TED Talks List

Please use other TED Talks for your homework

Oral Communication V

- Phil Hansen, “Embrace the Shake”
- Mark Bezos, “A Life Lesson from a Volunteer Firefighter”
- Chris Jordan, “Picturing Excess”
- Marc Koska, “1.3 million reasons to re-invent the syringe”
- Richard St John, “The 8 Keys to Success”
- Maz Jobrani, “Did you hear the one about the Iranian-American?”

Oral Communication VI

- TEDEd, “What really happens to the plastic you throw away?”
- Dianna Cohen, “Tough Truths about Plastic Pollution”
- Rachel Botsman, “The Case for Collaborative Consumption”
**Oral Communication VI**

<table>
<thead>
<tr>
<th>Week</th>
<th>Content</th>
</tr>
</thead>
</table>
| 1    | 1. Guidance  
2. Introduction of Pecha Kucha Light with "Job Shadowing in Hawaii" along with Adapted Cornell Note Taking system  
3. Semester plan: theme = human rights; preconceptions about human rights; video: *Fish is Fish*, by Leo Lionni |
| Flipped Activities | Video #1 What makes a good group discussion |
| 2    | 1. Discussing flipped activities  
2. Universal Declaration of Human Rights: Article 16 about *Education* |
| Flipped Activities | **Education to End Poverty**  
Video #2 Education and Poverty in Japan  
The value of education (reflection) |
| 3    | 1. Discussing flipped activities  
2. Wangari Maathai, “The Hummingbird” to explain the action part of the course  
3. Discussing necessary changes in Japanese education |
| Flipped Activities | **Education – To End Poverty & for Better Human Beings**  
Video #3 Illiteracy & Reading can make better human beings |
| 4    | 1. Discussing flipped activities  
2. Test  
3. Introducing the new topic by connecting Literacy & Environment with Eco-Literate: *What really happens to the plastic you throw away?* TEDEd + Chris Jordan’s project, “Running the Numbers” |
| Flipped Activities | **Environment Polluted by Consumerism**  
Video #4 Consumerism & “Buy Nothing Day” & Graham Hill, "Less Stuff More Happiness”, TED Talk |
| 5    | 1. Discussing flipped activities  
2. Less consumption = less stuff = less trash! Plastic pollution with Dianna Cohen, “Tough Truths about Plastic Pollution” TED Talk |
| Flipped Activities | **Environment Polluted by Consumerism**  
Video #5 Rights and Obligations for a Clean Environment |
| 6    | 1. **Deadline** for signing up for your Pecha Kucha Light  
2. Discussing flipped activities  
3. Solution for things we don't want anymore & how to get what we really need: Rachel Botsman, “The Case for Collaborative Consumption” TED Talk  
4. Test  
**Homework:** Pecha Kucha Light (PKL) or TED Talk if you're not doing a PKL |
| 7    | PKL & TED Talk sharing |
| 8    | PKL & TED Talk sharing |
| Flipped Activities | **Health: Cosmetics & Body Care Products**  
Video #6 “The Story of Cosmetics” |
| 9    | 1. Discussing flipped activities  
2. Sharing research on Japanese products  
3. Explanation on how to use websites to check toxicity |
| Flipped Activities | **Freedom of Opinion & Expression:**  
Video #7 “Amnesty International” |
| 10   | 1. Discussing flipped activities  
| Flipped Activities | **Freedom of Opinion & Expression:**  
Video #8 Amnesty International: Symbol & Write for Rights Campaign |
<table>
<thead>
<tr>
<th>Test</th>
<th>Homework: Write your Amnesty International letters (optional)</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>Video #9: Access to credit with M. Yunus &amp; Grameen Bank + Kiva's presentation with Pedro's Story video</td>
</tr>
</tbody>
</table>
| 12   | 1. Hunger banquet  
2. Sharing flipped activities |
| 13   | Working conditions - Modern day slavery  
Video #10 Oxfam |
| 14   | PKL & TED Talk sharing |
| 15   | PKL & TED Talk sharing |
WHO'S YOUR TEACHER?

- Richard Morrison: morrison@lets.chukyo-u.ac.jp
- Mathew White: mathew-w@nufs.ac.jp

Grading System

- Continuous assessment:
  
  Participation = 30%

  Participation includes: (1) arriving and leaving on time; (2) using English in class; (3) completion of flipped learning activities (videos on class website & TED Talk); (4) talking about flipped activities with all of your classmates during the semester; (5) answering questions; (6) "wowing" me.

  "Wowing" me means one of the following:
  - you are willing and happy to be a reporter for your discussion group;
  - you ask relevant questions;
  - you make constructive comments.

  - If you sleep or do work not related to our class, you will not get any points.

  - If you copy answers for the flipped activities, and present these answers as your own work, this is plagiarism, and you will fail the class.

Tests & Pop-Quizzes = 20%

Tests and pop-quizzes are about the content of the class, studied at home and in class, including the target vocabulary.

- Pecha Kucha Light = 50% (20% for the 1st one; 30% for the 2nd)

- Attendance & Final grade possibilities:
  - Arriving more than 15 minutes late or leaving 15 minutes early = 1 absence.
  - Arriving late 3 times = 1 absence.
  - S = no being late; no absence (except for excused ones)
  - A = 1 absence
  - B = 2 absences
  - D = 3 absences

Attendance

If you’re absent, you HAVE to email to let your teacher to let him/her know what’s happening. Communication is very important! In the object line, write: “OCVI, Friday 3 or 4: … [purpose of email]”

Pecha Kucha Light (PKL)

- 15 slides at 20 seconds = 5-minute presentation.
- Slides timed to change on their own/automatically.
- 3 minutes for Q&A.
- Individual presentations connected to the different human rights introduced in class, and always providing a solution to the issue you chose.
- Two PKL: Round 1 = 11/08 or 11/15 - Round 2 = 01/10 or 01/17.
  
  You will have to sign up for each round, briefly explaining the content of your PKL.

  Online sign-up deadlines:  
  - Round 1 = Thursday before week 6 class
  - Round 2 = Thursday before week 13 class

- When you’re not doing a PKL, you will present a TED Talk you have watched and reflected on.
# Becoming familiar with Pecha Kucha Light

**Video: Mana’s Pecha Kucha Light**

<table>
<thead>
<tr>
<th>Guiding Questions</th>
<th>Your Answers to questions</th>
<th>Your Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>What’s the purpose of Mana’s Pecha Kucha?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Why was it difficult to deal with guests from so many different countries?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fill in the blanks to complete the words Mana used in her Pecha Kucha to describe how she reacted to the problems during her internship.</td>
<td>She felt over________ and help________ dealing with guests from many different countries. She lost her con________ in her English ability and her past knowledge of service.</td>
<td></td>
</tr>
<tr>
<td>According to Mana, what is the Aloha Spirit?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>According to Mana, what are the two things we should do when we hit a wall (to have a problem and not know what to do)?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Summary**
Mathew's Notes

3 weeks
Purpose - share what she learned in Hawaii
Resort + spa hotel
 Hospitality:  vs. others

Diverse
Guest expectations
Definition of service
Overwhelmed by sense of helplessness - lost confidence - panicked
* Aloha spirit: real meaning = to love ourselves
Take a deep breath
Ability to resolve problems
Checked 300. Be yourself - do your best - You'll find a way out!

Sophie's Notes & Answers

Video: Mana's Pecha Kucha

| What’s the purpose of Mana’s Pecha Kucha? | She wanted to share what she learned during her (3-week) internship (job-shadowing) in Hawaii. |
| Why was it difficult to deal with guests from so many different countries? | They had different expectations (about service: some said it was not enough, some said it was too much). Not the main reason: she had trouble understanding their English. |
| Fill in the blanks to complete the words Mana used in her Pecha Kucha to describe how she reacted to the problems during her internship. | She felt overwhelmed and helpless dealing with guests from many different countries. She lost her confidence in her English ability and her past knowledge of service. |
| According to Mana, what is the Aloha Spirit? | It is to love ourselves and be who we are. |
| According to Mana, what are the two things we should do when we hit a wall? | If you hit a wall, be yourself and do your best. |

Summary
Mana experienced some challenging situations during her internship in Hawaii, but thanks to the Aloha Spirit, she found a way to overcome them by being herself and doing her best.
Class Content

Goals.

Theme. Human Rights as listed in the *Universal Declaration of Human Rights*¹.

Method. You will have to think first before getting input from me or other students. I want to give you a chance to see what you already know and think. Besides I need to understand these *preconceptions* myself to help you develop your understanding.

The children’s book by Leo Lionni, *Fish is Fish*² demonstrates why it’s important to understand preconceptions. When the frog explains to the fish what it has seen outside the pond, the fish understands everything as looking like a fish because that is all that it knows. It learns new things based on what it already knows.

Semester Concept Map.

Your Preconceptions.

² [https://vimeo.com/39374062](https://vimeo.com/39374062)

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Universal Declaration of Human Rights, simplified version by Mathew White

Article 1  Right to equality
Article 2  Freedom from discrimination
Article 3  Right to life, and personal security
Article 4  Freedom from slavery
Article 5  Freedom from torture and cruel or degrading treatment
Article 6  Right to be recognized as a person before the law
Article 7  Right to equality before the law
Article 8  Right to solve a disagreement through a court system
Article 9  Freedom from arbitrary arrest (the police can only arrest you if you've done something wrong)
Article 10 Right to a fair public hearing (the legal system should be open to the public)
Article 11 Right to be considered innocent until proven guilty
Article 12 Freedom from interference with privacy, family, home and correspondence
Article 13 Right to free movement in and out of the country
Article 14 Right to asylum in other countries (protection from other countries if you are a refugee)
Article 15 Right to a nationality and freedom to change it
Article 16 Right to marriage and having a family
Article 17 Right to own property
Article 18 Freedom of belief and religion
Article 19 Freedom of opinion and information
Article 20 Right to peaceful assembly and association
Article 21 Right to participate in government and free elections
Article 22 Right to social security
Article 23 Right to desirable work and to join trade unions
Article 24 Right to rest and leisure
Article 25 Right to basic living standards with enough food, clothing, shelter and medical services
Article 26 Right to an education
Article 27 Right to participate in the cultural life of community
Article 28 Right to having your government protect your rights
Article 29 Right to perform community duties, essential to free and full development
Article 30 Freedom from government or personal interference in the 29 rights listed above
Video #1: Good Group Discussion, part 1 “Being a good listener”

**Learn**

**Memo:** words highlighted in grey are the video’s target words - the words you should learn/review.

1. Read the guiding questions below.
2. Take notes to answer the guiding questions while watching the video on the website.
3. Answer the questions, using your own words as much as possible: just repeating what is in the video will make it harder for you to deeply understand and remember.
4. Summarize the video using the concept map.

<table>
<thead>
<tr>
<th>Guiding questions</th>
<th>Your Answers</th>
<th>Your Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What are the 3 skills that can make you a good listener?</td>
<td><strong>ATTITUDE</strong></td>
<td></td>
</tr>
<tr>
<td>2. What did Mathew do that made him a bad listener?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. What did Mathew do that made him a good listener?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Fill in the blanks:</td>
<td><strong>ATTENTION</strong></td>
<td></td>
</tr>
<tr>
<td>5. What did Mathew do that made him a bad listener?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. What did Mathew do that made him a good listener?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Fill in the blanks:</td>
<td><strong>ADJUSTMENT</strong></td>
<td></td>
</tr>
<tr>
<td>8. What’s the main advantage of discussions which are off topic?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. If a discussion seems too off topic, what should you do?</td>
<td></td>
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</tr>
</tbody>
</table>

**Summary**

Learn
### Video #1, Good Group Discussion, part 2 “Being a good speaker”

<table>
<thead>
<tr>
<th>Guiding questions</th>
<th>Your Answers</th>
<th>Your Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ACCURATE</strong> 1. What are the 3 skills of a good speaker?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. What did Mathew do that made him a bad speaker?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. What did Mathew do that made him a good speaker?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Fill in the blanks:</td>
<td>To make your comments accurate, you need to s_________ them with e_________, n________, and/or t________. You also need to clearly e_________ your comments.</td>
<td></td>
</tr>
<tr>
<td><strong>INTERACTIVE</strong> 5. What did Mathew do that made him a bad speaker?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. What did Mathew do that made him a good speaker?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. How can you make your talking time interactive? Fill in the blanks:</td>
<td>- Keep the other participants e________</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- S________ on topic</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Avoid being a r________ s_________; saying “me too” with no other comments don’t move the discussion forward.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Be c________ and s__________</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Be r__________</td>
<td></td>
</tr>
<tr>
<td><strong>MEMORABLE</strong> 8. Fill in the blanks:</td>
<td>To make your points and ideas memorable, you have to make them e________ to follow, c________.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sharing f________ ideas will also make your comments memorable. It’s sometimes hard to be different in a discussion, but it can also increase others’ interest and make them think harder. Be brave, t________ o________ the b________.</td>
<td></td>
</tr>
</tbody>
</table>

### Summary
Considering the skills of a **good listener and speaker** which one(s) are you good at? Why? Which one do you need to improve? How?

<table>
<thead>
<tr>
<th>Skill(s) I am good at ...</th>
<th>Because ...</th>
<th>Skill(s) I need to improve</th>
<th>How?</th>
</tr>
</thead>
</table>
Discussing Flipped Activities

1. **Recite**: to review the content of the videos watched outside of class, hide your notes and use the guiding questions. The other students may comment and help you if you can’t remember.

2. **Share** the questions you have about **what you haven’t understood**. Make sure that the recitation hasn’t already answered them.

3. **Vocabulary**:
   - Share the questions you have about the target words.
   - Share the words that you have added to help you better understand.
   - Each group will come and write down on the board the words they have added. Be prepared to explain these words.

4. **Opening the floor to discussion**:
   - Share what you **don’t agree** with in the video.
   - Each group will explain what they don’t agree with to the whole class.
   - Share your **reflection** about the video.
   - Each group will summarize the main ideas of the group to the whole class.

**TAKE NOTES** when you discuss the flipped activities!
Universal Declaration of Human Rights, Article 26 about Education

(1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

(2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

(3) Parents have a prior right to choose the kind of education that shall be given to their children.
Reflecting about the value of education

1. Have you ever wondered why you were in university, what were the goals of a higher education?
2. Imagine that you’re sitting in a class that doesn’t interest you. The question would then be: why did you take the class? Is it:
   - To be with your friends? In this case, what does this say about the value of the class you’re taking?
   - To get the credits? What are the credits for?
3. Another question you could think about is: are you in university because your parents wanted you to go? Because your friends were going? Because you wanted to go?

Your reflections

Notes from discussion

Why this topic

We read the following:
"One morning, with little encouragement to continue from a class of grade 10 World History students, I stopped my lesson, pulled my chair to the middle of the classroom and asked, 'What are we doing here, why are you in this class, this morning, with me, with each other, studying history when you clearly have no interest in either being here or doing so?’ Following each response with a ‘why?’ my privileged students agreed that they were here for the following reason[s]: 'Because our parents make us get up in the morning to come here...because we need to graduate from high school...because we need to go to university...because we need to get a job...because if we don't get a job, we can't eat!’ My students correctly identified contextual realities producing their education as a commercial transaction.”

To see education as a commercial transaction goes against our beliefs as teachers and life-long learners, but we do understand that nowadays this is a reality. We want to encourage you to think about others aspects of education through the next two weeks of flipped activities and discussions.

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Learn

Memo: words highlighted in grey are the video's target words - the words you should learn/review.

1. Read the guiding questions below.
2. Take notes to answer the guiding questions while watching the video on the website.
3. Answer the questions, using your own words as much as possible.
4. Summarize the video for yourself: what is it you understand from this video?

### Video #2, Education to End Poverty in Japan

**Guiding questions**

1. In your own words, explain what “education as commercial transaction” means.
2. In your own words, explain what “Education is the escalator out of poverty” means.
3. In Japan, what makes access to education unequal?
4. Is Japan relative poverty rate good?
5. In a class of 25 students, how many students could be living in poverty?
6. Fill in the blanks.
7. Why is welfare a negative thing for future generations?
8. Fill in the blanks.
9. What is the government doing to improve the poverty issue in Japan?
10. How can university students help students with financial disadvantages?

**Your Answers**

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**Your Notes**

"With only a junior high school diploma, a Japanese man’s salary is ____ below the average salary. In the same situation, a woman’s salary is ____ below the average salary."

"If you have a university diploma, your salary will be ____ higher than someone with a high school diploma if you are a man, and ____ higher if you are a woman."

**Summary**
Topic #1: Education – To Open your Mind

Beyond the financial aspect of education, we believe that education helps us become better human beings by opening our minds to new ideas and feelings. S. Godin describes university education as follow:

"College started as universitas magistrorum et scholarium - a community of masters and scholars. It was a refuge; it was a place you went to get lost in ideas, to discover and wander, and to plot a course as an academic."

Through our class, we hope to help you get lost in ideas you had never considered before. We hope to help you discover the world and yourself. As far as we are concerned, university is NOT the spring vacation of life, unlike what the Japanese proverb says: “大学は人生の春休み”.

We both strongly wish for your mind to grow stronger, not take a vacation. For us, one way to make our minds stronger is to develop our curiosity. We have been greatly inspired by how Leonardo da Vinci nurtured his immense curiosity. Here is a checklist of things you can do or think, to be more like him:

- I keep a journal or notebook to record my insights and questions.
- I take adequate time for contemplation and reflection.
- I am always learning something new.
- When I am faced with an important decision, I actively seek out different perspectives.
- I am a voracious reader.
- I learn from little children.
- I am skilled at identifying and solving problems.
- My friends would describe me as open-minded and curious.
- When I hear or read a new word or phrase, I look it up and make a note of it.
- I know a lot about other cultures and am always learning more.
- I know or am involved in learning a language other than my native one.
- I solicit feedback from my friends, relations, and colleagues.
- I love learning.

The second task for this week’s flipped activities is to define what education is for you, using what we have shared so far and going deeper. To go deeper, you will find a selection of TED Talks about education on the website. Watch them all, or only a few, or even none. The most important thing is that you can define education for yourself and explain your point of view in our next class. Please use the table on the next page to write your ideas. If the idea comes from a TED Talk, make sure to give the name of the TED presenter!

- Use the table on the next page to write down your ideas.

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Education is / should ... because ...

**Topic #1: Education - To end poverty in Japan (text version of the video)**

In our last class, we reflected about and discussed the values of education. In many cases, education is seen as a commercial transaction: you pay for education to get a diploma that will give you a job that pays you a good salary.

The fact that education helps you have a good salary is very important for low-income students. Education means that they could get out of poverty. As Nicholas D. Kristof wrote in 2011: “Education is the escalator out of poverty”⁷. N. D. Kristof has studied this aspect of education in many developing countries (*Half the Sky*, N. D. Kristof and Sheryl WuDunn, 2009), but this also true for developed countries, like Japan and the US.

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In fact, in Japan, because of the cost of education, access to education is limited to families with higher income. This educational divide has two consequences. First, it makes Japan’s relative poverty rate the 4th highest among 34 OECD countries. This means that Japan’s relative poverty rate is only better than that of Mexico, Turkey and the US (the US also has serious problems with poverty). Second, the educational divide keeps 1 in 6 children in poverty, which is the highest level since there are records in 1985.

When education is expensive, and your family has a low income, you often cannot get a higher level of education. In Japan: “Only 90% of children from poor families go to high school compared with 98.4% of the general population.” This means that 10% of poor children will have to find a job with only a junior high school diploma. For a man, this means that his salary will be 26% below the average salary; for a woman, it will be 28%. For both men and women, this means living in poverty.

However, with a low salary, you can get welfare (money given by the government), but it is said that “those on welfare risk passing poverty on to the next generation, as their lack of qualifications means they later struggle to earn enough to educate their own children.” A study done in Sakai (Osaka Prefecture) found that 25% of children, who grew up in low-income family on welfare, were also on welfare as adults. Poverty is a vicious cycle that can only be broken by education.

The salary of a Japanese man with a university education is indeed 44% higher than that of a Japanese man with a high school diploma. The difference is even greater for women: the salary of a Japanese woman with a university education is 60% higher than that of a Japanese woman with only a high school education. Knowing that less than 20% of low-income students get a university education - in other words, knowing that only 20% of the low-income population is most likely to get out of poverty every year - actions need to be taken.

The government passed a law in 2013 asking for a plan (called a blueprint) to help the poor. The plan includes having more social workers in schools and giving free after-school help for struggling students. We are still waiting to see the results of this plan.

On the other hand, a non-profit organization (NPO) called Kids’ Door is taking action now. In Tokyo, they offer for instance free after-school lessons to junior high school students with financial disadvantage. The lessons are taught by university student volunteers. Over 90% of the students taking these lessons passed high school entrance tests. These students are now more likely to find a job with an average income, and they can even consider going to university, which will significantly increase their future salary.

In conclusion, education may be seen as a way to get more money when your financial situation is pretty good, or it may be seen as a way to get out of poverty and make a decent life for yourself and your family when you've been struggling with money. However we look at it, education will have an impact on your future.

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12 “In Japan, 1 in 6 children live in poverty, putting education, future at stake”, ibidem.
14 “In Japan, 1 in 6 children live in poverty, putting education, future at stake”, ibidem.
15 “In Japan, 1 in 6 children live in poverty, putting education, future at stake”, ibidem.
17 For a society where kids can have dreams and hopes, Kids’ Door. http://www.kidsdoor.net/otona/pdf/kidsdoor_english2015s.pdf
Why taking action MATters!

*I will be a Hummingbird* by Dirt! The Movie & Wangari Maathai

**LEARN**

Memo: words **highlighted in grey** are the video's target words - the words you should learn/review.

1. Watch the video.
2. Read the guiding questions, and then read the text of the video to answer the guiding questions.
3. Answer the questions, using your own words as much as possible.
4. Summarize the video in one or two sentences.

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**Guiding Questions**

1. According to W. Maathai, we sometimes can get completely overwhelmed. Explain why.

2. The hummingbird and the other animals from the forest have very different reactions seeing the fire. Explain how their reactions are different.

3. Who was W. Maathai most like: the hummingbird or the other animals? Why?

---

**Text of the video**

We are being constantly bombarded by problems that we face. And sometimes, we can get completely overwhelmed.

The story of the hummingbird is about this huge forest being consumed by a fire. All the animals in the forest come out and they are **transfixed** as they watch the forest burning. And they feel very overwhelmed, very powerless except this little hummingbird. It says "I'm going to do something about the fire". So it flies to the nearest stream, takes a drop of water and puts it on the fire and goes up and down, up and down, up and down, as fast as it can.

In the meantime, all the other animals, much bigger animals like the elephant with a big trunk who could bring much more water, they're standing there, helpless and they're saying to the hummingbird: "What do you think you can do? You're too little! This fire is too big, your wings are too little, and your beak is so small, you can only bring a small drop of water at a time!"

But as they continue to discourage it, it turns to them without wasting any time and tells them: "I'm doing the best I can".

And that to me is what all of us should do. We should always feel like a hummingbird. I may feel insignificant, but I certainly don't want to be like the animals watching the planet goes down the drain. I will be a hummingbird, I will do the best I can.

---

**Your Answers**

---

**Summary**

**Goal** of this class

W. Maathai and the hummingbird didn't just look at the problems of our planet and let them get worse. We want you to be hummingbirds: to do the best you can and take action! Your Pecha Kucha Light will have to include what you did regarding one of the topics of our class: we expect you to take actions regarding education or the environment in your first Pecha Kucha Light; health, freedom of opinion and expression, economic divide, or working conditions in your second Pecha Kucha Light.
Poem about *taking action*

“I am only one,
But still I am one.
I cannot do everything,
But still I can do something;
And because I cannot do everything,
I will not refuse to do something that I can do.”

Edward Everett Hale in *The Book of Good Cheer: A Little Bundle of Cheery Thoughts* (1909) by Edwin Osgood Grover, p. 28
Learn

Memo: words highlighted in grey are the video’s target words - the words you should learn/revie

1. Read the guiding questions below.
2. Take notes to answer the guiding questions while watching the video.
3. Answer the questions using your own words as much as possible: just repeating what is in the video will make it harder for you to deeply understand and remember.
4. Summarize the video in one or two sentences.

| Video #3: Education - To End Poverty & Become Better Human Beings, Part 1 & 2 |
|---|---|---|
| Guiding questions | Your Answers | Your Notes |
| 1. When you are **illiterate**, what happens to your income? | 1. | |
| 2. When you are illiterate, why isn’t it easy to make more money? | 2. | |
| 3. In the movie *In Her Shoes*, why can’t Maggie get a job? | 3. | |
| 4. What are the 3 characteristics of a good reading “teacher”? | 1. | |
| | 2. | |
| | 3. | |
| 5. According to D. Miller, a reading teacher gives students the reading skills they need for college and their career. What are the 5 other responsibilities? Explain with your own words. | 1. | |
| | 2. | |
| | 3. | |
| | 4. | |
| | 5. | |
| 6. What helped Sophie truly understand the importance of having a safe place to live? | | |

Summary
Reflect

What book(s) has/have inspired you to be a better person? Being a better person includes the 5 goals of a reading teacher as described by Donalyn Miller (question 4 above).

If there is no such book in your life, make sure to explain why.

Research

1. Find at least one important piece of information about the benefits of reading.
2. Make sure to explain why it is important to you.
3. Make sure to cite your sources (Where did you find the information? Who wrote the information?)

Topic #1: Education – To End Poverty & Become Better Human Beings (text version of the video)

Illiteracy often means a loss of income. Studies18 have shown that illiterate people earn 30%-42% less than literate people. For example, at a part-time job, if you can read, you earn ¥100,000. If you cannot read, you earn ¥58,000 to ¥70,000...

In addition, if you are illiterate, you have little hope of making more money because you don’t have the literacy skills to get a better education or training in order to improve your income. You are stuck where you are! For more information on this topic, read The Economic & Social Cost of Illiteracy: A Snapshot of Illiteracy in a Global Context19.

Donalyn Miller wrote:
"Our sole charge, many educators claim, is to ensure that our students possess the literacy skills needed to succeed in the workforce. It's vital that students graduate from high school with the reading skills they need for college and career success, but I want more for them. I hope our students find relevance in their lives, forge deep connections with others, create art, appreciate the world's mysteries, and possess spiritual and emotional stores that sustain them in dark times. Reading shows us how to be better human beings, not just successful worker bees."20

Sophie has experienced this aspect of reading (finding relevance and forging deep connections with others) in a rather surprising way. Reading helped her truly understand the importance of having a safe place to live, a house. Even though, she had personally experienced the importance of having a house (in India and Cambodia), it's only when she read Bright Shiny Morning by James Frey (p. 169-171) that she fully realized the power of having a safe place to live. The ironic past is that Sophie didn't even like the book that much!

18 Literacy Centre Milford, Inc; How the Literacy Centre Got Started; accessed 1 March 2012 at <http://www.literacycenterofmilford.com/index.php?option=com_content&view=article&id=1&Itemid=2>
20 Lehman, Christopher & Roberts, Kate (2014). Falling in Love with Close Reading. Lessons for Analyzing Texts - and Life, Heinemann, NH. Foreword by Donalyn Miller, July 2013, p.ix
Connecting Literacy and the Environment: Being Eco-Literate

**Preconceptions:** why are plastic bottles bad for the environment?

---

"What really happens to the plastic you throw away?" by Emma Bryce, TEDEd

a. Read the guiding questions below.
b. Take notes to answer the guiding questions while watching the video.
c. Answer the questions using your own words as much as possible.
d. Summarize the video in one or two sentences.

<table>
<thead>
<tr>
<th>Guiding questions</th>
<th>Your Answers</th>
<th>Your Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How is a plastic bottle connected to oil?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. How does a plastic bottle kill wildlife near a river?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. How does a plastic bottle make sea animals starve to death?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. How does a plastic bottle make us (humans) sick?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. What four actions do you have to take to be able to recycle plastic?</td>
<td>1.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.</td>
<td></td>
</tr>
</tbody>
</table>

**Summary**

---

**Reflect**

Considering your answers to **question 5**, do you understand why recycling is **not** the best solution for **resources** such as water and energy?

---

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**Video #4: “A Clean Environment is a Human Right!”**

1. In your own words, explain what “consumerism” means.

2. In your own words, explain what “Buy Nothing Day” is.

---

**“Less Stuff More Happiness”, G. Hill, 2011, TED Talk**

**Guiding questions**

3. Americans have become such good shoppers that they need a lot of extra personal storage. According to G. Hill, where does more stuff lead us (Americans and everybody else)?

4. What’s G. Hill’s suggestion to improve the situation described in question 3?

5. According to G. Hill, how can you have less stuff (he says: “how can you live little”)?

<table>
<thead>
<tr>
<th>Your Answers</th>
<th>Your Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>More stuff = credit card __________</td>
<td></td>
</tr>
<tr>
<td>More stuff = huge __________________ footprints (= impacts)</td>
<td></td>
</tr>
<tr>
<td>More stuff = less __________</td>
<td></td>
</tr>
<tr>
<td>“&lt; = &gt;” means ____________________</td>
<td></td>
</tr>
<tr>
<td>Less stuff = more __________</td>
<td></td>
</tr>
<tr>
<td>Less stuff = more __________</td>
<td></td>
</tr>
<tr>
<td>Less stuff = smaller __________________ footprints</td>
<td></td>
</tr>
<tr>
<td>Less stuff = more __________</td>
<td></td>
</tr>
<tr>
<td>Less stuff = more __________ (= no worries, no problems; happiness)</td>
<td></td>
</tr>
<tr>
<td>a. Edit __________________ (= without hesitation): get rid of the things you don’t need, and __________ before you buy. Ask yourself the question: “Is that really going to make me happier? Truly?”</td>
<td></td>
</tr>
<tr>
<td>b. Think __________________</td>
<td></td>
</tr>
<tr>
<td>c. Make __________________ spaces and housewares.</td>
<td></td>
</tr>
</tbody>
</table>

6. Finish G. Hill’s conclusion.

“Let’s make room for _____ ______ ______.”

---

**Summary**
**Consumerism Diary**

Until our next class:
1. Choose one day of the week.
2. Make a note of everything you purchase on that day.
3. What trash does it create?
4. How could the amount of trash be reduced for each instance?

<table>
<thead>
<tr>
<th>What did I buy?</th>
<th>What trash did I create?</th>
<th>How could the amount of trash be reduced?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bottled water</td>
<td>PET bottle + Cap</td>
<td>My own thermos</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Drinking fountains</td>
</tr>
</tbody>
</table>
Less Consumption = Less Stuff = Less Trash!

The Pacific garbage patch is a huge place in the ocean where plastic has collected and floats. The TED Talk by Dianna Cohen, Tough Truths about Plastic Pollution\(^{21}\), clearly shows you the issue.

Questions:
1. At first, what did she want to do when she learned about the Pacific garbage patch?

2. What did she decide to do instead?

3. Where is the real problem with plastic?

4. What are the problems with recycling?

5. What “R” did she decide to add in front of the 3Rs: Reduce, Recycle, Reuse?

Useful links

- Website with products not made of plastic = plastic antidote:
  http://greenapplesupply.org/ppc/index.php/

- In Japan, we have mokutics:
  http://www.kawasakitradng.co.jp/eg/products/others/others03.html
  - Eco-friendly: made from timber felled for thinning and from other types of natural waste wood materials
  - Natural decomposition after disposal
  - Low CO2 emissions in the fabrication process
  - Low production costs
  - Antibacterial
  - Hard to burn
  - It’s Japanese = local products!

- Plastic Pollution Coalition:
  http://plasticpollutioncoalition.org

\(^{21}\) http://www.ted.com/talks/dianna_cohen_tough_truths_about_plastic_pollution.html
Video #5: “Rights and Obligations for a Clean Environment”

a. Read the guiding questions below.

b. Take notes to answer the guiding questions while watching the video, posted on the website: the class video, not Ercolini’s video.

c. Answer the questions using your own words as much as possible: just repeating what is in the video will make it harder for you to deeply understand and remember.

d. Summarize the video in one or two sentences.

---

### Video #5: Rights and Obligations for a Clean Environment

#### Guiding questions

1. Why is putting plastic in the right bin - the recycling bin - not enough to help keep the environment clean?

2. Why is burning trash bad for our health?

3. What three things did Ercolini do to fight incinerators?

4. What two things did the people in Ercolini’s town have to better take care of garbage after the incinerator project stopped?

#### Your Answers

<table>
<thead>
<tr>
<th>Guiding questions</th>
<th>Your Answers</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Why is putting plastic in the right bin - the recycling bin - not enough to help keep the environment clean?</td>
<td></td>
</tr>
<tr>
<td>2. Why is burning trash bad for our health?</td>
<td></td>
</tr>
<tr>
<td>4. What two things did the people in Ercolini’s town have to better take care of garbage after the incinerator project stopped?</td>
<td>a.</td>
</tr>
</tbody>
</table>

#### Summary

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### Research (choose 1 question only)

1. Why is the number of incinerators decreasing in Japan?
2. What are other universities doing to reduce their amount of trash?
3. What could we do at our university to reduce our amount of trash?
Rights and Obligations for a Clean Environment – Text version of the video

Sources:

Burning trash is not good for the environment and our health. When garbage burns, very very small (nano) particles go everywhere in the body, making people sick with asthma for instance. That’s why, in Italy, people have been fighting incinerators, especially one man called Rossano Ercolini from the city of Capannori, in Toscana.

Rossano is a teacher who was worried about his students’ health when the project of an incinerator in his town was made public. He has been fighting for 30 years against the government, big businesses and the mafia to stop the construction of incinerators. He has explained the situation, invited experts to talk about the health risks and alternatives to incinerators. That’s why, when the project of the incinerator didn’t work, people in his town had the knowledge to better handle garbage. They have now a door-to-door waste collection system and hope to have zero waste by 2020. In Italy, there are already 117 zero-waste towns which represent 3 million people.

In Japan, there were 1,188 incinerators in 2012. Japan is the developed country with the most incinerators. The US comes second with 351 ... In Japan, we burn 80% of the garbage so we should definitely think before buying products, and make sure they can be truly recycled and not just burned!

Cleaning Up Your Room & Being Happy

Make two lists: one list of things that you don’t need anymore; what are you going to do with them? One list of things that you really want, that will make you happy for a long time.

<table>
<thead>
<tr>
<th>What I don’t need anymore</th>
<th>What I can do with the things I don’t need anymore</th>
<th>What I really want, that is going to make me happy for a long time</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>
Consuming Better

Questions:
Rachel Botsman TED talk: “The Case for Collaborative Consumption”

1. What are the products that many of us cannot throw away even though we won’t use them again?

2. R. Botsman describes swap trading as an “online dating service for unwanted media”. What does she mean by this?

Make one sentence using the following words and phrases. Put them in the correct order.

with person C’s wants - that matches - online - person A’s haves - marketplace

Explanation
Swapping means to exchange one thing for another, mainly without money. R. Botsman calls swapping “collaborative consumption”.

22 http://www.ted.com/talks/rachel_botsman_the_case_for_collaborative_consumption.html
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Video #6: “Right to Health: Body Care Products”

a. Read the guiding questions below.
b. Take notes to answer the guiding questions while watching the videos.
c. Answer the questions using your own words as much as possible.
d. Summarize the video in two or three sentences.

<table>
<thead>
<tr>
<th>Video #6: Right to Health: Body Care Products</th>
<th>Your Answers</th>
<th>Your Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guiding questions</td>
<td>--------------</td>
<td>------------</td>
</tr>
<tr>
<td>1. In your own words, explain what “toxics in, toxics out” mean.</td>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2. If your shampoo is Pantene Pro-V, why should you stop using it?</td>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>3. What are the three health problems caused by the toxics/chemicals used in body care products?</td>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4. You are talking to someone who hasn’t watched the video The Story of Cosmetics. Explain the expression: “The bathroom is a minefield of toxins.”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. In the US, what should the FDA do to properly take its responsibilities towards body care products?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Why do US companies use toxics in body care products?</td>
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<tr>
<td>7. What’s the issue with labeling in Japan?</td>
<td></td>
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<tr>
<td>8. What are the three things you can do to be safe with your body care products?</td>
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</tbody>
</table>

Summary
RESEARCH
1. Choose 3 body care products that you use every day, and check the list of ingredients to see which ones are dangerous.

2. Find at least 3 Japanese body care products that use as little chemicals as possible.

Right to Health: Body Care Products (text version of the video)

“Toxics in, toxics out”: if we put toxics in at the factory, we will have toxics out in: products, workers, and communities.

Which ingredients are toxic?
You can check the toxicity of ingredients on the website: www.ewg.org. Let’s take the example of the shampoo called Pantene Pro V. It contains two toxic ingredients. Methylisothiazolinone rates 5/10 and is considered to represent a moderate hazard, with problems related to allergies and immunotoxicity (免疫毒性). Fragrance is connected with the same problem, but its hazard level is high, 8/10.

Below is a list of the chemicals we should be really avoiding:\n- triclosan トリクロサン
- methylisothiazolinone メチルイソチアゾリノン
- nitrosamines ニトロアミン
- lead and other heavy metals 鉛などの重金属
- parabens パラベン
- phthalates フタル酸エステル類
- hydroquinone ハイドロキノン
- 1,4-dioxane 1,4 - ジオキサン

What problems do these toxics create?
- Carcinogens increase the chance of cancer
- Neurotoxins create learning disabilities
- Reproductive toxics cause male fertility problems ("damaged sperm")
That’s why the bathroom is described as a minefield of toxics: it’s really dangerous!

23 Source: http://www.safecosmetics.org/section.php?id=46
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**Why are the toxics there?**

In the US, there are no laws to get rid of the toxics even if we know they can cause cancer. The government, through The Food and Drug Administration (FDA), doesn't assess safety of personal care products and it doesn't require that all ingredients be listed on the label. In addition, there are no legal definition for words like “herbal”, “natural”, “organic”. Companies can put what they want in a bottle and call it natural!

So it’s the companies’ responsibility to use safe products, but many companies, such as Estée Lauder, use ingredients linked to cancer even though they have campaigns against cancer... Companies use toxic ingredients because of the 1950’s mind set: “better living with chemistry”. The problem is that they forgot to worry about human health! They think that the quantity of toxic ingredients is small enough to be harmless, but their products are used daily, and people use more than one product! Companies have their own committee to decide what's safe. But even their recommendations are not compulsory: the companies don't have to follow them!

**What can we do?**

1. Use the precautionary principle: when something is dangerous, be very careful with it! To know what is dangerous, you need to be informed. There are online resources to learn about toxics in cosmetics such as [www.ewg.org](http://www.ewg.org) and [www.safecosmetics.org](http://www.safecosmetics.org). You might be interested in checking out “Green Chemistry”\(^{24}\) because they not only focus on reducing toxicity, but also on protecting the environment.

2. Support people working to change the system. In the US, the Congresswoman Janice Schakowsky introduced the Safe Cosmetics and Personal Care Products Act of 2013, a law to give power to the FDA to make sure personal care products are safe\(^{25}\). Sadly enough, the law has 0% of chance of being enacted... In Japan, the Pharmaceutical Affairs Law/Act (薬事法) is decided by the Ministry of Health, Labor and Welfare (厚生労働省). You can find the standards for cosmetics on a website\(^{26}\), but the standards were written for chemists, so it’s a bit hard to understand them. Keep in mind that since 2001, Japan has forbidden 9 ingredients, but these ingredients are still found in 275 American products...

<table>
<thead>
<tr>
<th>Forbidden ingredients in Japan since 2001(^{27}):</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Boric acid</td>
</tr>
<tr>
<td>- Saccharomyces/selenium ferment extract</td>
</tr>
<tr>
<td>- Hydrogen peroxide</td>
</tr>
<tr>
<td>- Formaldehyde solution (formalin)</td>
</tr>
<tr>
<td>- Sodium perborate</td>
</tr>
<tr>
<td>- Selenium</td>
</tr>
<tr>
<td>- Selenium aspartate</td>
</tr>
<tr>
<td>- Strontium chloride</td>
</tr>
<tr>
<td>- Strontium nitrate</td>
</tr>
</tbody>
</table>

If you regularly use skin-whitening products, you should check this website to see what the labeling requirements are for these products: [http://www.yakujihou.com/bihaku.html](http://www.yakujihou.com/bihaku.html)

3. Be natural: your skin is beautiful without treatments and make-up. Learn to take care of it naturally, and you will have less chances to use toxic products.

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\(^{24}\) [http://www.epagov/greenchemistry/pubs/about_gc.html](http://www.epagov/greenchemistry/pubs/about_gc.html)

\(^{25}\) [https://www.govtrack.us/congress/bills/113/hr1385](https://www.govtrack.us/congress/bills/113/hr1385)


\(^{27}\) [https://www.truthinaging.com/review/ghosts-of-cosmetics-past-and-present](https://www.truthinaging.com/review/ghosts-of-cosmetics-past-and-present)
**Video #7: “Amnesty International”**

a. Read the guiding questions below. A.I. = Amnesty International  
b. Take notes to answer the guiding questions while watching the videos.  
c. Answer the questions using your own words as much as possible.  
d. Summarize the video in two or three sentences.

<table>
<thead>
<tr>
<th>Video #7: Amnesty International</th>
<th>Your Answers</th>
<th>Your Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guiding questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Who started A.I.?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. What happened in Portugal that explains why A.I. started?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Because of the situation in Portugal, what did the founder of A.I. asked for in his article?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Explain what granting someone an amnesty means?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. In your own words, explain what a prisoner of conscience is.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Why was Dr. Agostino Neto arrested?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Do you think that the way Dr. A. Neto was treated by the Political Police respects his human rights? Why?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. How did A.I. manage to protect Dr. A. Neto’s human rights?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Why is it important to give money to A.I.?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. According to the Nobel Peace Prize committee, how does A.I. help with establishing peace in the world?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Question 11. What are the 4 actions taken by A.I. to protect human rights nowadays?

1. 
2. 
3. 
4. 

### Question 12. What did you learn from the case of Dhondhup Wangchen, the Tibetan filmmaker? The answer is not in the video; we are asking you for your opinion.

### Summary

#### Amnesty International - Text version of the video

**1. Who started Amnesty International? Why? How?**

**Who?**

Peter Benenson, a British lawyer, founded Amnesty International in 1961.

**Why?**

P. Benenson had already been concerned about the situation of political prisoners, when he read a short article in *The Times* of December 19th, 1960. Two Portuguese were put in jail for 2 and 6 years because they were subversive. Between 1932 and 1974 in Portugal, "subversive" meant that you didn't agree with the government, led by the dictator Antonio Salazar.

**How?**

Because of this December article, P. Benenson wrote his own article called "Forgotten Prisoners" in *The Observer* of May 28th, 1961. In his article, he asked for a one-year campaign of amnesty ("Appeal for Amnesty") for political prisoners, also called prisoners of conscience. A conscience is an inner feeling or voice acting as a guide to the rightness or wrongness of one's behavior. Prisoners of conscience are persons imprisoned for having political or religious views not accepted by their government.

In his article, P. Benenson mentioned six prisoners of conscience. One of them was Dr. Agostino Neto. Dr. A. Neto was one of the five African doctors in Angola (a Portuguese colony in the 1960's) who worked to improve the health services for Africans. His work was not approved by the Portuguese government, so in June 1960, the Political Police marched into his house, flogged him in front of his family and kept him in Cape Verde Isles without charge or trial. The "Forgotten Prisoners" article urged the public to write faxes and letters and to contact governments to protest the violations of human rights. Regarding Dr. A. Neto, the Portuguese government felt so much pressure from all the letters and articles in the newspapers that they put him under house arrest.

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28 "The toast to freedom that led to Amnesty International" at http://www.huffingtonpost.com/bill-shipsey/the-toast-to-freedom-that_b_976849.html

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Because of successes like these, people wrote back with information about more violations around the world. They also sent money to support the families of the victims and to support lawyers and the gathering of more information.

After one year, the action "Appeal for Amnesty" became Amnesty International, a worldwide movement that received the Nobel Peace Prize in 1977 because the Nobel Committee believes that "the defence of human dignity against torture, violence, and degradation constitutes a very real contribution to the peace of this world." 29

2. What does Amnesty International do to protect human rights?

- A.I. researches cases that might involve human rights abuses and publishes its findings on paper and online.
- A.I. gets as many people as possible to write letters and hold demonstrations to help put pressure on governments to protect human rights. For instance, every December, Amnesty International has a special campaign called "Write for Rights".

Why pressure matters

In 2007, Tibetan filmmaker Dhondup Wangchen began an ambitious project called “Leaving Fear Behind” 30. He wanted to gather footage of Tibetans sharing their thoughts about the Dalai Lama and the coming of the Beijing Olympics in 2008.

Immediately after he finished filming, Dhondup Wangchen was apprehended by Chinese authorities and was detained and charged with “inciting separatism.” He spent six years behind bars and endured horrific treatment and conditions.

Amnesty held rallies in front of the Chinese Mission to the United Nations and gathered thousands of signatures on post cards, letters and petitions calling for his release. They also organized a speaking tour with his wife Lhamo Tso and leveraged out celebrity supporters including Yoko Ono who took up the case 31.

When he was finally released on June 5, 2014, he said: "At this moment, I feel that everything inside me is in a sea of tears. I hope to recover my health soon. I would like to express my feeling of deepest gratitude for all the support I received while in prison and I want to be reunited with my family." 32

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30 https://www.youtube.com/watch?v=ANZZa5IabJ4

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Nelson Mandela & Amnesty International

One year after Amnesty International was founded, Nelson Mandela was arrested (1962). He had told workers to strike, and travelled without documents – at this time, Black South Africans had to have documents to travel inside of South Africa! In other words, they weren’t free to move around their own country.

One of the founders of Amnesty International, Sir Louis Blom-Cooper, went to observe N. Mandela’s trial. N. Mandela was sentenced to five years in jail so he was adopted as a prisoner of conscience for having used his freedom of expression.

But in 1964, while in prison, N. Mandela was again put on trial, this time for sabotage and armed struggle. But a prisoner of conscience is someone who does not use or advocate violence. So Amnesty International stopped supporting N. Mandela as a prisoner of conscience, and stopped campaigning for his release.

This is what Peter Benenson said at the time:

“We recognize, with great sympathy, that where a Government has shown itself contemptuous of the Rule of Law and impervious to peaceful persuasion, that those to whom it has denied full human rights as set out in the United Nations Declaration, may feel or find themselves forced into a position in which the only road to freedom is violence. Such people, though they cannot qualify for adoption as Prisoners of Conscience within the definition of Amnesty International, can be, and often are, our active concern on humanitarian grounds.”

Amnesty International kept pressuring the South African government about the fairness of his trials and his living conditions in prison. Eventually, N. Mandela received the Ambassador of Conscience Award in 2006, because once release from prison and elected President, he fought for justice and human rights as he said in his speech for the Ambassador of Conscience Award:

“Like Amnesty International, I have been struggling for justice and human rights, for long years. I have retired from public life now. But as long as injustice and inequality persist in our world, none of us can truly rest. We must become stronger still.”

Nelson Mandela, the peace negotiator

He is the hero of many people because he fought against injustice and for human rights. He never gave up until he was heard, and spent almost 27 years in prison for his ideas. He eventually became the President of South Africa and from then on, he fought to help Blacks, Whites and Colored live together as equals.

Nelson Mandela was a great out-of-the-box thinker. The standard perspective on sports in South Africa was strict segregation: rugby was for Whites and soccer for Blacks. While in jail, he wanted to understand white South Africans (Afrikaners) so he looked outside his box of soccer and learned everything he could about rugby, the White people’s box. When he became president, he used rugby to try and break racial barriers between Whites and Blacks in order to build the Rainbow nation. For N. Mandela, rugby was a “human calculation” to stop the cycle of fear between white and black South Africans. It worked, to some extent: there are still problems nowadays. The lesson? Thinking outside the box can change the lives of millions of people!

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33 http://www.amnesty.org.uk/nelson-mandela-and-amnesty-international
34 The Ambassador of Conscience Award is Amnesty International’s most prestigious human rights award. It is given to individuals who show exceptional leadership in the fight to protect and promote human rights.
35 Information based on the movie Invictus.
**Video #8: “Amnesty International: Symbol & Write for Rights Campaign”**

**Task 1:** Listen to Mathew summarize what we have studied last week. Make sure to fill in the blanks with the words provided below. If you want to check how much you’ve learned, try and fill in the blanks BEFORE you listen.

**Words to use to fill in the blanks:**

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Adjectives</th>
<th>Verbs</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>an abuse</td>
<td>arbitrary</td>
<td>to cherish</td>
<td>unanimously</td>
</tr>
<tr>
<td>amnesty</td>
<td>peaceful</td>
<td>to release someone</td>
<td></td>
</tr>
<tr>
<td>animosity</td>
<td></td>
<td>to seek revenge on someone</td>
<td></td>
</tr>
<tr>
<td>a barrier</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a demonstration</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a prisoner</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>a violation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>rainbow</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>reconciliation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>torture</td>
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</tbody>
</table>

In the last class, we learned about Amnesty International, an organization that researches cases of possible human rights ________________, publishes its findings, gets the public involved in letter writing, and holds ________________ to raise public awareness.

A.I. especially supports ________________ of conscience, people who have used their conscience and taken ________________ actions to stand up for what they think is right or to protest ________________ of human rights. The two Portuguese who were arrested and sent to jail for expressing their political ideas are a good example of the violation of the freedom of belief (Article 18) and opinion (Article 19). The case of Agostino Neto is related to Articles 5, freedom from ________________ and cruel and degrading treatment, and Article 9, freedom from ________________ arrest.

A.I. also supports the families of the victims and campaigns on behalf of them encouraging the public to write letters and emails to governments. This puts pressure on them to grant the victims ________________, and ________________ them.

We also learned about Nelson Mandela. He served 27 years in prison in South Africa. Later he was elected President, but he did not show ________________ or seek ________________ on Afrikaners - White South Africans. In fact, he did many things to break down racial ________________ in order to unify the country, and encourage ________________.

For example, when the Ministry of Sports ________________ decided to get rid of the national rugby team, N. Mandela insisted that they should not take away what the Afrikaners ________________. He also trusted Afrikaners to be his bodyguards. He wanted to show the public that he strongly believed in the ________________ Nation, that the separation of Blacks and Whites was not an option.

**Other keywords:**
to be charged with - flogged - a trial - insight - footage - separatism - segregation
Task 2: Read the guiding questions. Take notes while listening. Answer the questions.

<table>
<thead>
<tr>
<th>Video #8: Amnesty International (A.I.) Symbol</th>
<th>Your Answers</th>
<th>Your Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guiding questions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Please draw the Amnesty International symbol.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. What are the different meanings of the A.I. candle? Make sure you can explain using your own words.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. What are the different meanings of the barbed wire? Make sure you can explain using your own words.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Amnesty International Symbol - Text version of the video

- The Amnesty International Symbol is a candle encircled in barbed wire
- Proverb: “Better to light a candle than to curse the darkness”
- Candle =
  1. The light of public attention shined on hidden abuses of human rights
  2. The spark for positive change in communities and around the world to protect human rights
  3. Hope for those people who are suffering from human rights abuses and those who defend human rights
- Barbed wire represents the hidden abuses of human rights.
  1. Arresting people for exercising their right to freedom of expression
  2. Torturing people
  3. Government involvement in “disappearances”
  4. The Death Penalty

Amnesty International’s goals of exposing the truth, generating change and offering hope are well represented in their symbol. Amnesty International candle has become a unique symbol of people speaking out effectively for human justice and dignity in our time.

What can you do?

Take part in the “Write for Rights” campaign! Our letters are really important to save lives, improve detention and motivate the innocents who are in jail. For instance, Doctor Aurora Corazon*, the former leader of Amnesty International Philippines, explains how our letters changed her life and that of other prisoners³⁶.

Q: How did you first come into contact with Amnesty?
A: The first time I “met” Amnesty was in detention. Some of the political prisoners were farmers, and received cards and letters from Amnesty members. Since they couldn’t read English, I explained what the letters meant and helped them reply.

³⁶ "The Activist Doctor", Wire, volume 44, issue 03, May/June 2014, p. 16-17
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The letters boosted our morale, knowing that people knew and were concerned about our situation. The guards would inspect them and read what was inside. They knew the world was watching. Those letters helped to change the attitude of the guards. They grew to treat us with respect. [...] One Amnesty member - a Danish navy captain called Erik Bloch - wrote frequently, and later became a friend. I continued to communicate with him and was very excited when we eventually met at a human rights conference in Denmark many years later. As an activist, you defend the rights of other people who become part of your life because you've been on the same journey.

* At the time of the interview, she was a member of the Human Rights Violations Victims' Claims Board of the Philippines which works at recognizing human rights abuses committed during President Ferdinand Marco's authoritarian regime (1972-1986) and providing reparations to victims.

**Task 3:** Write for Rights Campaign

- Download the PDF document called "Write for Rights Case Sheets" from the website.
- Read the summaries.
- Choose 3 cases/people you feel strongly about: you think their situation needs your support.
- Read the full explanation for these 3 cases/people.
- Below, explain why you think these people need your support.

<table>
<thead>
<tr>
<th>Case 1 (name):</th>
<th>Case 2 (name):</th>
<th>Case 3 (name):</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

- Using the table below, identify which human right(s) is/are violated for the 3 cases you chose. All human rights are listed in your booklet, page 7.

<table>
<thead>
<tr>
<th>Case Name</th>
<th>The human right(s) violated is/ are ...</th>
<th>... because in the explanation it says: ...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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</tr>
</tbody>
</table>
Video #9: Kiva, Loans that Change Lives

Task 1

Listen to the video, and make sure you can explain the key terms and concepts listed in the table below – they are also highlighted in grey in the text version of the video.

<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>a donation</td>
<td></td>
</tr>
<tr>
<td>temporary</td>
<td></td>
</tr>
<tr>
<td>dignity</td>
<td></td>
</tr>
<tr>
<td>to have access to credit</td>
<td></td>
</tr>
<tr>
<td>micro-credit</td>
<td></td>
</tr>
<tr>
<td>raw material</td>
<td></td>
</tr>
<tr>
<td>to be approved</td>
<td></td>
</tr>
<tr>
<td>Field Partners</td>
<td></td>
</tr>
<tr>
<td>a background check</td>
<td></td>
</tr>
<tr>
<td>a burden</td>
<td></td>
</tr>
<tr>
<td>repayment rate</td>
<td></td>
</tr>
</tbody>
</table>

Task 2

1. Go to: kiva.org / Click on "Start lending" / Click on "Filter" / Choose your filters (if any) / Select a loan you want to support.

2. Prepare a 1-minute persuasive speech to convince your classmates to support the loan you chose.
**Test version of the video**

Through the Hunger Banquet we hoped to help you understand what poverty really means, on a day to day basis. We also aimed to making you realize how important it is to help people, in a sustainable way. We do not believe that **donations** are the best solutions. Usually it's only a one-time donation: people cannot count on your money all the time, which is a very stressful situation. That's why we consider that donations are only **temporary** solutions. Besides, with donations, people are robbed of their sense of **dignity**: they don’t feel good about themselves because they are not able to help themselves.

Our solution is **access to credit**. According to Muhammad Yunus, access to credit should be a universal human right. He believed so strongly in this idea that he left his comfortable teaching position in a university to start a bank for the poor, the Grameen Bank (Bangladesh). There is a need for this type of bank because standard banks don't trust poor people so they don’t lend them money. Without money, people cannot start their own business and are stuck in poverty.

It all started in 1976 when M. Yunus loaned $27 dollars to 42 people living in a tiny village. This first attempt at **micro-credit** (very small credit) was successful so he decided to expand the concept and created the Grameen Bank. Since then, it has been so successful that M. Yunus and the Grameen Bank received the Nobel Peace Prize in 2006.

His idea is that microentrepreneurs only need enough credit to purchase the **raw material** for their trade. This small loan helps them break the circle of poverty for good. It is a very simple solution to world poverty: lend poor people money on conditions that are suitable to them, organize them in supporting groups, and they will help themselves!

Kiva is an organization that applies the ideas of M. Yunus on a worldwide level, through their website. With Kiva, you can help solve poverty with only ¥2,500 and a bit of time to choose someone. You can even do it in Japanese now: [www.kivajapan.org](http://www.kivajapan.org)

**Kiva, technical aspects**

**Getting a loan.** Borrowers have to be approved by Kiva’s **Field Partners**. These people live in the area of the borrowers so that they know the people and the context. Background checks are done to make sure loans don’t become too much of a burden, like a student loan can be for a Japanese student. In addition, if a borrower doesn’t repay his/her loan, he/she won’t be able to borrow in the future.

**Repayment rate:** 96.8%, as of August 2019.

To help you understand how high this repayment rate is, according to research done by Dr. Mike Clugston, a teacher at Tonbridge School (Kent), “about 85% of students in England will **never** repay their students loans.”37 (my underline). This means that only 15% of students pay back their loan. In Japan, in 2012, JASSO (Japan Student Services Organization) had a debt-collection ratio of **82.1%**, higher than England, but still lower than on Kiva!

**Why Kiva cannot guarantee 100%?**

Kiva doesn’t take any money from the loan you make: when you make a loan of ¥2,500, Kiva transfers ¥2,500 to its Field Partner. Kiva is funded through: separate donations lenders can make; grants; company support (Hewlett Packard Company Foundation; Pearson; Deutsche Bank; Google; Grameen Jameel); Foundations. Besides, when you make a donation, do you know what exactly happens to a donation? Do you care to never see the money again?

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37 [http://www.thisismoney.co.uk/money/cardsloans/article-2326560/Debt-timebomb-85-cent-students-pay-loans.html#ixzz3mbRDQQgK](http://www.thisismoney.co.uk/money/cardsloans/article-2326560/Debt-timebomb-85-cent-students-pay-loans.html#ixzz3mbRDQQgK)

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The Economic Divide: *The Hunger Banquet*

According to the United Nations, extreme poverty rates have been halved since 1990\(^{38}\). Extreme poverty, or absolute poverty, was originally defined by the United Nations in 1995 as "a condition characterized by severe deprivation of basic human needs, including food, safe drinking water, sanitation facilities, health, shelter, education and information."\(^{39}\)

The fact that extreme poverty has been halved (cut in half) is thus good news, however, 836 million people still live in extreme poverty and suffer from chronic hunger\(^{40}\). In fact, every four seconds, a child dies from a preventable disease or hunger. Yet, enough food is produced to feed every woman, man, and child on earth. Hunger comes from inequalities in access to resources. The results are illiteracy, poverty, war, and the inability of families to grow or buy food.

The most unacceptable aspect is that about 80 percent of the world’s hungry people live in rural areas, where most work as farmers, fishers, herders, and laborers. This means that they are producing food, but they can’t afford to eat it! One of the reasons is that global food prices have hit record highs in recent years, and remain volatile. For many, food that they can buy one day may not be affordable the next.

The Hunger Banquet is a metaphor for how food and other resources are inequitably distributed around the world. As each of you walked in the door, you drew your lot at random. The way you have been divided into different income levels shows you that equality and balance don’t exist in the world, and in each country. In fact, in a Hunger Banquet, no section of the room represents a single country because, while the U.S. is one of the wealthiest countries on earth for instance, almost 44,000,000 Americans live in poverty. This means that approximately 1 in every 5 children in America lives below the poverty line.

Even though you are divided according to economic standards, money isn’t the only way to measure people’s development. The ability to achieve a sense of security and having access to resources are other important ways too.

**High Income Group**
You represent the wealthiest 20% of the world’s population. Your per capita income is $6,000 or more a year. You are fortunate enough to be able to provide your family with a nutritious daily diet. As a group you consume 70% of all grain grown in the world, most of it is used to feed the cattle and other animals you eat. You have health care (access to doctors). Your children get a high school education. You live in a comfortable and secure home. You have access to credit, for business or personal purchases.

**Middle Income Group**
You represent 30% of the world’s population. You earn between $1,032 and $5,999 a year. You probably don’t own land. You have electricity, but only sometimes. You have been to school for a few years if you are a man. You live on the edge: one bad harvest from a drought or serious illness would throw you into poverty.

**Low Income Group**
You represent 50% of the world’s population. You earn less than $1032 a year, which is about $2.83 a day, and many of you earn much less. In fact, according to the World Bank, in 2012, about 12.7% of the world’s population lived on less than $1.90 a day.

You are most likely tenant farmers: you give 75% of your production to the land owner; or you work on farms where you are paid by the day, with no written contracts.

You struggle to find food, water, and shelter each day. You have to walk 8 to 16 Km a day to find water. You are frequently hungry, homeless, and malnourished. You do not have access to education, the most powerful weapon against poverty as we have seen.

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\(^{38}\) http://www.un.org/sustainabledevelopment/poverty/

\(^{39}\) https://en.wikipedia.org/wiki/Extreme_poverty

\(^{40}\) http://www.un.org/sustainabledevelopment/poverty/

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Video #10: "Oxfam"

a. Read the guiding questions below.
b. Take notes to answer the guiding questions while watching the videos.
c. Answer the questions using your own words as much as possible.
d. Summarize the video in two or three sentences.

<table>
<thead>
<tr>
<th>Guiding questions</th>
<th>Your Answers</th>
<th>Your Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What was happening in the world when Oxfam was created?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. What does the name “Oxfam” mean?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. What does Oxfam do to provide emergency relief?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. In your opinion, what is modern day slavery?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Summary:

1. Read the two stories below.
2. Highlight and take notes to explain what is unfair and/or doesn't respect human rights in the situation of the Colombian and Chilean workers.
3. Be prepared to explain your point of view in class, using your own words.

Notes

Campaigns

Colombian flower-workers’ story

"The women have to come back into the greenhouses immediately after the flowers are sprayed with pesticides. Some of them get dizzy or have trouble with their blood pressure, and some of their children have been born with lung problems." - Dionise Trujillo, ex-flower worker, Colombia

For thousands of women in Colombia's flower industry, flowers aren’t so much a symbol of love as one of mass exploitation. It's a cruel irony that, in an industry which generates so much profit from Mother’s Day, summary dismissal for pregnancy is standard practice.

Colombia is second only to Holland as a flower exporter. Seventy per cent of the industry's workers are women. They are employed on temporary contracts which are often only verbal.
On an average day, one woman picks around 400 carnations. That number can double during peak periods - for example, the run-up to Valentine's and Mother's Day. The flowers from her day's work will sell on the main streets of the USA and Europe for up to $800. But she will earn a minimum wage of just under $2 a day.

And it gets worse. Medical surveys show that two-thirds of Colombia's flower-workers suffer from problems associated with pesticide exposure, ranging from nausea to miscarriages.

**Chilean fruit-picking workers' story**

Chile is proud of its status as one of the most open countries in the world. It has signed 47 free trade agreements, including one with the US. Chile has seen an overall growth in its economy but behind this success story, there are some heavy costs.

The additional money does not reach the poorest people – in fact, the agreements have thrown them further into poverty. Although there are more temporary jobs, the quality of these jobs is not high.

In the agricultural industry, Chile exports products such as grapes (for wine), fruit, and salmon. The profit from this business ends up in the pockets of transnational companies while the women who work the fields get paid below minimum wage and are denied their labor rights. The trade created in Chile has lined the pockets of big business and increased insecurity for millions of women workers.

Rosa Palleres works for a group of temporary women agricultural workers in Andacollo, Chile. She tells their story:

"Imagine it: a container of grapes sells for $200 million, but where is the dollar for the worker here? We are paid miserably. There is a minimum wage but they don’t pay it for agricultural workers. If people in Europe knew what happened to the workers here... would (they) want our products? Supposedly the free trade agreements demand that the workers are ok, that they have rights. But we find that the Free Trade Agreements in Chile have not strengthened our rights at all. We are still getting poorer. The businessmen are richer, and the workers are poorer, in every sense of the word: economically, spiritually, morally; we are degraded in every way."

In the fruit-picking sector, 75% of women work more than 60 hours a week in season, on temporary contracts, and a third of them do not earn even the minimum wage. Half these women have no contract, and therefore there is no welfare system to support them if they fall sick.

"An agricultural laborer doesn’t take holidays, because she would be fired immediately, and would have to go elsewhere, and would have no way of buying food to eat. The situation is very difficult. One sees lots of injustice, all over the country...I feel like I have lost out... We are all losing out, we don’t have transparency from the government. If things don’t change, all that remains for us workers is to be exploited while others skim off the cream."
Make Trade Fair Campaign with Oxfam

What Oxfam does

Oxfam urges governments and companies to make new, fairer trade rules:
- Pay reasonable wages
- Give all workers secure jobs
- Give all workers one day off a week
- No forcing people to work extra hours
- Paying people for extra hours worked
- Make sure that work places are safe

Some success:
- Oxfam persuaded the World Trade Organization (WTO) - the organization that sets trade rules - to allow the poorest countries to keep their taxes on agricultural imports high, protecting their local farmers.
- Almost 20,000,000 people signed “The Big Noise” petition, asking leaders to make trade fair.

What you can do

1. Take part in the new campaigns organized by Oxfam.
   http://www.oxfam.org/en/campaigns

2. Buy Fair Trade products and encourage more schools, shops, and companies to sell them.
   For Mother’s Day, think before you buy flowers! According to an article by Japanese customs, Japan imports 60.9% of its carnations from Colombia! So Japan has something to do with the working situation of women in that country. As a former student wrote, the TV broadcast on Mother’s Day that says “Buy carnations for your mom!” should also be about Columbian women’s problems.

3. When you need to buy someone a gift, help someone at the same time with "Unwrapped".
   https://www.oxfamamericaunwrapped.com