

GRID FOR ACTIVITIES DEVELOPED BY PRE-SERVICE TEACHERS

TITLE OF THE MODULE: HUMAN RIGHTS

COUNTRY OF IMPLEMENTATION: LITHUANIA

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| TITLE OF ADAPTED ACTIVITY UŽUPIS' CONSTITUTION |
| EDUCATIONAL LEVEL FOR WHICH IT IS ADDRESSED TO 8 th /9 th year (secondary school) |
| LANGUAGES CONCERNED IN THE ACTIVITY English – French - Polish |
| TECHNOLOGIES CONCERNED The Užupis Constitution (extracts), Google Street View, Kahoot & Nearpod |
| SUBJECTS CONCERNED English |
| OBJECTIVE/S OF THE ACTIVITY Within the intercultural approach , students will learn about the Republic of Užupis in Vilnius, its constitution based on human rights and will get acquainted with the issues of translation. |
| DESCRIPTION OF THE REAL CONTEXT Physical: school, students Academic: description of the subjects in which it is inserted Class of about 20 students in a Lithuanian secondary school with English taught as a |

foreign language. The class is equipped with a whiteboard and tablets at the students' disposal or students are allowed access to their own mobile phones or computers. Some students in the classroom might have Russian or Polish origins.

DESCRIPTION OF THE ACTIVITY

Pre-activity:

The topic is started by introducing The Užupis Republic (a small bohemian free-spirit district in Vilnius' Old Town which has sarcastically declared its independence in 1999. A once-troublesome area has grown into a beautiful neighbourhood of artists, intellectuals, and entrepreneurs).



The teacher shows the photo and encourages the discussion by asking students some questions such as:

- Could you interpret the main rules of The Užupis Republic from these signs?
- What could they mean?
- Why is the name of the district written in these particular languages?

Activity 1:

The class gets the task to read the text (3-5 minutes).

Užupis is one of the oldest districts of Vilnius, mentioned in historical sources as far back as the 16th century. Until Lithuania's declaration of independence in 1990, it was one of the most neglected areas in the city, containing many run-down houses, many without utilities.

On 1 April Fools' Day in 1997, the district declared itself an independent republic - The Republic of Užupis. It is a recognised district for artists and has won the name of the most mysterious and romantic district of Vilnius. The district is often compared to Montmartre in Paris due to its bohemian atmosphere.

Užupis has its own President, Prime Minister, Ambassadors from many countries of the world, military force (consisting of 12 people), a bishop, two churches, the Bernardine cemetery, which is the oldest cemetery in Vilnius, seven bridges and a wonderful patron saint – the bronze Užupis Angel erected in its main square...

Then students share their experience whether they have ever visited the place, how much familiar with the provided information they were already, how much they are interested in their rights, and do the kahoot: <https://play.kahoot.it/v2/?quizId=0225e8e5-015e-45fb-b8f4-58e43b1a63d9>

When was Užupis district first mentioned?

15



16
Answers

▲ In 1990

◆ In the 16th century.

● In the 14th century

Exit preview

< 1 of 6 >



Activity 2:

Students go with Google Street View from the Užupis Bridge (Užupis customs) to the Wall of the Užupis Constitution (Paupio Street 3A, Vilnius). One group gets the directions in Polish, another - in French.
<https://goo.gl/maps/JAzcgfqcTRzX5AA7>

Directions in Polish:

Google Street View PL:

Wskazówki:

1. Zaczynij od Mostu Zarzecznego (ul.Užupio, Vilnius)

54.68048033076915, 25.29255852361352

2. Kieruj się na wschód ulicą Užupio.

Po przejściu około 180 m zobaczysz pomnik Anioła Zarzecza.

3. Skręć w prawo w ulicę Paupio

Twój cel znajduje się po prawej stronie (Paupio g. 3A, Vilnius)

54.68011494229458, 25.29582815350568

<https://goo.gl/maps/JAzcgfqcTRzX5AA7>

Directions in French:

Google Street View FR:

Les directions:

1. Départ du pont d'Užupis (Rue Užupio, Vilnius).

54.68048033076915, 25.29255852361352

2. Continuez à suivre la rue Užupio sur 180 m. jusqu'à ce que vous voyiez la statue de l'ange Užupis.

3. Tourner à droite sur la rue Paupio.

La destination sera sur la droite (Rue Paupio 3A, Vilnius)

54.68011494229458, 25.29582815350568

<https://goo.gl/maps/JAzcgfqcTRzX5AA7>

Activity 3:

(Pre-activity for vocabulary: the teacher asks students to read the laws of the constitution and think which of those are the most important for them personally and compare their choices with their friends')

6. Žmogus turi teisę mylėti. {LT}

Everyone has the right to love. {EN}

Człowiek ma prawo kochać. {PL}

L'Homme a le droit d'aimer. {FR}

12. Šuo turi teisę būti šunimi.

A dog has the right to be a dog.

Pies ma prawo być psem.

Le chien a le droit d'être chien.

16. Žmogus turi teisę būti laimingas.

Everyone has the right to be happy.

Człowiek ma prawo być szczęśliwy.

L'Homme a le droit d'être heureux.

19. Žmogus turi teisę tikėti.

Everyone has the right to have faith.

Człowiek ma prawo wierzyć.

L'Homme a le droit de croire.

23. Žmogus turi teisę suprasti.

Everyone has the right to understand.

Człowiek ma prawo rozumieć.

L'Homme a le droit de comprendre.

33. Žmogus turi teisę verkti.

Everyone has the right to cry.

Człowiek ma prawo płakać.

L'Homme a le droit de pleurer.



Questions for the students:

- Do you notice any differences in the translation of the first word of the sentence?

| | | | |
|----|-----------------|---------------|----------|
| LT | Žmogus | turi teisę | mylėti. |
| EN | Everyone | has the right | to love. |
| PL | Człowiek | ma prawo | kochać. |
| FR | L'Homme | a le droit | d'aimer. |

- Could you understand the meaning of the sentences in French and Polish?

Task: complete using [Nearpod](#) (Code: TGBZ3)

Fill in the blanks

Slide 1 / 1

1. Everyone has the right to love.
 Człowiek ma prawo []
 L'Homme a le droit []

2. A dog has the right to be a dog.
 Pies ma prawo być []
 Le chien a le droit d'être [] []

3. Everyone has the right to be happy.
 Człowiek ma prawo być []
 L'Homme a le droit d'être []

4. Everyone has the right to have faith.

szczęśliwy.

d'aimer.

psem.

comprendre.

wierzyć.

un

rozumieć.


foi.

chien.

heureux.

kochać.

la



DONE

Complete using [Nearpod](#) (Code: TGBZ3)

Activity 4

Discussion for the class (5-10 min).

The students are advised that the constitution finishes with 3 calls. The discussion should proceed how students understand them and how they would translate them into Polish and French.

- **Do not defeat!**
- **Do not fight back!**
- **Do not surrender!**

Activity 5

Now it's time to test what students remember by using the Nearpod tool (5-10 min).

Matching Pairs game or *Time To Climb* game is prepared for students. They should find the pairs – the same rule from the Constitution in different languages.

Link: <https://app.nearpod.com/?pin=G5PCZ>

CODE: G5PCZ

Matching Pairs:



Instructions

Slide 1 / 2

| | | | |
|---------------------------------------|----------------------------------|---------------------------------------|---------------------------------|
| L'Homme a le droit de comprendre. | Everyone has the right to cry. | Le chien a le droit d'être chien. | Everyone has the right to love. |
| Człowiek ma prawo wierzyć. | A dog has the right to be a dog. | Everyone has the right to have faith. | |
| Everyone has the right to understand. | Człowiek ma prawo płakać. | Everyone has the right to be happy. | L'Homme a le droit d'aimer. |

Preview ▶

Time to Climb:

Which translation is equivalent to this sentence?

Everyone has the right to love.

Slide 2 / 2

L'Homme a le droit d'aimer.

L'Homme a le droit d'être heureux.

L'Homme a le droit d'avoir la foi.

L'Homme a le droit de pleurer.

Homework:

Students are asked to create autonomously 10 more laws (in English) and try to translate them to other languages that they are familiar with. They could be provided with the following beginnings:

- *Everyone has the right to...*
- *Człowiek ma prawo...*
- *Tout le monde a le droit de...*

More advanced students could be asked to find out more about the Użupis Republic and make a short presentation (4-5 minutes) or write an argumentative paragraph of about 100-130 words about Użupis and its constitution (e.g, the possible topics could be *Which law do you consider to be the most important and why?*).

TIMING

When in the academic year or semester and why
Time needed and distribution (class hours, homework)

These 5 activities have been designed to be carried out in a lesson or could be expanded over the course of 2 subsequent lessons (2 hours + 1 hour). These activities could be carried out any time in the semester; however, it would be useful for the students to have already been familiarized with the vocabulary related to emotions, social life, and the basics of human rights.

ASSESSMENT

Impact this activity can have in the final/partial assessment of the subject/s

This activity is part of the English curriculum; there is no formal assessment on the competences acquired. The teacher evaluates the students by observing the outcome of their activities, but there is no specific final mark for this part.

EXPECTED RESULTS

Students' motivation and satisfaction, self-confidence, image of teacher's and students' identities, etc.

This activity is expected to prompt students to reflect on linguistic structures in different languages other than their own. The topic, which is very relevant nowadays and age-appropriate, is expected to enhance motivation and satisfaction in acquiring new knowledge. The intercultural approach has been chosen in order to prompt students to be more open towards other cultures and curious about different approaches towards freedoms people consider important to foster. The activities are expected to encourage the competence of citizenship as well as a social and emotional competence in students.

