Find the words below in the crosswords. Words are placed vertically, horizontally and diagonally, both from left to right and from right to left.

**INDIVIDUAL TASK - Action and protest vocabulary: A fun way for students to learn vocabulary related to taking action.**

**WORKSHEET 1**

NGO - AMNESTY - (AN) ACTIVIST - (A) DONATION
(TO) BOYCOTT - (TO) BAN - (A) VOLUNTEER - (A) PETITION - (TO) COLLECT
(TO) CAMPAIGN - (A) DEMONSTRATION - HUMAN RIGHTS - (A) MARCH

```
L M N C R X G N M U R W U C I
F C A D A S R O C E E K N Z G
N Z J R T M T I E D Z P G I N
T I A M C J P T E I E L O C F
Q T G L K H N A L T Z U T N H
H I O E Z U F R I A X G T K P
R C S C L O R T G G W D C G D
J E U O Y L I S Z V N O E H R
F W V N B O G N A F N N L P J
H P M A N A B O P E J A L E U
O M N I Z H S M W B K T O P P
Y T S E N M A E Q O Z I C N B
X D J Q Y Z J D I B F O E S X
A C T I V I S T Z E D N S R A
E Y Z J S T H G I R N A M U H
```
These sentences define words related to taking action. Match each definition to the corresponding word in worksheet 1. All the definitions are taken from the Macmillan online dictionary.

a. someone who takes part in activities that are intended to achieve political or social change, especially someone who is a member of an organization → ...........................................................

b. the rights that everyone should have in a society, including the right to express opinions about the government or to have protection from harm → ...........................................................

c. an occasion when a large group of people protest about something → ...........................................................

d. to try to achieve political or social change by persuading other people or the government to do something → ...........................................................

e. a situation in which a government agrees not to punish, or to no longer punish, people who have committed a particular crime → ...........................................................

f. an organization which is neither a government department, nor a business operating for profit. They are often paid for by the government and may work with government or departments, but they are independent of the government → ...........................................................

g. a walk by a group of people to a place in order to protest about something → ...........................................................

h. the act of giving money or goods to an organisation that helps people → ...........................................................

i. to not take part in an event or to not buy or use something as a protest → ...........................................................

j. a document signed by many people that asks someone in authority to do something → ...........................................................

k. to say officially that people must not do, sell, or use something → ...........................................................

l. to get things and keep them together for a particular reason (for example, used clothes, used toys, money, to give to someone else) → ...........................................................

m. someone who does not get paid for the work they do → ...........................................................
Surf the following website and decide if the statements below are true or false. Then correct the false ones.

https://www.amnesty.org/en/who-we-are/

a) Amnesty International began in 1961 and it was founded by Irish lawyer Peter Benenson. T/F

b) Amnesty International was awarded the Nobel Peace Prize in 1980. T/F

c) In 1980, Amnesty International also launched its first campaign against child labour. T/F

d) In 2007, Nelson Mandela became an Amnesty International Ambassador of Conscience. T/F

e) Nowadays, Amnesty International operates in more than 70 countries at a national level. T/F

f) Amnesty International has over 7 million members nowadays. T/F
LIFE SKILLS - DIGITAL LITERACY: In groups, students look for information on Amnesty International to answer the questions on the worksheet.

https://www.amnesty.org/en/who-we-are/

a. When did Amnesty International begin? Who started it?

...............................................................................................................................................................

b. What happened in 1977?

...............................................................................................................................................................

c. What did Amnesty International do in 1980?

............................................................................................................................................................... 

d. What did Nelson Mandela do in 2006?

............................................................................................................................................................... 

e. How many countries is Amnesty International now operating in at a national level?

............................................................................................................................................................... 

f. How many members does Amnesty International have nowadays?

...............................................................................................................................................................
WORKSHEET 5

PROJECT TIME! PLAN A CAMPAIGN: In groups, students organize a campaign about an issue that they care about.

SLOGAN:

WHY IS THIS IMPORTANT?

TAKE ACTION! WHAT CAN YOU DO?

SLOGAN (2):

Write your slogan here
**PROJECT TIME! NGO FACTFILE:** In groups, students look for information on an NGO and present it to the class.

<table>
<thead>
<tr>
<th>Name of the NGO:</th>
</tr>
</thead>
<tbody>
<tr>
<td>When was it founded and by whom?</td>
</tr>
<tr>
<td>Where is it based? (where are its headquarters?)</td>
</tr>
<tr>
<td>Does it have regional offices in other countries?</td>
</tr>
<tr>
<td>How many members does it have?</td>
</tr>
<tr>
<td>What is its aim?</td>
</tr>
<tr>
<td>What does it do?</td>
</tr>
<tr>
<td>How does it work?</td>
</tr>
<tr>
<td>Why should you support it?</td>
</tr>
</tbody>
</table>
WORKSHEET 1: INDIVIDUAL TASK - action
and protest vocabulary

With this activity, students will learn vocabulary in English which is related to taking action.

1. Tell students that May 28th is Amnesty International Day and write “Amnesty International” on the board.

2. Get students to brainstorm ideas in open class in order to see what they associate with this organisation and how many other words related to human rights and world issues they already know in English. You can also preteach the acronym NGO.

3. Then give students worksheet 1 for them to look for the words in the box. (To make the activity more challenging, you can ask students to cover the top part of the page so they don’t see the words they have to find).

4. Go round helping students with vocabulary questions they may have.

5. Once they have finished, go over the answers (making sure they have all found all the words) and illustrate each of the words, answering any vocabulary questions they may have. You can also ask students if they can think of any additional words related to action and protest which are not in the crosswords.

6. With weaker groups, you can show students a picture of each of the words so they get a clear idea of what they mean. Additionally, you could ask students to translate the words into their mother tongue.

ANSWER KEY

```
LMNCRXGNYMNURWUCI
FCDASROCEKGNZ
NJRTMTIEEDZPGIN
TIAMCJPTIELOCAF
QTLKHNALTZUNH
HIDEZUFRIAGKTP
RCSCLORTGGWDCGD
JEUYOLISZVNOEHR
FWNBBOGHAFFNNLPJ
HPMANABOPEJALEU
OMNIZHSMWBTOPP
YTSENMAEQOZICNB
XDYZJDIBFOESX
ACTIVISTZEDNSRA
EYZJSHTHGIRNAMUH
```
WORKSHEET 2: COLLABORATIVE TASK – What is it?

This activity will increase the students’ vocabulary related to taking action and it will give them strategies to define new words (learning to learn).

1. Give students worksheet 2.

2. They need to read the sentences and complete them with a word from worksheet 1.

3. Go round helping students with vocabulary questions they may have.

4. Go over the answers in open class. At this stage, it is useful to show the students some pictures to illustrate the new vocabulary. You could also use this opportunity to play a fun game where you show a picture to the students and in teams they say the word it corresponds to. Alternatively, you can also say the word in the students’ mother tongue and ask them to say it in English.

ANSWER KEY

a) (an) activist

b) human rights

c) (a) demonstration

d) (to) campaign (v)

e) amnesty

f) NGO

g) (a) march

h) (a) donation

i) (to) boycott

j) (a) petition

k) (to) ban

l) (to) collect

m) (a) volunteer
WORKSHEET 3: LIFE SKILLS - Digital literacy (ESO 1-3)

LIFE SKILLS
This activity will work on digital literacy and information management skills, because the students will be surfing the Internet to look for specific information so they can find the answers to the questions on the worksheet. This will also foster cooperative learning, as the task will be done in small groups and every student in the group will be contributing with his/her answers. Finally, it will also enhance collaboration because students will need to discuss their answers, comparing the information they have found.

1. Introduce the idea of a webquest to students. (A webquest is basically a search done on the Internet to find the missing information to answer some questions or complete a task.)

2. Divide them into groups of 3 or 4.

3. Students now have to look for information on the Internet to decide which of the sentences on worksheet 3 are false and correct them. Give students a few days to do the task to avoid problems with the Internet not working.

4. Once all the students have the information, they get back in their groups and compare their answers to make sure everyone has the same.

5. Go round monitoring and helping students with any vocabulary or comprehension problems they might have.

6. Finally, have a feedback session in open class, going over the answers one by one and asking students to correct the false sentences.

As a follow-up activity, you could ask students to make a poster summarizing everything they have learnt about Amnesty International. They could post them around the classroom to display their work and then compare them with their classmates.

ANSWER KEY

a) Amnesty International began in 1961 and it was founded by Irish lawyer Peter Benenson. ---> FALSE
   It was founded by British lawyer Peter Benenson.

b) Amnesty International was awarded the Nobel Peace Prize in 1980. ---> FALSE It was awarded the Nobel Peace Prize in 1977.

c) In 1980, Amnesty International also launched its first campaign against child labour. ---> FALSE It launched its first campaign against the death penalty.


e) Nowadays, Amnesty International operates in more than 70 countries at a national level. ---> TRUE

f) Amnesty International has over 7 million members nowadays. ---> TRUE
WORKSHEET 4: LIFE SKILLS - Digital literacy (ESO 4 - Bachillerato)

LIFE SKILLS

This activity will work on digital literacy and information management skills, because the students will be surfing the Internet to look for specific information so they can find the answers to the questions on the worksheet. This will also foster cooperative learning, as the task will be done in small groups and every student in the group will be contributing with his/her answers. Finally, it will also enhance collaboration because students will need to discuss their answers, comparing the information they have found.

1. Introduce the idea of a webquest to students. (A webquest is basically a search done on the Internet to find the missing information to answer some questions or complete a task.)

2. Divide them into groups of 3 or 4.

3. Students now have to look for information on the Internet and answer the questions on worksheet.

4. Give students a few days to do the task to avoid problems with the Internet not working.

5. Once all the students have the information, they get back in their groups and compare their answers to make sure everyone has the same.

6. Go round monitoring and helping students with any vocabulary or comprehension problems they might have.

7. Finally, have a feedback session in open class, going over the answers one by one.

As a follow-up activity, you could ask students to write a short text summarizing everything they have learnt about Amnesty International. The students could read their texts in class to compare them with their classmates' and then post them around the classroom to display their work.

ANSWER KEY

a) When did Amnesty International begin? Who started it? **It began in 1961. Peter Benenson started it.**

b) What happened in 1977? **Amnesty International was awarded the Nobel Peace Prize.**

c) What did Amnesty International do in 1980? **Launch its first campaign against the death penalty.**

d) What did Nelson Mandela do in 2006? **He became an Amnesty International Ambassador of Conscience.**

e) How many countries is Amnesty International now operating in at a national level? **In more than 70 countries.**

f) How many members does Amnesty International have nowadays? **Over 7 million**
WORKSHEET 5: PROJECT TIME! (ESO 1- 3) - PLAN A CAMPAIGN

1. Get students in groups and tell them they are going to make a poster to campaign for a cause/an issue they find important.

2. Ask them to brainstorm issues they care about. For example, the environment (how to recycle more, to generate less waste and to be more environmentally friendly), bullying (how to prevent it), diet and lifestyle (how to be healthy and stay fit), etc.

3. Give students worksheet 5 so they can start preparing their campaign and thinking of ideas. They should have two slogans (one at the top and one at the bottom of the poster) and then two more sections: one stating why it is important to raise awareness on this issue and the other one suggesting possible measures that people can take in their everyday life.

4. Go round monitoring and helping students with any questions they may have.

5. The students should write the final version of their campaign on a piece of cardboard, as a poster, which you could put up on the classroom walls for everyone to be able to see their work.

6. As a follow-up task, you could ask students to present their campaign in front of their classmates and everyone could vote for the most effective/convincing/original campaign.
WORKSHEET 6: PROJECT TIME! (ESO 4-Bachillerato)

1. Get students in groups and tell them they are going to do some research on an NGO.

2. Ask them to brainstorm names of NGOs they would like to work on. Alternatively, if students don’t have any ideas, you could make some suggestions such as Greenpeace, Save the Children, Vicente Ferrer Foundation, Médecins sans Frontières, etc.

3. Give students worksheet 6 (the factfile) and give them a week to complete it in their groups.

4. After a week, students bring their answers (that is, their completed factfile) to class and compare them.

5. Go round monitoring and helping students with any questions they may have.

6. The students should summarise their findings on a poster, which you could put up on the classroom walls for everyone to be able to see their work.

7. As a follow-up task, you could ask students to prepare a presentation for their classmates about the NGO they have researched. When all the students have presented, you could ask they to decide which NGO they would like to join as members or simply support as a class.