

Curso: Técnico/a Auxiliar de Saúde

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Domínio de Formação: *Debater os direitos e deveres dos cidadãos*

UFCD: 6663

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FICHA INFORMATIVA/DE TRABALHO



Resultados da Aprendizagem

- Consulta várias fontes de informação.
- Seleciona, organiza e sistematiza a informação recolhida.
- Analisa criticamente a informação.
- Distingue liberdade, direito e dever.
- Defende e exerce, em consciência, os seus direitos e deveres.

Conteúdos

- Liberdade de expressão
- Liberdade de informação e liberdade de imprensa
- Direito à segurança e proteção
- Direito à igualdade de oportunidades
- Direito à diferença
- Direito à educação ao longo da vida
- Deveres do cidadão no respeito pelas liberdades individuais e colectivas
- Deveres do cidadão no respeito pelo património cultural e ambiental
- Deveres do cidadão no respeito pela justiça e solidariedade dos países ricos pelos países pobres (...)

Look Into My Eyes *Outlandish*

Look into my eyes
 Tell me what you see
 You don't see a damn thing
 'cause you can't relate to me
 You're blinded by our differences
 My life makes no sense to you
 I'm the persecuted one
 You're the red, white and blue

Each day you wake in tranquility
 No fears to cross your eyes
 Each day I wake in gratitude
 Thanking God He let me rise
 You worry about your education
 And the bills you have to pay
 I worry about my vulnerable life
 And if I'll survive another day
 Your biggest fear is getting a ticket
 As you cruise your Cadillac
 My fear is that the tank that has just left
 Will turn around and come back

Yet, do you know the truth of where your money goes?
 Do you let your media deceive your mind?
 Is this a truth nobody, nobody, nobody knows
 Has our world gone all blind?

Do you know the truth of where your money goes?
 Do you let your media deceive your mind?
 Is this a truth nobody, nobody, nobody knows?
 Someone tell me...

Ooohh, let's not cry tonight
 I promise you one day it's through
 Ohh my brothers, Ohh my sisters
 Ooohh, shine a light for every soul that ain't with us no more
 Ohh my brothers, Ohh my sisters

See I've known terror for quite some time
 57 years so cruel
 Terror breathes the air I breathe
 It's the checkpoint on my way to school
 Terror is the robbery of my land
 And the torture of my mother
 The imprisonment of my innocent father
 The bullet in my baby brother
 The bulldozers and the tanks
 The gases and the guns
 The bombs that fall outside my door
 All due to your funds
 You blame me for defending myself
 Against the ways of my enemies
 I'm terrorized in my own land
 But am I the terrorist?



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 Someone tell me...

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 Ohh my brothers, Ohh my sisters,
 Ooohh, shine a light for every soul that ain't
 with us no more
 Ohh my brothers, Ohh my sisters,

America, do you realize that the taxes that
 you pay
 Feed the forces that traumatize my every
 living day
 So if I won't be here tomorrow
 It's written in my fate
 May the future bring a brighter day
 The end of our wait
 (pause)
 Ooohh, let's not cry tonight, I promise you
 one day it's through
 Ohh my brothers, Ohh my sisters,
 Ooohh, shine a light for every soul that ain't
 with us no more
 Ohh my brothers, Ohh my sisters,
 Ohh let's not cry tonight I promise you one
 day is through
 Ohh my brothers! Ohh my sisters!
 Ooh shine a light for every Soul that ain't with
 us no more
 Ohh my brothers! Ohh my sisters!

http://www.youtube.com/watch?v=DkwxMYiyd_M&feature=relmfu

SPEAK FREE INFORMATION SHEET 1

ABOUT AMNESTY INTERNATIONAL



PART 1 – HOW AMNESTY INTERNATIONAL BEGAN

In 1960, Peter Benenson, a 40-year-old British lawyer, told a story about two Portuguese students who had raised their glasses to drink a toast to 'Freedom!' in a bar in Lisbon, the capital of Portugal.

At that time, Portugal was under the dictatorship of General Salazar. Peter Benenson had read that the students had been arrested and sentenced to seven years' imprisonment for their simple gesture.

On 28 May 1961 Peter Benenson's article 'The Forgotten Prisoners' appeared in The Observer newspaper. It told the stories of people who were in prison simply because of their ideas.

This was the opening paragraph:

'Open your newspaper any day of the week and you will find a report from somewhere in the world of someone being imprisoned, tortured or executed because his opinions or religion are unacceptable to his government. There are several million such people in prison... and their numbers are growing. The newspaper reader feels a sickening sense of impotence. Yet if these feelings of disgust all over the world could be united into common action, something effective could be done.'



PART 2 – HAPPY BIRTHDAY AMNESTY!

Peter Benenson began to think about ways in which governments could be persuaded to release prisoners like the Portuguese students, who he called 'prisoners of conscience'. His idea was to bombard governments with letters of protest about prisoners of conscience, and to call for their release.

The article in The Observer received a tremendous response: letters of support and money arrived, details of many more prisoners were sent in, and volunteers eager to work for the release of prisoners of conscience came forward in many countries. Within eight weeks the first international meeting had taken place. Amnesty International had begun. In its first year, Amnesty International offices were set up in seven countries.

Today, Amnesty International has over 3 million members in over 150 countries and territories in every region of the world. In the UK there are more than 224,000 paying members of Amnesty and there are offices in England, Northern Ireland, Scotland and Wales.

28 May 2011 marked the beginning of Amnesty International's 50th year. **Happy birthday Amnesty.**



CONTROL ARMS CAMPAIGN

What/Who An international Arms Trade Treaty would help make people safer from armed violence by ensuring that both the supply and the use of weapons are strictly controlled by tough laws.

Where Worldwide

When Amnesty International has been involved in this campaign since 2003.

Why 740,000 people die every year as a result of armed violence. That's more than one person a minute.

How DID AMNESTY CAMPAIGN More than 1 million people from all over the world took part in the Million Faces Petition calling for tighter arms controls. Many young people also wrote to the Foreign & Commonwealth Office and in June 2009 120 young Amnesty and Oxfam activists were invited to the FCO in London to meet officials and senior politicians. The aim of the meeting was to discuss the need for an Arms Trade Treaty. Young people have emailed US President Barack Obama, written to their MPs and to the Foreign Secretary, joined a Facebook group, and taken part in publicity stunts like the one in the photo.

Outcome Before the Control Arms campaign started in October 2003, only three governments supported an Arms Trade Treaty: Costa Rica, Mali and Cambodia. In December 2008, 137 countries voted the Arms Trade Treaty through to the next formal stage of its development. 192 states are now involved in the treaty talks (2011-2012).



WOMEN OF ZIMBABWE ARISE (WOZA)

What/Who WOZA was formed to provide women with a united voice, encourage them to stand up for their rights and freedoms, and to empower them to take leadership roles in the community. Members of WOZA have been arrested, harassed and severely beaten in police custody after holding peaceful protests. They have repeatedly been denied access to food, lawyers and medical care while in detention. Despite the human rights abuses they face, WOZA members continue to show great courage in their struggle to defend their rights.

Where Zimbabwe, in southern Africa

When Since WOZA's formation in 2003.

Why WOZA members were arrested for exercising their right to peaceful protest.

How DID AMNESTY CAMPAIGN Young people all over the UK sent cards to WOZA as part of Amnesty's Greetings Card Campaign. They also sent paper roses to WOZA for the women to hand out at their peaceful protests for Valentine's Day and Mother's Day. WOZA members use the rose as a symbol that 'the power of love can conquer the love of power'. Young people also sent paper roses to the Zimbabwean High Commission in London and wrote to the Commissioner of Police in Harare, Zimbabwe.

Outcome Jenni Williams, one of WOZA's national coordinators has said:

'Amnesty is our big sister. When I'm in prison, if I know that someone, my big sister, is shouting for me, telling people about me, then I feel less distressed, less frightened, less alone.'

In 2009, US President Barack Obama presented the Robert F Kennedy Human Rights Award to Jenni Williams and Magodonga Mahlangu, at a ceremony at the White House.



CASE BACKGROUND

INDIVIDUAL AT RISK JOHAN TETERISSA

Who Johan Teterissa, a primary school teacher, is serving a 15-year sentence.

Where Indonesia

When He was arrested in June 2007.

Why For leading a peaceful protest in Ambon, the capital of the Maluku province of Indonesia. Protesters raised the 'Benang Raja' flag, which is banned by government authorities who consider it a symbol of the Republic of South Maluku independence movement.

How Johan was featured in Amnesty's annual Greetings Card Campaign and young people all over the UK have written to the Indonesian Minister of Justice and Human Rights. They have also taken part in the creative 'patchwork' campaign, so that a huge banner can be sent to Indonesia for campaigning and solidarity.



CHILD LABOUR



This story is from Lahore in Pakistan where children work in the brick making industry to pay off a debt owed by their family. This is known as 'bonded labour' which is the most widespread form of slavery in the world today.

"My name is Ashique. I am 11 years old and have been working in the brick kilns for the past six years with my father and three brothers. My father borrowed 20,000 rupees (about £400) to pay for my sister's marriage and now we have to work hard to pay off the loan.

I work every day except Sunday. My father, brothers and myself are paid 30 rupees (50p) for every 1000 bricks. We can make around 2,500 - 3000 bricks in a day. Our wage is cut by 50 per cent for loan repayments. We do not understand the loan interest, which seems to be always increasing. We work from around 2am - when it is still dark - until 6 or 7pm in the evening. We have

a short rest of half an hour between 7 and 8 am. I am given no time to play. My father sent me to school, but after three months the kiln owner took me out of school and put me back to work. I liked going to school. I liked being free."

Source: <http://www.antislavery.org/homepage/resources/educational.htm#link2>

A. Find out in the text words that have the same meaning of:

1. liquidate _____
2. credit _____
3. salary _____
4. growing _____
5. interval _____

B. Complete the sentences with information from the text:

1. Ashique works

2. The reason why Ashique has to work is _____

3. Ashique doesn't receive the entire salary because

4. Ashique can't play because

C. Answer the following questions:

1. Ashique liked school. Why do you think that he liked school so much?

2. In your opinion, who's the main responsible for Ashique early employment?





Most people would be shocked if they were accused of showing discrimination. This is because they assume that discrimination refers only to prejudice against a person for racial or religious reasons. However, without being aware of it, many of us are guilty of another kind of prejudice - discrimination against a person who is disabled.

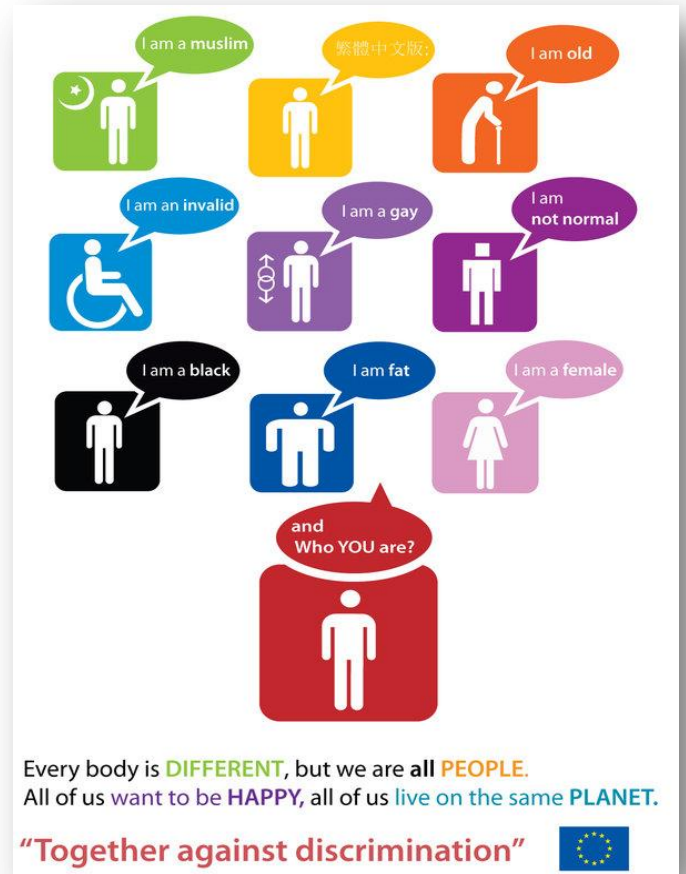
One example of this discrimination is job opportunities. There is often no reason why a person in a wheelchair cannot do a job as well as any other candidate. Yet many employers immediately cross the name of such a person off their list of potential workers, even though they have no logical explanation for such an action.

Another common problem is the way we treat disabled people when we first meet them. A person with missing limbs or hearing problems is not mentally handicapped. There is no reason to avoid talking to him or her or to treat the person differently from anyone else; yet many people do.

In some countries the situation has greatly improved in recent years, and there are even laws to protect the disabled. However, there is still a long way to go before disabled people are accepted as a natural part of society with the same rights as everyone else.

A Choose the best answer according to the passage.

1. The author of the passage believes that:
 - a. Religious people discriminate.
 - b. Handicapped people discriminate.
 - c. Handicapped people are discriminated against.
2. According to the passage:
 - a. disabled people cannot apply for jobs.
 - b. employers treat job candidates equally.
 - c. disabled job applicants are sometimes rejected without a reason.



3. The author believes:
- you should act differently towards a disabled person.
 - you shouldn't act differently towards a disabled person.
 - disabled people are protected by law.

B Decide whether the statement is true or false in the context of the passage. Justify your answer.

- 1. People do not usually expect to be told that they discriminate.
- 2. Prejudice against disabled people is not a form of discrimination
- 3. Employers sometimes reject suitable candidates for a job because they are handicapped
- 4. There are no countries with legal system that protects the disabled

C Summarise the main idea of the passage in 25-50 words

D Find a word or expression in the passage which means the same as:

- 1.very surprised (paragraph 1)
- 2.arms and legs (paragraph 3)
- 3.but (paragraph 4)

E Find a word in the passage that means the opposite of:

- 1.innocent (paragraph 1)
- 2.unusual (paragraph 3)
- 3.rejected (paragraph 4)

Exercise

Match the words on the left to the meaning on the right

- | | |
|-----------------------|--|
| 1. Offense | A. when everyone agrees with each other or wants to stay together |
| 2. recognition | B. the quality of being united and in agreement |
| 3. illusion | C. when you remember and show respect for someone who has died |
| 4. unity | D. an idea or belief that is not true |
| 5. remembrance | E. to join together as a group |
| 6. oneness | F. when something rude makes someone upset or angry |
| 7. unify | G. when someone is publicly thanked for something good that they have done |

AGREEING AND DISAGREEING



“I disapprove of what you say, but I will defend to the death your right to say it.”
— [S.G. Tallentyre](#)

“War is peace. Freedom is slavery. Ignorance is strength.” — [George Orwell, 1984](#)



“Those who deny freedom to others deserve it not for themselves.”
— [Abraham Lincoln](#)



“Better to die fighting for freedom than be a prisoner all the days of your life.”
— [Bob Marley](#)

“Freedom is what we do with what is done to us.” — [Jean-Paul Sartre](#)

“Coincidence is God's way of remaining anonymous.” — [Albert Einstein](#)



“God has no religion.” — [Mahatma Gandhi](#)



“In heaven, all the interesting people are missing.” — [Friedrich Nietzsche](#)

Expressions for Agreeing and Disagreeing

In English conversations, people often say that they agree or disagree with each other. There are many ways of agreeing or disagreeing and the one you use depends on how strongly you agree or disagree. Here's a list of some common expressions.

Stating an opinion	<ul style="list-style-type: none"> • In my opinion... • The way I see it... • If you want my honest opinion.... • According to ... • As far as I'm concerned... • If you ask me...
Asking for an opinion	<ul style="list-style-type: none"> • What's your idea? • How do you feel about that? • Do you have anything to say about this? • What do you think? • Do you agree?
Expressing agreement	<ul style="list-style-type: none"> • I agree with you 100 percent. • I couldn't agree with you more. • That's so true. • That's for sure. • You're absolutely right. • Absolutely. • That's exactly how I feel. // Exactly. • I'm afraid I agree with ... • No doubt about it. • (agree with negative statement) Me neither. • I suppose so./I guess so. • I was just going to say that.
Expressing disagreement	<ul style="list-style-type: none"> • I don't think so. • (strong) No way. • I'm afraid I disagree. • (strong) I totally disagree. • Not necessarily. • That's not always true. • That's not always the case. • No, I'm not so sure about that. <p>When you disagree with someone in English, you can often sound more polite by using a phrase such as "I'm afraid..."</p>
Interruptions	<ul style="list-style-type: none"> • Can I add something here? • If I might add something... • Sorry to interrupt, but... • (after accidentally interrupting someone) Sorry, go ahead. OR Sorry, you were saying... • (after being interrupted) You didn't let me finish.
Settling an argument	<ul style="list-style-type: none"> • Let's just move on, shall we? • Let's drop it. • I think we're going to have to agree to disagree. • (sarcastic) Whatever you say./If you say so.