and a normal childhood.

## **Vocabulary:**

*loom – tkalcovsk stav*  
*stunted – zakrněl*

## **Refugee children**

Children suffer not only from war but many refugee children continue to suffer human rights abuses in countries of asylum and many of them lose their parents. More than half of the world's refugee population are children.

In 1994, war and genocide in Rwanda killed between 500,000 and 800,000 people and an estimated two million Rwandans ran to neighboring countries, where they lived in refugee camps. Many thousands of children were separated from their parents while running from the war area. The Red Cross and other organizations started a long process – preparing a database of lost children and parents who were looking for their children. The goal was to reunite families. By December 31, 1997, the database contained 271,297 names, of which 119,577 were of children registered as unaccompanied. 48% of children were reunited with their families.

## **Children in war**

Some 300,000 children are serving as soldiers in current armed conflicts. Many are abducted or recruited by force, and often have to follow orders under threat of death. During war conflicts, society breaks down and children are left with no access to school and no home and family. Many children perceive armed groups as their best chance for survival. Others seek escape from poverty or join military forces to avenge the death of family members. Children are often given drugs to overcome their fear or reluctance to fight. Child soldiers are being used in more than thirty countries around the world.

## **Vocabulary:**

*to abduct – unést*  
*to perceive – chápat*  
*to avenge – pomstít*

## **Street children**

The term *street children* refers to children for whom the street, more than their family, has become their real home. It includes children who might not neces-

sarily be homeless or without families, but who live in situations where there is no protection, supervision or direction from responsible adults. International attention is focused on the social, economic and health problems of these children – poverty, lack of education, AIDS and prostitution. Not enough attention has been paid to the constant police violence and abuse they suffer. Massive killing of street children was reported, for example, in Brazil and Colombia. The public view of street children in many countries is very negative. Some people view street children as almost sub-human.

## **Orphaned children**

Throughout the world, an unknown number of children, probably millions, are kept in orphanages and other non-penal institutions. Many of these children are kept in grossly substandard facilities and provided with inhuman care; many are left to die. Ironically, those responsible for nurturing and providing for the children they take into their care often physically and sexually abuse the children, and subject them to other cruel and degrading treatment. Organization Human Rights Watch reports on the treatment of children in orphanages in Romania, China and Russia on [www.hrw.org](http://www.hrw.org).

## **Vocabulary:**

*orphan – sirotek*  
*non-penal – netrestní*

## **Violence against children in schools**

In some countries, school officials use corporal punishment to maintain classroom discipline and to punish children for poor academic performance. In other countries, authorities fail to protect minority children from harassment and attacks by other students. In Kenya, for example, the School Discipline Regulations authorized the use of corporal punishment in schools but failed to regulate its use. The result was that children suffered not only bruises and small cuts, but sometimes even broken fingers, knocked-out teeth or even death.

## **Vocabulary:**

*corporal – tělesn*  
*to intervene – zasáhnout, zakročit*



**What are your dreams? Share your dreams with your neighbor. You can also write an essay or a poem or draw a picture.**

**What do you think the dreams of the children whose lives were described in this lesson plan are?**

**Do you think that the rest of the world is helping enough? Find information about disinterest and efforts to help.**

**Discuss what could and should be done.**

(info from [www.hrw.org](http://www.hrw.org) and [www.icrc.org](http://www.icrc.org) was used)

## WHAT'S LIFE LIKE for some children ?

Story of a boy living in a war:

"My name is Patricio Nthupuela. When I was born, my country was at war. One day an armed group of people entered our village, bombed our houses and burned them. Both my parents were killed. Many other people were killed, too. A few years later, more violence rocked our village. Armed people kidnapped my sister and several of my cousins. Luckily, I was able to escape the attack. Many people left our village, crossed the borders and went into

neighboring countries. They now live in refugee camps.

I had always wanted to study. A few years ago, after realizing that I could not study in my village because of the war, I decided to move to a town 100 miles away. As I was traveling, a land-mine blew up our car. In the explosion I lost both my arms.

It was very hard for me to be without both arms. But I wasn't going to give up. I soon learned to write by holding a pencil in my mouth. In spite of my disability, I

was admitted to school, and later, I passed the fourth and fifth grades. Now I am in the sixth grade. At school, my friends are very helpful, always ready to do whatever they can. I can put my clothes on, but I can't fasten the buttons.

I would like to have artificial arms. I have even traveled to the capital to find them. So far, I have not been lucky. Luck is not on your side when you are crippled and have nobody in the world."

(this story was found on [www.un.org](http://www.un.org))

## STORY TIME:



## Paca and Beetle (story from Brazil)

A green and gold parrot watched a small brown beetle crawl along the endless riverbank.

"Good morning," squawked the parrot. "Where are you going?"

"I am on a long journey," replied the beetle.

Just then, a paca, a small rat-like creature, ran by. The swift-footed paca dashed circles around the beetle and laughed. "You are going on a journey? You crawl so slowly that it will take your entire life to reach your destination! If you could move as I do, you would be more likely to accomplish something. Look at how fast I can run!"

Paca demonstrated his speed by darting to and fro. "You will never get anywhere!" he mocked. "You are too slow!"

The brown beetle ignored the paca's insulting words and kept creeping along. The parrot looked down at the two and said, "Paca, your words are boastful but not necessarily true. Beetle is slow, but he gets where he wants to be. Perhaps the two of you would like to have a race. Each of you go to the tree around the river bend as fast as you are able. I will give whoever gets there first a new coat as a prize."

Paca said, "Surely with my speed I will

win! I would choose a fine yellow coat with black spots like the jaguar. That would be a fitting replacement for my brown and white fur."

Beetle replied, "I agree to the race, and if I win, I want a coat just like yours, my wise parrot friend."

"Very well," said the parrot. "Go as fast as you can!"

Paca dashed off along the riverbank. "Oh, I shall have a long tail too!" he shouted as he sped away. Suddenly he stopped breathless, and said to himself, "Why rush? The beetle won't arrive for hours!" He walked the riverbank at a comfortable pace, thinking about his beautiful new fur. When he arrived at the tree, a small voice said, "What took you so long, my friend?" Paca's eyes grew wide at the sight of a little brown beetle.

"How did you get here so quickly?" asked the paca.

"I flew," the beetle replied.

"You flew?" screamed the paca. "I didn't know you could fly! You cheated!"

The parrot interrupted, "Beetle did not cheat! I told you both to go as swiftly as you could. Beetle won the race fairly. Just because you were unaware of Beetle's hidden talent doesn't mean that he shouldn't have flown to win. Beetle does

not brag about flying. He keeps his wings modestly folded and uses them only when necessary."

Paca grumbled and went away wearing his plain brown and white color. Meanwhile, the little beetle's back began to shine, for all time, a bright green like the wing feathers of the parrot. Tiny golden spots, the color of the parrot's head, twinkled all over his shell.

(from 'Wisdom Tales' by Heather Forest)

### Vocabulary:

*to crawl* – *lězt (pomalu)*

*to squawk* – *zavřeštět, zaskřehotat*

*to dash* – *uhánět, pádit*

*to dart* – *prudce se pohybovat, skákat, letět (jako šípka)*

*to mock* – *zasměšňovat, vysmívat se*

*to creep* – *lězt, plazit se*

*boastful* – *vychloubačn, chlubiv*

*pace* – *krok, chod, rychlost, tempo*

*to cheat* – *podvádět*

*to brag* – *vychloubat se, chvástat se*

*modesty* – *skromnost*

**Do you think that modesty is an important quality? Why? Why not? Think about an example of being modest from your own life or somebody else's life. Share it with your class. Read the quotations on modesty in Words of Wisdom.**

## WORDS OF WISDOM: Modesty

Always remember when you are on top of the world, that the earth rotates every 24 hours. - Steve G. Makris

It is far more impressive when others dis-

cover your good qualities without your help. - Miss Manners

Modesty is the color of virtue. - Diogenes of Sinope

## LET'S talk in proverbs !

Do you know any Czech proverbs? Try to translate them into English. Think about their meaning and what message they have. Share your opinion with the class.

Do you know any English proverbs? Share them with your class and discuss their meaning.

Here are some English proverbs. Read them carefully and think of Czech equivalents.

**Abird in the hand is worth two in the bush.**

**There is no use crying over spilt milk.**

**Don't count your chickens before they hatch.**

**Make hay while the sun shines.**

**Where there's a will there's a way.**

**Better late than never.**

**All that glitters is not gold.**

**Experience is the best teacher.**

**No news is good news.**

**Live and learn.**

**The more you have, the more you want.**

Do you agree with these proverbs? Choose the one you like best and learn it by heart.

Think of a situation or story when one of the proverbs could be used. Work in pairs and write the story or the situation to your exercise book. Then prepare a role-play and act it in front of the class. You can also illustrate the proverb.

## DID YOU KNOW ?

**Do you know when women got the right to vote in the Czech Republic, Great Britain or the U.S.A.? Try to guess.**

Here is a partial list of when women got the right to vote. Do not be surprised, in some countries it was quite late:

New Zealand – 1893

Australia – 1902

Finland – 1906

the Netherlands and the Soviet Union – 1917

Great Britain – 1918 (women over 30

years of age, men over 21 years of age),

1928 – complete political equality with men

Canada and Luxembourg – 1918

Austria, Czechoslovakia, Germany,

Poland, and Sweden – 1919

the U.S.A. – 1920

Italy and Japan – 1946

Chile, India, and Indonesia – 1949

Switzerland – 1971

# CZE ENGLISH? NO!

Match the names of units in which we usually buy goods with the following items:

Correct answers: tube of toothpaste, pint of milk, can of beer, jar of marmalade, loaf of bread, roll of film, set of knives, deck of playing cards, bunch of flowers, chest of drawers, tin of fish, bar of soap

Deck Jar Tin Roll Bunch Marmalade Fish Beer Toothpaste  
 Can Loaf Set Box Chest Playing cards Knives Bread  
 Pair Bar Pint Tube Ball OF Chocolates String Flowers Milk  
 Film Trousers Drawers Soap

## THE DEVELOPMENT OF TECHNOLOGY

Imagine for a moment a world without telephones. A world where all communication is dependent upon letters and messengers. There is no Internet, no email, no SMS and no instant communication. How would the world be different? Why have things developed the way that they have? Why do we have a GSM network in Europe, while they have a G3 network in Japan? The answers lie in the development of mobile phone technology.

Every piece of technology that we use has a history. There is a reason why we don't only communicate by telegraph. There is a reason why there are dozens of new mobile phones for sale each year. The reason is progress. Scientists and engineers work to create and improve technology so that humanity can continue to learn and grow. As you use the fruits of their labors, think about all the work and time that went into the technology that enables you to speak to friends in other countries in a matter of seconds.

The history of mobile communication begins with the development of the radio. Prior to Marconi's successful radio system in 1897, communication through the air was impossible. Radio was an amazing invention. People were no longer solely dependent upon messengers and mail boats. Suddenly communication was immediate and people didn't have to wait weeks or months to hear news.

The development of mobile communication didn't stop there, however.

On February 22, 1880 Alexander Graham Bell and his cousin Charles Bell communicated over the Photophone, a remarkable invention conceived by Bell. This device transmitted voice over a light beam. A person's voice projected through a glass test tube toward a thin mirror which acted as a transmitter. This was the beginning of telephone communication. While it was tied to telephone wires and operators, it furthered the desire for immediate person-to-person communication.

On December 24, 1906, the first radio band wave communication of human speech was accomplished by Reginald Fessenden over a distance of 11 miles, from Brant Rock, Massachusetts, to ships in the Atlantic Ocean. This was quite a milestone, and many historians regard the radio era as beginning here.

In 1921 United States mobile radios began operating. For the most part, the police used

these frequencies. The first radio systems were one way, sometimes using Morse Code, with police getting out of their cars and then calling their station house on a wired telephone after being paged. Police and emergency services drove mobile radio pioneering, therefore, with little thought given to private, individual telephone use. Equipment in all cases was mostly experimental.

Radio-telephone work was ongoing throughout the world before the war. During World War II, civilian commercial mobile telephone work stopped but intensive radio research and development went on for military use. Instant communication was vital for the war effort. Both sides tried to develop communication systems that would allow troops and commanders to communicate without allowing the enemy to listen. This wasn't accomplished, and instead both sides of a war effort have to communicate using codes.

The roots of mobile communication go back to the 1800s when radio and telephone communication began. The loading coil and vacuum tube made early telephone networks possible. The wireless revolution began when low cost microprocessors and digital switching became available.

In 1967, the Nokia group was formed. Nokia developed digital landline telephone switches. In 1971, Intel introduced the first microprocessor, the 4004. It was originally made for a desktop calculator, but the microprocessor was soon improved and quickly put into all fields of electronics, including cell phones.

On October 17, 1973, Dr. Martin Cooper filed a patent for Motorola entitled 'Radio telephone system.' Europe saw cellular service introduced in 1981, when it began operating in Denmark, Sweden, Finland, and Norway. After this, the whole of Europe patterned a new wireless mobile standard called GSM. GSM stands for Global System for Mobile Communications, although the "C" isn't included in the abbreviation. GSM development began in 1982 by a group of 26 European national phone companies and by the mid-1990s, Europe had the largest multinational mobile communications system. GSM was a rare triumph in European unity, serving as a precursor of alliances yet to come. GSM has served as a platform for other mobile communications technologies such as WAP, GPRS and UTMS which

enable a mobile phone user to use the Internet, send email and do file transfers from any location.

Look at how far this technology has come in just over one hundred years. Imagine where personal communication will be in another hundred years. The possibilities are endless.

### Vocabulary:

- progress - pokrok
- solely - v hradně
- frequencies - frekvence
- precursor - předzvěst
- abbreviation - zkratka

### Exercises

1. Choose a piece of technology you use every day. Trace its history and try to discover what events motivated its development.
2. What technological development would you like to see made in the future? Is it being developed already or is it a new idea?
3. Do you think technology makes life easier or more complicated? Give 3 reasons why.

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