



SOCI@LL

whole school social labs



SOCI@LL TOOLKIT

Teachers' Dossier - Draft

<http://wholeschoolsociallabs.eu>

SOCI@LL PARTNERSHIP

SCIENTIFIC/ TECHNICAL

SCHOOLS

LOCAL AUTHORITIES

Portugal

		
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(Project coordinator)

Poland

		
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Italy

		
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1 PLANIFICATIONS

1.1 GLOBAL PLANIFICATION

THEME	GENERAL OBJECTIVE	CHAPTERS	GENERAL OBJECTIVES	CORE QUESTIONS	COMPETENCIES	LESSONS	RESOURCES
THEME 1 CONSTRUCTION OF THE SELF	<ul style="list-style-type: none"> To recognize the complexity of human being as deeply cultural beings. 	Chapter 1 Socialization and Cultural Identity	<ul style="list-style-type: none"> To identify the human being as product and producer of culture To recognise the importance of the cultural identity and socialization in our lives 	<i>What does culture mean?</i> <i>How do we build ourselves as sociocultural beings?</i>	<ul style="list-style-type: none"> To know the definitions of culture and cultural pattern To characterize the importance of the socialization processes To distinguish primary socialization from secondary socialization To name the consequences of social deprivation on the development process 	3 LESSONS (150')	MANUAL, TEACHERS' DOSSIER, SOCI@LL HUB
		Chapter 2 Interculturality	<ul style="list-style-type: none"> To describe acculturation as a key process in a world enriched by diversity To acknowledge the relevance of establishing and maintaining the intercultural dialogue 	<i>What does acculturation mean and how is it processed?</i> <i>Why is intercultural dialogue fundamental?</i> <i>What makes us special?</i>	<ul style="list-style-type: none"> To define acculturation and distinguish different forms of acculturation To describe and recognize the importance of intercultural dialogue To recognize diversity as a fundamental attribute of the human species 	4 LESSONS (200')	
THEME II ME AND THE RELATIONSHIPS WITH OTHERS	<ul style="list-style-type: none"> To understand the dynamics and relational processes that characterize the human being. 	Chapter 1 Interpersonal and group relations	<ul style="list-style-type: none"> To recognize the importance of the human relationships in our lives 	<i>What is the role of early relationships in the construction of the human being?</i>	<ul style="list-style-type: none"> To recognize the importance of early relationships in human organization To describe the main characteristics of interpersonal relationships 	4 LESSONS (200')	

			<ul style="list-style-type: none">To understand the basic processes of social cognition	<i>How do we perceive others and position ourselves in a socially complex world?</i>	<ul style="list-style-type: none">To identify the main processes of social cognition: impressions and attitudes		
		Chapter 2 Social influence	<ul style="list-style-type: none">To recognize that the way we perceive the social reality and situations as well as our behaviour in social contexts are influenced by others	<i>How do we relate and influence others?</i>	<ul style="list-style-type: none">To characterize the phenomena of normalization, conformity, and obedience	3 LESSONS (150')	
		Chapter 3 Relationship processes resulting from “we and they”	<ul style="list-style-type: none">To understand how stereotypes, prejudice and discrimination work	<i>What processes occur when we divide the world into “we and they”?</i>	<ul style="list-style-type: none">To understand what stereotypes and prejudices are and how they contribute to discrimination	4 LESSONS (200')	
THEME III A PLURAL WORLD	<ul style="list-style-type: none">To understand the world we live in as diverse and plural, united by common principles, norms, and concerns.	Chapter 1 Human Rights and Fundamental values	<ul style="list-style-type: none">To characterize the human rights and fundamental values and understand the importance of being protected, respected and promoted	<i>What are human rights?</i>	<ul style="list-style-type: none">To recognize the importance of human rights and fundamental values	3 LESSONS (150')	
		Chapter 2 Living in a globalized world	<ul style="list-style-type: none">To understand the implications of living in a globalized and interdependent world	<i>What does it mean to live in a global world?</i>	<ul style="list-style-type: none">To characterize the processes of globalization and interdependence	4 LESSONS (200')	
				<i>How can we contribute to a fairer world?</i>	<ul style="list-style-type: none">To understand the relevance of civic participation		
TOTAL						25 LESSONS (1250')	

1.2 LESSONS' PLANS

1.2.1 LESSON PLAN 1

SCHOOL			
LESSON Nº	DATE	CLASS	TEACHER

SUMMARY	TIME
Theme I – Construction of the self	1 lesson, ~50 minutes
CONTENT	KEYWORD(S)
Presentation of the Theme I	
COMPETENCIES TO DEVELOP/SPECIFIC OBJECTIVES	
<ul style="list-style-type: none"> To recognize the complexity of human being as deeply cultural beings. To understand the self as dynamic construction resulting from the interactions between biological and sociocultural components To acknowledge the diversity of the humanity and the importance of acculturation processes built on an open and intercultural dialogue 	
RESOURCES	SUGGESTED STRATEGY/ACTIVITIES
SOCI@LL manual (pages 1-2) SOCI@LL teachers' dossier: <ul style="list-style-type: none"> - Conceptual map #1 - Evaluation sheet #1 - Igniting dynamic #1 SOCI@LL hub (https://lab-social.eu/)	<ul style="list-style-type: none"> Present the Theme I and guide the discussion around the complex process in which the self is build, stressing the importance of the relationships between nature and nurture Use the conceptual map #1 to introduce the topics of socialization, cultural identity and interculturality and the highlight the interdependency between these processes Ask students to complete the evaluation sheet #1, to assess their current knowledge about the topics Implement the ignition activity #1 to encourage the debate about the concepts and links between them

1.2.2 LESSON PLAN 2

SCHOOL			
LESSON Nº	DATE	CLASS	TEACHER

SUMMARY	TIME
Theme I – Construction of the self Chapter 1 – Socialization and cultural identity	1 lesson, ~50 minutes
CONTENT	KEYWORD(S)
Presentation of the Chapter 1	
COMPETENCIES TO DEVELOP/SPECIFIC OBJECTIVES	
<ul style="list-style-type: none"> To identify the human being as product and producer of culture To recognise the importance of the cultural identity and socialization in our lives 	
RESOURCES	SUGGESTED STRATEGY/ACTIVITIES
SOCI@LL manual (pages 5-6) SOCI@LL teachers' dossier: <ul style="list-style-type: none"> Multimedia resource #1 Inspiring story #1 SOCI@LL hub (https://lab-social.eu/)	<ul style="list-style-type: none"> Use and explore the multimedia resource #1 (PowerPoint presentation) Present the Chapter 1 and the learning journey around the core questions, specific objectives and keywords Ask students to read the inspiring story #1 Organise a debate around the exploratory question, using the inspiring story and current facts to encourage the sharing of opinions and critical analysis about the topics that will be addressed by the Chapter 1

1.2.3 LESSON PLAN 3

SCHOOL			
LESSON Nº	DATE	CLASS	TEACHER

SUMMARY	TIME
Theme I – Construction of the self Chapter 1 – Socialization and cultural identity What does culture mean? How do we build ourselves as sociocultural beings?	1 lesson, ~50 minutes
CONTENT	KEYWORD(S)
Exploration of the core questions of the Chapter 1	<ul style="list-style-type: none"> • Culture • Cultural pattern • Individuation • Socialization
COMPETENCIES TO DEVELOP/SPECIFIC OBJECTIVES	
<ul style="list-style-type: none"> • To know the definitions of culture and cultural pattern • To characterize the importance of the socialization processes • To distinguish primary socialization from secondary socialization • To name the consequences of social deprivation on the development process 	
RESOURCES	SUGGESTED STRATEGY/ACTIVITIES
SOCI@LL manual (pages 7-10) SOCI@LL teachers' dossier: <ul style="list-style-type: none"> - Multimedia resource #1 - Activity #1 or #2 SOCI@LL hub (https://lab-social.eu/)	<ul style="list-style-type: none"> • Use and explore the multimedia resource #1 (PowerPoint presentation) • Explore the concepts of culture and cultural partner as well as the processes of socialization and individuation, clarifying the difference between primary and secondary socialization and highlighting the importance of the agents of socialization and the effects of social deprivation (using the cases of feral children as examples of the severe impact of isolation on the development of the children) • Ask students to complete the activity #1 or #2

1.2.4 LESSON PLAN 4

SCHOOL			
LESSON Nº	DATE	CLASS	TEACHER

SUMMARY	TIME
Theme I – Construction of the self Chapter 1 – Socialization and cultural identity Chapter 2 – Interculturality	1 lesson, ~50 minutes
CONTENT	KEYWORD(S)
Conclusion of the Chapter 1 Presentation of the Chapter 2	
COMPETENCIES TO DEVELOP/SPECIFIC OBJECTIVES	
<ul style="list-style-type: none"> • To identify the human being as product and producer of culture • To recognise the importance of the cultural identity and socialization in our lives • To describe acculturation as a key process in a world enriched by diversity • To acknowledge the relevance of establishing and maintaining the intercultural dialogue 	
RESOURCES	SUGGESTED STRATEGY/ACTIVITIES
SOCI@LL manual (pages 11; 13-14) SOCI@LL teachers' dossier: <ul style="list-style-type: none"> - Multimedia resource #1 and #2 - Inspiring story #2 SOCI@LL hub (https://lab-social.eu/)	<ul style="list-style-type: none"> • Use and explore the multimedia resource #1 (PowerPoint presentation) • Conclude the Chapter 1, summarising the main contents addressed • Use and explore the multimedia resource #2 (PowerPoint presentation) • Present the Chapter 2 and the learning journey around the core questions, specific objectives and keywords • Ask students to read the inspiring story #2 • Organise a debate around the exploratory question, using the inspiring story and current facts to encourage the sharing of opinions and critical analysis about the topics that will be addressed by the Chapter 2

1.2.5 LESSON PLAN 5

SCHOOL			
LESSON Nº	DATE	CLASS	TEACHER

SUMMARY	TIME
Theme I – Construction of the self Chapter 2 – Interculturality What does acculturation mean and how is it processed? Why is intercultural dialogue fundamental?	1 lesson, ~50 minutes
CONTENT	KEYWORD(S)
Exploration of the core questions of the Chapter 2	<ul style="list-style-type: none"> • Acculturation • Intercultural dialogue • Intercultural skills
COMPETENCIES TO DEVELOP/SPECIFIC OBJECTIVES	
<ul style="list-style-type: none"> • To define acculturation and distinguish different forms of acculturation • To describe and recognize the importance of intercultural dialogue 	
RESOURCES	SUGGESTED STRATEGY/ACTIVITIES
SOCI@LL manual (pages 15- 19) SOCI@LL teachers' dossier: <ul style="list-style-type: none"> - Multimedia resource #2 - Activity #3 or #4 SOCI@LL hub (https://lab-social.eu/)	<ul style="list-style-type: none"> • Use and explore the multimedia resource #2 (PowerPoint presentation) • Present the social reality as complex and diverse, marked by interpersonal contacts between individuals from different cultures and processes of acculturation (which can take several formats, including integration, assimilation, separation/segregation and marginalization) • Define and discuss the importance of strengthening the intercultural skills and establishing and maintaining an intercultural dialogue for the promotion of equality, tolerance and human dignity • Ask students to complete the activity #3 or #4

1.2.6 LESSON PLAN 6

SCHOOL			
LESSON Nº	DATE	CLASS	TEACHER

SUMMARY	TIME
Theme I – Construction of the self Chapter 2 – Interculturality What makes us especial?	1 lesson, ~50 minutes
CONTENT	KEYWORD(S)
Exploration of the core questions of the Chapter 2 Conclusion of the Chapter 2	
COMPETENCIES TO DEVELOP/SPECIFIC OBJECTIVES	
<ul style="list-style-type: none"> To recognize diversity as a fundamental attribute of the humanity To describe acculturation as a key process in a world enriched by diversity To acknowledge the relevance of establishing and maintaining the intercultural dialogue 	
RESOURCES	SUGGESTED STRATEGY/ACTIVITIES
SOCI@LL manual (pages 19- 21; 12; 22) SOCI@LL teachers' dossier: <ul style="list-style-type: none"> Multimedia resource #2 Activity #5 Thinking critically #1 and #2 SOCI@LL hub (https://lab-social.eu/)	<ul style="list-style-type: none"> Use and explore the multimedia resource #2 (PowerPoint presentation) Characterize the humans as diverse, enriched by the individual differences that result from the unique crossroads of biology, social-cultural environment and narratives of each individual and everyone Ask students to complete the activity #5 Conclude the Chapter 2, summarising the main contents addressed Organise the class in groups and distribute the thinking critically #1 and #2; ask students to complete the activities (homework)

1.2.7 LESSON PLAN 7

SCHOOL			
LESSON Nº	DATE	CLASS	TEACHER

SUMMARY	TIME
Theme I – Construction of the self Chapter 1 – Socialization and cultural identity Chapter 2 – Interculturality	1 lesson, ~50 minutes
CONTENT	KEYWORD(S)
Group activity (presentation of the results of the thinking critically activities complete as homework exercise)	
COMPETENCIES TO DEVELOP/SPECIFIC OBJECTIVES	
<ul style="list-style-type: none"> To recognize the complexity of human being as deeply cultural beings. To understand the self as dynamic construction resulting from the interactions between biological and sociocultural components To acknowledge the diversity of the humanity and the importance of acculturation processes built on an open and intercultural dialogue 	
RESOURCES	SUGGESTED STRATEGY/ACTIVITIES
SOCI@LL manual (pages 12; 22-24) SOCI@LL teachers' dossier: <ul style="list-style-type: none"> - Thinking critically #1 and #2 - Evaluation sheet #2 - Additional materials #3 SOCI@LL hub (https://lab-social.eu/)	<ul style="list-style-type: none"> Ask students to present the results of the group activity complete as homework exercise and promote the debate between students from different groups Conclude the Theme I, wrapping-up the main contents and relationships between concepts/processes Ask students to complete the evaluation sheet #2 (formative assessment) Use, if time allows it, activities from additional materials#3 to conclude Theme I

1.2.8 LESSON PLAN 8

SCHOOL			
LESSON Nº	DATE	CLASS	TEACHER

SUMMARY	TIME
Theme II – Me and the relationships with others	1 lesson, ~50 minutes
CONTENT	KEYWORD(S)
Presentation of the Theme II	
COMPETENCIES TO DEVELOP/SPECIFIC OBJECTIVES	
<ul style="list-style-type: none"> To understand the dynamics and relational processes that characterize the human being To characterize key processes of social influence To distinguish the processes that result from seeing the social reality through “we” and “they” 	
RESOURCES	SUGGESTED STRATEGY/ACTIVITIES
SOCI@LL manual (pages 25-26) SOCI@LL teachers’ dossier: <ul style="list-style-type: none"> - Conceptual map #2 - Evaluation sheet #3 - Igniting dynamic #2 SOCI@LL hub (https://lab-social.eu/)	<ul style="list-style-type: none"> Present the Theme II and guide the discussion around the different processes that occur when the self is putted in social contexts: the way he/she thinks, feels and acts influenced by previous believes and social influence; and the way he/she perceives the others based on those processes Use the conceptual map #2 to introduce the topics of early and interpersonal relationships and social cognition processes that are at the basis of the social influence and key phenomena such as stereotypes, prejudice and discrimination Ask students to complete the evaluation sheet #3, to assess their current knowledge about the topics Implement the ignition activity #2 to encourage the debate about the concepts and links between them

1.2.9 LESSON PLAN 9

SCHOOL			
LESSON Nº	DATE	CLASS	TEACHER

SUMMARY	TIME
Theme II – Me and the relationships with others Chapter 1 – Interpersonal and group relationships	1 lesson, ~50 minutes
CONTENT	KEYWORD(S)
Presentation of the Chapter 1	
COMPETENCIES TO DEVELOP/SPECIFIC OBJECTIVES	
<ul style="list-style-type: none"> To recognize the importance of the human relationships in our lives To understand the basic processes of social cognition 	
RESOURCES	SUGGESTED STRATEGY/ACTIVITIES
SOCI@LL manual (pages 29-30) SOCI@LL teachers' dossier: <ul style="list-style-type: none"> Multimedia resource #3 Inspiring story #3 SOCI@LL hub (https://lab-social.eu/)	<ul style="list-style-type: none"> Use and explore the multimedia resource #3 (PowerPoint presentation) Present the Chapter 1 and the learning journey around the core questions, specific objectives and keywords Ask students to read the inspiring story #3 Organise a debate around the exploratory question, using the inspiring story and current facts to encourage the sharing of opinions and critical analysis about the topics that will be addressed by the Chapter 1

1.2.10 LESSON PLAN 10

SCHOOL			
LESSON Nº	DATE	CLASS	TEACHER

SUMMARY	TIME
Theme II – Me and the relationships with others Chapter 1 – Interpersonal and group relationships What is the role of early relationships in the construction of the human being?	1 lesson, ~50 minutes
CONTENT	KEYWORD(S)
Exploration of the core questions of the Chapter 1	<ul style="list-style-type: none"> • Early relationships • Attachment • Interpersonal relationship
COMPETENCIES TO DEVELOP/SPECIFIC OBJECTIVES	
<ul style="list-style-type: none"> • To recognize the importance of early relationships in human organization • To describe the main characteristics of interpersonal relationships 	
RESOURCES	SUGGESTED STRATEGY/ACTIVITIES
SOCI@LL manual (pages 31-33) SOCI@LL teachers' dossier: <ul style="list-style-type: none"> - Multimedia resource #3 - Activity #6 SOCI@LL hub (https://lab-social.eu/)	<ul style="list-style-type: none"> • Use and explore the multimedia resource #3 (PowerPoint presentation) • Explore the concepts early relationships, attachment (process, figure and behaviour) and interpersonal relationships, evidencing their importance for our life as social beings • Ask students to complete the activity #6

1.2.11 LESSON PLAN 11

SCHOOL			
LESSON Nº	DATE	CLASS	TEACHER

SUMMARY	TIME
Theme II – Me and the relationships with others Chapter 1 – Interpersonal and group relationships How do we perceive others and position ourselves in a socially complex world?	1 lesson, ~50 minutes
CONTENT	KEYWORD(S)
Exploration of the core questions of the Chapter 1 Conclusion of the Chapter 1	<ul style="list-style-type: none"> • Social cognition • Impression • Attitude
COMPETENCIES TO DEVELOP/SPECIFIC OBJECTIVES	
<ul style="list-style-type: none"> • To identify the main processes of social cognition: impressions and attitudes • To recognize the importance of the human relationships in our lives 	
RESOURCES	SUGGESTED STRATEGY/ACTIVITIES
SOCI@LL manual (pages 33; 36) SOCI@LL teachers' dossier: <ul style="list-style-type: none"> - Multimedia resource #3 - Activity #7 SOCI@LL hub (https://lab-social.eu/)	<ul style="list-style-type: none"> • Use and explore the multimedia resource #3 (PowerPoint presentation) • Define social cognition and present its basic processes, including the formation of impressions (and primacy effect) and attitudes, clarifying how they impact on our expectations (using the concept of self-fulfilling prophecy) • Ask students to complete the activity #7 • Conclude the Chapter 1, summarising the main contents addressed

1.2.12 LESSON PLAN 12

SCHOOL			
LESSON Nº	DATE	CLASS	TEACHER

SUMMARY	TIME
Theme II – Me and the relationships with others Chapter 2 – Social Influence	1 lesson, ~50 minutes
CONTENT	KEYWORD(S)
Presentation of the Chapter 2	
COMPETENCIES TO DEVELOP/SPECIFIC OBJECTIVES	
<ul style="list-style-type: none"> To recognize that the way we perceive the social reality and situations as well as our behaviour in social contexts are influenced by others 	
RESOURCES	SUGGESTED STRATEGY/ACTIVITIES
SOCI@LL manual (pages 38-39) SOCI@LL teachers' dossier: <ul style="list-style-type: none"> Multimedia resource #4 Inspiring story #4 SOCI@LL hub (https://lab-social.eu/)	<ul style="list-style-type: none"> Use and explore the multimedia resource #4 (PowerPoint presentation) Present the Chapter 2 and the learning journey around the core questions, specific objectives and keywords Ask students to read the inspiring story #4 Organise a debate around the exploratory question, using the inspiring story and current facts to encourage the sharing of opinions and critical analysis about the topics that will be addressed by the Chapter 2

1.2.13 LESSON PLAN 13

SCHOOL			
LESSON N°	DATE	CLASS	TEACHER

SUMMARY	TIME
Theme II – Me and the relationships with others Chapter 2 – Social Influence How do we relate and influence others?	1 lesson, ~50 minutes
CONTENT	KEYWORD(S)
Exploration of the core questions of the Chapter 2	<ul style="list-style-type: none"> • Social influence • Norm • Normalization • Conformity
COMPETENCIES TO DEVELOP/SPECIFIC OBJECTIVES	
<ul style="list-style-type: none"> • To characterize the phenomena of normalization, conformity and obedience 	
RESOURCES	SUGGESTED STRATEGY/ACTIVITIES
SOCI@LL manual (pages 40-42) SOCI@LL teachers' dossier: <ul style="list-style-type: none"> - Multimedia resource #4 - Activity #8 and #9 SOCI@LL hub (https://lab-social.eu/)	<ul style="list-style-type: none"> • Use and explore the multimedia resource #4 (PowerPoint presentation) • Explore the processes of normalization, conformity and obedience as examples of the impact social influence as on human behaviour • Ask students to complete the activity #8 and #9

1.2.14 LESSON PLAN 14

SCHOOL			
LESSON Nº	DATE	CLASS	TEACHER

SUMMARY	TIME
Theme II – Me and the relationships with others Chapter 2 – Social Influence How do we relate and influence others?	1 lesson, ~50 minutes
CONTENT	KEYWORD(S)
Exploration of the core questions of the Chapter 2 Conclusion of the Chapter 2	<ul style="list-style-type: none"> Obedience
COMPETENCIES TO DEVELOP/SPECIFIC OBJECTIVES	
<ul style="list-style-type: none"> To characterize the phenomena of normalization, conformity and obedience To recognize that the way we perceive the social reality and situations as well as our behaviour in social contexts are influenced by others 	
RESOURCES	SUGGESTED STRATEGY/ACTIVITIES
SOCI@LL manual (pages 43-44) SOCI@LL teachers' dossier: <ul style="list-style-type: none"> Multimedia resource #4 Activity #10 SOCI@LL hub (https://lab-social.eu/)	<ul style="list-style-type: none"> Use and explore the multimedia resource #4 (PowerPoint presentation) Analyse the impact of the social influence on the obedience to an authority figure Ask students to complete the activity #10 Conclude the Chapter 2, summarising the main contents addressed

1.2.15 LESSON PLAN 15

SCHOOL			
LESSON Nº	DATE	CLASS	TEACHER

SUMMARY	TIME
Theme II – Me and the relationships with others Chapter 3 – Relationship processes resulting from “we and they”	1 lesson, ~50 minutes
CONTENT	KEYWORD(S)
Presentation of the Chapter 3	
COMPETENCIES TO DEVELOP/SPECIFIC OBJECTIVES	
<ul style="list-style-type: none"> To understand how stereotypes, prejudice and discrimination work 	
RESOURCES	SUGGESTED STRATEGY/ACTIVITIES
SOCI@LL manual (pages 46-47) SOCI@LL teachers' dossier: <ul style="list-style-type: none"> Multimedia resource #5 Inspiring story #5 SOCI@LL hub (https://lab-social.eu/)	<ul style="list-style-type: none"> Use and explore the multimedia resource #5 (PowerPoint presentation) Present the Chapter 3 and the learning journey around the core questions, specific objectives and keywords Ask students to read the inspiring story #5 Organise a debate around the exploratory question, using the inspiring story and current facts to encourage the sharing of opinions and critical analysis about the topics that will be addressed by the Chapter 2

1.2.16 LESSON PLAN 16

SCHOOL			
LESSON Nº	DATE	CLASS	TEACHER

SUMMARY	TIME
Theme II – Me and the relationships with others Chapter 3 – Relationship processes resulting from “we and they” What processes occur when we divide the world into "we" and "they"?	1 lesson, ~50 minutes
CONTENT	KEYWORD(S)
Exploration of the core questions of the Chapter 3	<ul style="list-style-type: none"> Stereotype Prejudice
COMPETENCIES TO DEVELOP/SPECIFIC OBJECTIVES	
<ul style="list-style-type: none"> To understand what stereotypes and prejudices are and how they contribute to discrimination 	
RESOURCES	SUGGESTED STRATEGY/ACTIVITIES
SOCI@LL manual (pages 48-50) SOCI@LL teachers' dossier: <ul style="list-style-type: none"> Multimedia resource #5 Activity #11 and #12 SOCI@LL hub (https://lab-social.eu/)	<ul style="list-style-type: none"> Use and explore the multimedia resource #5 (PowerPoint presentation) Explore the concepts of stereotype and prejudice clarifying their differences and relationships Ask students to complete the activity #11 and #12

1.2.17 LESSON PLAN 17

SCHOOL			
LESSON Nº	DATE	CLASS	TEACHER

SUMMARY	TIME
Theme II – Me and the relationships with others Chapter 3 – Relationship processes resulting from “we and they” What processes occur when we divide the world into "we" and "they"?	1 lesson, ~50 minutes
CONTENT	KEYWORD(S)
Exploration of the core questions of the Chapter 3 Conclusion of the Chapter 3	<ul style="list-style-type: none"> Obedience
COMPETENCIES TO DEVELOP/SPECIFIC OBJECTIVES	
<ul style="list-style-type: none"> To understand what stereotypes and prejudices are and how they contribute to discrimination 	
RESOURCES	SUGGESTED STRATEGY/ACTIVITIES
SOCI@LL manual (pages 50-53; 37; 45; 54) SOCI@LL teachers' dossier: <ul style="list-style-type: none"> Multimedia resource #5 Activity #13 Thinking critically #3, #4 and #5 SOCI@LL hub (https://lab-social.eu/)	<ul style="list-style-type: none"> Use and explore the multimedia resource #5 (PowerPoint presentation) Link stereotypes, prejudice and discrimination Ask students to complete the activity #13 Conclude the Chapter 3, summarising the main contents addressed Organise the class in groups and distribute the thinking critically #3, #4 and #5; ask students to complete the activities (homework)

1.2.18 LESSON PLAN 18

SCHOOL			
LESSON Nº	DATE	CLASS	TEACHER

SUMMARY	TIME
Theme II – Me and the relationships with others Chapter 1 – Interpersonal and group relationships Chapter 2 – Social Influence Chapter 3 – Relationship processes resulting from “we and they”	1 lesson, ~50 minutes
CONTENT	KEYWORD(S)
Group activity (presentation of the results of the thinking critically activities complete as homework exercise)	
COMPETENCIES TO DEVELOP/SPECIFIC OBJECTIVES	
<ul style="list-style-type: none"> To understand the dynamics and relational processes that characterize the human being To characterize key processes of social influence To distinguish the processes that result from seeing the social reality through “we” and “they” 	
RESOURCES	SUGGESTED STRATEGY/ACTIVITIES
SOCI@LL manual (pages 37; 45; 54; 55-56) SOCI@LL teachers’ dossier: <ul style="list-style-type: none"> - Thinking critically #3, #4 and #5 - Evaluation sheet #4 - Additional materials #4 SOCI@LL hub (https://lab-social.eu/)	<ul style="list-style-type: none"> Ask students to present the results of the group activity complete as homework exercise and promote the debate between students from different groups Conclude the Theme II, wrapping-up the main contents and relationships between concepts/processes Ask students to complete the evaluation sheet #4 (formative assessment) Use, if time allows it, activities from additional materials#4 to conclude Theme II

1.2.19 LESSON PLAN 19

SCHOOL			
LESSON Nº	DATE	CLASS	TEACHER

SUMMARY	TIME
Theme III – A plural world	1 lesson, ~50 minutes
CONTENT	KEYWORD(S)
Presentation of the Theme III	
COMPETENCIES TO DEVELOP/SPECIFIC OBJECTIVES	
<ul style="list-style-type: none"> To understand the world we live in as diverse and plural, united by common principles, norms, and concerns To recognize the relevance of encouraging a global citizenship as a key tool for the protection and promotion of the human rights 	
RESOURCES	SUGGESTED STRATEGY/ACTIVITIES
SOCI@LL manual (pages 57-58) SOCI@LL teachers' dossier: <ul style="list-style-type: none"> - Conceptual map #3 - Evaluation sheet #5 - Igniting dynamic #2 SOCI@LL hub (https://lab-social.eu/)	<ul style="list-style-type: none"> Present the Theme III and guide the discussion around the human and fundamental rights and the relevance of assuming a global and active citizenship in the globalized world we live in Use the conceptual map #3 to introduce the topics of human rights, globalization, interdependence and global citizenship Ask students to complete the evaluation sheet #5, to assess their current knowledge about the topics Implement the ignition activity #3 to encourage the debate about the concepts and links between them

1.2.20 LESSON PLAN 20

SCHOOL			
LESSON Nº	DATE	CLASS	TEACHER

SUMMARY	TIME
Theme III – A plural world Chapter 1 – Human rights and fundamental values	1 lesson, ~50 minutes
CONTENT	KEYWORD(S)
Presentation of the Chapter 1	
COMPETENCIES TO DEVELOP/SPECIFIC OBJECTIVES	
<ul style="list-style-type: none"> To characterize the human rights and fundamental values and understand the importance of being protected, respected and promoted 	
RESOURCES	SUGGESTED STRATEGY/ACTIVITIES
SOCI@LL manual (pages 61-62) SOCI@LL teachers' dossier: <ul style="list-style-type: none"> Multimedia resource #6 Inspiring story #6 SOCI@LL hub (https://lab-social.eu/)	<ul style="list-style-type: none"> Use and explore the multimedia resource #6 (PowerPoint presentation) Present the Chapter 1 and the learning journey around the core questions, specific objectives and keywords Ask students to read the inspiring story #6 Organise a debate around the exploratory question, using the inspiring story and current facts to encourage the sharing of opinions and critical analysis about the topics that will be addressed by the Chapter 1

1.2.21 LESSON PLAN 21

SCHOOL			
LESSON Nº	DATE	CLASS	TEACHER

SUMMARY	TIME
Theme III – A plural world Chapter 1 – Human rights and fundamental values What are human rights?	1 lesson, ~50 minutes
CONTENT	KEYWORD(S)
Exploration of the core questions of the Chapter 1 Conclusion of the Chapter 1	<ul style="list-style-type: none"> Human rights
COMPETENCIES TO DEVELOP/SPECIFIC OBJECTIVES	
<ul style="list-style-type: none"> To recognize the importance of human rights and fundamental values 	
RESOURCES	SUGGESTED STRATEGY/ACTIVITIES
SOCI@LL manual (pages 63-65) SOCI@LL teachers' dossier: <ul style="list-style-type: none"> Multimedia resource #6 Activity #14 Additional materials #1 SOCI@LL hub (https://lab-social.eu/)	<ul style="list-style-type: none"> Use and explore the multimedia resource #6 (PowerPoint presentation) Clarify the definition of human rights, highlighting their universality, inalienability, indivisibility, interdependence and interrelatedness as well as their importance for the human dignity, equality and non-discrimination Use the additional materials #1 to support the debate about the human rights Ask students to complete the activity #14 Conclude the Chapter 1, summarising the main contents addressed

1.2.22 LESSON PLAN 22

SCHOOL			
LESSON Nº	DATE	CLASS	TEACHER

SUMMARY	TIME
Theme III – A plural world Chapter 2 – Living in a globalized world	1 lesson, ~50 minutes
CONTENT	KEYWORD(S)
Presentation of the Chapter 2	
COMPETENCIES TO DEVELOP/SPECIFIC OBJECTIVES	
<ul style="list-style-type: none"> To understand the implications of living in a globalized and interdependent world 	
RESOURCES	SUGGESTED STRATEGY/ACTIVITIES
SOCI@LL manual (pages 67-68) SOCI@LL teachers' dossier: <ul style="list-style-type: none"> Multimedia resource #7 Inspiring story #7 SOCI@LL hub (https://lab-social.eu/)	<ul style="list-style-type: none"> Use and explore the multimedia resource #7 (PowerPoint presentation) Present the Chapter 1 and the learning journey around the core questions, specific objectives and keywords Ask students to read the inspiring story #7 Organise a debate around the exploratory question, using the inspiring story and current facts to encourage the sharing of opinions and critical analysis about the topics that will be addressed by the Chapter 2

1.2.23 LESSON PLAN 23

SCHOOL			
LESSON Nº	DATE	CLASS	TEACHER

SUMMARY	TIME
Theme III – A plural world Chapter 2 – Living in a globalized world What does it mean to live in a global world?	1 lesson, ~50 minutes
CONTENT	KEYWORD(S)
Exploration of the core questions of the Chapter 2	<ul style="list-style-type: none"> Globalization Interdependence
COMPETENCIES TO DEVELOP/SPECIFIC OBJECTIVES	
<ul style="list-style-type: none"> To characterize the processes of globalization and interdependence 	
RESOURCES	SUGGESTED STRATEGY/ACTIVITIES
SOCI@LL manual (pages 69-70) SOCI@LL teachers' dossier: <ul style="list-style-type: none"> Multimedia resource #6 Activity #15 Additional materials #2 SOCI@LL hub (https://lab-social.eu/)	<ul style="list-style-type: none"> Use and explore the multimedia resource #7 (PowerPoint presentation) Clarify the definition of globalization and interdependence, stressing the impact of our actions in the others and in the world (of today and tomorrow) as well the importance of the collaborative work towards common problems and shared goals Use the additional materials #2 to support the debate about the sustainable development goals Ask students to complete the activity #15

1.2.24 LESSON PLAN 24

SCHOOL			
LESSON Nº	DATE	CLASS	TEACHER

SUMMARY	TIME
Theme III – A plural world Chapter 2 – Living in a globalized world How can we contribute to a fairer world?	1 lesson, ~50 minutes
CONTENT	KEYWORD(S)
Exploration of the core questions of the Chapter 2 Conclusion of the Chapter 2	<ul style="list-style-type: none"> Global citizenship
COMPETENCIES TO DEVELOP/SPECIFIC OBJECTIVES	
<ul style="list-style-type: none"> To understand the relevance of civic participation 	
RESOURCES	SUGGESTED STRATEGY/ACTIVITIES
SOCI@LL manual (pages 71-73; 66; 74) SOCI@LL teachers' dossier: <ul style="list-style-type: none"> Multimedia resource #7 Activity #16 Think critically #6 and #7 SOCI@LL hub (https://lab-social.eu/)	<ul style="list-style-type: none"> Use and explore the multimedia resource #7 (PowerPoint presentation) Describe the concept of global citizenship and clarify the relevance of being an active citizen who contributes to turning the world a better place for all Ask students to complete the activity #16 Conclude the Chapter 2, summarising the main contents addressed Organise the class in groups and distribute the thinking critically #6 and #7; ask students to complete the activities (homework)

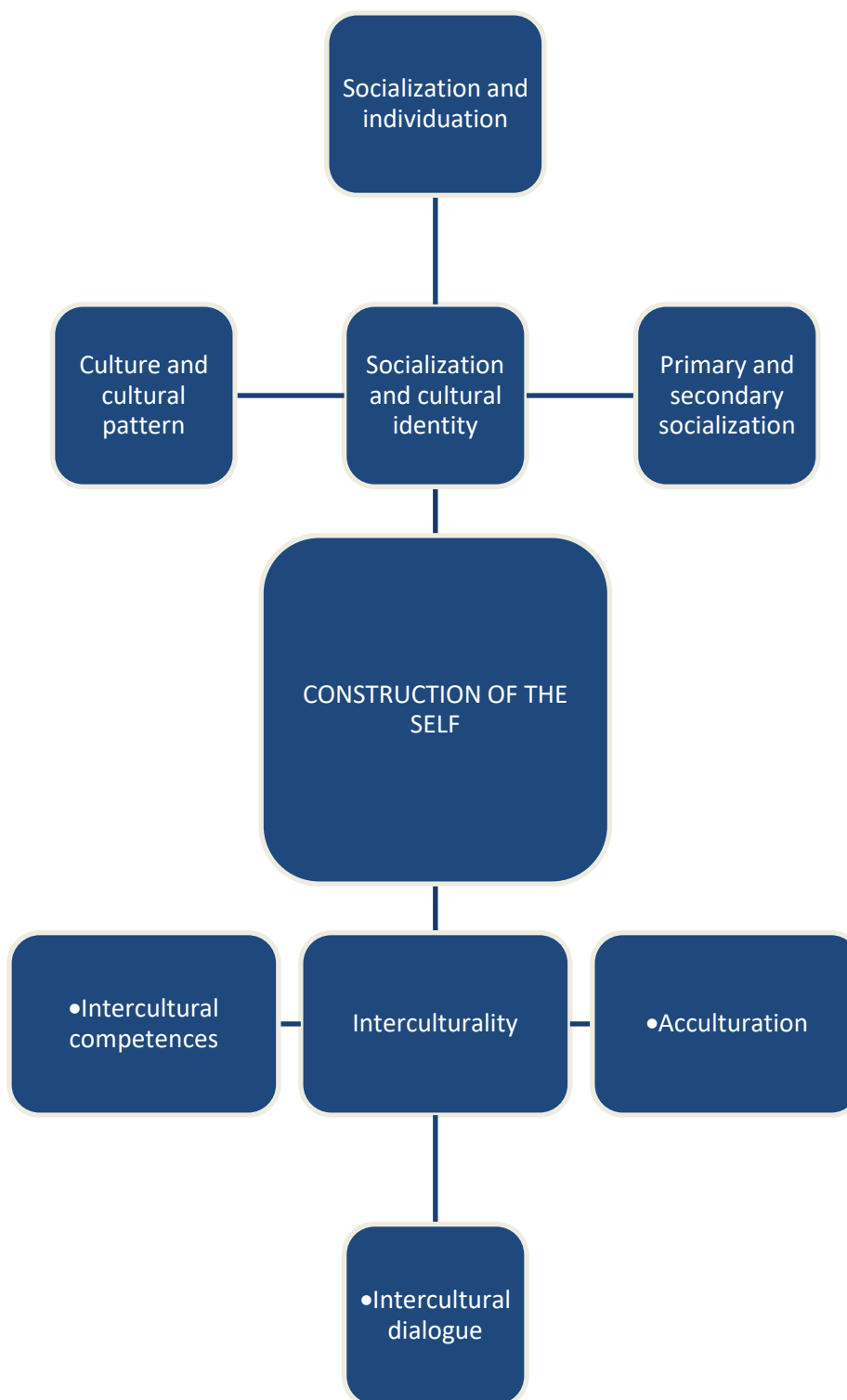
1.2.25 LESSON PLAN 25

SCHOOL			
LESSON Nº	DATE	CLASS	TEACHER

SUMMARY	TIME
Theme III – A plural world Chapter 1 – Human rights and fundamental values Chapter 2 – Living in a globalized world	1 lesson, ~50 minutes
CONTENT	KEYWORD(S)
Group activity (presentation of the results of the thinking critically activities complete as homework exercise)	
COMPETENCIES TO DEVELOP/SPECIFIC OBJECTIVES	
<ul style="list-style-type: none"> To understand the world we live in as diverse and plural, united by common principles, norms, and concerns To recognize the relevance of encouraging a global citizenship as a key tool for the protection and promotion of the human rights 	
RESOURCES	SUGGESTED STRATEGY/ACTIVITIES
SOCI@LL manual (pages 66; 74) SOCI@LL teachers' dossier: <ul style="list-style-type: none"> - Thinking critically #3, #4 and #5 - Evaluation sheet #6 - Additional materials #5 SOCI@LL hub (https://lab-social.eu/)	<ul style="list-style-type: none"> Ask students to present the results of the group activity complete as homework exercise and promote the debate between students from different groups Conclude the Theme III, wrapping-up the main contents and relationships between concepts/processes Use, if time allows it, activities from additional materials#5 to conclude Theme III Summarise the three themes addressed during the course Ask students to complete the evaluation sheet #6 (formative assessment)

2 CONCEPTUAL MAPS

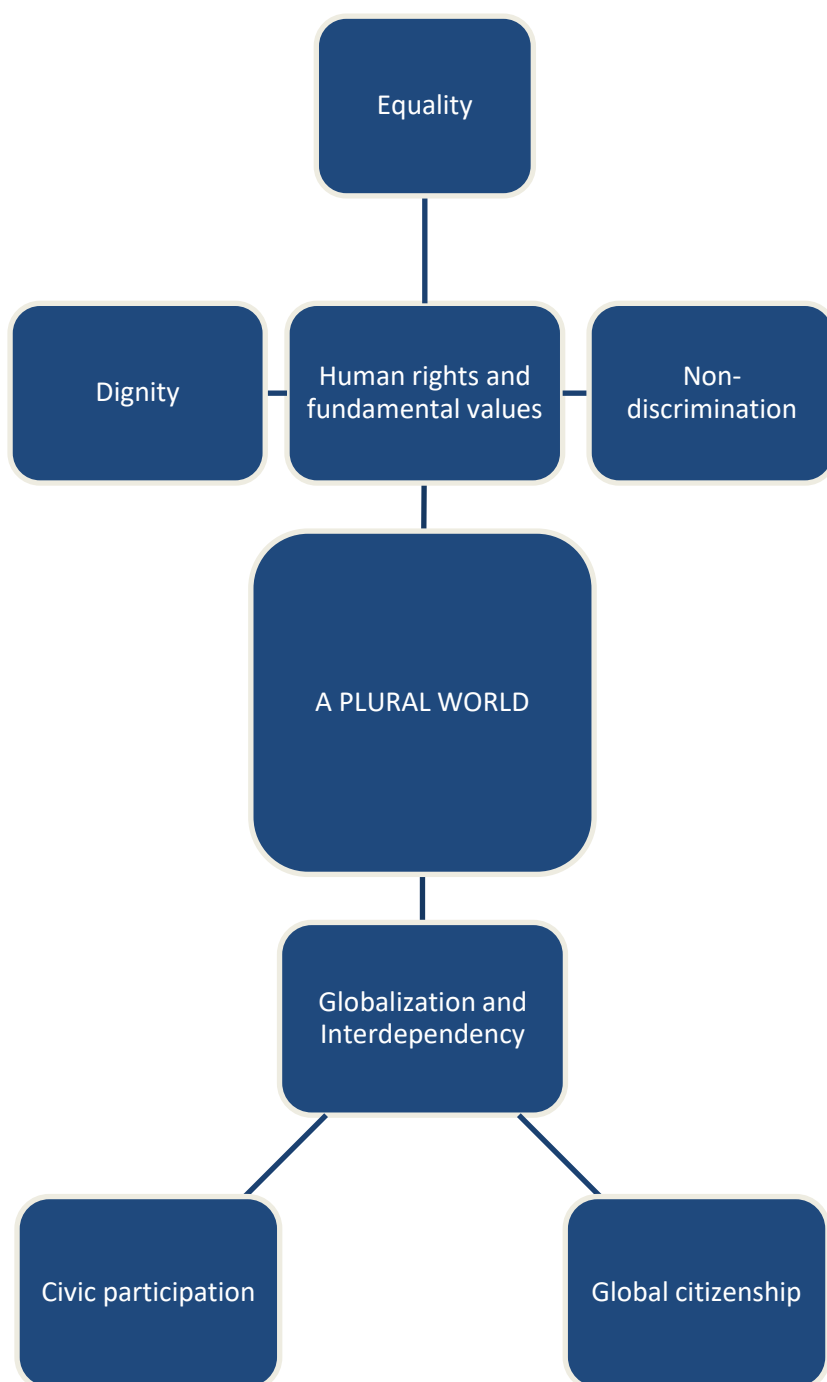
2.1 CONCEPTUAL MAP #1 (THEME I)



2.2 CONCEPTUAL MAP #2 (THEME II)



2.3 CONCEPTUAL MAP #3 (THEME III)



3 IGNITING DYNAMICS

3.1 IGNITING DYNAMIC #1 (THEME I)

Title	All different but all equal
Age	13/ 15 years
Time	20min (approx.)
Materials	The star drawing (annex), coloured pencils or pens
Space characteristics	A room with some space, with a large empty wall to post the star draws
Objective	<ul style="list-style-type: none"> to increase understanding of the concept of identity; to promote respect for diversity to develop communication skills
Keywords	<ul style="list-style-type: none"> cultural identity; human diversity
Description	
<ol style="list-style-type: none"> Ask students to reflect what is interesting or important to know about someone else when you first meet, and brainstorm the general categories of information. For example, name, age, sex, nationality, job/study, taste in music, hobbies, sports, general likes and dislikes, and more. (5min) Now explain that students are going to find out how much each of them has in common with others in the group. Hand out the star drawing and pens and explain that the first step is for each of them to draw a representation of their identity. They should think of themselves like stars. Ask students to consider the five most important aspects of their identity and to write them in each star's beam. (5min) When they all finish, tell students to stick the stars on the wall next to each other. When they find someone else with whom they share a beam, they should write that person's name near the own beam. (For example, Mary and John both have a "pizza" beam, they should write each other's names along that beam). Now come back into plenary and ask students to talk about how individual each of them was. You could ask: <ul style="list-style-type: none"> Which aspects of identity do people have in common and which are unique? How similar and how different are people in the group? Do people have more in common with each other than they have differences? 	
Discussion	
<p>Now move on to discuss what people have discovered about themselves and about each other.</p> <ul style="list-style-type: none"> What did you learn about yourself? Was it hard to decide which were the five most significant aspects of your identity? Were you surprised at the results of comparing stars? Did you have more or less in common than you expected? How did you feel about the diversity in the group? Were there any aspects of other colleagues' identity that you felt strongly inclined to react to and say, "I am not."? 	

Adapted from: Council of Europe (2017). Compass: Manual for Human Rights Education with Young People – "Who Are I?" (Available in <https://www.coe.int/en/web/compass/list-of-activities>)

3.2 IGNITING DYNAMIC #2 (THEME II)

Title	Force the circle!
Age	13/ 15 years
Time	20min (approx.)
Materials	Paper and pen
Space characteristics	A large empty space to form one several circle
Objective	<ul style="list-style-type: none"> to experience being part of a majority group and being in the minority; to analyze the strategies we use to be accepted in society;
Key words	<ul style="list-style-type: none"> Inclusion, discrimination; minorities and majorities; social influence; interpersonal relationships.
Description	
<ol style="list-style-type: none"> 1. Joint the whole group. 2. Ask the group to choose one person to be the “observer” and a second to be the “outsider” 3. Tell the other members of the group to stand shoulder to shoulder to form as tight a circle as possible so as not to leave any space between them. 4. Explain that the “outsider” must try to get into the circle while those who form the circle must try to keep them out. 5. Tell the observer to make notes on the strategies used both by the “outsider” and those in the circle, and also to act as timekeeper. After two or three minutes, and regardless of whether they managed to enter the circle or not, the “outsider” joins the circle 	
Discussion	
<p>Bring everyone together to discuss what happened, and how they felt.</p> <p>Start by asking the players:</p> <ul style="list-style-type: none"> How did you feel when you were part of the circle? How did you feel when you were the “outsider”? Do those who succeeded in “forcing the circle” feel differently from those who did not manage it? <p>Ask the observers:</p> <ul style="list-style-type: none"> What strategies did the “outsider” use? What strategies did the people in the circle use to prevent the others from getting in? What role did the feelings of aggression play during the game? <p>Then ask everybody:</p> <ul style="list-style-type: none"> In a conflict situation, which is perceived as the strongest group? Which is perceived as the weakest? In society, the circle may represent privileges, money, power, work or housing. What strategies do outsiders use to gain access to these resources? How do the insiders preserve their status? 	
Suggestions	
<p>It is helpful if you give specific instructions to the observers, such as to take note of:</p> <ul style="list-style-type: none"> What the people in the circle say among themselves or to the outsider; What the members of the circle do in order not to let the outsider in; What the outsider says; What the outsider does. 	

Adapted from: Council of Europe (2012). TKIT 12 – Youth transforming conflict, 187-189 (Available in <https://pjp-eu.coe.int/en/web/youth-partnership/t-kit-12-youth-transforming-conflict>)

3.3 IGNITING DYNAMIC #3 (THEME III)

Title	A step forward to Human Rights
Age	13/ 15 years
Time	20min (approx.)
Materials	Role cards; a hat or something to put the role cards
Space characteristics	A large space (classroom or outdoor)
Objective	<ul style="list-style-type: none"> to develop imagination and critical thinking to raise awareness about inequality of opportunity to foster empathy with others who are less fortunate
Keywords	<ul style="list-style-type: none"> Human rights; equality; opportunities; stereotypes.
Description	
<ol style="list-style-type: none"> 1. Ask students to take a role card out of the hat. Tell them to keep it to themselves. 2. Invite students to sit down on the floor and to read carefully what is on their role card. 3. Now ask them to begin to get into role. To help, read out some of the following questions for them to reflect: <ul style="list-style-type: none"> • What was your childhood like? • What kind of games did you play? • What sort of work did your parents do? • What is your everyday life like now? • Where do you socialize? • What do you do in the morning, in the afternoon, in the evening? • What sort of lifestyle do you have? • Where do you live? • What do you do in your leisure time? • What excites you and what are you afraid of? 4. Now ask students to remain absolutely silent as they line up beside each other (like on a starting line) 5. Tell students that you are going to read out a list of situations or events. Every time that they can answer "yes" to the statement, they should take a step forward. Otherwise, they should stay where they are and not move. 6. Read out the situations one at a time. 7. At the end invite everyone to take note of their final positions. 	
Discussion	
<p>Start by asking students about what happened and how they feel about the activity and then go on to talk about the issues raised and what they learnt.</p> <p>How did you feel stepping forward - or not? Did anyone feel that there were moments when your basic human rights were being ignored? How easy or difficult was it to play the different roles? How did you imagine what the person you were playing was like? Does the exercise mirror society in some way? How? Which human rights are at stake for each of the roles? Could anyone say that their human rights were not being respected or that they did not have access to them?</p>	
Suggestions	
<ul style="list-style-type: none"> Adapt or shorten the list of situations or events to reduce the time spent. 	

Adapted from: Council of Europe (2017). Compass: Manual for Human Rights Education with Young People – “Take a Step Forward” (Available in <https://www.coe.int/en/web/compass/list-of-activities>)

4 EVALUATION SHEETS

4.1 EVALUATION SHEET #1 (DIAGNOSTIC THEME I)

Identity the answer that best responds to each statement:

1. **Do you agree with these statements: on a scale 1-5? (1- strongly disagree, 5- strongly agree)**
 - A. I believe different cultures are distinct, separate from each other.
 - B. I think interactions between cultures are generally a positive thing.
 - C. When people from different cultures meet, I think minority should always adapt to the majority
 - D. When people from different cultures meet, the majority is also somewhat responsible for making sure the interaction is positive.
 - E. I think diversity is more of a challenge than it is a chance for society.
 - F. People who live in one country represent the same culture.

2. **Our language, what we eat, the way we dress, the stories, arts and crafts of our communities, their customs and beliefs are some examples of our...**
 - A. religion
 - B. personality
 - C. culture
 - D. race

3. **We are essentially:**
 - A. crop products
 - B. crop producers
 - C. Culture Diffusers
 - D. crop products and producers

4. **The human being is constituted and characterized by factors ...**
 - A. biological
 - B. genetic
 - C. sociocultural
 - D. all options

5. **Within each culture, the unique way of thinking, feeling and acting shared by the members of that culture is called ...**
 - A. tradition
 - B. cultural pattern
 - C. norm
 - D. custom

6. Cultural diversity...

- A. is characterized by equal cultural patterns
- B. is characterized by the absence of cultural standards
- C. is characterized by the variety of cultural patterns
- D. can be a synonym for socialization

7. Socialization is:

- A. the biological process through which we become unique human beings
- B. an interaction between individuals, where they acquire and transmit cultural and social information to each other
- C. a conversation between two friends on any topic
- D. a social lifestyle

8. The character Tarzan fancifully portrays the case of a child totally deprived of social contact. Children in similar real situations are known as:

- A. feral children
- B. rebel children
- C. animalistic children
- D. nonhuman children

9. Integration occurs when in contact between two different culture groups

- A. the majority group accepts the minority group, but disrespects it and does not accept its culture
- B. the minority group is excluded by the majority group
- C. the minority group integrates some members of the majority group and loses its initial culture
- D. the minority group and its culture are accepted and respected by the majority group

10. What name is given to the dialogue between people of different cultural groups, where there is openness, respect and understanding from the perspectives of different parties, even if distinct from each other:

- A. intercultural dialogue
- B. socialization dialogue
- C. individuation
- D. acculturation

4.2 EVALUATION SHEET #2 (FORMATIVE THEME I)

Identity the answer that best responds to each statement:

1. Do you agree with these statements: on a scale 1-5? (1- strongly disagree, 5- strongly agree)
 - A. I believe different cultures are distinct, separate from each other.
 - B. I think interactions between cultures are generally a positive thing.
 - C. When people from different cultures meet, I think minority should always adapt to the majority
 - D. When people from different cultures meet, the majority is also somewhat responsible for making sure the interaction is positive.
 - E. I think diversity is more of a challenge than it is a chance for society.
 - F. People who live in one country represent the same culture.

2. When we talk about the set of attitudes, values, norms, beliefs, knowledge, habits and objects that are transmitted from generation to generation, we refer to the concept of:
 - A. cultural pattern
 - B. acculturation
 - C. culture
 - D. socialization

3. Cultural patterns correspond to:
 - A. the set of standards that exist in a culture that is universal
 - B. the set of thought patterns, feelings, and behaviours characteristic of a particular culture
 - C. the set of patterns of thought, feelings and behaviours that unite different cultures with each other
 - D. the set of political and economic rules of a community

4. The processes of individuation and socialization...
 - A. play a differentiating and integrative role, respectively
 - B. indicate that we are crop products and producers
 - C. develop only in adulthood
 - D. play an integrative and differentiating role, respectively

5. The process that occurs during childhood and allows the human being to acquire basic socialization skills is called:
 - A. primary socialization
 - B. secondary socialization
 - C. individuation
 - D. acculturation

6. Reports of feral children...

- A. portray cases of abandoned children, isolated from society, who develop normally and reintegrate without difficulty
- B. report situations of children who, despite living in society and never being deprived of social contact, behave as if they were “animals”
- C. refer to cases of children who have been restricted or denied socialization and reflect the effects that severe social deprivation has on human development.
- D. refer to exceptional situations of children who, after being abandoned, were found and raised by tribes of other cultures

7. There are essentially four acculturation processes. They are:

- A. integration; assimilation; exclusion; acceptance
- B. integration; assimilation; marginalization; exclusion
- C. integration; individuation, socialization; differentiation
- D. integration; assimilation; separation; marginalization

8. We talk about marginalization when in an acculturation process...

- A. the minority group abdicates or loses its original cultural identity but is kept apart by the majority group
- B. the majority group abdicates or loses its original cultural identity but is kept apart by the minority group
- C. the minority group retains its original cultural identity but is kept apart by the majority group
- D. the minority group abdicates or loses its original cultural identity but is accepted by the majority group

9. We talk about assimilation when in an acculturation process...

- A. the minority group maintains its identity by seeking to adapt to the cultural patterns of the majority group
- B. the majority group maintains its identity by seeking to adapt to the cultural patterns of the minority group
- C. the minority group relinquishes its original cultural identity to adapt to the majority group in a one-way process
- D. the majority and minority groups assimilate each other's cultural characteristics in a two-way process

10. Intercultural dialogue promotes:

- A. equality
- B. dignity
- C. the tolerance
- D. all options

4.3 EVALUATION SHEET #3 (DIAGNOSTIC THEME II)

Identify the answer that best responds to each statement:

1. Do you agree with these statements: on a scale 1-5 (1- strongly disagree, 5- strongly agree)?
 - A. Relationships that we make when we are young are crucial in our life.
 - B. Stereotypes are always harmful.
 - C. I think we can avoid stereotyping others.
 - D. Both women and men can be good caregivers.
 - E. I think hate speech is a form of discrimination (unequal treatment)
 - F. I believe hate speech leads to more discrimination.
 - G. Acting against the group decision is a form of betrayal.
 - H. Acting against the group decision is an act of courage and heroism.
 - I. I feel discomfort when I don't agree with other people in the group.
 - J. We should always respect the authority.
 - K. If someone who has authority demands we do something wrong, it is ok to refuse.

2. The human baby seeks to build and maintain a close and affectionate relationship with his caregivers.
Crying, smiling and vocalizing are examples of behaviours of:
 - A. Attachment
 - B. socialization
 - C. differentiation
 - D. requirement

3. Attachment relationships...
 - A. are established only in romantic relationships
 - B. occur only between baby and mother
 - C. are deterministic of future relationships
 - D. none of the above

4. To the relationship created between an individual and those around him, involving communication, emotional and behavioural ties, and exchanges, we call:
 - A. socialization relationship
 - B. attachment relationship
 - C. interpersonal relationship
 - D. social relationship

5. The process of building an image about a person based on the evidence we categorize in our existing mental schemas we call:
 - A. impression
 - B. category
 - C. assumption

D. attitude

6. Attitude is....

- A. relatively stable, favourable or unfavourable behaviour
- B. an unobservable assessment, but one that we can perceive through the behaviours
- C. a synonym for print
- D. a synonym for expectation

7. Social influence...

- A. concerns the effects of situations on our behaviour
- B. concerns the effects of interactions with others on our behaviour
- C. is a process that occurs without realizing
- D. all the above

8. In the context of social influence, obedience is a process in which...

- A. we obey our principles even as opposed to the orders of an official
- B. we modify our behaviour to respond, by submission, to a given order from an authority
- C. a negotiation takes place between the parties to comply with an existing norm
- D. none of the above

9. Prejudices....

- A. are negative attitudes that lead a subject to act unfavourably towards a person, due to his or her category or group.
- B. are offensive behaviours
- C. are positive attitudes that allow the development of the subject
- D. are synonymous with stereotypes.

10. To the different ways of treating a person or group, which translates into negative, hostile and offensive behaviours, and often creates a feeling of exclusion and helplessness, we define as....

- A. prejudice
- B. stereotype
- C. discrimination
- D. marginalization

4.4 EVALUATION SHEET #4 (FORMATIVE THEME II)

Identify the answer that best responds to each statement:

1. Do you agree with these statements: on a scale 1-5 (1- strongly disagree, 5- strongly agree)?

- A. Relationships that we make when we are young are crucial in our life.
- B. Stereotypes are always harmful.
- C. I think we can avoid stereotyping others.
- D. Both women and men can be good caregivers.
- E. I think hate speech is a form of discrimination (unequal treatment)
- F. I believe hate speech leads to more discrimination.
- G. Acting against the group decision is a form of betrayal.
- H. Acting against the group decision is an act of courage and heroism.
- I. I feel discomfort when I don't agree with other people in the group.
- J. We should always respect the authority.
- K. If someone who has authority demands we do something wrong, it is ok to refuse.

2. Early relationships...

- A. are relationships characterized by social deprivation
- B. occur and develop in adulthood
- C. influence children's development and self-construction
- D. interfere negatively with the relationship between the child and caregivers

3. Attachment...

- A. is a process that happens between linking figures
- B. is a basic need to connect the baby to their caregiver
- C. is a process that happens between two distinct social groups
- D. does not include baby's attachment behaviours

4. Interpersonal relationships...

- A. manifest through links between the individual and those around him
- B. involve the meanings attributed to situations, depending on the context in which they occur
- C. are guided by social norms and influenced by what is considered desired
- D. all the above

5. To the mental construction created of an object, person or situation, in an interpersonal context, and from some indications, we call:

- A. impression
- B. norm
- C. stereotype
- D. cognition

6. Social influence is defined as:

- A. the mental process that allows the understanding and construction of meanings about others and the social world.
- B. a relatively stable assessment of reality that predisposes us to respond favourably or unfavourably to an object, person or event
- C. the effects of situational factors and interaction with others on the individual's behaviour
- D. rule or expectation of what is proper behaviour in a given situation or social interaction

7. What are the main phenomena of social influence?

- A. conformism, normalization, and obedience
- B. normalization, individuation, and conformism
- C. conformism, socialization, and obedience
- D. none of the above

8. The process in which we adjust our beliefs or actions to the actions of a group in response to the group's pressure is known as:

- A. conformism
- B. social cognition
- C. attitude
- D. self-fulfilling prophecy

9. A stereotype...

- A. is a negative attitude that predisposes to act unfavourably towards a person or group based on your belonging to a particular category
- B. is based on cognitive, affective and behavioural components
- C. is a rule or expectation of what behaviour is in a given situation or social interaction
- D. refers to beliefs about the characteristics, attributes, and behaviours of the elements of a particular group

10. The discrimination process:

- A. allows acceptance and inclusion of minority groups
- B. has a positive effect on the day to day life of the discriminated individual or group
- C. includes negative, offensive and exclusion behaviours
- D. is a process that contributes to equality in that it differentiates the qualities of each individual

4.5 EVALUATION SHEET #5 (DIAGNOSTIC THEME III)

Identify the answer that best responds to each statement:

1. Do you agree with these statements: on a scale 1-5? (1- strongly disagree, 5- strongly agree)

- A. Human rights are everyone's rights – no matter gender, religion, country of origin, age etc.
- B. Some human rights are more important than others.
- C. I think human rights impact my everyday life.
- D. In my country human rights are respected.
- E. As a world we have responsibility to ensure that human rights are respected also in other countries.
- F. Economic growth is less important than climate preservation.
- G. As an individual, I can't really do anything about global issues.
- H. Globalization is generally a positive process.
- I. In a world where migration is often and constant, citizenship is an outdated idea.
- J. I would describe myself as "citizen of the world" / "global citizen".

2. Human rights are....

- A. for all people, equally, universally, and forever
- B. different depending on each country or nation
- C. different depending on age
- D. different according to religion or sexual orientation

3. The Universal Declaration of Human Rights....

- A. was adopted by the United States and is optional for the Member States of the European Union.
- B. establishes a list of basic rights for everyone around the world, regardless of their characteristics
- C. provides a set of scenarios that clarify the particular people and situations in which rights and responsibilities apply
- D. was adopted in the 21st century

4. The concept that describes the growing connection and interdependence of world cultures and economies is....

- A. socialization
- B. segregation
- C. globalization
- D. universality

5. When we refer to the risks of climate change, we speak of an environmental impact of

- A. sophistication
- B. interdependence
- C. acculturation
- D. globalization

6. The concept of interdependence....

- A. suggests that we are dependent on others for the exchange and sharing of world goods, cultures, and economies
- B. does not relate to globalization or of geographical space, since it occurs in virtual reality
- C. designates the needs of some more isolated and primitive populations who do not have internet access
- D. indicates that we only depend on ourselves to share world culture, goods, and economies

7. The goals for sustainable development set by the United Nations by 2030 are:

- A. an example of how important it is to embrace common causes as we live in a globalized and interdependent world
- B. an example of a joint effort and work between governments and citizens around the world
- C. a vision to, together, end poverty, promote prosperity, and well-being, protecting the environment
- D. all the above

8. Eradicating poverty and hunger are examples of sustainable development goals. Other goals include:

- A. increase consumption to boost economies
- B. strengthen tourism by promoting the construction of houses in protected areas that are more expensive and generate more profit
- C. stimulate employment, even if precarious, to ensure that all citizens are in the labour market
- D. none of the above

9. Citizenship without borders, characterized by a sense of belonging to a common world and respect for diversity and pluralism, can be defined as....

- A. global citizenship
- B. International citizenship
- C. national citizenship
- D. social citizenship

10. Recognizing that our actions and behaviours impact others locally and globally is part of the concept of:

- A. social citizenship
- B. national citizenship
- C. international citizenship
- D. global citizenship

4.6 EVALUATION SHEET #6 (FORMATIVE THEME III)

Identity the answer that best responds to each statement:

1. Do you agree with these statements: on a scale 1-5? (1- strongly disagree, 5- strongly agree)
 - A. Human rights are everyone's rights – no matter gender, religion, country of origin, age etc.
 - B. Some human rights are more important than others.
 - C. I think human rights impact my everyday life.
 - D. In my country human rights are respected.
 - E. As a world we have responsibility to ensure that human rights are respected also in other countries.
 - F. Economic growth is less important than climate preservation.
 - G. As an individual, I can't really do anything about global issues.
 - H. Globalization is generally a positive process.
 - I. In a world where migration is often and constant, citizenship is an outdated idea.
 - J. I would describe myself as "citizen of the world" / "global citizen".

2. What rights are considered inherent in human condition and dignity, ensuring respect for equality and freedom?
 - A. legal rights
 - B. civil rights
 - C. human rights
 - D. cultural rights

3. The abovementioned rights are based on fundamental pillars. They are:
 - A. universal and inalienable
 - B. interdependent and interrelated
 - C. indivisible
 - D. all the above

4. The rights that must be safeguarded for every human being since birth:
 - A. apply to some people in some places
 - B. are different, some being more important than others
 - C. might be withdrawn by anyone if justified
 - D. are associated with responsibilities

5. Globalization...
 - A. is a concept that describes the growing connection of world cultures and economies
 - B. differs from the concept of globalization of geographical space
 - C. reduces contact and bonding between people
 - D. strengthens nations' independence in sharing and exchanging goods, services, and ideas

6. Globalization is expressed:

- A. in politics and economics
- B. in culture
- C. in the environment
- D. in all of the above

7. People's dependence on others for the exchange and sharing of goods, services, and ideas can be defined as....

- A. globalization
- B. interdependence
- C. social dependence
- D. none of the above

8. The goals for sustainable development of the United Nations set for 2030 include:

- A. globalization
- B. interdependence
- C. social dependence
- D. none of the above

9. Of the following, what is not a goal for sustainable development 2030:

- A. reduce inequalities
- B. eradicate poverty
- C. protect extra-terrestrial life
- D. sustainable production and consumption

10. Global citizenship:

- A. aims to promote shared solutions to global challenges
- B. recognizes that our actions and behaviours have effects on the world
- C. is based on thinking, feeling and acting without borders, supported by a sense of belonging to a global community
- D. all the above

5 INSPIRING STORIES

5.1 KALENYA NTAIYA (#1)

HIGHLIGHTS

«Like many Maasai girls, Ntaiya's future was mapped by cultural tradition: marital engagement at age five, followed by circumcision as a teen, a painful rite of passage that would mark the end of her formal education and lead to marriage and children. Refusing to accept her fate, she told her father she would agree to be circumcised, but only if she could finish high school and continue her education, threatening to run away and disgrace her family. After acquiescing to the painful coming-of-age ceremony, she was able to extricate herself from an early marriage and then negotiated with village elders, who allowed Ntaiya to leave if she promised to return and use her schooling to benefit the community.

Kakenya Ntaiya continued her studies and completed a Ph.D. in Education, returning to her community to fulfill her promise. Since starting the Kakenya Center of Excellence boarding school in Ensoya in 2009, nearly 280 impoverished girls have come to get a primary school education while gaining empowerment to break the troubling cycle of long-held cultural practices such as female genital mutilation and forced early marriage. "Parents now see that their girls have another future—to have different lives than them, to have good jobs, and a way out of poverty," says Ntaiya.»

Source: Gary Strauss (2016). Explorer Moments, National Geographic. Available in <https://www.nationalgeographic.com/news/2016/09/kakenya-ntaiya-explorer-moments/>

CURRENT FACTS

According to UNICEF:

- more than 200 million women and girls worldwide live with the results of the dangerous practice of female genital mutilation (also known as female circumcision).
- 30 million more are at risk of being mutilated in the next decade, between birth and 15 years-old.
- In most countries where it is practiced, there is legislation against the procedure, but it is not enough.
- The religious and cultural beliefs create strong social pressure to continue its practice in secret.

EXPLORATORY QUESTION

Do the beliefs, rituals, and traditions with which we grow-up define and determine what we are?

Have you been in a situation where you felt compelled to do something that you don't want to or don't agree with, but you were told you had to do so because it is part of your culture or tradition? Do you know someone who has been in this situation? How did you/the person(s) you know react?

5.2 ANTÓNIO GUTERRES (#2)

HIGHLIGHTS

«António Guterres, the ninth Secretary-General of the United Nations, took office in January 2017. Having witnessed the suffering of the most vulnerable people on earth, in refugee camps and in war zones, he puts human dignity at the core of his work and serves as a peace broker, a bridge-builder and a promoter of reform and innovation.

Prior to his appointment as Secretary-General, Mr. Guterres occupied several functions related to humanitarian issues, refugees, migrants and social development at a global level. He served as United Nations High Commissioner for Refugees from June 2005 to December 2015, during some of the most serious displacement crises in decades with the conflicts in Syria and Iraq, and the crises in South Sudan, the Central African Republic and Yemen. When Mr. Guterres served as prime minister of Portugal (from 1995 to 2002), he was heavily involved in the international effort to resolve the crisis in East Timor. From 1981 to 1983, Mr. Guterres was a member of the Parliamentary Assembly of the Council of Europe, where he chaired the Committee on Demography, Migration and Refugees.

Throughout his life, Mr. Guterres has always been active in the field of solidarity, having founded the Portuguese Refugee Council and the Association for Consumer Protection (DECO) and chaired the University Social Action Centre, which is responsible for various projects of social development, in Lisbon. Today, as UN Secretary-General, he is the spokesman for the interests and needs of all, especially the weak and vulnerable.»

Adapted from: United Nations (Available in <https://www.un.org/sg/en/content/sg/biography> and <https://www.unric.org/pt/informacao-sobre-a-onu/secretario-geral/32349-biografia-de-antonio-guterres>)

CURRENT FACTS

UNHCR data indicate that more than 70 million people are forced to travel. Of these individuals, nearly 26 million are refugees. More than 80% travel to neighbouring countries. 57% of UNHCR refugees come from Syria, Afghanistan, and South Sudan. Turkey and Pakistan are among the countries with the most refugees.

EXPLORATORY QUESTION

What is the relationship between intercultural dialogue and peace? Do they affect each other? If so, how?

5.3 ELZBIETA FICOWSKA (#3)

HIGHLIGHTS

«I was born in the Warsaw ghetto in 1942. I was taken out of the ghetto by Paweł Bussold, the stepson of my adoptive mother. He put me in a crate, which he hid among bricks he was taking out of the ghetto. My real mother sometimes telephoned from the ghetto. She wanted for a moment to hear the voice of her child. She could have saved herself but she declined - she did not want to be separated from her parents.

My adopted mama, Stanisława Bussold, was a midwife and cooperated with Żegota movement, that saved many Jewish children. She delivered the babies for Jewish women in hiding. She sheltered the children in her own home and, together with people who could be trusted, arranged suitable documents for them and searched for safe shelters.

As for me, I stayed with her permanently. She offered me happiness and a childhood full of love. She could not imagine that I could discover that she is not my real mother. She did not want me to be found by any of the Jewish organisations seeking Jewish children who would re-join their families, if these had survived the Holocaust. I was 17 when I accidentally found out that everything I knew about myself was untrue. My mother did not give birth to me, but just took care of a six month old baby. My parents and family died, and I am a Jewish child miraculously saved. This miracle certainly would not have happened if not for wonderful people capable of the utmost sacrifice.

I did not want to be disloyal towards my mother, cause her pain. I simply put that information out of my mind and for many years we did not talk about it. When my own daughter was six months old, I understood what separation with her child must have meant to my mother. And I started searching for traces of my Jewish family. Both of my mothers are with me and shall stay with me to the end. Their presence reminds me that there is nothing more devastating than hatred and nothing more precious than human kindness.

Elzbieta Ficowska finished the Psychology and Education Faculty at the Warsaw University. Author of books for children and social activist. From the seventies she was associated with the democratic opposition in Poland. She was advisor and press spokeswoman for Jacek Kuroń. In 2006 she received the Officer's Cross of the Order of the Revival of Poland for resistance activity. Between 2002 and 2006 she was president of the Association of "Children of the Holocaust" in Poland. She has a daughter and three grandsons.»



Adapted from: "MY JEWISH PARENTS, MY POLISH PARENTS" PROJECT (Available in https://moirodzice.org.pl/en_elzbieta_ficowska.php)

CURRENT FACTS

On March 17, 2017, the construction of one of the largest walls in the world was announced: a nine-meter-high barrier to physically complete the Mexico-United States border. In May 2019, more than 100,000 people were arrested after crossing the border between Mexico and the United States illegally (the highest number in 13 years). According to Amnesty International, harsh border control policies do not prevent people from migrating or fleeing their countries but condemn them to more precarious routes and strengthen violent crime and people smuggling networks, resulting in a greater loss of human lives. A large number of people who crossed the southern US border are fleeing the extreme violence of the Central American Northern Triangle.

EXPLORATORY QUESTION

In human relationships, physical walls often reflect barriers that we build and influence the way we think, feel, and act. What barriers might these be? What are their possible effects?

5.4 PHILIP ZIMBARDO (#4)

HIGHLIGHTS

«Is humankind inherently good or evil? It is a question that Philip Zimbardo, the internationally renowned psychologist, has been working on throughout his career. Zimbardo is known for his controversial and revolutionary study on the human nature – The 1971 Stanford Prison Experiment. After this experiment, he shifted his focus from “how do good people become evil?” to “how do ordinary people act heroically?”. In Zimbardo’s own words, circumstances shape our behaviour and prove that humans have equal capacity to do good or evil.

The 1971 Stanford Prison Experiment

With a group of 24 young men, Zimbardo’s experiment scrutinized the effects of prison life. Each man, having been placed in a situation completely foreign to him, quickly formed a new identity and adopted a script based on his limited understanding of the role he now played (prisoners or prison guards). After one day there were astonishing and complete transformations of character. Guards subjected prisoners to increasingly serious verbal abuse and random, humiliating, and pointless punishments. There was also a shift in the prisoners, as the memory of their true lives was buried deeper beneath the perceived permanence of their new situation.

On the fifth night of the study, a young psychologist and partner of Dr. Zimbardo Christina Maslach, visited the experiment and was shocked. She claimed Dr. Zimbardo and his graduate students were actually bystanders, taking part in the evil of inaction, by allowing innocent, young men to be subjected to such emotional harm. The experiment ended in the next day. Later on, Dr. Zimbardo reflected on his role and stated: “I was guilty of the sin of omission - the evil of inaction.”

Even being a controversial one, the Stanford Prison Experiment allowed to refute the adage “A few bad apples...”. This argument has been used to explain episodes of evil behaviour in history – the Holocaust, Abu Ghraib abuses. Rather, Zimbardo declares that actions depend much on circumstances.

The Heroic imagination project

If experiments like the Stanford Prison (as well as countless acts throughout history) reveal the “banal” side of evil, also the reverse appears true: the “banality of heroism” was an idea first explored in a 2006 article written by Dr. Zimbardo and Dr. Zeno Franco. Zimbardo asserts that just as individuals have the capacity to do dastardly deeds that an equal capacity for heroism resides within each person (...).

In 2011, Dr. Zimbardo founded the Heroic Imagination Project, a non-profit organisation with the mission to use important findings in psychology to equip ordinary people of all ages with the knowledge, skills, and strategies necessary to choose wise and effective acts of heroism during challenging moments in their lives. »

Sources: Stanford Review (2009), “On the nature of man” (Available in <https://stanfordreview.org/zimbardo-on-the-nature-of-man/>); Heroic imagination project (Available in: <https://heroicimaginationproject.squarespace.com/>)

EXPLORATORY QUESTION

What makes people do something good for other in spite of other’s inaction in difficult situations?

5.5 LAVERNE COX (#5)

Born in 1984 in Alabama, Laverne Cox is a transgender actress who studied dance before pursuing an acting career. She became the center of attention with her role in the Netflix series "Orange Is the New Black" becoming the first openly transgender person in history to be nominated for an Emmy. Cox is an advocate of trans and LGBT rights.

What were you like as a child? I was creative. (...) I loved to dance. I begged my mother to put me into dance classes and finally, in third grade, she did. Tap and jazz but not ballet. She thought ballet was too gay ... Throughout all of that, I was very feminine, and I was really bullied. (...)



Are there any particular instances of bullying that stand out in your memory? There was this one instance in junior high when I had gotten off the bus and I was chased by a group of kids, which was, you know, pretty normal. (...) The second we got off the bus, they would try to beat me up. So that day I was running for my life, basically, and four or five kids caught me. They were in the band. And I remember being held down (...) my mother found out about it.

Otherwise you wouldn't have told her? No. And I remember being yelled at, because I didn't tell her and then because I didn't fight back. (...)

Is there a moment or time you remember first feeling like you might be transgender? My third-grade teacher called my mom and said, 'Your son is going to end up in New Orleans wearing a dress.' Up until that point I just thought that I was a girl and that there was no difference between girls and boys. I think in my imagination I thought that I would hit puberty and I would start turning into a girl.

How did things change as you got older? I started trying to find a compromise in terms of gender in high school. I started embracing androgyny. I was just really scared and in a lot of denial. And I wanted to make everybody proud and happy and find a place for myself in the world. The funny thing is being in this androgynous space really wasn't any better, in terms of perception or reception from people. It was part of my journey that got me to where I am now.

Do you have any lingering feelings like that? I absolutely have a lot of work that I must do around shame, lingering shame from childhood, and childhood trauma. (...) Some days I wake up and it's like I'm eight years old again. And I'm scared for my life and I don't know if I'm going to be beaten up that day. I don't know what mood my mom's going to be in. That's intense. But luckily, I have tools. I have amazing therapy. And I have support now. I can reach out and talk to people.

What do people who have no idea what it means to be transgender need to know? There's not just one trans story. There's not just one trans experience. And I think what they need to understand is that not everybody who is born feels that their gender identity is in alignment with what they're assigned at birth, based on their genitalia. If someone needs to express their gender in a way that is different, that is okay, and they should not be denied healthcare. They should not be bullied. They don't deserve to be victims of violence.»

Adapted from: Katy Steinmetz (2014). TIME (Available in <https://time.com/132769/transgender-orange-is-the-new-black-laverne-cox-interview/>)

EXPLORATORY QUESTIONS

What do we learn about struggles of Laverne Cox?

What instances of bullying and discrimination does she refer to?

Do you think that there is a link between bullying and discrimination?

5.1 MALALA YOUSAFZAI (#6)

HIGHLIGHTS

«Malala Yousafzai was born in 1997 in Swat Valley, one of Pakistan's largest cities. At a very young age, Malala developed a thirst for knowledge. For years her father, a passionate education advocate himself, ran a learning institution in the city, and school was a big part of Malala's family. When she was ten years old, the Taliban began to control the Swat Valley and quickly became the dominant socio-political force. Girls were banned from attending school, and cultural activities like dancing and watching television were prohibited. Malala stood up to the Taliban.

In 2009, Malala start telling her story, what had happened in his homeland, her fear of war, and her frustration and willingness to return to school, on channels like the BBC, under a fictitious name. In that year, Malala was forced to leave her friends, her community. Nevertheless, she continued to share her story in public campaigns for the rights to education alongside her father. They became known all over Pakistan for their determination to allow all women the right to education. In 2011, Malala won the National Youth Peace Prize for Children.

In 2012, at age of 15, Malala was shot by the Taliban. After her stay in Pakistani and English hospitals, 10 days later Malala woke up in a hospital in Birmingham, where she began to study. After the shooting, her incredible recovery and return to school resulted in a global outpouring of support for Malala. On her 16th birthday, Malala visited New York and spoke at the United Nations. Later that year, she published her first book, an autobiography entitled "I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban." On October 10, 2013, in acknowledgement of her work, the European Parliament awarded Malala the prestigious Sakharov Prize for Freedom of Thought.

In 2014, Malala and her father founded the "Malala Fund", an organization that, through education, empowers girls to achieve their potential and become confident and strong leaders in their own countries. They travelled to different sites in the name of human rights.

With only 17 years old, Malala was named a Nobel Peace Prize winner and became the youngest person to receive this prize. "This award is not just for me. It is for those forgotten children who want education. It is for those frightened children who want peace. It is for those voiceless children who want change."»

Source: (1) Malala Yousafzai, Malala Found (2018). Malala's Story (Available in <https://www.malala.org/malalas-story/>);

(2) The Nobel Prize (2014). Malala Yousafzai (Available in <https://www.nobelprize.org/prizes/peace/2014/yousafzai/biographical/>)

CURRENT FACTS

Education is a fundamental right enshrined in the Universal Declaration of Human Rights and many other international human rights instruments. However, millions of children and adults remain deprived of educational opportunities, many as a result of social, cultural and economic factors. In 2017, about 262 million children and youth were out of school.

EXPLORATORY QUESTION

Can you give examples of human rights, including some mentioned in this text and others?

Do you think education is important for human rights? Why?

5.2 ANGELINA JOLIE (#7)

HIGHLIGHTS

«Since she was named as a UNHCR Goodwill Ambassador in early 2001, Angelina Jolie has visited more than 20 countries around the world to highlight the plight of millions of uprooted people and to advocate for their protection. Her interest in humanitarian affairs was piqued in 2000 when she went to Cambodia to shoot film. Her interest and determination to help the displaced, publicize their plight and lobby for international assistance has never flagged. After Jolie's recent trip to Afghanistan at the end of 2008, the Oscar-winning American actress appealed for more international commitment to help returnee reintegration and urged greater humanitarian support for the population.

“The courage, resilience and quiet dignity of returnee families rebuilding their lives against the kind of adversity few of us can imagine show the human spirit at its best,” she said after spending part of her time in eastern Afghanistan's Nangarhar province, where almost 20 percent of all Afghan returnees have repatriated since 2002.

When travelling to Sudan and Chad in early 2007, Jolie was so struck by what she had seen that she and her partner, actor Brad Pitt, donated to be shared by UNHCR and two other agencies for their work in helping millions of people affected by the crisis in Sudan's Darfur region. “It's always hard to see decent people, families, living in such difficult conditions,” she said at the time, while adding that she was also struck by the sense of hope she encountered. Jolie called on the international community to do more to help the displaced and needy, just as she did when visiting Syria and Iraq in August 2008 to draw attention to the humanitarian crisis and raise support for UNHCR and its partners.

After years of service to UNHCR and the refugee cause, Angelina Jolie was appointed special envoy in April 2012. In her expanded role, she focuses on the major crises resulting in mass population displacement, representing the High Commissioner at diplomatic level. . It is also involved in decision making on global displacement issues. Through this work it has contributed to finding solutions for people forced to flee their homes.»

Source: UNHCR (2009; 2012), “Angelina Jolie as Humanitarian” (Available in <https://www.unhcr.org/getinvolved/raising-awareness/4992de752/angelina-jolie-humanitarian.html>; <https://www.unhcr.org/special-envoy-angelina-jolie.html>)

CURRENT FACTS

An estimated 362,000 refugees and migrants risked their lives across the Mediterranean Sea in 2016. 181,400 people arrived in Italy and 173,450 in Greece. In the first half of 2017, more than 105,000 refugees and migrants entered Europe. Since early 2017, more than 2,700 people are believed to have died or disappeared during the crossing, with reports of many others perishing along the way.

EXPLORATORY QUESTIONS

Global citizenship refers to a sense of belonging to a common world and respect for diversity, recognizing that our behaviour impacts others, locally and globally, and vice versa.

How can global citizenship help to respond to the refugee crisis?

6 ACTIVITIES

6.1 ACTIVITY #1

Concerned about the global rise in obesity, the photographer Gregg Segal travelled around the world and captured with his camera images of different children from different countries and what they would eat in a typical week. Below you will find some photos from the interesting article “Daily Bread”.



Sira Cissokho (11) Dakar



Cooper Norman (10) California/USA



Beryl Oh Jynn (8) Malaysia



Ademilson dos Santos (11) Brazil

Source: Gregg Segal (2019), “Daily Bread” (Available in <https://www.greggsegal.com/P-Projects/Daily-Bread>)

1. Look at the photos. What do you see? What catches your attention? Can you name all of the products and dishes in the photos?
2. How would this photo look if it portrayed you? Compare your answer with 2-3 classmates.
3. Do you think your eating habits are influenced by the context in which you grew up and live? How similar or different are the products you eat in comparison to e.g. your family and friends?

6.2 ACTIVITY #2

There is a legend that tells the story about city of Rome being founded by Romulus and Remus, two abandoned baby twins, who survived thanks to the generosity of a wolf who nursed and fed them until they were found by a shepherd. Our history is full of reports of feral children, that is, children who have spent their first years confined and alone and who have language and social difficulties. One of the most controversial reports is of Amala and Kamala, “wolf children” found when they were 18 months and eight years old, respectively, and rescued by an expedition that massacred the wolves with which they lived.

1. Read the text.

«In 2011, we researched several stories of wild children. (...) The extraordinary thing was not that they were supposedly protected by animals, or that they could run on all fours, it was that they’d survived at all.

When you start to assess multiple feral child cases, you’re struck by certain recurring tropes. Some point to how a child ended up in such a drastically inhumane situation – namely family breakdown, violence, alcoholism or drug addiction, political or social unrest in the country. Some features demonstrate the myriad ways the human body can adapt – hardening skin, coarsening hair and motor skills honed to survive environmental exposure and a lack of safe places. But other features tell us more about ourselves, and society than they ever will about the so-called feral child. (...) By defining the feral, we define the normal. (...) And the bottom line is that the ways we categorize an individual has very real impacts on how we treat them.

Humans are naturally social. In order to grow-up normally, we need other people to care for us, to communicate with us, to keep us safe. Across cultures and through history the way these needs are met has varied, but the fundamental needs remain. A child surviving without interaction, language or love is a child that will be damaged by an unnatural life. It’s, of course, possible some of these children ended up in the strange ‘wild’ situation because they were showing some level of abnormality or developmental delay in the first place. It is also possible that it was their isolation experiences that made them “feral”.

We’ll remain captivated by feral child stories. (...) But when we read those feral stories and fail to see the harm as well as the hair and howling, we become the monsters.»

Source: Mary-Ann Ochota (2017), “Why do we find feral children so fascinating?” (Available in The Guardian <https://www.theguardian.com/science/2017/apr/22/feral-child-monkey-girl-jungle-stories-monsters>)

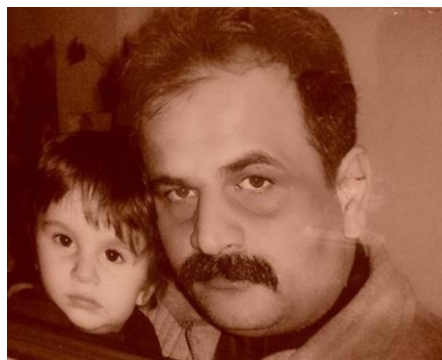
2. When someone is isolated from contact with others, what consequences does this have in terms of...

- a) Defining one’s unique way to be, one’s own identity (individuation)?
- b) Gaining habits and learning from their social environment (socialization)?

3. What does the author mean when she says “we become monsters”?

6.3 ACTIVITY #3

The project “Memory of Nations” is a publicly accessible database collecting life stories and testimonies of witnesses of 20th century events, many of them related to the oppression and even attempt to eliminate religious groups and national minorities. The database contains 50 testimonies of Roma, a community that is still victim of great prejudice and mistreatment.



Source: Memory of Nations (Available in <https://www.memoryofnations.eu/en/taxonomy/term/5>)

1. After learning about the various forms of acculturation, which one(s) do you think are usually associated with Roma communities? Why?
 2. In your opinion, what can the society do, to easy and improve the process of acculturation?
-

6.4 ACTIVITY #4

1. Read the following text by photographer Gili Yaari, known worldwide for his focus on humanitarian and social issues. The article is accompanied by an intense photographic work, which includes the image below.



« A Syrian refugee kid stands in a field just next to Idomeni refugee camp at sunset. According to statistics provided by the United Nations High Commissioner for Refugees (UNHCR), nearly 40% of migrants arriving in Greece in 2016 were children.

Greece has become a flashpoint for the migrant crisis in Europe over the past year. In 2015, more than one million people illegally crossed into Europe, with some 800,000 of them arriving via Greece. Most of the migrants were coming from Syria, Afghanistan, and Iraq but also from other countries. They are fleeing wars and violence in their

home countries in the hope of a better future. In March 2016, the situation in Greece has grown complicated following a deal between the European Union and Turkey that stipulates all new arrivals to Greece must either apply for asylum in the country or risk being sent back to Turkey. Makeshift refugee camps appeared along with the countries, gas stations and abandoned buildings. Greek authorities started establishing camps for the migrants, mostly in military camps, in order to accommodate migrants in those camps.

The future of these migrants is unclear, having no home to return to and no place to go. They are dependent on NGOs and volunteers, coming from all over the world, who provide most of their physical needs including tents, food, medicines, and physical treatment.

Handling Greece migrant crisis, as part of Europe's migrant crisis, is a great challenge for the entire European community. It touches sensitive nerves and scars from distant dark times in Europe's history. Time will tell how Europe will handle this crisis, the larger since the days of World War.»

Source: Gili Yaari (2016) Stranded in Greece - Greece Refugee Crisis. (Available in <https://www.giliyaari.com/>)

2. How can intercultural dialogue contribute to manage the migration crisis facing Europe and the world today?

6.5 ACTIVITY #5

In the project entitled “Humanæ”, a Brazilian photographer named Angélica Dass, gathered about four thousand portraits of people of various skin colour tons. She matched each one skin tone with the Pantone colour chart matrix to encode a unique chromatic inventory. To associate each portrait with the official matrix number in question, the photographer used a small sample of each subject's nose region, which corresponds to the colour of the card she uses as the background for that portrait. Below are some of the pictures that make up the project.



Source: Angélica Dass (2019), “Humanæ” (Available in <https://www.angelicadass.com/humanae-project>)

Despite the variety of skin colour tons all over the world, sometimes one could be led to the impression that lighter-skinned people make the vast majority of the population. One example is the cosmetic industry, namely make-up companies, whose products often cater a wide range of lighter skin tones, while having very limited options (if any) for dark-skinned women.

1. **Observe the photos. Why do you think Angélica Dass decided to carry out this project?**
2. **Why is it important to have resources that acknowledge differences between people, but without a negative or discriminating message?**

6.6 ACTIVITY #6

“Swedish Dads” is Johan Bävman’s photographic project that aims to inspire parents to enjoy the shared paternity leave allowed in the country, one of the longest in the world. The objective of the Swedish shared paternity leave system is to promote gender equality and encourage men and women to share the license equally. Although generous and well-meaning, the license is used by a minority of parents. The photo essay depicts parents who belong to the small group of parents who have chosen that the father would stay home with their children for a period of at least six months.

		
1. Johan Ekengård, 38	2. Smag Kohigoltapeh, 32	3. John Wallin, 33
		
4. Göran Sevelin, 27	5. Juan Cardenal, 34	6. Jonas Feldt, 31

Source: Johan Bävman (2019), “Swedish Dads” (Available in <http://www.johanbavman.se/swedish-dads/>)

1. Observe the photos.

2. Which associations and emotions do these photos invoke? Which words come to your mind when trying to characterize the photos?

3. What could be the benefits of children forming attachment with parents regardless of their gender? How can this affect the child and the parent, as well as society in general? How can it affect women who are also parents? Think about different aspects of life (emotional, economic, attitudes etc) .

4. The photographic essay presents men in a role predominantly attributed to women. Why do you think few men choose to share paternity leave? What would need to happen in order for this to change?

6.7 ACTIVITY #7

1. Read the text

Solomon Asch, one of the pioneers of social psychology, conducted several experiences to characterize fundamental processes of social cognition. In the text from the procedure below, the psychologist explores the process of developing an impression.

In one of his experiences, he gave the following instructions to a subject:

I shall read to you a number of characteristics that belong to a particular person.

Please listen to them carefully and try to form an impression of the kind of person described. You will later be asked to give a brief characterization of the person in just a few sentences. I will read the list slowly and will repeat it once.

The following list of terms was read:

energetic — assured — talkative — cold — ironical — inquisitive — persuasive.

Here are some typical sketches written by the experiment subjects after hearing the list of terms:

- *"He seems to be the kind of person who would make a great impression upon others at a first meeting. However, as time went by, his acquaintances would easily come to see through the mask. Underneath would be revealed his arrogance and selfishness."*

- *"He is the type of person you meet all too often: sure of himself, talks too much, always trying to bring you around to his way of thinking, and with not much feeling for the other fellow."*

- *"He impresses people as being more capable than he really is. He is popular and never ill at ease. Easily becomes the center of attraction at any gathering. He is likely to be a jack-of-all-trades. Although his interests are varied, he is not necessarily well-versed in any of them."*

According to Solomon Asch, the following preliminary points are to be noted:

- ✓ (...) subjects respond to instructions by forming a unified impression, shaping the separate qualities into a single and consistent view. None of the subjects reproduced the given list of terms as they would in a memory experiment, nor did they use synonyms for the given terms.
- ✓ The characteristics described went far beyond the terms given. Reference is made to characters and situations that are apparently not directly mentioned in the list but are deduced from it.

Adapted from: Asch, S. (1946). Forming impressions of personality.

2. How do impressions influence the way we see other?

3. Have you felt that people have an impression of you that is not accurate? How does that make you feel?

6.8 ACTIVITY #8

The following text relates an experience by Stanley Milgram (one of the most influential researchers in social psychology) that shows the reality of norms and the difficulty that people feel when they must break them.

1. Read the text.

«Milgram was interested in exploring the web of unwritten rules that govern behaviour underground, including the universally understood and seldom challenged first-come-first-served equity of subway seating. In the experience conducted by their students, a surprising percentage of riders - 68% rose willingly when asked to do so.

However, the focus turned to the experimenters themselves. The seemingly simple assignment proved to be extremely difficult, even traumatic, for the students to carry out.

Milgram had the idea of this experience from a conversation with his mother-in-law, who complained to him one day that no one had offered her a seat on the subway. At the time, it occurred to him: "What would have happened if she had asked for a seat?" He suggested the experience to one of his graduate student classes, but the students recoiled. Finally, one student volunteered to try it with a partner. But instead of coming back after 20 trials as he had promised, he returned with only 14, said that it was just too difficult.

Dismissing his students' fears, Milgram set out to try it himself. But when he approached his first seated passenger, he found himself frozen. "The words seemed lodged in my trachea and would simply not emerge," he said in the interview. A few unsuccessful tries later, he managed to choke out a request. "Taking the man's seat, I was overwhelmed by the need to behave in a way that would justify my request," he said. "My head sank between my knees, and I could feel my face blanching. I was not role-playing. I actually felt as if I were going to perish."»

Source: Michael Luo (2004), 'Excuse Me. May I Have Your Seat?'. New York Times (Available at: <https://www.nytimes.com/2004/09/14/nyregion/excuse-me-may-i-have-your-seat.html>)

2. What can you conclude from this experience?

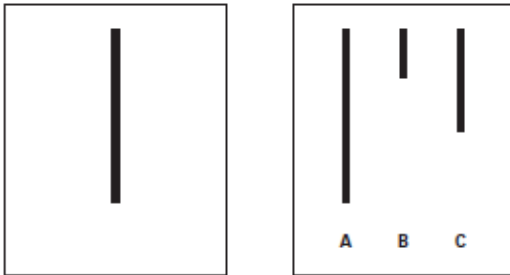
3. What are the unwritten rules that determine our behaviours in school and in our families? Do you have an example about social norms that you broke without being aware of them?

6.9 ACTIVITY #9

The following examples describe situations where the phenomenon of conformity is tested.

1. Read the text.

Solomon Asch's conformity experience



«In a simple way, conformity is the tendency to do what others do simply because others are doing it. In Solomon Asch's classic study, participants sat in a room with seven other people who appeared to be ordinary participants but who were actually actors. An experimenter explained that the participants would be shown cards with three printed lines and that their job was simply to say which of the three lines matched a "standard line" that was printed on another card. The experimenter held up a

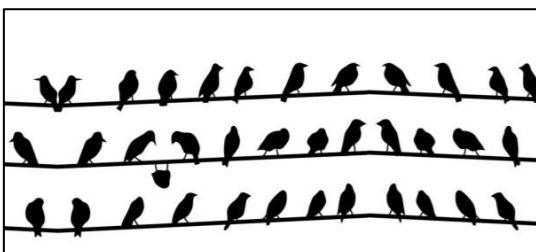
card and then asked each person to answer in turn. The real participant was among the last to be called on.

Everything was normal in the first two trials, but on the third trial, something odd happened: the actors all began giving the same wrong answer! What did the real participants do? 75% of them conformed and announced the wrong answer on at least one trial. Subsequent research has shown that these participants didn't actually misperceive the length of the lines but were instead succumbing to normative influence. Giving the wrong answer was apparently the right thing to do, and so participants did it.»

Source: Schater, D., Gilbert, D. & Wegner D. (2013). *Introducing Psychology*, Worth Publishers

2. What conclusions do you take out of this experience?

3. Look at the picture:



- Who is this bird?
- What does it mean to be different?
- Does being different have positive or negative implications for you?
- What can we learn from people who choose not to conform or who have different perspectives?

Source: Danielle Braun en Jitske Kramer (2017), *Building Tribes* (Available in:

<https://humandimensions.nl/assets/articles/2017-White-paper-Building-Tribes-Management-Impact.pdf>)

6.10 ACTIVITY #10

Stanley Milgram researched in detail the phenomenon of obedience. Intrigued by Asch's findings of the influence of group pressure, Milgram embarked on one of the most controversial experiences in the history of psychology: determining the reasons that lead individuals to obey orders from an authority figure by committing immoral acts that contradict their own consciousness.

1. Read the text.

- a) Participants were informed that they would play the role of the teacher who would have to resort to electric shocks as a punishment for students' mistakes.
- b) Then participants knew the student: an educated, middle-aged man (he was, in fact, an accomplice to the researcher). It was then indicated that this individual had a heart problem.
- c) Participants were presented the electric shock device, with a line of switches and labels ranging from "slight shock" through "danger - severe shock" to "XXX".
- d) The researcher said that whenever the student made a mistake, the teacher should press the button, from the mildest shock (15 volts) to the highest shock (450 volts). Participants were informed that although they were painful, the shocks would not be lethal.
- e) The exercise begins and the student continually makes mistakes. Participants are seated and instructed by the experimenter to give shocks. Although the student was in another room, the participants could hear him. The experimenter had a standard set of phrases that encouraged the most hesitant participants.
- f) The student's script (accomplice in the experience) predicted a set of sounds and behaviours such as moaning, screaming in pain, pounding the wall, screaming that his heart ached and that he did not want to continue his study. This script concluded with the student to stop responding, so that participants would be in doubt whether they had passed out or died.
- e) Participants were told to always continue to deliver shocks, punishing the wrong answers.

Before starting the study, Milgram collected predictions from a group of psychiatrists about **how many participants would go through the process and reach the most severe shock of 450 volts:**

- i. Psychiatrists predicted participants would resist authority and that only 1 in 1,000 would be willing to give the most severe shocks.
- ii. In the current study, most participants (62.5%) went to maximum shock

Many have shown that it was not easy for them to participate in the process: they showed acute signs of distress and had uncontrolled bouts of nervous laughter, but still did as directed by the investigator.

Adapted from: Nolen-Hoeksema, S., Fredrickson, B, Loftus, G. & Wagenaar, W. (2019) Atkinson & Hilgard's Introduction to Psychology, Cengage Learning EMEA

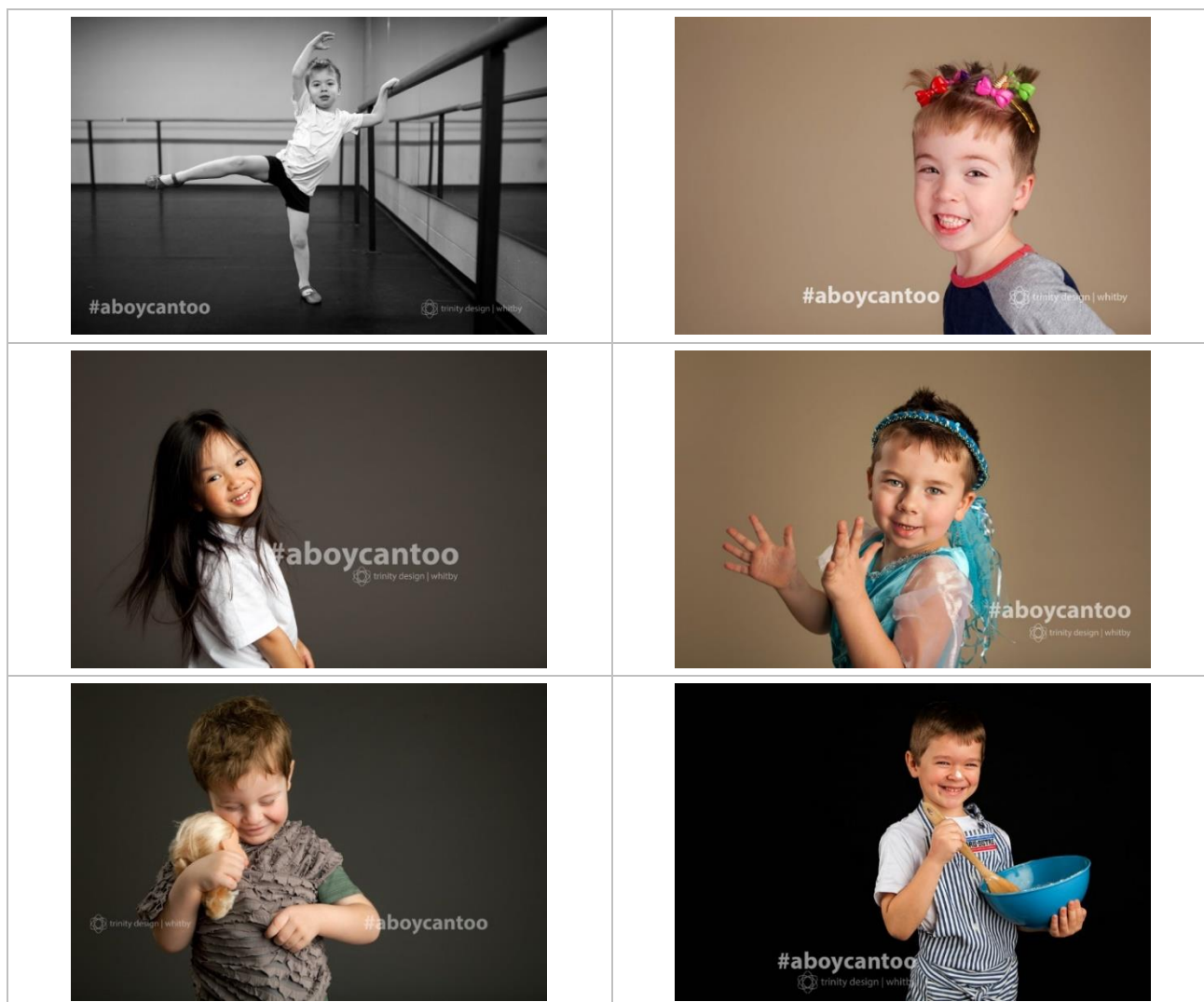
2. What conclusions can you extract from this experience?

3. Do you know cases of people who disobeyed authority to confront injustice? Why do you think they acted like that? Do you see yourself in such a situation?

6.11 ACTIVITY #11

#aboycantoo is a project by photographer Kirsten McGoeey that brings together several photographs that break with gender role stereotypes, showing what a boy can also do.

1. Please complete the sentences: “A boy can too...”. Share with your classmates.



Source: Kirsten McGoeey (2016), “#aboycantoo” (Available in <https://aboycantoo.wordpress.com/>)


2. Look at the photos. What are your thoughts and associations when you see them? What relatively common stereotypes are challenged by the photographer?

3. Do you know examples of people who question gender stereotypes by their choice of profession or hobby? Where do these stereotypes come from?

4. Images can help changing attitudes about gender norms, such as “things for boys” and “things for girls”. Think about 3 images you could include in a campaign that empowers girls!

6.12 ACTIVITY #12

Photographer Joel Parés challenges the most common prejudices through his “Judging America” project. The project draws on caricatures of typical prejudice based on race, ethnicity, sexual orientation and profession.

			
Student at Stanford, Sammie Lee		CEO of a Fortune 500 Company, Edgar Gonzalez	
			
Nurse, Sahar Shaleem		Graduated from Harvard, Jefferson Moon	

Source: Joel Parés (2014), “Judging America” (Available in <http://www.joelpares.com/judging-america-1>)

1. Look at the photos.
2. What relatively common prejudices are challenged by the photographer?
3. Can you think of similar examples in your country, of people who face prejudice due to stereotypes?

6.13 ACTIVITY #13

1. What do you understand by hate speech online? Have you encountered hate speech online, either directed towards an individual or towards representatives of particular groups (for example, gays, blacks, women, etc.)? Note that ‘hate speech’ covers a wide range of content, not only ‘speech’ in the common sense: it can be used in relation to other forms of communication such as videos, images, music, and so on.

In 2013, the United Nations High Commissioner for Human Rights launched “UN Free & Equal”, an unprecedented worldwide campaign to promote equal rights and fair treatment of LGBT (Lesbian, Gay, Bisexual and Transgender) people. The images below are part of this campaign.

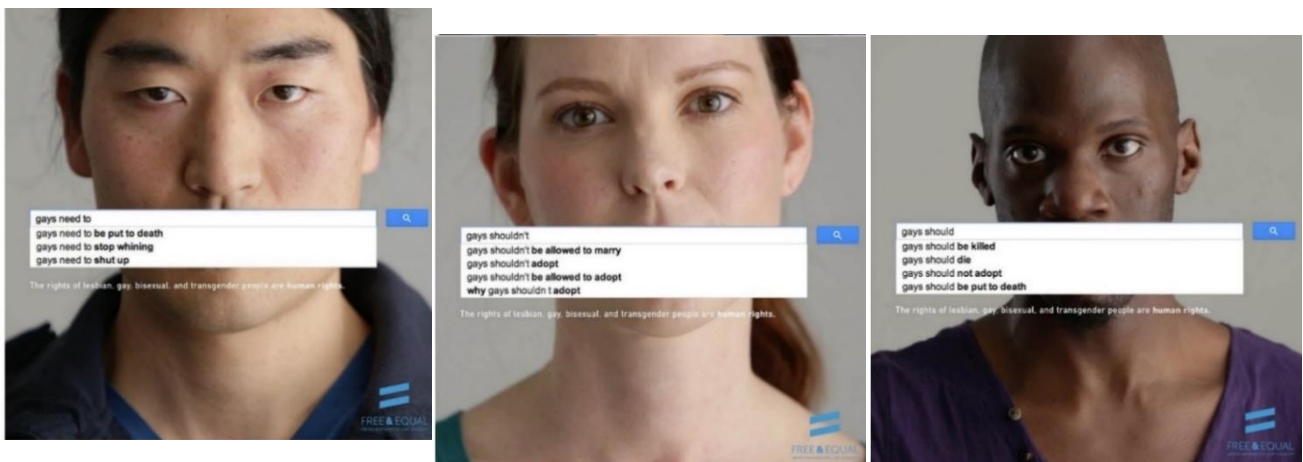


Image 1: Gays need to...be put to death,... stop whining,... shut up;

Image 2: Gays shouldn't... be allowed to marry, ...adopt, ...be allowed to adopt;

Image 3: Gays should... be killed,... die, ...not adopt,... be put to death.

Source: & Equal United Nations (available at <https://www.unfe.org/google-suggests-type-gays/>)

2. Look at the photos. What do you feel when you see this? How do you think the victims must feel?
3. Have you encountered situations of hate speech online? How did you react? Share with your colleagues.
4. The campaign highlights how “hate speech”, especially online, encourages and generates discrimination. How can online messaging reinforce or combat discrimination?

6.14 ACTIVITY #14

France - the country with Europe's largest Muslim population - was the first European country to ban the full veil in public spaces in 2011. However, it is up to municipalities to fix the rules on the burkini. (...)

The city of Grenoble obliges women to wear one-piece swimming costumes close to the body in swimming pools (...) for hygiene and security reasons. (...) In May and June 2019, a group of Muslim women turned up to pools in the city wearing the burkini. In their first attempt, around 15 women managed to enter the pool and filmed themselves bathing, saying they had done so "to defend freedom of religion". (...) After a few days, a group were fined €35 (£30) each for doing so.



Muslim burkini

Source: The Telegraph (2019), French nudists and burkini bathers in heatwave pool standoff (Available in <https://www.telegraph.co.uk/news/2019/06/27/french-nudists-burkini-bathers-heatwave-pool-standoff/>)

1. Analyse the Article 18 of the Universal Declaration of Human Rights, transcribed below.

"Everyone has the right to freedom of thought, conscience, and religion. This right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship, and observance."

2. Do you think this is observed in your community? What do you suggest to foster freedom of religion?

6.15 ACTIVITY #15

One of the goals of sustainable development set by the United Nations concerns gender equality and the empowerment of women and girls. Three of the nine objectives associated with this goal are:

- End all forms of discrimination against all women and girls everywhere
- Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other exploitation.
- Eliminate all harmful practices such as premature, forced and child marriage as well as female genital mutilation.

1. For each of the three objectives identity:

- **Examples of practices or situations that represent the reality that is wanted to reduce or eliminate.**
 - **Examples of concrete actions that, at the level of your school and community, can contribute to achieving the proposed objective.**
-

6.16 ACTIVITY #16

The Amnesty International-supported “Human Rights Friendly Schools” project emerged in the context of the World Program for Human Rights Education launched by the United Nations in December 2004. It aims to empower young people and promote the active participation of all members of the school community to integrate human rights values and principles in all areas of school life.

1. Read the text.

“A Human Rights Friendly School places human rights at the heart of the learning experience and makes human rights an integral part of everyday school life. They mirror through the way decisions are made in schools, to the way people treat each other, to the curriculum and extra-curricular activities on offer, right down to the very surroundings in which students are taught and learn.

A Human Rights Friendly School is founded on principles of equality, dignity, respect, non-discrimination, and participation. It is a school community where human rights are learned, taught, practiced, respected, protected and promoted. Human Rights Friendly Schools are inclusive environments where all are encouraged to take an active part in school life, regardless of status or role, and where cultural diversity is celebrated.

Young people and the school community learn about human rights by putting them into practice every day. Through an approach that goes beyond the classroom and into all aspects of school life, commonly called a ‘whole-school approach,’ a ‘holistic approach’ or ‘rights-based approach,’ both schools and young people become powerful catalysts for change in their wider communities”.

Source: Amnesty International, Human Rights Friendly Schools (Available in <https://www.amnesty.org/en/human-rights-education/human-rights-friendly-schools/>)

2. Do you think your school is a Human Rights Friend? Please justify.

3. List a set of actions that you, your classmates and teachers can take to reinforce the characteristics of your school to become a Human Rights Friend.

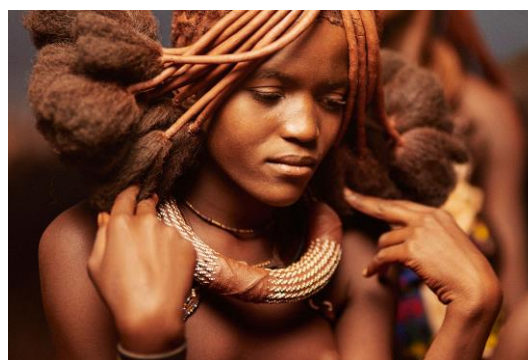
7 THINKING CRITICALLY

7.1 THINKING CRITICALLY #1

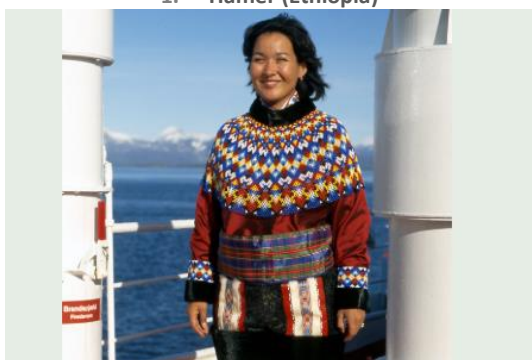
The United Nations (UN) General Assembly decided to make the 9th August the International Day of the World's Indigenous Peoples. An official definition of "indigenous" has not been adopted by the UN. However, it is clear that indigenous peoples have unique traditions, distinct language, culture and beliefs and they retain social, cultural, economic and political characteristics that are distinct from those of the dominant societies in which they live. Most importantly, they identify themselves as indigenous peoples.



1. Hamer (Ethiopia)



2. Himba (Namibia)



3. Inuit (Greenland)



4. Sami (Sweden)

Source: Adam Koziol (Available in <https://www.koziol.gallery/dani>)

1. Choose one of the images and try to find out more about the group in question and its cultural patterns.
2. Write down what you found out about this group and create a story around one of the people in the image you chose.
3. Create a table in which you compare elements of the image people's culture that you have explored with those of your culture.

7.2 THINKING CRITICALLY #2

The photographer Slater King questioned the opinions we create about people when we don't know them. With the project "I am none of this", he seeks to bring to life the ways in which we judge people based on their appearance. With the help of a wig maker and a make-up artist, King invited people to portray them before and after changing their usual looks using wigs, skin colour make-up and contact lenses. The results show that people cannot be compartmentalised along racial lines. Most importantly King highlights that we need to stop assuming people's personality based on their physical characteristics, including our beliefs about race.

The pictures on the right show how the people usually look. Each one includes a "label" they are usually given based on their appearance. The pictures on the left show how the person looks after the hair and make-up work. Who are they after this "looks changing"? None of the given "labels" listed on the left.

YOU CAN'T KNOW WHO I AM UNLESS I TELL YOU

I'm

- ☐ White
- ☐ British
- ☐ American
- ☐ Australian
- ☐ European
- ☒ None of this



"Michele – Black African"



I'm

- ☐ African
- ☐ European
- ☐ Caribbean
- ☐ Black
- ☐ American
- ☒ None of this



"Dev- Indian"



I'm

- ☐ White
- ☐ Latina
- ☐ Arabian
- ☐ Caucasian
- ☐ European
- ☒ None of this



"Hina – British Indian"



I'm

- ☐ Asian
- ☐ Malausian
- ☐ Philipean
- ☐ Chinese
- ☐ Tibetan
- ☒ None of this



"Jonathan – Irish"



Source: Slater King, "I am none of this" (available in: <http://www.slater.photo/projects/im-none/>)

1. What do you think of the slogan “You can’t know who I am unless I tell you”? Which kind of ideas and values does it bring to your mind?

2. Can you think of one example when someone misjudged you – or a friend - for someone you are not, regarding your nationality, ethnic background, etc.? How do you think intercultural competences can help us dealing with such situations?

7.3 THINKING CRITICALLY #3



Founder of the “School Strike for the Climate” movement, Greta Thunberg was nominated in 2019 for the Nobel Peace Prize. The 16-year-old started a protest that inspired students from around the world, involving hundreds of thousands of young people.

Photo: Michael Campanella; Source: The Guardian

1. Our attitudes towards specific situations have different components, as depicted in the scheme below. Considering the protest started by Greta Thunberg, complete the scheme by creating sentences that could illustrate Greta’s position.

Attitudes towards climate change and its impact

Cognitive component

Affective component

Behavioural component

2. Sometimes our cognitive and affective components differ from the behavioural one. Considering the theme of climate change, for example, it seems like a paradox: many people know the environmental crisis is real but they are not acting in order to change this. In your opinion, why does this happen?

3. How do we make more people involved in climate crisis movements?

7.4 THINKING CRITICALLY #4

The story of Frances Kelsey, a Canadian-born North-American physician, shows how an attitude against conformity and obedience saved many lives.

1. Read the text.

Frances Oldham Kelsey was born in July 24, 1914 in Cobble Hill, Canada. She graduated from McGill University with bachelor's (1934) and master's (1935) degrees and earned a doctorate in pharmacology (1938) and a medical degree (1950) from the University of Chicago. She taught pharmacology and practiced medicine in South Dakota before taking the position as a medical review officer with the United States Food and Drug Administration (FDA) in 1960.

As part of her work at the FDA, in 1960 Frances withheld approval of the sedative *thalidomide* and thus prevented an epidemic of birth defects from taking place in the U.S.A. This pharmaceutical was already widely used in Europe as a sleeping pill and to alleviate morning sickness in pregnant women, and its approval for distribution in the U.S.A. was expected to be routine.

Kelsey found the evidence for claims of the drug's efficacy and safety to be insufficient and repeatedly pressed the company seeking the license for more documentation. The firm objected strenuously to the requests, but Kelsey remained steadfast. By late 1961 it had become apparent that a dramatic increase in Europe of birth defects, most involving malformation of the arms and legs, was connected to the use of thalidomide, and in 1962 the licensing application was withdrawn.

Kelsey spent the rest of her career at the FDA, becoming chief of the division of new drugs and director of the division of scientific investigations. She received the U.S. President's Award for Distinguished Federal Civilian Service in 1962 and was appointed to the Order of Canada in 2015. Kelsey died on Aug. 7, 2015.



Frances Oldham Kelsey

Adapted from: Patricia Bauer, (2019). Frances Oldham Kelsey. Encyclopædia Britannica, inc. (available in <https://www.britannica.com/biography/Frances-Oldham-Kelsey>)

2. In your opinion, why was Frances able to go against the norm and hold firm to her arguments?

3. With a group of colleagues, do a role-play of the following situation:

The leader of the group presses the group to go one way. One of the members thinks the other way would be more correct. How can he/she convince the others to change opinion?

4. Discuss about the result of the role-play

7.5 THINKING CRITICALLY #5

Known as the "Doll Test," the series of experiments conducted by psychologists Kenneth Clark and Mamie Clark focused on stereotypes and their impact on children's self-perception of race. The results were used to prove that school segregation in a divided America was promoting the internalization of racism.

1. Read the text.

«The dolls were part of a group of ground-breaking psychological experiments performed by Mamie and Kenneth Clark, a husband-and-wife team of African-American psychologists who devoted their life's work to understanding and helping heal children's racial biases. During the "doll tests," as they're now known, **a majority of African-American children showed a preference for dolls with white skin instead of black ones**—a consequence of the pernicious effects of segregation. For the Clarks, the results showed the devastating effects of living in a society that was intolerant of African-Americans.

Their experiment, which involved white- and brown-skinned dolls, was deceptively simple. The children were asked to identify the diapered dolls in several ways: the one they wanted to play with, the one that looked "white," "coloured," or "negro," the one that was "good" or "bad." Finally, they were asked to identify the doll that looked most like them.

All of the children tested were black, and all but one group attended segregated schools. **Most of the children preferred the white doll to the African-American one. Some of the children would cry and run out of the room when asked to identify which doll looked like them.**

"These children saw themselves as inferior and they accepted the inferiority as part of reality". In the author's opinion, "the sense of inferiority caused by segregation had real, lifelong consequences that started before children could even articulate any information about the race".»

The Clarks' work, and their testimony in the underlying cases that became *Brown v. Board of Education*, helped the Supreme Court justices and the nation understand some of the lingering effects of segregation on the very children it affected most. (...) The Clarks' work and testimony were part of a much broader case that combined five cases and covered nearly every aspect of school segregation.

Source: Erin Blakemore, (2018). History Stories. History (Available in <https://www.history.com/news/brown-v-board-of-education-doll-experiment>)





2. How do you think stereotypes, prejudice, and discrimination are showed in this experience?

3. If you could talk with one of the children that cried and run out of the room, how would you convince them that their reaction was based on wrong conceptions?

7.6 THINKING CRITICALLY #6

Currently, there are over 40 million people who are enslaved or in forced labour (unwillingly, threatened, intimidated or coerced). Close to 20% are children. This number is more than double the number of trafficked persons throughout the transatlantic slave trade.

Often, situations of modern slavery are related to human trafficking. Most people trapped in forced labour are involved in the production of the clothes we wear, the mines with the ores used in our cell phones, the collection of food we have on our table or the infrastructure of the buildings we go to.

	
1. Silk dyers (India)	2. Brick stackers (Nepal)
	
3. Miners (Ghana)	4. Fishermen (Ghana)

Source: **Pictures 1 and 2:** Lisa Kristine, (2018). Modern-day slavery (Available in <https://www.lisakristine.com/>);

Picture 3: EEAS (2018). Human trafficking (Available in: https://eeas.europa.eu/regions/africa/52289/human-trafficking-eu-stands-victims-and-wants-their-voice-be-heard_en); **Picture 4:** US: Human Rights Watch (2014). Child

Workers in Danger on Tobacco Farms (Available in: <https://www.hrw.org/news/2014/05/14/us-child-workers-danger-tobacco-farms>).

1. Look at the photos.

2. The realities presented reflect serious situations of violation of human rights. Take a closer look at the Universal Declaration of Human Rights and indicate which rights are, in your opinion, compromised in the realities represented.

3. If you find a situation of “modern slavery” close to you, how can you act?

7.7 THINKING CRITICALLY #7

There are numerous unique ethnic minority groups in the world. For various reasons, including globalization, they are losing their identity, language, traditions and in many cases facing extinction. In his project “The World in Faces”, photographer Alexander Khimushin aims to show the diversity of the world we live in, foster tolerance and concern for others and raise awareness of the challenges of our societies.

		
Guatemala	Japan	Ethiopia
		
Samoa	Afghanistan	Cuba

Source: Alexander Khimushin (2019). The world in faces. (Available in: <https://khimushin.com/the-world-in-faces/>).

1. Take a look at the photos.
2. One of the challenges of our societies today is globalization. What advantages and disadvantages may be linked with this phenomenon?
3. Can you give examples on how globalization impacts your life?

8 ADDITIONAL MATERIALS

8.1 ADDITIONAL MATERIALS #1

8.1.1 Human Rights Chart

Universal Declaration of Human Rights

Preamble

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world;

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people;

Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law;

Whereas it is essential to promote the development of friendly relations between nations;

Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom;

Whereas Member States have pledged themselves to achieve, in cooperation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms;

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge:

Now, therefore, The General Assembly:

Proclaims this Universal Declaration of Human Rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

Article 1

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Article 3

Everyone has the right to life, liberty and security of person.

Article 4

No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 5

No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6

Everyone has the right to recognition everywhere as a person before the law.

Article 7

All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

Article 8

Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 9

No one shall be subjected to arbitrary arrest, detention or exile.

Article 10

Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

Article 11

1. Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.

2. No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

Article 12

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

Article 13

1. Everyone has the right to freedom of movement and residence within the borders of each State.
2. Everyone has the right to leave any country, including his own, and to return to his country.

Article 14

1. Everyone has the right to seek and to enjoy in other countries asylum from persecution.
2. This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

Article 15

1. Everyone has the right to a nationality.
2. No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Article 16

1. Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.
2. Marriage shall be entered into only with the free and full consent of the intending spouses.
3. The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

Article 17

1. Everyone has the right to own property alone as well as in association with others.
2. No one shall be arbitrarily deprived of his property.

Article 18

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

Article 19

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 20

1. Everyone has the right to freedom of peaceful assembly and association.
2. No one may be compelled to belong to an association.

Article 21

1. Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.
2. Everyone has the right to equal access to public service in his country.
3. The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

Article 22

Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

Article 23

1. Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment.
2. Everyone, without any discrimination, has the right to equal pay for equal work.
3. Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.
4. Everyone has the right to form and to join trade unions for the protection of his interests.

Article 24

Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Article 25

1. Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control
2. Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

Article 26

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.

Article 27

1. Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.
2. Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

Article 28

Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

Article 29

1. Everyone has duties to the community in which alone the free and full development of his personality is possible.
2. In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.
3. These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

Article 30

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

8.2 ADDITIONAL MATERIALS #2

8.2.1 Sustainable Development Goals



Established in 2015, the agenda in question is the result of the joint work of governments and citizens around the world to create a global model for ending poverty, promoting prosperity and well-being for all, protecting the environment and fighting climate change. It is organized into 17 objectives, as represented below.



GOAL 1: END POVERTY IN ALL ITS FORMS EVERYWHERE

- By 2030, eradicate extreme poverty for all people everywhere, currently measured as people living on less than \$1.25 a day
- By 2030, reduce at least by half the proportion of men, women and children of all ages living in poverty in all its dimensions according to national definitions
- Implement nationally appropriate social protection systems and measures for all, including floors, and by 2030 achieve substantial coverage of the poor and the vulnerable
- By 2030, ensure that all men and women, in particular the poor and the vulnerable, have equal rights to economic resources, as well as access to basic services, ownership and control over land and other forms of property, inheritance, natural resources, appropriate new technology and financial services, including microfinance
- By 2030, build the resilience of the poor and those in vulnerable situations and reduce their exposure and vulnerability to climate-related extreme events and other economic, social and environmental shocks and disasters
- Ensure significant mobilization of resources from a variety of sources, including through enhanced development cooperation, in order to provide adequate and predictable means for developing countries, in particular least developed countries, to implement programmes and policies to end poverty in all its dimensions
- Create sound policy frameworks at the national, regional and international levels, based on pro-poor and gender-sensitive development strategies, to support accelerated investment in poverty eradication actions

GOAL 2: END HUNGER, ACHIEVE FOOD SECURITY AND IMPROVED NUTRITION AND PROMOTE SUSTAINABLE AGRICULTURE



- By 2030, end hunger and ensure access by all people, in particular the poor and people in vulnerable situations, including infants, to safe, nutritious and sufficient food all year round.
- By 2030, end all forms of malnutrition, including achieving, by 2025, the internationally agreed targets on stunting and wasting in children under 5 years of age, and address the nutritional needs of adolescent girls, pregnant and lactating women and older persons.
- By 2030, double the agricultural productivity and incomes of small-scale food producers, in particular women, indigenous peoples, family farmers, pastoralists and fishers, including through secure and equal access to land, other productive resources and inputs, knowledge, financial services, markets and opportunities for value addition and non-farm employment.
- By 2030, ensure sustainable food production systems and implement resilient agricultural practices that increase productivity and production, that help maintain ecosystems, that strengthen capacity for adaptation to climate change, extreme weather, drought, flooding and other disasters and that progressively improve land and soil quality.
- By 2020, maintain the genetic diversity of seeds, cultivated plants and farmed and domesticated animals and their related wild species, including through soundly managed and diversified seed and plant banks at the national, regional and international levels, and promote access to and fair and equitable sharing of benefits arising from the utilization of genetic resources and associated traditional knowledge, as internationally agreed.
- Increase investment, including through enhanced international cooperation, in rural infrastructure, agricultural research and extension services, technology development and plant and livestock gene banks in order to enhance agricultural productive capacity in developing countries, in particular least developed countries.
- Correct and prevent trade restrictions and distortions in world agricultural markets, including through the parallel elimination of all forms of agricultural export subsidies and all export measures with equivalent effect, in accordance with the mandate of the Doha Development Round.
- Adopt measures to ensure the proper functioning of food commodity markets and their derivatives and facilitate timely access to market information, including on food reserves, in order to help limit extreme food price volatility.



GOAL 3: ENSURE HEALTHY LIVES AND PROMOTE WELL-BEING FOR ALL AT ALL AGES

- By 2030, reduce the global maternal mortality ratio to less than 70 per 100,000 live births.
- By 2030, end preventable deaths of new-borns and children under 5 years of age, with all countries aiming to reduce neonatal mortality to at least as low as 12 per 1,000 live births and under-5 mortality to at least as low as 25 per 1,000 live births.
- By 2030, end the epidemics of AIDS, tuberculosis, malaria and neglected tropical diseases and combat hepatitis, water-borne diseases and other communicable diseases.
- By 2030, reduce by one third premature mortality from non-communicable diseases through prevention and treatment and promote mental health and well-being.
- Strengthen the prevention and treatment of substance abuse, including narcotic drug abuse and harmful use of alcohol.
- By 2020, halve the number of global deaths and injuries from road traffic accidents.
- By 2030, ensure universal access to sexual and reproductive health-care services, including for family planning, information and education, and the integration of reproductive health into national strategies and programmes.
- Achieve universal health coverage, including financial risk protection, access to quality essential health-care services and access to safe, effective, quality and affordable essential medicines and vaccines for all.
- By 2030, substantially reduce the number of deaths and illnesses from hazardous chemicals and air, water and soil pollution and contamination.
- Strengthen the implementation of the World Health Organization Framework Convention on Tobacco Control in all countries, as appropriate.
- Support the research and development of vaccines and medicines for the communicable and non-communicable diseases that primarily affect developing countries, provide access to affordable essential medicines and vaccines, in accordance with the Doha Declaration on the TRIPS Agreement and Public Health, which affirms the right of developing countries to use to the full the provisions in the Agreement on Trade Related Aspects of Intellectual Property Rights regarding flexibilities to protect public health, and, in particular, provide access to medicines for all.
- Substantially increase health financing and the recruitment, development, training and retention of the health workforce in developing countries, especially in least developed countries and small island developing States.
- Strengthen the capacity of all countries, in particular developing countries, for early warning, risk reduction and management of national and global health risks.

GOAL 4: ENSURE INCLUSIVE AND EQUITABLE QUALITY EDUCATION AND PROMOTE LIFELONG LEARNING OPPORTUNITIES FOR ALL



- By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and Goal-4 effective learning outcomes
- By 2030, ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education
- By 2030, ensure equal access for all women and men to affordable and quality technical, vocational and tertiary education, including university
- By 2030, substantially increase the number of youth and adults who have relevant skills, including technical and vocational skills, for employment, decent jobs and entrepreneurship
- By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations
- By 2030, ensure that all youth and a substantial proportion of adults, both men and women, achieve literacy and numeracy
- By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development
- Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, nonviolent, inclusive and effective learning environments for all
- By 2020, substantially expand globally the number of scholarships available to developing countries, in particular least developed countries, small island developing States and African countries, for enrolment in higher education, including vocational training and information and communications technology, technical, engineering and scientific programmes, in developed countries and other developing countries
- By 2030, substantially increase the supply of qualified teachers, including through international cooperation for teacher training in developing countries, especially least developed countries and small island developing states



GOAL 5: ACHIEVE GENDER EQUALITY AND EMPOWER ALL WOMEN AND GIRLS

- End all forms of discrimination against all women and girls everywhere
- Eliminate all forms of violence against all women and girls in the public and private spheres, including trafficking and sexual and other types of exploitation
- Eliminate all harmful practices, such as child, early and forced marriage and female genital mutilation
- Recognize and value unpaid care and domestic work through the provision of public services, infrastructure and social protection policies and the promotion of shared responsibility within the household and the family as nationally appropriate
- Ensure women's full and effective participation and equal opportunities for leadership at all levels of decision-making in political, economic and public life
- Ensure universal access to sexual and reproductive health and reproductive rights as agreed in accordance with the Programme of Action of the International Conference on Population and Development and the Beijing Platform for Action and the outcome documents of their review conferences
- Undertake reforms to give women equal rights to economic resources, as well as access to ownership and control over land and other forms of property, financial services, inheritance and natural resources, in accordance with national laws
- Enhance the use of enabling technology, in particular information and communications technology, to promote the empowerment of women
- Adopt and strengthen sound policies and enforceable legislation for the promotion of gender equality and the empowerment of all women and girls at all levels

GOAL 6: ENSURE ACCESS TO WATER AND SANITATION FOR ALL



- By 2030, achieve universal and equitable access to safe and affordable drinking water for all
- By 2030, achieve access to adequate and equitable sanitation and hygiene for all and end open defecation, paying special attention to the needs of women and girls and those in vulnerable situations
- By 2030, improve water quality by reducing pollution, eliminating dumping and minimizing release of hazardous chemicals and materials, halving the proportion of untreated wastewater and substantially increasing recycling and safe reuse globally
- By 2030, substantially increase water-use efficiency across all sectors and ensure sustainable withdrawals and supply of freshwater to address water scarcity and substantially reduce the number of people suffering from water scarcity
- By 2030, implement integrated water resources management at all levels, including through transboundary cooperation as appropriate
- By 2020, protect and restore water-related ecosystems, including mountains, forests, wetlands, rivers, aquifers and lakes
- By 2030, expand international cooperation and capacity-building support to developing countries in water- and sanitation-related activities and programmes, including water harvesting, desalination, water efficiency, wastewater treatment, recycling and reuse technologies
- Support and strengthen the participation of local communities in improving water and sanitation management



GOAL 7: ENSURE ACCESS TO AFFORDABLE, RELIABLE, SUSTAINABLE AND MODERN ENERGY FOR ALL

- By 2030, ensure universal access to affordable, reliable and modern energy services
- By 2030, increase substantially the share of renewable energy in the global energy mix
- By 2030, double the global rate of improvement in energy efficiency
- By 2030, enhance international cooperation to facilitate access to clean energy research and technology, including renewable energy, energy efficiency and advanced and cleaner fossil-fuel technology, and promote investment in energy infrastructure and clean energy technology
- By 2030, expand infrastructure and upgrade technology for supplying modern and sustainable energy services for all in developing countries, in particular least developed countries, small island developing States, and land-locked developing countries, in accordance with their respective programmes of support

GOAL 8: PROMOTE SUSTAINED, INCLUSIVE AND SUSTAINABLE ECONOMIC GROWTH, FULL AND PRODUCTIVE EMPLOYMENT AND DECENT WORK FOR ALL



- Sustain per capita economic growth in accordance with national circumstances and, in particular, at least 7 per cent gross domestic product growth per annum in the least developed countries
- Achieve higher levels of economic productivity through diversification, technological upgrading and innovation, including through a focus on high-value added and labour-intensive sectors
- Promote development-oriented policies that support productive activities, decent job creation, entrepreneurship, creativity and innovation, and encourage the formalization and growth of micro-, small- and medium-sized enterprises, including through access to financial services
- Improve progressively, through 2030, global resource efficiency in consumption and production and endeavour to decouple economic growth from environmental degradation, in accordance with the 10-year framework of programmes on sustainable consumption and production, with developed countries taking the lead
- By 2030, achieve full and productive employment and decent work for all women and men, including for young people and persons with disabilities, and equal pay for work of equal value
- By 2020, substantially reduce the proportion of youth not in employment, education or training
- Take immediate and effective measures to eradicate forced labour, end modern slavery and human trafficking and secure the prohibition and elimination of the worst forms of child labour, including recruitment and use of child soldiers, and by 2025 end child labour in all its forms
- Protect labour rights and promote safe and secure working environments for all workers, including migrant workers, in particular women migrants, and those in precarious employment
- By 2030, devise and implement policies to promote sustainable tourism that creates jobs and promotes local culture and products
- Strengthen the capacity of domestic financial institutions to encourage and expand access to banking, insurance and financial services for all
- Increase Aid for Trade support for developing countries, in particular least developed countries, including through the Enhanced Integrated Framework for Trade-Related Technical Assistance to Least Developed Countries
- By 2020, develop and operationalize a global strategy for youth employment and implement the Global Jobs Pact of the International Labour Organization



GOAL 9: BUILD RESILIENT INFRASTRUCTURE, PROMOTE INCLUSIVE AND SUSTAINABLE INDUSTRIALIZATION AND FOSTER INNOVATION

- Develop quality, reliable, sustainable and resilient infrastructure, including regional and transborder infrastructure, to support economic development and human well-being, with a focus on affordable and equitable access for all
- Promote inclusive and sustainable industrialization and, by 2030, significantly raise industry's share of employment and gross domestic product, in line with national circumstances, and double its share in least developed countries
- Increase the access of small-scale industrial and other enterprises, in particular in developing countries, to financial services, including affordable credit, and their integration into value chains and markets
- By 2030, upgrade infrastructure and retrofit industries to make them sustainable, with increased resource-use efficiency and greater adoption of clean and environmentally sound technologies and industrial processes, with all countries taking action in accordance with their respective capabilities
- Enhance scientific research, upgrade the technological capabilities of industrial sectors in all countries, in particular developing countries, including, by 2030, encouraging innovation and substantially increasing the number of research and development workers per 1 million people and public and private research and development spending
- Facilitate sustainable and resilient infrastructure development in developing countries through enhanced financial, technological and technical support to African countries, least developed countries, landlocked developing countries and small island developing States 18
- Support domestic technology development, research and innovation in developing countries, including by ensuring a conducive policy environment for, inter alia, industrial diversification and value addition to commodities
- Significantly increase access to information and communications technology and strive to provide universal and affordable access to the Internet in least developed countries by 2020

GOAL 10: REDUCE INEQUALITY WITHIN AND AMONG COUNTRIES



- By 2030, progressively achieve and sustain income growth of the bottom 40 per cent of the population at a rate higher than the national average
- By 2030, empower and promote the social, economic and political inclusion of all, irrespective of age, sex, disability, race, ethnicity, origin, religion or economic or other status
- Ensure equal opportunity and reduce inequalities of outcome, including by eliminating discriminatory laws, policies and practices and promoting appropriate legislation, policies and action in this regard
- Adopt policies, especially fiscal, wage and social protection policies, and progressively achieve greater equality
- Improve the regulation and monitoring of global financial markets and institutions and strengthen the implementation of such regulations
- Ensure enhanced representation and voice for developing countries in decision-making in global international economic and financial institutions in order to deliver more effective, credible, accountable and legitimate institutions
- Facilitate orderly, safe, regular and responsible migration and mobility of people, including through the implementation of planned and well-managed migration policies
- Implement the principle of special and differential treatment for developing countries, in particular least developed countries, in accordance with World Trade Organization agreements
- Encourage official development assistance and financial flows, including foreign direct investment, to States where the need is greatest, in particular least developed countries, African countries, small island developing States and landlocked developing countries, in accordance with their national plans and programmes
- By 2030, reduce to less than 3 per cent the transaction costs of migrant remittances and eliminate remittance corridors with costs higher than 5 per cent



GOAL 11: MAKE CITIES AND HUMAN SETTLEMENTS INCLUSIVE, SAFE, RESILIENT AND SUSTAINABLE

- By 2030, ensure access for all to adequate, safe and affordable housing and basic services and upgrade slums
- By 2030, provide access to safe, affordable, accessible and sustainable transport systems for all, improving road safety, notably by expanding public transport, with special attention to the needs of those in vulnerable situations, women, children, persons with disabilities and older persons
- By 2030, enhance inclusive and sustainable urbanization and capacity for participatory, integrated and sustainable human settlement planning and management in all countries
- Strengthen efforts to protect and safeguard the world's cultural and natural heritage
- By 2030, significantly reduce the number of deaths and the number of people affected and substantially decrease the direct economic losses relative to global gross domestic product caused by disasters, including water-related disasters, with a focus on protecting the poor and people in vulnerable situations
- By 2030, reduce the adverse per capita environmental impact of cities, including by paying special attention to air quality and municipal and other waste management
- By 2030, provide universal access to safe, inclusive and accessible, green and public spaces, in particular for women and children, older persons and persons with disabilities
- Support positive economic, social and environmental links between urban, peri-urban and rural areas by strengthening national and regional development planning
- By 2020, substantially increase the number of cities and human settlements adopting and implementing integrated policies and plans towards inclusion, resource efficiency, mitigation and adaptation to climate change, resilience to disasters, and develop and implement, in line with the Sendai Framework for Disaster Risk Reduction 2015-2030, holistic disaster risk management at all levels
- Support least developed countries, including through financial and technical assistance, in building sustainable and resilient buildings utilizing local materials

GOAL 12: ENSURE SUSTAINABLE CONSUMPTION AND PRODUCTION PATTERNS



- Implement the 10-year framework of programmes on sustainable consumption and production, all countries taking action, with developed countries taking the lead, taking into account the development and capabilities of developing countries
- By 2030, achieve the sustainable management and efficient use of natural resources
- By 2030, halve per capita global food waste at the retail and consumer levels and reduce food losses along production and supply chains, including post-harvest losses
- By 2020, achieve the environmentally sound management of chemicals and all wastes throughout their life cycle, in accordance with agreed international frameworks, and significantly reduce their release to air, water and soil in order to minimize their adverse impacts on human health and the environment
- By 2030, substantially reduce waste generation through prevention, reduction, recycling and reuse
- Encourage companies, especially large and transnational companies, to adopt sustainable practices and to integrate sustainability information into their reporting cycle
- Promote public procurement practices that are sustainable, in accordance with national policies and priorities
- By 2030, ensure that people everywhere have the relevant information and awareness for sustainable development and lifestyles in harmony with nature
- Support developing countries to strengthen their scientific and technological capacity to move towards more sustainable patterns of consumption and production
- Develop and implement tools to monitor sustainable development impacts for sustainable tourism that creates jobs and promotes local culture and products
- Rationalize inefficient fossil-fuel subsidies that encourage wasteful consumption by removing market distortions, in accordance with national circumstances, including by restructuring taxation and phasing out those harmful subsidies, where they exist, to reflect their environmental impacts, taking fully into account the specific needs and conditions of developing countries and minimizing the possible adverse impacts on their development in a manner that protects the poor and the affected communities



GOAL 13: TAKE URGENT ACTION TO COMBAT CLIMATE CHANGE AND ITS IMPACTS

- Strengthen resilience and adaptive capacity to climate-related hazards and natural disasters in all countries

- Integrate climate change measures into national policies, strategies and planning
- Improve education, awareness-raising and human and institutional capacity on climate change mitigation, adaptation, impact reduction and early warning
- Implement the commitment undertaken by developed-country parties to the United Nations Framework Convention on Climate Change to a goal of mobilizing jointly \$100 billion annually by 2020 from all sources to address the needs of developing countries in the context of meaningful mitigation actions and transparency on implementation and fully operationalize the Green Climate Fund through its capitalization as soon as possible
- Promote mechanisms for raising capacity for effective climate change-related planning and management in least developed countries and small island developing States, including focusing on women, youth and local and marginalized communities

*Acknowledging that the United Nations Framework Convention on Climate Change is the primary international, intergovernmental forum for negotiating the global response to climate change.

GOAL 14: CONSERVE AND SUSTAINABLY USE THE OCEANS, SEAS AND MARINE RESOURCES FOR SUSTAINABLE DEVELOPMENT



- By 2025, prevent and significantly reduce marine pollution of all kinds, in particular from land-based activities, including marine debris and nutrient pollution
- By 2020, sustainably manage and protect marine and coastal ecosystems to avoid significant adverse impacts, including by strengthening their resilience, and take action for their restoration in order to achieve healthy and productive oceans
- Minimize and address the impacts of ocean acidification, including through enhanced scientific cooperation at all levels
- By 2020, effectively regulate harvesting and end overfishing, illegal, unreported and unregulated fishing and destructive fishing practices and implement science-based management plans, in order to restore fish stocks in the shortest time feasible, at least to levels that can produce maximum sustainable yield as determined by their biological characteristics
- By 2020, conserve at least 10 per cent of coastal and marine areas, consistent with national and international law and based on the best available scientific information
- By 2020, prohibit certain forms of fisheries subsidies which contribute to overcapacity and overfishing, eliminate subsidies that contribute to illegal, unreported and unregulated fishing and refrain from introducing new such subsidies, recognizing that appropriate and effective special and differential treatment for developing and least developed countries should be an integral part of the World Trade Organization fisheries subsidies negotiation
- By 2030, increase the economic benefits to Small Island developing States and least developed countries from the sustainable use of marine resources, including through sustainable management of fisheries, aquaculture and tourism
- Increase scientific knowledge, develop research capacity and transfer marine technology, taking into account the Intergovernmental Oceanographic Commission Criteria and Guidelines on the Transfer of Marine Technology, in order to improve ocean health and to enhance the contribution of marine biodiversity to the development of developing countries, in particular small island developing States and least developed countries
- Provide access for small-scale artisanal fishers to marine resources and markets
- Enhance the conservation and sustainable use of oceans and their resources by implementing international law as reflected in UNCLOS, which provides the legal framework for the conservation and sustainable use of oceans and their resources, as recalled in paragraph 158 of The Future We Want



GOAL 15: SUSTAINABLY MANAGE FORESTS, COMBAT DESERTIFICATION, HALT AND REVERSE LAND DEGRADATION, HALT BIODIVERSITY LOSS

- By 2020, ensure the conservation, restoration and sustainable use of terrestrial and inland freshwater ecosystems and their services, in particular forests, wetlands, mountains and drylands, in line with obligations under international agreements
- By 2020, promote the implementation of sustainable management of all types of forests, halt deforestation, restore degraded forests and substantially increase afforestation and reforestation globally
- By 2030, combat desertification, restore degraded land and soil, including land affected by desertification, drought and floods, and strive to achieve a land degradation-neutral world
- By 2030, ensure the conservation of mountain ecosystems, including their biodiversity, in order to enhance their capacity to provide benefits that are essential for sustainable development
- Take urgent and significant action to reduce the degradation of natural habitats, halt the loss of biodiversity and, by 2020, protect and prevent the extinction of threatened species
- Promote fair and equitable sharing of the benefits arising from the utilization of genetic resources and promote appropriate access to such resources, as internationally agreed
- Take urgent action to end poaching and trafficking of protected species of flora and fauna and address both demand and supply of illegal wildlife products
- By 2020, introduce measures to prevent the introduction and significantly reduce the impact of invasive alien species on land and water ecosystems and control or eradicate the priority species
- By 2020, integrate ecosystem and biodiversity values into national and local planning, development processes, poverty reduction strategies and accounts
- Mobilize and significantly increase financial resources from all sources to conserve and sustainably use biodiversity and ecosystems
- Mobilize significant resources from all sources and at all levels to finance sustainable forest management and provide adequate incentives to developing countries to advance such management, including for conservation and reforestation
- Enhance global support for efforts to combat poaching and trafficking of protected species, including by increasing the capacity of local communities to pursue sustainable livelihood opportunities

GOAL 16: PROMOTE JUST, PEACEFUL AND INCLUSIVE SOCIETIES



- Significantly reduce all forms of violence and related death rates everywhere
- End abuse, exploitation, trafficking and all forms of violence against and torture of children
- Promote the rule of law at the national and international levels and ensure equal access to justice for all
- By 2030, significantly reduce illicit financial and arms flows, strengthen the recovery and return of stolen assets and combat all forms of organized crime
- Substantially reduce corruption and bribery in all their forms
- Develop effective, accountable and transparent institutions at all levels
- Ensure responsive, inclusive, participatory and representative decision-making at all levels
- Broaden and strengthen the participation of developing countries in the institutions of global governance
- By 2030, provide legal identity for all, including birth registration
- Ensure public access to information and protect fundamental freedoms, in accordance with national legislation and international agreements
- Strengthen relevant national institutions, including through international cooperation, for building capacity at all levels, in particular in developing countries, to prevent violence and combat terrorism and crime
- Promote and enforce non-discriminatory laws and policies for sustainable development



GOAL 17: STRENGTHEN THE MEANS OF IMPLEMENTATION

Finance

- Strengthen domestic resource mobilization, including through international support to developing countries, to improve domestic capacity for tax and other revenue collection
- Developed countries to implement fully their official development assistance commitments, including the commitment by many developed countries to achieve the target of 0.7 per cent of ODA/GNI to developing countries and 0.15 to 0.20 per cent of ODA/GNI to least developed countries ODA providers are encouraged to consider setting a target to provide at least 0.20 per cent of ODA/GNI to least developed countries
- Mobilize additional financial resources for developing countries from multiple sources
- Assist developing countries in attaining long-term debt sustainability through coordinated policies aimed at fostering debt financing, debt relief and debt restructuring, as appropriate, and address the external debt of highly indebted poor countries to reduce debt distress
- Adopt and implement investment promotion regimes for least developed countries

Technology

- Enhance North-South, South-South and triangular regional and international cooperation on and access to science, technology and innovation and enhance knowledge sharing on mutually agreed terms, including through improved coordination among existing mechanisms, in particular at the United Nations level, and through a global technology facilitation mechanism
- Promote the development, transfer, dissemination and diffusion of environmentally sound technologies to developing countries on favourable terms, including on concessional and preferential terms, as mutually agreed
- Fully operationalize the technology bank and science, technology and innovation capacity-building mechanism for least developed countries by 2017 and enhance the use of enabling technology, in particular information and communications technology

Capacity building

- Enhance international support for implementing effective and targeted capacity-building in developing countries to support national plans to implement all the sustainable development goals, including through North-South, South-South and triangular cooperation

Trade

- Promote a universal, rules-based, open, non-discriminatory and equitable multilateral trading system under the World Trade Organization, including through the conclusion of negotiations under its Doha Development Agenda
- Significantly increase the exports of developing countries, in particular with a view to doubling the least developed countries' share of global exports by 2020
- Realize timely implementation of duty-free and quota-free market access on a lasting basis for all least developed countries, consistent with World Trade Organization decisions, including by ensuring that preferential rules of origin applicable to imports from least developed countries are transparent and simple, and contribute to facilitating market access

Systemic issues

Policy and institutional coherence

- Enhance global macroeconomic stability, including through policy coordination and policy coherence
- Enhance policy coherence for sustainable development
- Respect each country's policy space and leadership to establish and implement policies for poverty eradication and sustainable development

Multi-stakeholder partnerships

- Enhance the global partnership for sustainable development, complemented by multi-stakeholder partnerships that mobilize and share knowledge, expertise, technology and financial resources, to support the achievement of the sustainable development goals in all countries, in particular developing countries
- Encourage and promote effective public, public-private and civil society partnerships, building on the experience and resourcing strategies of partnerships

Data, monitoring and accountability

- By 2020, enhance capacity-building support to developing countries, including for least developed countries and small island developing States, to increase significantly the availability of high-quality, timely and reliable data disaggregated by income, gender, age, race, ethnicity, migratory status, disability, geographic location and other characteristics relevant in national contexts
- By 2030, build on existing initiatives to develop measurements of progress on sustainable development that complement gross domestic product, and support statistical capacity-building in developing countries

8.3 ADDITIONAL MATERIALS #3

8.3.1 Additional activities for Theme I

Title	Be Inclusive in Diversity!
Age	13/ 15 years
Time	60 min (approx.)
Materials	Board, paper, pen,
Space characteristics	Movable tables, movable chairs and space to form groups
Objective	<ul style="list-style-type: none"> To learn about inclusive cities; To reflect on special needs and how to provide citizens with all the services they are entitled to To raise awareness that cultural diversity is everywhere around us within a city (through food, clothes, music, shops, etc.) and that this diversity is a strength and must be protected.
Key words	<ul style="list-style-type: none"> Diversity; social inclusion; interculturality
DESCRIPTION	
<p>Activity 1 (25min)</p> <p>INCLUSIVE COMMUNITIES</p> <ol style="list-style-type: none"> In groups, learners answer the question: “What is an inclusive community?” and then share their ideas in plenary. <p>An inclusive community has been defined as the one that promotes growth with equity. “It is a place where everyone, regardless of their economic means, gender, race, ethnicity or religion, is enabled and empowered to fully participate in the social, economic and political opportunities that cities have to offer” (UN-Habitat 2001). An inclusive community creates a “safe, livable environment with affordable and equitable access to urban services (water supply, sanitation, solid waste management, housing, and transport facilities), social services (health, education, culture, and public space), and livelihood opportunities for all the city residents and other city users to promote optimal development of its human capital and ensure the respect of human dignity and equality.” (Adapted from Asian Development Bank, 2017)</p> <ol style="list-style-type: none"> Invite learners to assume the role of an architect and design an inclusive city, in 10 minutes, considering places - school, gardens, hospitals, city hall, faith spaces (churches,...) –, people – children, youngsters and elders with and without physical and mental health problems, having different cultures, different sexual orientation,... – and areas of intervention – poverty, hunger, rights, environment,... Ask some learners to share their drawings and to show in which ways their cities are inclusive. <p>Activity 2 (15min)</p> <p>SOCIAL WHAT?</p> <p>Write “Social Inclusion” in the board or in a flipchart and promote a brainstorm on what does that means: ideas, projects, problems that come to learner’s minds when they think about those words.</p> <p>Social inclusion is a “process which ensures that those at risk of poverty and social exclusion gain the opportunities and resources necessary to participate fully in economic, social, political and cultural life and to enjoy a standard of</p>	

living that is considered normal in the society in which they live". (...) It "ensures that vulnerable groups and persons have greater participation in decision making which affects their lives and that they can access to their fundamental rights" (European Union, 2010).

Activity 3 (20min)

DIVERSITY WITHIN THE CITY

1. Explain to learners that they will reflect on the different places and situation we observe diversity within a city in the daily life.
2. Ask them to gather in small groups (3 or 4 people each) and to think of their daily lives, what do they eat, which kind of clothes do they wear, the kind of music they listen to, the shops they go, the flowers they see movies they watch, etc.
3. Give them a paper where they can draw and write everything that reflects diversity in their daily lives. They can draw characters, buildings, shops, food, clothes, vegetables, music, ...
4. Hook the different drawings to the wall and ask give the opportunity to the participants to look at others' production.

DISCUSSION

Divide the class into two groups and ask one to research about the existing local political programs that promote Social Inclusion and support for people with drugs, alcohol and mental health problems, and another to research about the institutions that give support at local level for that kind of situations. After gathering the information, the groups share the results with all class. Promote critical thinking, debating around this question: considering the existing needs, those programs are sufficient? Help the class to identify types of actions they can promote (campaigning, writing letters to politicians, signing petitions, participating in an association...). As learners to elect one theme and one action (example: writing a letter to the city mayor asking for more support for homeless people) and implement it in the community.

Did you like the activity? What are the strengths of cultural diversity? Where does cultural diversity stands in your city? Did you think about that before? What kind of innovation or action could improve the representation and interaction among the different communities?

SUGGESTIONS

- Ask students to take pictures within their city of symbols of the cultural diversity. Give them a space during a future course to share their pictures.
- They can create a photomontage students can share on the platform with other European students.
- Ask your students to imagine/create an action in order to foster the dialogue and connections among the different cultures in their city.
- In case you know associations that promote interculturality, you can invite them to talk about their work.

REFERENCES

Adapted from Asian Development Bank. (available in: <https://www.adb.org/sites/default/files/institutional-document/223096/enabling-inclusive-cities.pdf>)
 Social Inclusion, European Union (available in http://ec.europa.eu/employment_social/esf/docs/sf_social_inclusion_en.pdf)

8.4 ADDITIONAL MATERIALS #4

8.4.1 Additional activities for Theme II

Title	Stereotypes and prejudices as a barrier to cultural diversity
Age	13/ 15 years
Time	70 minutes
Materials	Board, paper, pen, sticky tape, examples for the activitie “Cultionary” (Annex 1); form to fill in the activity “Eurorail” (See Annex 2), plus Annex 3 and 4 to show; recycled materials, glue, wire, paper, crayons, markers and a blindfold
Space characteristics	Movable tables, movable chairs and space to form groups
Objective	<ul style="list-style-type: none"> to introduce the topic by reflecting on the different cultures and minorities and on the perceptions of them; to work with representation we have of minority groups and confront the different values and stereotypes of the participants; to understand the functioning of stereotypes and reflect on the impact of them for a multicultural society. to raise awareness among youngster on the importance of an inclusive city, especially in terms of meeting the needs of people with disabilities.
Key words	<ul style="list-style-type: none"> prejudices, stereotypes, cultural diversity
DESCRIPTION	
<p style="text-align: center;">Activity 1 (20min)</p> <p style="text-align: center;">BUILDING A HOUSE</p> <ol style="list-style-type: none"> Divide learners into 4 or 5 groups and ask them to make a house with recycled materials, glue and wire (provide exactly the same quantity and type of materials to all groups). Explain that in each group there has to be 3 people with these conditions: one blindfolded, another with the hands tied up and another can't speak. Invite one or two learners to be outside of the groups and act as observers. Give 10 minutes to build the house. Ask the observers to share their view on how the colleagues with physical disadvantages were or weren't included in each group <p style="text-align: center;">Activity 2 (20min)</p> <p style="text-align: center;">“CULTIONARY”</p> <ol style="list-style-type: none"> Ask learners to form teams between 4 and 6 people. Tell the teams to collect several sheets of paper (possibly recycled) and a pencil and to find somewhere to sit so they are slightly isolated from each other. Give to each group a set of cards with the words from the list in Annex 1 to guess and explain that they can only read cards one at a time and only when the facilitator tells the groups to start. You can give some words in common to the different groups. Then learners will be able to compare the different interpretation of a same word. 	

4. **Rules:** Tell learners to choose a first representative who will draw the word while the other team members try to guess it. They can only draw images; no numbers or words can be used. No speaking except to confirm the correct answer. The rest of the team can only say their guesses, they may not ask questions. It is important to let the group run and self-facilitate this activity and not to judge what they draw. This approach will be useful within the debriefing process.
5. When the word is guessed correctly, ask the team to choose another member to be the drawer. The new drawer looks at the next card. Be aware that people who consider themselves poor artists may think this will be difficult for them. Reassure them that you are not looking for works of art and encourage everyone to have a go at being the drawer. Simplicity is the key: keep it simple!
6. Ask the drawer, after each round, to write on their picture, whether finished or not, what the word was.
7. Ask the teams, at the end of the game, to pin up their pictures so that the different interpretations and images of the words can be compared and debated. Discuss why they decided to draw a certain word exactly in that way.

This activity is likely to raise the most immediate and generalized stereotypes we have about other people, including foreigners or minorities. It is very creative and lot of fun. However, it is very important that the activity does not stop at the drawings but promotes the reflection on the risks of stereotyping and, especially, where we get our images (reflecting our stereotypes) from. Everybody needs stereotypes in order to be able to relate to the environment and the people around us. All of us have, and carry stereotypes, this is not only inevitable but also necessary. Therefore, any judgements about the stereotypes participants have should be avoided. What the evaluation and discussion should promote is that we need to be aware that stereotypes are just that: images and assumptions which often have little to do with reality. Being aware of stereotypes and of the risks that relying on them entails is the best way to prevent prejudice that leads to discrimination. Please take into consideration that deconstructing stereotypes is, in itself, a lesson on its own and needs to be dealt with care in order, as is already stated, to avoid strengthening stereotypes.

Activity 3 (30min)

“EURORAIL À LA CARTE”

1. Give a copy of the activity sheet to each learner (**See Annex 2, individual form**).
2. Describe briefly the scenario and tell them to read the descriptions of the people.
3. Ask learners to individually select their three first choices of the people they would most like to stay with and the three they would least like to stay with. Give them 7 minutes to do this.
4. Create, then, groups of 4-5 people and give them the paper dedicated to groups (**See Annex 2, group form**).
5. Ask them to share their choices and discuss the reasons that led to their decisions. Then ask learners to try to come to a consensus on a common list of the three most favoured and the three least favoured companions. Give them 12 minutes for this part of the activity.
6. In plenary, each group presents its conclusions. Discuss the major factors that determined their decisions as individuals and as a group. Promote the reflection. The aim for participants is to reflect on the prejudices that are linked to the stereotypes.

DISCUSSION

Activity 1

- *How did the work go?*
- *How did it feel to be physically unable to do the same as the colleagues?*
- *How people with disabilities were integrated by the group (or were they not)?*

Activity 3

- Gender/sexual orientation/religion/profession/health status can define a person?
- Is a person “better” or “worse” depending on the above mentioned issues”?
- Does our background (experiences, knowledge...) influences our perspectives about others?

Did you like the activities? What did you like the most? How did you draw the pictures? And why did you choose or not some words? Who is concerned by stereotypes? Think about your city in particular What are the consequences of stereotypes and prejudices for cultural diversity? What are the risks of lack of cultural diversity within a city?

SUGGESTIONS

- After this discussion, you can illustrate the process that leads from representation to discrimination with the pyramid of hate (**See Annex 3**) and the mechanism of segregation (**See Annex 4**).
- **Students can collect some examples within their context** (school, association, their city, etc.) that spread stereotypes (images, newspaper, videos, etc.). Propose them to upload on the platform the chosen media with a comment/positive message to fight the stereotype that the media spread. Who tend to be victims of these prejudices and stereotypes the most?

REFERENCES

Building a house activity is inspired in the manual “Global How? Facilitating Global Learning – A Trainer’s Manual” (page 62) (available in http://aidglobal.org/userfiles/FINAL_Manual_global_how_2pages_online-reading.pdf)

Activities 2 and 3 has been adapted from the education pack “All different, all equal” of the Council of Europe. <http://www.eycb.coe.int/edupack/>

8.5 ADDITIONAL MATERIALS #5

8.5.1 Additional activities for Theme III

Title	I Participate!
Age	13/ 15 years
Time	90 min.
Materials	Computer, data show, speakers, blank paper (possibly recycled), pens, flipchart, stickers, images for activity “Ladder of Participation” (Annex 1) and cards for activity “Participatory Assembly” (Annex 2)
Space characteristics	Movable tables, movable chairs and space to work in groups
Objective	<ul style="list-style-type: none"> to learn about the different levels of participation; to reflect on what participation is; to raise awareness on the importance of incorporating the voice of young people into policies and actions.
Key words	<ul style="list-style-type: none"> civic participation; democracy; human rights
DESCRIPTION	
<p>Activity 1 (15min)</p> <p>PARTICIPATION IS....</p> <ol style="list-style-type: none"> Invite each learner to write in a small paper what it is for him/her to participate in the society. Join in pairs and discuss what mean for them to participate in the society. They both write the resumed idea in another paper. Join 2 pairs (groups of 4) and do the same exercise. Ask groups to present their definitions/ideas to all participants. Resume the shared ideas and present the definition of participation according to the European Charter on the Participation of Young People in Local and Regional Life (2003): <p>"The active participation of young people in decisions and actions at local and regional level is essential if we are to build more democratic, inclusive and prosperous societies. Participation in the democratic life of any community is about more than voting or standing for election, although these are important elements. Participation and active citizenship is about having the right, the means, the space and the opportunity and where necessary the support to participate in and influence decisions and engage in actions and activities so as to contribute to building a better society."</p> <p>Activity 2 (15min)</p> <p>DEMOCRATIC SCHOOLS?</p> <p>Ask learners if they feel they participate in the school policies and if so to identify the spaces of participation. The answers can be drafted in a table that systematize the information debated. Possible answers are below:</p>	

School			
Class	Class Council	School direction	Other
Projects	Inclusion of the class leader opinions/suggestions into the class decisions	Meetings with the school director	...

- Promote the reflection about learner's current levels of participation and how they can make their voices heard.

Activity 3 (15min)

LADDER OF PARTICIPATION

Explain briefly the model of the ladder of children participation (from Roger Hart, adapted to youth context) previously drawn in a flipchart or printed in A3 (see image in Annex 5).

I. Manipulation

Adults use young people to strengthen a cause and pretend that the cause is young person led.

II. Decoration

Young people are used to strengthen a cause, although adults do not pretend that the cause is young person led.

III. Tokenism

Young people appear to be given a voice, but in fact have little or no choice about what they do or how they participate.

IV. Assigned, but informed

Young people are given a specific role and informed about how and why they are being involved.

V. Consulted and informed

Young people are consulted on adult initiated projects. The young people are informed about how their input will be used and the outcomes of the decisions made by adults.

VI. Adult led, decisions are shared with young people

Adults initiate projects but the decision-making is shared with young people.

VII. Young person led and directed

Young people initiate and direct a project. Adult role is supportive as motivator/mentor.

VIII. Young person led, shared decisions with adults

Young people initiate projects and decision-making is shared between young people and adults. These projects empower young people while at the same time enable them to access and learn from the life experience and expertise of adults" (European Minority Social Inclusion, 2016).

- Remember the previous activity "Democratic schools?" and ask learners to identify in which level of the ladder of participation they feel they are engaged in terms of school policies/activities. Ask them to share their ideas and to register in the flipchart the level of participation they would like to be.

Activity 4 (10min)

MY VOICE IS HEARD

Spread in the floor images of each of the below examples of participation in the society. Ask learners to walk around the images and choose the one they feel more related to. Invite them to share their thoughts about the

selected image.

Examples of forms of participation
Signing a petition
Promoting a debate in the school about a specific issue
Acting in a group of Theatre of the Oppressed
Voting
Participating in a Municipal citizens assembly
Joining a political party
Joining a social or sports non-profit organization
Spreading social causes in the social networks
Promoting a flash mob about a specific issue
Writing a letter to a company or to the Government when there is something against Human Rights or other theme
Participating in a pacific public manifestation

Activity 5 (35min)

PARTICIPATORY ASSEMBLY

1. Divide the class into the following 5 groups, each one representing a character, contained in **Annex 6**. Please consider that characters can be changed according to your preference. For example, you can choose a female Mayor and so on.
2. Give each group a card with their character and present the following situation:

“Stephen, Maria, Mario, Susan and Peter were chosen to represent their associations/entities in a Municipality meeting about social local policies. The city mayor announced a program of 50 million euros to promote Social Inclusion. He asked for their opinion about the measures they think should be implemented/reinforced in the Municipality to reach the needs of the most vulnerable groups of the society and which money should be dedicated to each one of those measures.”

3. Ask the groups to think of which measures they would propose to promote Social Inclusion and to identify which amount (from the 50 million) they need for those measures.
4. Invite them, one group at a time, to share their ideas and the money they need, but first they have to present themselves, saying who they are, where they volunteer/work and telling about the challenges they faced (each group chooses a representative).
5. The facilitator resume the ideas in the board or in the flipchart and sum all the proposed values, acting has the city mayor. If the amount is above 50 million euros ask groups to adjust their measures in order to meet the 50 million euros.

Facilitate the debate in order to promote cooperation among all groups and to reach a common conclusion on the main measures and distribution of money. Create the proper atmosphere for the role play putting the tables and the chairs in “U” format, using props, etc.

Promote a reflection about the role-play:

- What did you feel assuming the role of their character?
- Did you make connections with real cases of people you know?

DISCUSSION

Start by asking learners about what happened and how they feel about the activity and then go on to talk about the issues raised and what they learnt.

- *Do you think it is important to participate?*
- *Do you want to participate in a higher level that you are doing nowadays?*

SUGGESTIONS

- **Activity “Ladder of Participation”:**

Complement activity and give each learner stickers with different themes: “Poverty”, “Hunger”, “Health”, and “Inclusion of refugees”, “Environment”, “Gender Equality”, “Human Rights and Peace. Ask them to choose 2 of the themes that are most important for them and invite to place those themes near the step of the ladder they would like to be involved in terms of participation (example: Inclusion of refugees – step number 7). Share thoughts and opinions.

REFERENCES

- European Charter on the Participation of Young People in Local and Regional Life (2003) (available in <https://www.salto-youth.net/downloads/4-17-1510/Revised%20European%20Charter%20on%20the%20Participation%20of%20YP.pdf>)
- European Minority Social Inclusion (2016) (available in https://minorityinclusion.files.wordpress.com/2016/02/roger-hart_s-ladder-of-young-people_s-participation.pdf)



9 MULTIMEDIA RESOURCES

There are seven PowerPoint presentations, one per chapter, to support teachers during the implementation. These resources are available at the SOCI@LL hub (<https://lab-social.eu/>).



SOCI@LL
whole school social labs

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