

UNDER THE EUROPEAN UNION UMBRELLA. Right to decide.

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RIGHT TO DECIDE



STUDENT' WORKSHEET

UNDER THE EUROPEAN UNION UMBRELLA. Right to decide.

Names:		Surnames:		Group:	Qualification
				Date:	

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INFORMATION ABOUT ACTIVITIES:



Individual activity



Work in pairs



Work in groups of three



Work in groups of four

INTRODUCTION



In this scenario, we are going to assess some of the rights that European citizens have in relation to other parts of the World, and some differences that exist between the European countries themselves.

Issues such as women's rights, LGBT rights, and euthanasia will be dealt with.

Let's go to into greater depth on some of the rights of European citizens in these areas.

FEMINISM. RIGHTS OF EQUAL OPPORTUNITIES AND DECISION-MAKING FOR WOMEN



The European Union promotes the equality in rights and possibilities between men and women in any aspect of life, but this issue has not yet been achieved. Also, there is a difference between European countries in achieving this milestone.

Feminist struggle has been hard and long, and thanks to the action of many women, quite a few things have been achieved (unfortunately not the same throughout the World). In any case, although European women have far more rights than women in other parts of the World, we, as a society, must continue to fight to successfully achieve this equality of rights and possibilities, and not just for European women.



Introductory Activity (10 Points) Do you know what the “#metoo” movement is? Why did he come out? What does it intend to achieve?

Some grammar help:

DEFINING				
.....	is (a) are was/were	place, person thing, concept device instrument, tool, designed, build	(where) (who) (which) (that)
RELATION CAUSE-EFFECT. GIVING REASONS as a result because for example, for instance so that is why such as		MAKING DESCRIPTIONS Talking about ... First of all, define what is that you are talking about and where it comes from: This is a ... It comes from ... Then describe its appearance, structure, etc: It has ... It looks like ... It has a ... It is made up of ... It hasn't got ... Describe the location: It is found in ... Describe the function: ... has the job of ...-ing (verb ending in ing) ... It also does ...		

GIVING OPINIONS In my opinion ... From my point of view ... I think ... I would answer I think so. I don't think so. I agree. I don't agree. I disagree. Give me a reason for that.
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Activity 1 (10 Points) The **gender pay gap** is the difference between the average hourly earnings of working men and working women. According to the European Union, in 2020 women earned 14.1% less than men per hour in the E.U. Go to next webpage:

https://ec.europa.eu/info/sites/default/files/aid_development_cooperation_fundamental_rights/2020_factsheet_on_the_gender_pay_gap.pdf

In the webpage you will find the gender pay gap in different European countries. In a Europe map, draw with green colour the countries in which the gender pay gap is less than the 6%, with yellow colour the countries in which the gender pay gap is more than 6% and less than 12%, with orange colour the countries in which the gender pay gap is more than 12% and less than 18% and with red colour the countries in which the gender pay gap is more than the 18%.



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Activity 2 (10 Points) Looking at the map made in the previous activity, what conclusions can you obtain? What do you think about the obtained results?

Some grammar help:

DEFINING				
.....	is (a) are was/were	place, person thing, concept device instrument, tool, designed, build	(where) (who) (which) (that)
RELATION CAUSE-EFFECT. GIVING REASONS as a result because for example, for instance so that is why such as		MAKING DESCRIPTIONS Talking about ... First of all, define what is that you are talking about and where it comes from: This is a ... It comes from ... Then describe its appearance, structure, etc: It has ... It looks like ... It has a ... It is made up of ... It hasn't got ... Describe the location: It is found in ... Describe the function: ... has the job of ...-ing (verb ending in ing) ... It also does ...		

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Activity 3 (10 Points) Search on the net for some information about the composition by gender of the government of five European countries from different parts of Europe. One from Northern Europe, other from Eastern Europe, another from Mediterranean Europe, another from Central Europe and another from Atlantic Europe. Is there parity in the governments? What is your conclusion? (Relate it to the ideals of the European Union)

Some grammar help:

DEFINING				
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--



Activity 4 (10 Points) Read these two real stories from two non-European countries (showed in news and newspapers around the World).

- **Story 1: “A young woman is sentenced to death by stoning for adultery. This woman had been forced to marry a much older man than her (she didn’t love him) and had maintained relations with a younger man.”**
- **Story 2: “A young woman killed herself because she was forced to marry the man who raped her.”**
- What is your opinion about these two real stories?
- Do you think it could happen in the European Union? Why?



Activity 4.2 (20 Points) Go to next webpage in which there is a news related with some women rights in a part of Europe (appeared in BBC digital news), and answer the proposed questions: News: “**Period poverty: Scotland first in World to make period products free.**” in <https://www.bbc.com/news/uk-scotland-scotland-politics-51629880>

- What do you think about the last news?
- Do you think that women’s rights are the same in all European countries? Why do you think so?
- Do you think that women’s equality rights in Europe are a reality or do you think there is much to be improved? Set some examples in which your opinion on women’s rights in Europe are shown.
- What do you think about women’s rights in other countries of the World (not in Europe)?

Some grammar help:

DEFINING				
.....	is (a) are was/were	place, person thing, concept device instrument, tool, designed, build	(where) (who) (which) (that)
RELATION CAUSE-EFFECT. GIVING REASONS as a result because for example, for instance so that is why such as		MAKING DESCRIPTIONS Talking about ... First of all, define what is that you are talking about and where it comes from: This is a ... It comes from ... Then describe its appearance, structure, etc: It has ... It looks like ... It has a ... It is made up of ... It hasn't got ... Describe the location: It is found in ... Describe the function: ... has the job of ...-ing (verb ending in ing) ... It also does ...		

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The induced abortion



The **abortion** is the termination of a pregnancy by removal or expulsion of an embryo or fetus. An abortion that occurs without intervention is known as a “*spontaneous abortion*”. When deliberate steps are taken to end a pregnancy, it is called an “*induced abortion*”. Usually, the word “abortion” refers to an induced abortion. In lots of countries the “induced abortion” is banned, in other countries it’s possible just in few situations, and in some countries is free (woman choice).



Activity 5 (25 Points) Go to next web site in which you can see the “induced abortion” law in different countries in the World. After that, answer the proposed questions:

[https://maps.reproductiverights.org/worldabortionlaws?category\[294\]=294&category\[325\]=325&category\[295\]=295&category\[296\]=296&indications\[299\]=299](https://maps.reproductiverights.org/worldabortionlaws?category[294]=294&category[325]=325&category[295]=295&category[296]=296&indications[299]=299)

- 1) Write 5 countries in which “induced abortion” is banned altogether.
- 2) Write 5 countries in which “induced abortion” is allowed just to save the woman life.
- 3) Write 5 countries in which “induced abortion” is allowed just to preserve health.
- 4) Write 5 countries in which “induced abortion” can be taken because broad social or economic grounds.
- 5) Write 5 countries without restrictions (usually on request by doctors, etc.)

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Activity 6 (10 Points) Go to next web site in which you can see the “induced abortion” law in different European countries. After that, on the map of Europe, put a dot of the indicated colour according to its abortion legislation:

<https://reproductiverights.org/wp-content/uploads/2020/12/European-abortion-law-a-comparative-review.pdf>

Red dot: Banned or highly restricted.

Yellow dot: On broad social grounds.

Green dot: Mandatory waiting period.

Blue dot: Mandatory counselling.

Orange dot: Distress requirement.



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Activity 7 (7 Points) In this activity you have a list of countries. From this list, you have to find, in the next wordsearch, 7 European countries. You have to find: two European countries in which induced abortion is banned, one European country in which it's highly restricted, one European country in which induced abortion can be done because social or economic grounds, two European countries in which induced abortion can be done according to a mandatory waiting period and one European country in which induced abortion can be done because distress causes. (**Not all the countries appear in the wordsearch**)

Countries:

Canada	Poland	Finland	Spain	France	Italy
Andorra	Austria	Belgium	Netherlands	Malta	Sweden
Greece	USA	Portugal	Hungary	Germany	Ireland
China	Romania	Cyprus	Albania	Turkey	Denmark

Answers: Andorra, Malta, Poland, Finland, Spain, Germany, Italy.



Activity 8 (10 Points) Write your opinion related to induced abortion. (Differences between countries (in Europe and in the entire World), if you are against or for induced abortion, if all the women have the same possibilities to take their choice, etc.)

Some grammar help:

DEFINING				
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GIVING OPINIONS
In my opinion ... From my point of view ... I think ... I would answer I think so. I don't think so. I agree. I don't agree. I disagree. Give me a reason for that.

Female genital mutilation



Female genital mutilation or clitoris ablation is defined by the World Health organization as all those proceedings which consist of the partial or total extirpation of the external female genitals and also other injuries of the female organs, for no medical reasons.

It's common practice in some parts of Africa because cultural reasons. Some women are forced to suffer, when they are young females, this type of action.

Watch next video from Warris Dirie, a UN broadcaster, concerning on FGM (Female Genital Mutilation): <https://www.youtube.com/watch?v=NROlfuV5HJ4>



Activity 9 (10 Points) What do you think about the video? What is your opinion about the female genital mutilation? Do you think that cultural customs should prevail over human rights? Why?

Some grammar help:

DEFINING				
.....	is (a) are was/were	place, person thing, concept device instrument, tool, designed, build	(where) (who) (which) (that)
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LGBT+ RIGHTS.



The European Union promotes the equality in rights and possibilities between all its citizens, in any aspect of life, but this issue has not yet been achieved. Also, there is a difference between European countries in achieving this milestone.

The LGBT+ movement is a social movement that aims to achieve equal rights for people who are traditionally marginalised for their sexual conduct or gender sentiment.

Some previous concepts.



It is important to distinguish some previous concepts in order to better understand this LGBT+ collective.

- **Biological sex:** It is associated with physical aspects that can be observed subjectively (organs, hormones, chromosomes, etc.)
- **Gender:** it is a social construction associated with the binary division of biological sex. That is what society expects from men and women.
- **Gender Identity:** It is the experience of the gender as one person feels it. It must not necessarily correspond to the biological sex.
- **Gender Expression:** It is the way each person chooses and expresses its gender identity. It is manifested by name, dress, attitudes, etc.
- **Sexual Orientation:** It is the physical, emotional, erotic, affective and spiritual attraction that one person feels towards another.



Activity 10 (10 Points) Match each sentence with its corresponding concept (Biological sex, gender, gender identity, gender expression, sexual orientation)

1. I'm a man because I have male organs. (Biological sex)
2. I'm a woman but I was born with male organs. (Gender identity).
3. My name is Fiona and I like to wear short skirts. (Gender expression)
4. I love Peter. He makes me feel good. (Sexual orientation)
5. Women use to play with dolls. (Gender)
6. This trouser is for a man and you are a woman! (Gender expression)
7. Johann was a girl before starting his transformation. (Gender identity)
8. A man usually has more developed muscles than a woman. (Biological sex)
9. This couple of men love each other very much. They are always kissing. (Sexual orientation)
10. Look at the draw. This is a women toilette. (Gender)

What does LGBT+ mean?



LGBT+ includes a huge variety of people. The meaning of each letter is as follow:

- **L (*Lesbian*)**: Woman who feels sexually and affective attraction by other women.
- **G (*Gay*)**: Man who feels sexually and affective attraction by other men.
- **B (*Bisexual*)**: Person being sexually and affective attracted men and women indiscriminately.
- **T (*Transgender, Transsexual*)**: This letter encompasses gender identities that do not match those assigned at birth. He refers to two different concepts: Transgender and Transsexual.

Transgender: Person with physical characteristics that do not correspond to the gender with which one identifies.

Transsexual: Transgender person who has started with hormonal or surgical treatments to perform a sex change.

The symbol + encompasses lot of different identities (different letters):

- **I (*Intersexual*)**: Person born with physical characteristics of both genders.
- **Q (*Queer*)**: Person not being identified with traditional gender labels socially accepted.
- **A (*Asexual, Aromantic or Agender*)**: This letter encompasses different identities:
 - Asexual**: Person without sexual attraction to others, or low or absent desire for sexual activity. It may be considered as a sexual orientation.
 - Aromantic**: People that despite feeling no romantic attraction, they can still enjoy wit sex. They have trouble distinguishing the affection of family and friends from that of a romantic partner. Many of them are asexual.
 - Agender**: People who identify themselves as having no gender or being without a gender identity.
- **P (*Pansexual*)**: People who feel sexual, romantic or emotional attraction towards people regardless of their sex or gender identify. For them, gender and sex are not determining factors in their romantic or sexual attraction to others.



Activity 11 (11 Points) Match each word with the correct definition:

Words:

Lesbian, Gay, Bisexual, Transgender, Transsexual, Intersexual, Queer, Asexual, Aromantic, Agender, Pansexual

Definitions:

- Woman who feels sexually and affective attraction by other women.
- Man who feels sexually and affective attraction by other men.
- Person being sexually and affective attracted men and women indiscriminately.
- Person with physical characteristics that do not correspond to the gender with which one identifies.
- Transgender person who has started with hormonal or surgical treatments to perform a sex change.
- Person born with physical characteristics of both genders.
- Person not being identified with traditional gender labels socially accepted.
- Person without sexual attraction to others, or low or absent desire for sexual activity. It may be considered as a sexual orientation.
- People that despite feeling no romantic attraction, they can still enjoy with sex. They have trouble distinguishing the affection of family and friends from that of a romantic partner. Many of them are asexual.
- People who identify themselves as having no gender or being without a gender identity.
- People who feel sexual, romantic or emotional attraction towards people regardless of their sex or gender

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identify. For them, gender and sex are not determining factors in their romantic or sexual attraction to others.

LGBT+ flag



The LGBT+ flag was designed in 1978 by Gilbert Baker, to symbolize the diversity of the LGBT+ community. It originally had 8 colours, but was modified to the 6 we know nowadays. Each colour has a meaning.

Red for life, orange for healing, yellow for the Sun, green for nature, indigo (blue) for harmony and violet for the soul.



Activity 12 (15 Points) Go to next web site in which you can see the LGBT+ rights in different countries in the World. After that, answer the proposed questions:

[Map of Countries that Criminalise LGBT People | Human Dignity Trust](#)

- 1) Write the name of 5 countries in which LGBT+ people is sentenced to death penalty:
- 2) Write the name of 5 countries that criminalises LGBT+ people:
- 3) Write the name of 5 countries that criminalises the gender identity/expression or trans people:



Activity 13 (15 Points) Read next real stories and after that, answer the proposed questions:

- **Story 1: “A gay couple is sentenced to death by hanging, by the country’s court of a Middle East country, for having had sexual intercourse”**
- **Story 2: “Homophobic attack: a gay young man is killed in an European country by a group of people who did not accept his sexual conduct”**
- What is your opinion about these two real stories?
- Do you think a LGBT+ person is free to express himself/herself/itself in all the countries of the World? And in the countries in which LGBT+ is allowed? Why do you think so?
- Do you think it is the same that a person was sentenced to death by a judge (following the laws of the country) than a person killed by a homophobic attack in a country in which homosexual relations are allowed? Why do you think so?

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Activity 14 (10 Points) Go to next webpage in which you can find LGBT+ rights in different countries of the World: <https://www.equaldex.com/>

According to the maps from the proposed webpage, in a Europe map, draw with green colour the European countries in which same sex marriage and adoption is allowed, with yellow colour the European countries in which same sex marriage is allowed but no children adoption by them and with red colour the European countries in which same sex marriage is banned.

After that, put blue dots in the European countries in which donating blood is banned for LGBT+ people, with a black dot in the European countries in which LGBT+ people have discrimination (illegal in some contexts), and a yellow dot in the European countries in which the change of gender is illegal. **OPTIONAL:** If dots are not seen because the background colour, you could put next symbols: black dots “.” in the European countries in which donating blood is banned for LGBT+ people, the black symbol “+” in the European countries in which LGBT+ people have discrimination (illegal in some contexts), and the black symbol “x” in the European countries in which the change of gender is illegal.



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Activity 15 (10 Points) Looking at the map made in the previous activity, what conclusions can you obtain? What do you think about the obtained results?

Some grammar help:

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GIVING OPINIONS In my opinion ... From my point of view ... I think ... I would answer I think so. I don't think so. I agree. I don't agree. I disagree. Give me a reason for that.
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Activity 16 (50 Points) Optional activity. Watch the short-film “*El mundo entero*” by Julian Quintanilla, related to homosexuality: <https://www.youtube.com/watch?v=vwwdu5rBnoE> (Remember to activate the English Subtitles of the short film)

After that, answer next questions related to the short film:

1. What do you think of the “la Chary” behaviour towards his son “Julito”?
2. What’s the point of repent “la Chary” for not acting in the past, in relation to Peter?
3. To the question the psychologist proposed to “la Chary”: “*You want me to cure him. You’re not the first, and won’t be the last to ask me. Loads of them come here*”, What is the answer she gives him? Do you agree?
4. What do you think about what “la Chary” say to the psychologist: “*The one that needs a cure is me, not him!*”, or “*What I really want is for him no to have any traumas*”?
5. What did “la Pepi” do with his homosexual son in order to heal him? Do you think is a good option?
6. What did “Paco’s wife (Paco the mechanic) do with his son? But he would like to be a doctor. His mother decision was the best? Why do you think so?
7. What do you think of the guys on the balcony insulting Peter for his homosexuality?
8. In the scene where Julito goes to Peter’s house; What does Peter comment to Julito regarding his mother?
9. What were the advices given by the psychologist, after receiving the “la Chary” visit, to the people who were going to his consultation on issues related to homosexuality?
10. What is your opinion about the short-film and the different ways to act related to homosexuality?

Some grammar help:

DEFINING				
.....	is (a) are was/were	place, person thing, concept device instrument, tool, designed, build	(where) (who) (which) (that)
RELATION CAUSE-EFFECT. GIVING REASONS as a result because for example, for instance so that is why such as		MAKING DESCRIPTIONS Talking about ... First of all, define what is that you are talking about and where it comes from: This is a ... It comes from ... Then describe its appearance, structure, etc: It has ... It looks like ... It has a ... It is made up of ... It hasn't got ... Describe the location: It is found in ... Describe the function: ... has the job of ...-ing (verb ending in ing) ... It also does ...		

GIVING OPINIONS In my opinion ... From my point of view ... I think ... I would answer I think so. I don't think so. I agree. I don't agree. I disagree. Give me a reason for that.
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EUTHANASIA. RIGHT TO A DIGNIFIED DEATH



Euthanasia is the practice of intentionally ending life to relieve pain and suffering.

Euthanasia is categorized in different ways, which include **voluntary**, **non-voluntary** or **involuntary**. Voluntary euthanasia is when a person wills to have their life ended and is legal in some countries. Non-voluntary euthanasia occurs when a patient's consent is unavailable and is legal in some countries under certain conditions. Involuntary euthanasia, which is done without asking for consent or against the patient's will (or family), is illegal in all the countries and is usually considered murder. Voluntary and non-voluntary types can be further divided into **passive** or **active** variants. Passive euthanasia entails the withholding treatment necessary for the continuance of life (allowed in lots of countries). Active euthanasia entails the use of lethal substances or forces (such as administering a lethal injection), it's more controversial and allowed just in a few countries in the World.



Activity 17 (15 Points) What is your opinion about euthanasia in the different ways? What is the difference between active and passive euthanasia?

Some grammar help:

DEFINING				
.....	is (a) are was/were	place, person thing, concept device instrument, tool, designed, build	(where) (who) (which) (that)
RELATION CAUSE-EFFECT. GIVING REASONS as a result because for example, for instance so that is why such as		MAKING DESCRIPTIONS Talking about ... First of all, define what is that you are talking about and where it comes from: This is a ... It comes from ... Then describe its appearance, structure, etc: It has ... It looks like ... It has a ... It is made up of ... It hasn't got ... Describe the location: It is found in ... Describe the function: ... has the job of ...-ing (verb ending in ing) ... It also does ...		

GIVING OPINIONS

In my opinion ...
 From my point of view ...
 I think ...
 I would answer
 I think so.
 I don't think so.
 I agree.
 I don't agree. I disagree.
 Give me a reason for that.

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Activity 18 (10 Points) Search on the net the European countries in which euthanasia is allowed in the different ways. In the next Europe map, draw with green colour the European countries in which euthanasia passive and active are allowed (under certain conditions), with a yellow colour the European countries in which active euthanasia is illegal but passive euthanasia is legal, with a red colour the European countries in which all types of euthanasia are banned, and with a white colour the European countries in which you don't find any information related to euthanasia.



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Activity 19 (10 Points) Looking at the map made in the previous activity, what conclusions can you obtain? What do you think about the obtained results?

Some grammar help:

DEFINING				
.....	is (a) are was/were	place, person thing, concept device instrument, tool, designed, build	(where) (who) (which) (that)
RELATION CAUSE-EFFECT. GIVING REASONS as a result because for example, for instance so that is why such as		MAKING DESCRIPTIONS Talking about ... First of all, define what is that you are talking about and where it comes from: This is a ... It comes from ... Then describe its appearance, structure, etc: It has ... It looks like ... It has a ... It is made up of ... It hasn't got ... Describe the location: It is found in ... Describe the function: ... has the job of ...-ing (verb ending in ing) ... It also does ...		

GIVING OPINIONS In my opinion ... From my point of view ... I think ... I would answer I think so. I don't think so. I agree. I don't agree. I disagree. Give me a reason for that.
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Activity 20 (10 Points) Read next text about the Spanish law of euthanasia (summarized). After that, answer the proposed question.

The Spanish law of euthanasia (2021). The Spanish law allows a person to end their own life in two different ways: euthanasia (intentionally ending of a life to relieve suffering, for example with a lethal injection administrated by a doctor) and assisted suicide (the act is undertaken by the person themselves with some help). The request needed according to the Spanish euthanasia law are:

- Suffer a serious or incurable illness, a chronic or incapacitating condition that causes intolerable suffering.
- Be an adult Spanish national or legal resident.
- Be fully aware and conscious when they make the request, which has to be submitted twice in writing, 15 days apart.

Important: A doctor can reject the request if the requirements have not been met. It must be approved by a second doctor and by an evaluation body. Any doctor can withdraw on grounds of “conscience” from taking part in the procedure.

- What do you think about the Spanish law of euthanasia? Are you for or against euthanasia? Why do you think so?

Some grammar help:

DEFINING				
.....	is (a) are was/were	place, person thing, concept device instrument, tool, designed, build	(where) (who) (which) (that)
RELATION CAUSE-EFFECT. GIVING REASONS as a result because for example, for instance so that is why such as		MAKING DESCRIPTIONS Talking about ... First of all, define what is that you are talking about and where it comes from: This is a ... It comes from ... Then describe its appearance, structure, etc: It has ... It looks like ... It has a ... It is made up of ... It hasn't got ... Describe the location: It is found in ... Describe the function: ... has the job of ...-ing (verb ending in ing) ... It also does ...		

GIVING OPINIONS In my opinion ... From my point of view ... I think ... I would answer I think so. I don't think so. I agree. I don't agree. I disagree. Give me a reason for that.
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Activity 21 (20 Points) Optional activity. Watch the film “*Mar adentro*” by Alejandro Amenábar (Remember to activate the English subtitles), related to Euthanasia:

After that, answer next questions related to the film:

1. What do you think about Ramon Sampedro feelings and about his life?
2. Do you understand why Ramon wants to end his life? What would you do in his situation?
3. Do you think that the person who helped Ramon to die, according his wishes, was a murderer? Why do you think so?
4. Do you think it's better for a person who wants to end up his/her life because he/she is suffering a serious or incurable illness, a chronic or incapacitating condition that causes intolerable suffering, do the same as the film's protagonist does or do you think it's better for these situations to be regulated by a law?

Some grammar help:

DEFINING				
.....	is (a) are was/were	place, person thing, concept device instrument, tool, designed, build	(where) (who) (which) (that)
RELATION CAUSE-EFFECT. GIVING REASONS as a result because for example, for instance so that is why such as		MAKING DESCRIPTIONS Talking about ... First of all, define what is that you are talking about and where it comes from: This is a ... It comes from ... Then describe its appearance, structure, etc: It has ... It looks like ... It has a ... It is made up of ... It hasn't got ... Describe the location: It is found in ... Describe the function: ... has the job of ...-ing (verb ending in ing) ... It also does ...		

GIVING OPINIONS In my opinion ... From my point of view ... I think ... I would answer I think so. I don't think so. I agree. I don't agree. I disagree. Give me a reason for that.
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Activity 22 (50 Points) After finish the activities related to feminism, LGBT+ rights and euthanasia, answer next questions:

- 1) Do you think we're lucky to live in Europe? Why do you think so?
- 2) Do you think that human rights should take precedence over cultural issues in a region of the World? Why do you think so?
- 3) Do you think that all citizens of the European Union have the same rights, regardless of the country of residence? Why do you think so? What is your opinion about that?
- 4) Have you ever seen or suffered a bullying situation towards anyone in your environment related to their sexual conduct? If yes, explain the situation. What is your opinion about that?
- 5) Do you think that the European Union should lay down more common laws, which should be enforced by all Members States in order to equalise rights between their citizens? Why do you think so?

Some grammar help:

DEFINING				
.....	is (a) are was/were	place, person thing, concept device instrument, tool, designed, build	(where) (who) (which) (that)
RELATION CAUSE-EFFECT. GIVING REASONS as a result because for example, for instance so that is why such as		MAKING DESCRIPTIONS Talking about ... First of all, define what is that you are talking about and where it comes from: This is a ... It comes from ... Then describe its appearance, structure, etc: It has ... It looks like ... It has a ... It is made up of ... It hasn't got ... Describe the location: It is found in ... Describe the function: ... has the job of ...-ing (verb ending in ing) ... It also does ...		

GIVING OPINIONS In my opinion ... From my point of view ... I think ... I would answer I think so. I don't think so. I agree. I don't agree. I disagree. Give me a reason for that.
--

COMPARING AND CONTRASTING - For similarities is similar to ... (in that/in) similarly ... and ... are similar (in that/in so far as ...) ... is like ... (in that/in so far as ...) like equally in similar manner moreover in the same way ... and ... both have ... in common	- For differences ... is unlike ... (in that/in so far as) in contrast/alternatively compared with in comparison with ... is different from ... (in that/in so far as) on the one hand/on the other hand instead of however, /otherwise, ... differs from ... in respects: (firstly, etc.) ... can be distinguished from ... alternatively from a different point of view from a different perspective
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UNDER THE EUROPEAN UNION UMBRELLA. Right to decide.



Activity 23 (26 Points) After finishing the activities related to feminism, LGBT+ rights and euthanasia, go to the next link: https://es.educaplay.com/recursos-educativos/11274300-roulette_words2.html and do the proposed roulette words:

A: Ablation: All proceedings which consist of the partial or total extirpation of parts of the body (for example the external female genitals and also other injuries of the female organs), for no medical reasons.

B: Bisexual: Person being sexually and affective attracted men and women indiscriminately.

C: Country: An area of land that has its own government, army, etc.

D: Discrimination: Treating a person or particular group of people differently, especially in a worse way from the way in which you treat other people, because of their skin colour, sex, sexuality, etc.

E: Euthanasia: Practice of intentionally ending life to relieve pain and suffering.

F: Feminism: Organized effort to give women the same economic, social, and political rights as men.

G: Gender: Social construction associated with the binary division of biological sex. That is what society expects from men and women.

H: Netherlands: European country in which active euthanasia is allowed.

I: Intersexual: Person born with physical characteristics of both genders.

J: Japan: Asian country in which induced abortion is allowed for broad social or economic grounds and in which same sex marriage is unrecognized.

K: Denmark: European country in which same sex marriage is allowed and these types of marriage can adopt children.

L: Lesbian: Woman who feels sexually and affective attraction by other women.

M: Aromantic: People that despite feeling no romantic attraction, they can still enjoy wit sex. They have trouble distinguishing the affection of family and friends from that of a romantic partner. Many of them are asexual.

N: Adoption: Act of taking another person's child legally into your family to raise as your own child.

O: Abortion: Intentional or spontaneous ending of a pregnancy.

P: Pansexual: People who feel sexual, romantic or emotional attraction towards people regardless of their sex or gender identify. For them, gender and sex are not determining factors in their romantic or sexual attraction to others.

Q: Queer: Person not being identified with traditional gender labels socially accepted.

R: Rape: Force someone to have sex without their wishes, and/or when they are unwilling, using violence or threatening behaviour.

S: Asexual: Person without sexual attraction to others, or low or absent desire for sexual activity. It may be considered as a sexual orientation.

T: Transgender: Person with physical characteristics that do not correspond to the gender with which one identifies.

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U: Europe: Continent that is to the east of the Atlantic Ocean, to the north of the Mediterranean, and to the west of Asia.

V: Government: Group of people who officially control a country.

W: Woman: Adult female human.

X: Transsexual: Transgender person who has started with hormonal or surgical treatments to perform a sex change.

Y: Gay: Man who feels sexually and affective attraction by other men.

Z: Citizen: Person who is a member of a particular country and who has rights because of being born there or because of being given rights, or a person who lives in a particular town or city.





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Self-assessment Assess yourself. Name _____

About the scenario:

1. Make a cross in the table below, according to the things you have learned in this scenario:

What to evaluate				
	Could be better 1	Satisfactory 2	Good 3	Very good 4
I learned some vocabulary related to women rights.				
I learned some vocabulary related to LGBT+ movement.				
I learned some vocabulary related to euthanasia.				
I'm able to search on the net real and important information related to the different parts of the scenario.				
I can identify and describe the different members included in the LGBT+ movement.				
I can describe the different ways of euthanasia.				
I can identify and describe different European rights.				
I can describe the differences between different countries from the European Union.				
I can compare the human rights achieved in Europe with the human rights from other parts of the World.				
I can identify some problems that women suffer.				
I can identify some problems that LGBT+ people suffer.				
I'm able to define words related to the scenario.				
I can work in collaborative groups.				
I can watch a short-film giving conclusions about it.				
I'm able to express and defend my position related to European rights.				
I can write a composition explaining, describing, giving my opinion, etc.				
I'm able to give reasons, expressing my opinion.				
I enjoy working in groups.				
TOTAL				172

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2. Write your mark with a cross (a number between 1 and 10).

1	2	3	4	5	6	7	8	9	10
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3. What have you learned from this scenario?
4. What was easy for you?
5. What did you find difficult?
6. What would you find most helpful?
7. What did you like doing most?
8. What did you like doing least?
9. Write the most important words (key words) learned in this scenario.
10. Any suggestions?

UNDER THE EUROPEAN UNION UMBRELLA. Right to decide.

In this scenario you have...

- ❖ Used English as a way to communicate.
- ❖ Worked in pairs, respecting and analysing critically the decisions made by your partners.
- ❖ Learnt some vocabulary related to women and LGBT+ rights.
- ❖ Learnt some vocabulary related to euthanasia.
- ❖ Described the most important aspects related to the scenario and the rights to decide.
- ❖ Described the problems that women and members of LGBT+ collective suffer.
- ❖ Identify and describe some human rights in different countries of the World.
- ❖ Watched short-films giving conclusions about it.
- ❖ Understood the importance of Europe in the development of human rights.
- ❖ Used internet to improve your knowledge.
- ❖ Learnt how to write a definition in English.
- ❖ Learnt how to compare in English.
- ❖ Learnt how to give opinions in English.
- ❖ Assessed in a critically and respectfully way the work done by your partners.
- ❖ Valued the European contribution in the development of the societies.