



HUMANISM CENTRED EDUCATION FOR A PEACEFUL EUROPE



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# Humanism centered Education for a Peaceful Europe

## Social Science Booklet

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<b>Topic</b>	Social Work -Action Kilo
<b>Subjects</b>	Religious Instruction, History and Political Science
<b>Target Groups</b>	6 <sup>th</sup> to 9 <sup>th</sup> graders
<b>Competences</b>	to get to know voluntary work developing communicative competences
<b>Values transmitted</b>	Respect Empathy
<b>Preparation</b>	Meeting with the representatives of a charity Preparing a donation campaign Informing the supermarkets and getting their assent. Getting the parents' consent, that their children collect donations
<b>Description</b>	Pupils are informed about the living conditions of refugees and unemployed people. Then the teacher explains the task of collecting donations at the exits of supermarkets. They ask shoppers to spare some of their shopping like desperately needed food and hygienic articles. These donations are then publicly given to the charity
<b>Evaluation</b>	In the post lessons the pupils discuss their experiences with shoppers and discuss the effectivity of the campaign. They give feedback about their feelings during the activity.
<b>References</b>	<a href="http://www.brgwels.at">www.brgwels.at</a> , <a href="http://ooe.youngcaritas.at/">http://ooe.youngcaritas.at/</a>
<b>Image</b> © BRG Wels	


<b>Topic</b>	Voluntary Work – Helping is Cool
<b>Subjects</b>	History and Political Science, Geography and Economics
<b>Target Groups</b>	8 <sup>th</sup> grade
<b>Competences</b>	Avoiding fire risks by training the pupils different competences Steps to be takes in case of fire
<b>Values transmitted</b>	awareness
<b>Preparation</b>	Meeting with the local fire brigade, setting up a schedule of 12 lessons, information for parents, application of pupils, lessons held at the local fire station and at school
<b>Description</b>	In this course held by experts of the Fire Brigade the pupils get information on <ul style="list-style-type: none"> <li>- Fire classes</li> <li>- Getting to know the equipment</li> <li>- How to extinguish fires of different classes (wood, oil, chemicals,)</li> <li>- Avoiding fire risks</li> <li>- Alarming system</li> <li>- Saving people</li> <li>- Taking the exam of the fire brigade</li> </ul>
<b>Evaluation</b>	Awarding the certificates of the Fire Brigade, which enable the pupils to be a fire security instructor in small units
<b>References</b>	<a href="http://www.brgwels.at">www.brgwels.at</a>
<b>Image ©brgwels</b>	

<b>Topic</b>	Democracy and Parliamentary Representation
<b>Subjects</b>	History and Political Science
<b>Target Groups</b>	9 <sup>th</sup> grade
<b>Competences</b>	doing research on political and social topics acquiring communication skills learning about internet security to develop sensible questions techniques to react fast to political to political statements of the different party representatives
<b>Values transmitted</b>	Equality Human rights
<b>Preparation</b>	Establish contact to the parliament, or the city council
<b>Description</b>	Once the teacher has registered a session with the representatives of the Austrian parliament the 9 <sup>th</sup> graders spend two lessons doing research on the set topic and they develop critical, sensible questions to ask the representatives. In the online session they ask their questions and get answers from all representatives present at the live chat. Pupils are allowed to enter a short discussion with each member of parliament. After the session a protocol is published by the Austrian parliament.
<b>Evaluation</b>	In the post lesson pupils evaluate their experiences with the politicians and design a poster on the different views of the political parties on a certain topic
<b>References</b>	<a href="https://www.demokratiewebstatt.at/thema/schule-und-demokratie">https://www.demokratiewebstatt.at/thema/schule-und-demokratie</a>
<b>Image</b> ©BRG Wels	 A photograph showing three male students in a classroom setting. They are gathered around a desk, looking at a computer monitor. The student in the center is wearing a green hoodie with 'MEST' and 'ATHLETIC DEPT' printed on it and is typing on the keyboard. The student on the left is wearing a black hoodie and is looking at the screen. The student on the right is wearing a blue hoodie and is also looking at the screen. There is a mouse and a water bottle on the desk.



<b>Topic</b>	Teaching 20 <sup>th</sup> century history – Time Witnesses
<b>Subjects</b>	History and Social Science
<b>Target Groups</b>	8th to 12 <sup>th</sup> grade
<b>Competences</b>	Strengthening listening competences Discussion competences
<b>Values transmitted</b>	Tolerance Respect
<b>Preparation</b>	Contact time witnesses and organizations offering information on the atrocities of the 2 <sup>nd</sup> World War
<b>Description</b>	Time witnesses are always people of advanced age. Pupils do not only learn about the 1940s and 1950s, but also how a task keeps you active in old age. Pupils hear stories of neighbors of NAZI concentration camps and of relatives of victims
<b>Evaluation</b>	In the post lesson pupils give feedback and discuss their feelings and their findings
<b>References</b>	<b>Hasenjagd</b> -movie about Russian soldiers escaping Mauthausen concentration camp
<b>Images</b> ©BRGWels	


<b>Topic</b>	Respect for the older generation
<b>Subjects</b>	Mother tongue
<b>Target Groups</b>	7 <sup>th</sup> grade
<b>Competences</b>	Reading competences various texts in the mother tongue Rhetoric and communication competences Understanding the needs of old age Taking responsibility
<b>Values transmitted</b>	Respect
<b>Preparation</b>	Two teachers for the same lesson, one teacher does classroom activities the other teacher pulls out eight pupils and goes to the home for senior citizens and does the programme there. Every week another group of pupils spends time at the home for senior citizens.
<b>Description</b>	Pupils in grade 7 prepare texts in their mother tongue language lessons. Regularly eight pupils spend one lesson a week at the neighboring home for retired citizens. They read from newspapers and books and then discuss the texts with the senior citizens. In the discussions they learn about communication – about clear and loud pronunciation, about repetitions and they train fluent conversation.
<b>Evaluation</b>	Participants report that the relaxing atmosphere helps to create understanding for the problems and interests of the generations
<b>References</b>	
<b>Image</b> ©BRG Wels	

<b>Topic</b>	Respect and Tolerance – peer mediation
<b>Subjects</b>	Mother tongue, psychology, religious instruction
<b>Target Groups</b>	9 <sup>th</sup> grade
<b>Competences</b>	learn about mediation learn to take responsibility for younger pupils learn time management
<b>Values transmitted</b>	Respect Tolerance Empathy
<b>Preparation</b>	One specially trained teacher is responsible to train the 9 <sup>th</sup> graders in mediation. The teacher keeps a record, who is responsible for which group of 5 <sup>th</sup> graders. If serious problems are reported the teacher informs the class-teacher-conference.
<b>Description</b>	The 9 <sup>th</sup> graders attend a 4 -lesson course on mediation. Then they form pairs and are responsible for a group of 5 <sup>th</sup> graders, who are new to BRG Wels Wallererstraße. They introduce themselves to the younger pupils and meet with them at least once a week. One task is to show the young ones around, that they develop orientation in school faster. Then they help the pupils when they have any kind of problem and they inform the young pupils about their rights.
<b>Evaluation</b>	Tutoring and peer learning helps to form a social entity
<b>References</b>	<a href="http://www.oezeps.at/a3066.html">http://www.oezeps.at/a3066.html</a>
<b>Image</b> ©brgwels	




<b>Topic</b>	Law and Justice
<b>Subjects</b>	History and Political Science
<b>Target Groups</b>	9 <sup>th</sup> grade
<b>Competences</b>	to do research on law and justice in your mother country to evaluate laws and their aims to develop sensible strategies to question and evaluate laws to get insight into various law systems
<b>Values transmitted</b>	Respect
<b>Preparation</b>	Choose suitable unit from the schoolbook Let the pupils do research on the internet Excursion to a court case in which the public is allowed
<b>Description</b>	Hammurabi Codex in contrast to the modern justice system Tasks: Comment on the codex concentrating on crimes against life and health and property and compare the degree of penalty or sentences Discuss and compare the modern law with its presumption of innocence (with its rejection of death penalty and corporal punishment) the codex Discuss the sense of sentences as deterrent in contrast to social readjustment,
<b>Evaluation</b>	Pupils prepare a poster contrasting the lex hammurapi with the local laws
<b>References</b>	<a href="https://de.wikipedia.org/wiki/Codex_Hammurapi">https://de.wikipedia.org/wiki/Codex_Hammurapi</a>
<b>Pupil's Experience</b>	‘Zwischendurch und danach, hatten wir das Privileg, eine Konversation mit einem Richter und sogar kurzfristig mit dem anwesenden Staatsanwalt, der übrigens Absolvent des BRG Wels Wallererstraße ist, zu führen.’ We had the privilege to have a conversation with the responsible judge and the prosecutor, who once attended BRG Wels Walererstraße` Johannes Zaussinger




<b>Topic</b>	Teaching History of the 20 <sup>th</sup> century
<b>Subjects</b>	History and Political Science
<b>Target Groups</b>	8th grade
<b>Competences</b>	to get insight into political developments which enabled the regime to commit those atrocities to listen and reflect on experts' talks
<b>Values transmitted</b>	Respect
<b>Preparation</b>	Organize an excursion to a place of remembrance The teacher registers his class for a guided tour and informs them about the topic.
<b>Description</b>	By visiting the concentration camp, the pupils get aware of the circumstances which led to the horrible events during the 2 <sup>nd</sup> World War. By listening to the experts and by seeing artefacts the pupils learn about the different groups which were made outcasts by the NAZIs.
<b>Evaluation</b>	They get the task to write a report about their visit after returning to school and give feedback to the teacher
<b>References</b>	<a href="https://www.mauthausen-memorial.org/">https://www.mauthausen-memorial.org/</a>
<b>Image</b> ©BRGWels	




<b>Topic</b>	Architecture and History
<b>Subjects</b>	Art and Design, History
<b>Target Groups</b>	6 <sup>th</sup> to 9 <sup>th</sup> grade
<b>Competences</b>	to recognize signs of history in towns to develop sensitivity when walking a town and identify signs of history to differentiate various periods in art, architecture and history
<b>Values transmitted</b>	Sensitivity Respect
<b>Preparation</b>	Prepare a quiz about a town you visit and the pupils get sheets to jot down the answers while walking
<b>Description</b>	The pupils visit a historic town and they get a sheet with questions and some pictures. Then they must walk around the town in groups and find all the answers to the questions. By completing the questionnaire, they find out about various historic periods, about historic personalities and about art epochs.
<b>Evaluation</b>	Pupils gain a lot of practical insight into curricular topics
<b>References</b>	<a href="http://www.brgwels.at">www.brgwels.at</a>
<b>Image</b> ©brgwels	

<b>Topic</b>	Differently abled people
<b>Subjects</b>	Religious Instruction, History and Political Science
<b>Target Groups</b>	6 <sup>th</sup> to 9 <sup>th</sup> graders
<b>Competences</b>	Getting insight into difficulties differently abled people must face Problem solving competences – by finding out what is needed to make differently abled people's lives easier.
<b>Values transmitted</b>	Tolerance, respect, empathy
<b>Preparation</b>	Wheelchairs, eye masks, material for experiencing how blind, hearing impaired and paralyzed people experience their surroundings.
<b>Description</b>	<p>Pupils are organized in groups.</p> <p>Group A must put on the masks and find their way in the surrounding of the school</p> <p>Group B must help them to find their orientation</p> <p>Next, they describe their feelings and experiences during the exercise. Then they write down a list together, which things they find most important to make blind people's lives better.</p> <p>Then exercises with a wheelchair are done. All pupils must manage a pacour with normal obstacles one would find in buildings or on the roads.</p> <p>Then the pupils discuss their experiences and write a list about their findings and ideas.</p> <p>A similar thing is done for experiencing problems of deaf people.</p>
<b>Evaluation</b>	Experience helps with understanding
<b>References</b>	<a href="http://www.brgwels.at">www.brgwels.at</a> , <a href="http://ooe.youngcaritas.at/">http://ooe.youngcaritas.at/</a>
<b>Image</b> © BRG Wels	



<b>Topic</b>	Democracy
<b>Subjects</b>	History and Political Science
<b>Target Groups</b>	10 <sup>th</sup> grade
<b>Competences</b>	fostering communication skills gaining knowledge about parliamentary work
<b>Values transmitted</b>	Justice, Respect
<b>Preparation</b>	Organizing an excursion to a regional or national parliament
<b>Description</b>	Pupils take part in a three hours workshop in the national parliament, learning about the history of the republic, about the Austrian law system and acting out an own debate on topics as smoking, internet security or the educational system.
<b>Evaluation</b>	Pupils get firsthand experience and develop an interest in parliamentary discussion and in diplomacy
<b>References</b>	<a href="https://www.parlament.gv.at/GEBF/FUEHRUNGEN/FuehrungenSchulklassen/">https://www.parlament.gv.at/GEBF/FUEHRUNGEN/FuehrungenSchulklassen/</a>
<b>Images ©brgwels</b>	



<b>Topic</b>	European Union
<b>Subjects</b>	History and Political Science, Geography and Economics
<b>Target Groups</b>	9th grade
<b>Competences</b>	Experiencing stress situations, testing the knowledge about the European Union
<b>Values transmitted</b>	Competitiveness Respect for achievements
<b>Preparation</b>	8 lessons preparation course for the national quiz event
<b>Description</b>	In the preparation course pupils learn and revise knowledge about the history and institutions of the European Union
<b>Evaluation</b>	
<b>References</b>	<a href="http://www.historiana.eu">www.historiana.eu</a> , <a href="http://europa.eu/teachers-corner/home_en">http://europa.eu/teachers-corner/home_en</a>
<b>Images</b> ©brgwels	



<b>Topic</b>	Humanism – Moral Freedom
<b>Subjects</b>	Ehtics, Philosophy
<b>Target Groups</b>	10 <sup>th</sup> grade
<b>Competences</b>	Exploring the moral principles developed by philosophy that explains the issues of debt, freedom, escape from freedom, freedom of will, a free choice, freedom as a verdict, humanism, tolerance. Demonstrate the continued importance of these ethical principles. Turning these values into a part of the students' everyday culture
<b>Values transmitted</b>	Morality and Tolerance
<b>Preparation</b>	Preparation of a presentation for students to gain new knowledge through a lecture, dialogue, questions, discussion, individual answers, examples from history and everyday life
<b>Description</b>	<p>Group work: students discuss issues concerning debt and freedom to explain humanism and tolerance well, the issues concerning <b>existentialism</b> and <b>freedom</b> as a verdict are explained. Clarifying the notion of "humanism" and the development of humanism in human history - the idea of humanism from the late antiquity - AullyGellie, then in the Enlightenment - <a href="#">Pico della Mirandola - Encyclopaedia Herder</a> with his Speech on the Dignity of Man.</p> <p>And today humanism is understood to mean the general human nature, the general affiliation to the human race, which is demonstrated as a love for man. Clarifying the notion of "tolerance" - a high degree of tolerance, based on the preconditions for equality of people and their freedom. The belief in the universality of mankind is based on two fundamental principles in the new European thinking: freedom and equality.</p> <p>Students need to understand and assimilate the principle: "By showing patience and tolerance to the Other, I can and I have the right to rely on such actions to myself and others who are different who are not like me."</p> <p>The theory work is worked out for the first class</p> <p>For the second class, students are divided into three working groups with their own tasks:</p> <p>1<sup>st</sup> group - to prepare a debate: "If human life is a high value, is the death penalty humane?"</p> <p>2<sup>nd</sup> group: To create a video clip showing how in time the residents of Sofia have demonstrated their religious tolerance through the temples of Judaism, Islam, Orthodoxy and Catholicism, rising close to each other in the center of the city.</p> <p>3<sup>rd</sup> group: To prepare a presentation with documentaries showing how Bulgaria has managed to protect the Bulgarian Jews and has not allowed anyone to be sent to a controversial camp during the Second World War.</p>
<b>Evaluation</b>	<p>Students develop the ability to:</p> <ol style="list-style-type: none"> <li>1. Explain the debt-freedom relationship</li> <li>2. Distinguish levels of moral development through the leading motives of moral choice</li> </ol>



	3. Examine the attitude of freedom - responsibility both in the behavior of people and in a situation of personal choice.
<b>References</b>	<a href="https://youtu.be/bZiWZJgJT7I">https://youtu.be/bZiWZJgJT7I</a>
	Second English Language School Sofia, Bulgarien



<b>Topic</b>	Impact of World War II on Germany
<b>Subjects</b>	History
<b>Target Groups</b>	11 <sup>th</sup> grade
<b>Competences</b>	<p>To develop an interest in and enthusiasm for learning about the consequences of WWII on Germany</p> <p>To explore the historical concept such as contrast cause and consequence</p> <p>To learn how to present clear, logical arguments</p>
<b>Values transmitted</b>	<p><b>Empathy and tolerance</b></p> <p>This lesson addresses some of the political, social, and economic conditions of Germany</p> <p>What in the end of the war German citizens were left in a state of physical, economic, and psychological ruin</p>
<b>Preparation</b>	<p><b>Warm up – extract from witnesses</b></p> <p><b>Impressions of an American woman, 1933</b></p> <p>“My first impressions were- if there was poverty, I confess I didn’t see it. It was Haven and everywhere you went - music, time of prosperity...</p> <p>Hitler’s Nazi has promised national Revival and they have enormous popular support.</p> <p>A stranger on the street told me “Hitler is my mother and my father. He will save me from all harm. We have every reason to be thankful”. Before Hitler Germany was in deep economic depression; unemployment stood up to 7 million; Democracy – but too many parties had spelt the vote, governments were weak and unable to solve the crisis. Hitler offered dictatorship – all power in the hands of one man. Germany was quick to accept Hitler’s terms and what was achieved was pretty impressive”</p> <p><b>A British soldier, 1945</b></p> <p>“Bloody Germans!</p> <p>We smashed the towns, link between towns, factories.</p> <p>The links between people were smashed too – people were looking for food, searching, looking for their homes, looking for each other. The German army was defeated; there was not resistance to the Alliance.</p> <p>Blood, horror - place and time meant nothing in Germany. It was like an Armageddon, the feeling of The Last Judgment.”</p> <p><b>Students are asked to pay attention to the nationality, sex, time and historical background of the witnesses.</b></p>
<b>Description</b>	<p>Teacher reads two short texts – extracts from witnesses</p> <p>Students express their thoughts and emotions. Whole class activity.</p> <p>Teacher explains the main changes in German society during the war period (1942-1945)</p>

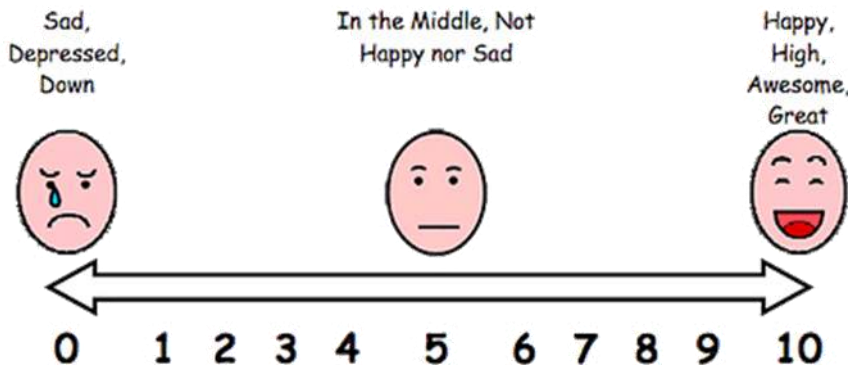




	<p>Students are asked to take notes on the terms – total war (the conversion to war economy), opposition and the Final Solution. Whole class activity.</p> <p>Teacher asks students to make a mind map of their suggestion on the topic - How significant was the war of 1939 – 1945 in changing life in Nazi Germany?</p> <p>Students express their ideas. They can use any available materials – textbooks, notebooks, Internet resources</p> <p>Peer Work</p> <p>Students start writing an essay on the topic. Students' communication is set up.</p>
<b>Evaluation</b>	<p>During the intense period from 1933 to 1945 Germany was a battlefield of illusions, hopes and enormous suffering that will change the history of one nation and the whole world forever.</p> <p>Students <b>demonstrate</b> and <b>select</b> and <b>develop</b> relevant and accurate contextual knowledge</p> <p>Students <b>select</b> a wide range of <b>relevant information</b> which is well organized.</p> <p>Students <b>demonstrate understanding</b> of the significance of the key features, reasons, results of changes of society, events, beliefs, people and situations studied.</p> <p>Students produce <b>conclusions</b> entirely consistent with the rest of answers and effectively support.</p>
<b>References</b>	<a href="http://ecosensing.org/wp-content/uploads/2015/11/Understanding-by-Design-Expanded-2nd-Edition.pdf">http://ecosensing.org/wp-content/uploads/2015/11/Understanding-by-Design-Expanded-2nd-Edition.pdf</a>
<b>Images</b>	Second English Language School Sofia, Bulgaria



<b>Topic</b>	Human Relationships
<b>Subjects</b>	History and Social Science, Civic Education
<b>Target Groups</b>	8 <sup>th</sup> grade
<b>Competences</b>	Enriching, systematizing and strengthening students' knowledge of relationships to others: Friendship and partnership; To solve problematic situations; Laying the base of assertive behavior, Rights and Obligations.
<b>Values transmitted</b>	Respect
<b>Preparation</b>	Through social learning students will examine the problems of the modern world; to do their own research; to find and study ways and methods of solving social problems. They focus on problems that are important to them. The work is voluminous and responsible, and they work in groups of 2 up to 4 people. The teacher prepared a conflict test levels.
<b>Description</b>	<p>Exercise: "Mood Scale" The participants are given white sheets of paper and colored pencils as they are required to draw their mood at the moment, for example, in the form of clouds, sun, rain, icons etc. Then the paintings will be collected by teacher, get mixed and the teacher gives each one a picture asking to say what the mood of this artist is.</p> <p>The teacher explains the notion of "conflict", types of conflicts, possible causes of conflicts, analysis of ways to solve conflicts, ways to avoid and overcome conflicts, determine the level of conflict.</p> <p>Practical task:</p> <p>The teacher divides the class into two subgroups, assigning them a task to think on formulating two conflicts.</p> <p>The conflict: The headmaster of the school has decided to ban school excursions, because of the budget cuts. One of the group agrees the decision, but the other group doesn't. The two groups need to find a relevant decision and set up an appointment with the headmaster knowing their rights and obligations.</p> <p>Steps to resolve the conflict:</p> <ol style="list-style-type: none"> <li>1. Identifying the hidden and obvious causes of the conflict. What is the subject of disagreement?</li> <li>2. Defining the interests and wishes of the conflicting.</li> <li>3. Understanding the arguments, interests of the opponent. Keep a positive attitude towards the opponent.</li> <li>4. Differentiating emotions from the problem itself</li> <li>5. Requests for a reasonable and fair solution to the problem by taking into account the legitimate rights and interests of both parties.</li> </ol> <p>Finalizing the task:</p> <ul style="list-style-type: none"> <li>-Small Talk/ Discussion</li> <li>-What did you learn?</li> </ul>

	- Reflection
<b>Evaluation</b>	<p>Conflict level test:</p> <p>The teacher hands out a questionnaire with 14 questions about communication and common conflict situations prepared beforehand. The students are asked to get to know each question and to decide which of the three answers best fit them. Taking the tests, the students realize how well they can solve conflict situations.</p>
<b>References</b>	<a href="http://academic.engr.arizona.edu/vjohnson/ConflictManagementquestionnaire/ConflictManagementQuestionnaire.asp">http://academic.engr.arizona.edu/vjohnson/ConflictManagementquestionnaire/ConflictManagementQuestionnaire.asp</a>
<b>Images</b> ©Second Language School, Bulgaria	<p><b>Mood Scale: How Are You Feeling?</b></p> 



<b>Topic</b>	Interpreting Poems – Love Poem
<b>Subjects</b>	English Language B2
<b>Target Groups</b>	10 <sup>th</sup> grade
<b>Competences</b>	To encourage students to collaborate in a group project. To develop students' creative writing skills To show students that creative writing can be fun.
<b>Values transmitted</b>	Empathy and Love
<b>Preparation</b>	<p><b>Materials:</b> An audio recording of a song and a picture of animals chosen from Internet or a specific source.</p> <p>In this lesson students will collaborate in a creative writing tasks they experience some human valuable feelings such as: love, responsibility, tolerance, equality and empathy. First, they will listen to a song and write down words and phrases they hear. Then they will work in groups to write a poem, following some simple guidelines and using their collective words and phrases as a starting point. The learners will write a love poem that is the purpose. This technique removes common reservations that some learners have about writing poetry. Learners will read their poems at the end of the lesson.</p>
<b>Description</b>	<p>Choose an English song. Songs that work well are those which are difficult to understand; some ballades songs for example. The learners have to listen carefully to identify single words or phrases. It is a good idea to choose a song that is 'above' the level of your learners' listening skills. Tell learners that they have to listen to the song and write down words and phrases</p> <p>Write the words <b>'take captive' and 'naff'</b> on the board and ask learners if they know what the words mean. If no one knows, ask for a volunteer to look the words up in a dictionary and to tell the rest of the class. Ask if there is an equivalent word in their own language(s). Ask what kind of things can <b>take captive or naff</b>. It is important that learners fully understand the terms. Explain to learners that they are going to work in groups to write a <b>love poem</b>. They are going to use the words and phrases they wrote from the song. Reassure learners by telling them that the only* rule for the poem is that it has to <b>take captive or naff</b>. *The poem doesn't need a specific number of lines, there are no rules about rhyming, learners can use as many or as few of their collected words as they like, etc.</p> <p>Put learners into small groups to write their poems. Monitor students as they speak and encourage them to share their ideas. Learners should write their rough draft and then check it, edit it and produce a final draft. It is useful to tell learners how much time they have for this stage according the time you have. Invite a volunteer from each group to read their poem for the rest of the class. Praise</p>






	their efforts and especially the 'corniness' of the poems.
<b>Evaluation</b>	Make a classroom display of the poems. Evaluate the most reasonable and affectionate works Students will be very motivated that their work is awarded
<b>References</b>	<a href="http://www.cambridgeenglish.org/learning-english/free-resources/write-and-improve/">http://www.cambridgeenglish.org/learning-english/free-resources/write-and-improve/</a> From the image you choose the students can create poems of equality; empathy; tolerance and world respect regarding students' view point.
<b>Images</b>	Second Language School, Bulgaria



<b>Topic</b>	World War II, Anne Frank, digital learning
<b>Subjects</b>	History
<b>Target Groups</b>	9 <sup>th</sup> grade
<b>Competences</b>	The students learn to work with original material, to read original sources and draw important information out of it.
<b>Values transmitted</b>	The students learn empathy for persecuted people. They learn that morality and rightfulness cannot be taken for granted, lest it can be taken away.
<b>Preparation</b>	Anne Frank is a Jewish girl who hid from the Nazis in World War II but finally got caught and murdered in a concentration camp. Before this lesson the history of the Second World War must be dealt with. The students must know the incidents that led to the war and, the Nazi-ideology and the persecution of millions of people the Nazis considered unfit for life. To know something about the life of Anne Frank the teacher. This can be done by a short biography or by the reading of Anne Frank's famous diary.
<b>Description</b>	<p><a href="http://www.annefrank.org/en/Subsites/Home/">http://www.annefrank.org/en/Subsites/Home/</a> is a Website with much background material about Anne Frank. There are numerous opportunities to deepen the knowledge about Anne and her life in her hiding place. You can get information of the people who lived with her and helped her. You can even make a virtual tour around the house. One possibility of a virtual lesson:</p> <ul style="list-style-type: none"> <li>- letting the students get an impression of Anne's hidings place. They take a virtual tour around the "Secret Annex", the place where Anna and many others hid for two years until they got caught. (Link below, under references "1")</li> <li>The students make a mind map of the people that where connected to Anne. relatives, friends, helpers and enemies. (Link below, under references "2")</li> <li>- The students find out about the outcome. There are several movie files that show what happened to Anne and her relatives. The students can choose and present the results. (Link below, under references "3")</li> </ul>
<b>Evaluation</b>	<p>Depending on the learners' group. You can watch one of the many biography movies about Anne Frank. Because of the heavy emotional impact of that topic, the teacher has to monitor the students closely and support them.</p> <p>Discussing the topic, you can make roleplays imagining that you are stuck in a small apartment with many people not knowing if it's safe outside or if going outside means certain death.</p>
<b>References</b>	<p><a href="http://www.annefrank.org/en/Subsites/Home/">http://www.annefrank.org/en/Subsites/Home/</a></p> <p>1- <a href="http://www.annefrank.org/en/Subsites/Home/Enter-the-3D-house/">http://www.annefrank.org/en/Subsites/Home/Enter-the-3D-house/</a></p> <p>2 - <a href="http://www.annefrank.org/en/Subsites/Home/Inhabitants/">http://www.annefrank.org/en/Subsites/Home/Inhabitants/</a></p> <p>3- <a href="http://www.annefrank.org/en/Subsites/Home/The-outcome/">http://www.annefrank.org/en/Subsites/Home/The-outcome/</a></p>
<b>Images</b>	Käthe-Kollwitz-Schule Langenselbold, Germany



<b>Topic</b>	English Cultural Studies
<b>Subjects</b>	English Language
<b>Target Groups</b>	10 <sup>th</sup> grade
<b>Competences</b>	Getting to know general information about the country- India Working with the film "Slumdog Millionaire" Developing awareness for cultural and social differences
<b>Values transmitted</b>	Empathy towards uneducated homeless children facing poverty and violence, working hard to survive.
<b>Preparation</b>	Watching Movie "Slumdog Millionaire", 2008, directed by Danny Boyle
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Brainstorming activity: what do you know about India?</li> <li>2. India: Geography and History</li> <li>3. Indian society: <ul style="list-style-type: none"> <li>• Caste system</li> <li>• Family life</li> <li>• Religion</li> <li>• Street children living in the slums, child labour</li> </ul> </li> <li>4. Film screening "Slumdog Millionaire". The students should pay attention to the plot, the characters, the image of India</li> <li>5. Discussion: general feedback on the movie and main topics.</li> <li>6. Group work about specific topics: <ul style="list-style-type: none"> <li>• Characters</li> <li>• The city of Mumbai</li> <li>• Life in the slum</li> <li>• Indian English</li> <li>• Tourism in India</li> <li>• Child labour in India ...</li> </ul> </li> </ol> <p>Each group will prepare a presentation with questions for a quiz that will be played after all the presentations have been hold.</p> <ol style="list-style-type: none"> <li>7. answer the quizz questions.</li> <li>8. Quiz</li> </ol>
<b>Evaluation</b>	<ol style="list-style-type: none"> <li>1. Evaluation of the group work.</li> <li>2. Creative writing: <ul style="list-style-type: none"> <li>• Poverty in India</li> <li>• Create a commercial persuading people to help against poverty in India</li> <li>• What are your impressions about India? Have they differed to the ideas about the country you had before seeing the movie?</li> <li>• Compare the fate of Indian children and your own....</li> </ul> </li> </ol>
<b>References</b>	
<b>Images</b>	Käthe-Kollwitz-Schule Langenselbold, Germany

<b>Topic</b>	Refugees and Asylum Seekers
<b>Subjects</b>	Religious Instruction, History and Political Science
<b>Target Groups</b>	6 <sup>th</sup> to 9 <sup>th</sup> graders
<b>Competences</b>	Understanding push and pull factors for migration Developing tolerance, developing geographical, climatic and social insight into problems
<b>Values transmitted</b>	Tolerance
<b>Preparation</b>	Texts on motivation why people migrate,
<b>Description</b>	<p>Pupils are organized in groups. They get different stories of flight and looking for asylum. They analyze the reasons, why people leave their home. On a map they mark the routes of the refugees. Then they talk about the pull factors.</p> <p>Questions asked are: How many people look for safety in Europe? Where do the asylum seekers come from? When are asylum seekers allowed to fetch their families? Why are there more young men than women looking for asylum? What is done for unaccompanied young refugees?</p>
<b>Evaluation</b>	Writing an essay on the topic or a giving a public talk
<b>References</b>	<a href="http://www.brgwels.at">www.brgwels.at</a> , <a href="http://ooe.youngcaritas.at/">http://ooe.youngcaritas.at/</a>
<b>Image</b> © BRG Wels	





<b>Topic</b>	Living with refugees, learning and profiting from each other
<b>Subjects</b>	Politics, Ethics
<b>Target Groups</b>	7 <sup>th</sup> to 9 <sup>th</sup> grade
<b>Competences</b>	Students should: develop interest for the topic of living in a multicultural society; learn to be critical and have an independent opinion about political matters;
<b>Values transmitted</b>	Empathy, understanding for other ways of living, acceptance of foreigners, fight against racism
<b>Preparation</b>	Poster: Your Jesus: Jewish / your car: Japanese / your pizza: Italian / your democracy: Greek / your coffee: Brazilian / your holiday: Turkish / your figures: Arabic / your alphabet: Latin / and your neighbor only a foreigner? World map
<b>Description</b>	<ol style="list-style-type: none"><li>1. After seeing the poster: discussion.</li><li>2. Foreigners and foreign things belonging to everyday life: students should think and make notes about the origin of things they eat, wear, use, and people they meet. Results are presented in the class and discussed.</li><li>3. How would it be if ...?<ul style="list-style-type: none"><li>• Discussions: What kind of jobs do foreigners have?</li><li>• Think and makes notes in small groups: How would our society look like if all foreigners had to leave our country?</li><li>• Write a report describing a normal day without foreigners.</li></ul></li><li>4. Research: History of immigration in the world, our country, our town.</li><li>5. Use a world map to show where do refugees living in our country come from?</li><li>6. What are the reasons why people must leave their countries?</li><li>7. Under which conditions are they allowed to stay in our country?</li><li>8. What kind of difficulties do they gave to face?</li></ol>
<b>Evaluation</b>	Role play in groups of 4 students: You tell your family that a new student coming from Nigeria will arrive in your class next Monday.
<b>References</b>	
<b>Images</b>	Käthe-Kollwitz-Schule Langenselbold, Germany




<b>Topic</b>	Africa a continent in crisis
<b>Subjects</b>	Geography and History
<b>Target Groups</b>	9 <sup>th</sup> grade
<b>Competences</b>	The students get an insight in the raging crises of Africa and And feel empathic for the suffering and learn about historic responsibilities
<b>Values transmitted</b>	Responsibility, Empathy
<b>Preparation</b>	This is the introduction to an interdisciplinary section about Africa. Dealing with a whole continent in its entity is not possible when you only focus on one aspect and subject. The topic Africa is fit to speak about the European history of the 18 <sup>th</sup> , 19 <sup>th</sup> and early 20 <sup>th</sup> century. It shows the historical responsibility of Europe for the African continent. It gets clear that the actions and policy of the European states determined the fate of many African countries. Exploiting it for resources and manpower Africa did not have the chance to build up a politically functional society until way into the 20 <sup>th</sup> century. It was European countries that took the African land for granted and claimed it. The European economy could flourish whereas Africa was starving... and still is. Learning about the crises of Africa makes the students more alert of history and responsibility. They understand that history does not exist in isolated bubbles but that it is a chain of cause and consequence. The greed if the Europeans not only made Africa its poor puppet but also led straight into World War I. The borders of Africa, drawn on drawing board, are the source of many conflicts between ethnic minorities until now.
<b>Description</b>	Teacher shows headlines about different crises in Africa. Students guess about the connection and finally find out that there can be made three sections. Teacher shows table with the ten poorest countries in the world. Students realize that 9 of them are in Africa. Teacher shows the average income in Europe to have a standard. Teacher: The biggest problem of poverty is that it pulls people into a vicious circle. On the blackboard you can see the steps of that circle but not in the right order. Students must do that.
<b>Evaluation</b>	
<b>References</b>	<a href="https://data.worldbank.org/region/least-developed-countries:-un-classification">https://data.worldbank.org/region/least-developed-countries:-un-classification</a>
<b>Images</b>	Käthe-Kollwitz-Schule Langenselbold, Germany



<b>Topic</b>	Fundraiser Haiti – Schools for Haiti
<b>Subjects</b>	Geography, History, Religious instruction, Ethics
<b>Target Groups</b>	All grades
<b>Competences</b>	Getting to know general information about the country Developing awareness for cultural and social differences Raising awareness of social responsibility Encouraging youth to reflect on their own privileged position in the globalized world Fostering democratic participation in local and global communities
<b>Values transmitted</b>	Empathy for less privileged children Democratic values
<b>Preparation</b>	General information about the country: geography, history, economic situation, climate ... ( <a href="https://www.britannica.com/place/Haiti">https://www.britannica.com/place/Haiti</a> ) Videos about living conditions of Haitian children (YouTube) Access to Internet
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Brainstorming activity: what do you know about Haiti?</li> <li>2. Group work about specific topics: <ul style="list-style-type: none"> <li>• Geography</li> <li>• Climate</li> <li>• Natural disasters</li> <li>• History</li> <li>• Population and condition of living</li> <li>• Street children</li> <li>• Importance of education for Haitian children</li> </ul> </li> <li>3. Each group will prepare a presentation to inform the school community</li> </ol>
<b>Evaluation</b>	Reflection about the best ways to help the Haitian people Fundraiser actions will be planned by the students: selling of artworks, sport event, selling of food... A donation will be done to a NGO of their choice Whenever a disaster hits one can use this lesson
<b>References</b>	<a href="https://www.britannica.com/place/Haiti">https://www.britannica.com/place/Haiti</a>
<b>Images</b>	Käthe-Kollwitz-Schule Langenselbold, Germany




<b>Topic</b>	Fake News
<b>Subjects</b>	Political Science, Social Science, History
<b>Target Groups</b>	9 <sup>th</sup> grade and older
<b>Competences</b>	competence in social media learning to critically reflect on news recognizing fake news
<b>Values transmitted</b>	making up your mind learning that “news” can be faked in order to create a desired opinion
<b>Preparation</b>	teacher provides current examples of fake news. - e.g. printing examples of fake news as shown on Facebook. Preparing a discussion on the topic. Printing out the comments on the posting. - providing news item with opposite statement/conclusion
<b>Description</b>	This lesson can be designed according to the needs of the students and their knowledge. - Students are confronted with different examples of fake news (not knowing that they are false). They discuss about it. - Students are confronted with news items that provide the opposite opinion (if possible, the teacher should look for current news items) - In small groups or in pairs the students work on pairs of news items and discuss about the effect these items would have on the reader. Some groups present their results. The students find out that opposite news items create the opposite effect. - students and teacher discuss about the goals people could have to create fake news. - teacher and students look for possibilities to unmask fake news, e.g. doing research on the Internet. Students take pairs of news items (one correct, one fake) and find out which is correct. students can create fake news on their own. This can be made as a competition: Students present news items, some of which are fake. The student who manages to find out most fake news items wins. - students look for fake news items on social media sites (e.g. Facebook,...)
<b>Evaluation</b>	Digital education
<b>References</b>	
<b>Images</b>	Käthe-Kollwitz-Schule Langenselbold, Germany

<b>Topic</b>	Discovering German Culture
<b>Subjects</b>	All subjects
<b>Target Groups</b>	Refugees and migrants in classes
<b>Competences</b>	Learning German is more than learning the language. Understanding German culture and traditions is also important to facilitate the integration of foreign students in the school life and the German society.
<b>Values transmitted</b>	Tolerance
<b>Preparation</b>	German as a foreign language has become a very important subject at the Käthe - Kollwitz School since many refugees arrived in Germany. 54 students coming from many different countries are taking part in German as a foreign language lessons. It is important to convey German traditions to foster understanding.
<b>Description</b>	<p>As an example, one of the topic we learnt about was Easter:</p> <ul style="list-style-type: none"> <li>• Easter, the most important Christian celebration: the religious commemoration of the resurrection of Jesus Christ</li> <li>• Pagan rituals dating back to before Christ to symbolize the coming of spring like Easter Bonfires</li> <li>• The Easter Rabbit</li> <li>• The Easter eggs</li> <li>• The Easter Lamb</li> <li>• The Easter Mark</li> <li>• On Easter Sunday, German children look for Easter Eggs that have been brought by the Easter Rabbit and hidden in the gardens.</li> </ul>
<b>Evaluation</b>	
<b>References</b>	
<b>Images</b> ©Käthe -Kollwitz – Schule Langensebold	





<b>Topic</b>	Environmental Balance
<b>Subjects</b>	Economics
<b>Target Groups</b>	10 <sup>th</sup> grade and older
<b>Competences</b>	<ul style="list-style-type: none"><li>• Raise awareness of environmental issues among pupils</li><li>• Promote compliance with the code of ethics</li><li>• Ensure that the company's purpose is not only profit but also respect for the environment in which it operate.</li></ul>
<b>Values transmitted</b>	<ul style="list-style-type: none"><li>• Respect for the environment</li><li>• Not to be greedy for profit</li><li>• Harmony of the expected results with the respect of the code of ethics</li></ul>
<b>Preparation</b>	6 hours of lessons are required to tackle the topic. 3 hours of lesson with the help of documentaries and the vision of sentences that have condemned large companies to compensate for having polluted the environment in which they operated.
<b>Description</b>	<ul style="list-style-type: none"><li>• The company mission itself is no longer based on a static vision of profit, understood as unique end of social activity, but evolving becomes an interpreter not only of economic goals but also of social and environmental ones. For the enterprise it becomes of fundamental importance to satisfy not only the short-term goals of those who contributed risk capital, but the expectations of the various interlocutors that in the company become protagonists in the foreground of every phase of social activity.</li><li>• The responsibility of the company is therefore realized in the creation of value for all stakeholders in the awareness that their satisfaction favors a relaxed and serene atmosphere allowing to establish a relationship of mutual trust and collaboration indispensable for the pursuit of the common good.</li><li>• <i>A socially responsible company, in short, is the one that transfers its goal from the pursuit of maximum profit to that of maximum value. It is consequent and logical therefore that company management also wishes to be accountable for how it has operated against company's mission so that there is congruence between what the company offers and what it receives in change from the social system and therefore to ensure that the choices and values adopted internally they can have the right visibility on the outside.</i></li></ul>
<b>Evaluation</b>	1- set up a system for measuring and systematic collection, organization and communication of relevant data concerning the impact of business activities on the wellbeing of various stakeholders;

	<p>2 - evaluate the consistency between the results achieved and the objectives deriving from the mission, from values and the Code of Ethics;</p> <p>-3- identify, through the open dialogue with the stakeholders, their degree of satisfaction in on the correspondence between their expectations on the one hand and the objectives and results of the business activities on the other.</p> <p>4- Social reporting is an attempt to "measure" what the reports are traditional cannot bring out, that is, the "value generated by the investment", because it makes the effect that the company has produced on the main categories of stakeholders is evident.</p>
<b>References</b>	
<b>Images:©I.I.S. S. „Carlo Maria Carafa“ Mazzarino, Italien</b>	



<b>Topic</b>	Imperatives and food “More than dishes”
<b>Subjects</b>	English
<b>Target Groups</b>	9 <sup>th</sup> grade and older
<b>Competences</b>	Sharing cultures Using imperatives to give instructions/learning vocabulary food
<b>Values transmitted</b>	Universal thinking: cultural awareness, respecting diversity
<b>Preparation</b>	
<b>Description</b>	<p>Students have to know: countable/uncountable nouns, how much/ how many, some, any, (a)few, (a)little, much, many, a lot of.</p> <p>This lesson will allow students to talk and think about food and cultural diversity.</p> <p>The different stages of the lesson will be developed using a participative methodology, through moments of interaction and reflection.</p> <p>Step1- The teacher writes on the board the names of a number of ethnic food.</p> <p>Then asks students what other kinds of food they like, apart from Italian food.</p> <p>Step2- Students look at and read on the multimedia interactive whiteboard a Regional Italian recipe, cassatelle (cassateddi), with all the ingredients and step by step instruction on how to make it. After reading the recipe the teacher asks students some questions:1) What is the recipe for?2) How long does the recipe take to prepare?3) How much ricotta do you need?4) How much marsala do you need?</p> <p>Step3 (Critical thinking) Students talk about the importance of there being a great variety of ethnic restaurants in European cities.</p> <p>(Flipped classroom) Students will be organized in small groups and will plan a” cooking lesson” for a typical dish from their country or from another country. They can use the internet or cooking books to find information. They will have to</p> <ol style="list-style-type: none"><li>1) write a list of ingredients</li><li>2) write the recipe (instructions for how to cook the dish)</li><li>3) write any other information about the origin of the dishes</li></ol> <p>At the start of the next lesson students will give a presentation about their research.</p> <p>Students attending Vocational Hotel and Restaurant Management course in Riesi and students from other Erasmus projects organised a culinary exhibition and contest as ‘Master Chef’. Furthermore, the left-over food was taken to an orphanage in Riesi and this experience provided the students with a greater awareness of community spirit.</p>
<b>Evaluation</b>	
<b>References</b>	



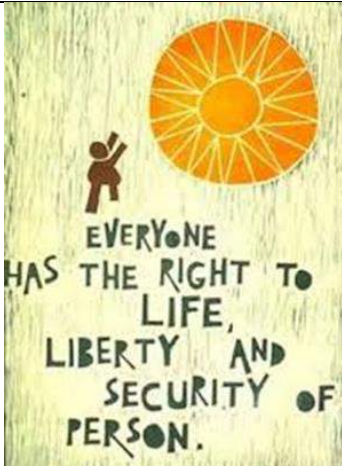
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<b>Topic</b>	Overcome the Conflict to Educate for Peace: with the eyes of the other
<b>Subjects</b>	History
<b>Target Groups</b>	10 <sup>th</sup> grade
<b>Competences</b>	<p>Develop a different approach to conflict</p> <p><input type="checkbox"/> Promote the education role to create a culture of peace</p> <p><input type="checkbox"/> Work out a critical analysis of the conflict</p>
<b>Values transmitted</b>	<p>Today more than ever, young people need to learn to read violence and conflict from another point of view.</p> <ul style="list-style-type: none"> <li>• They need to develop tolerance,</li> <li>• a more elaborate understanding of events.</li> <li>• understanding the clashes of interests, values, emotions, and identities that underpin conflict among groups.</li> <li>• Developing forms of negotiation and cooperation.</li> </ul>
<b>Preparation</b>	
<b>Description</b>	<p>An analysis grid will be developed, providing quantitative and qualitative questions as well as a study of images. Three class laboratories will be organized: the first on the conflict itself, on its meaning, the causes and the nonviolent management tools of the same; the second and third on the analysis of the Israeli-Palestinian conflict. The methodology used will be interactive and participative, through brainstorming, games, simulations, debates and exercises. In particular to deal with the Israeli-Palestinian conflict we will use the role play in the book "My story, your story, our future" by Angela Dogliotti Marasso and Maria Chiara Tropea, edited by EGA. For this reason, in the following module, these tools will be reconsidered, proposing them as a means to deal with conflict in a critical and comprehensive way. Following these workshops, two round tables will be organized, attended by teachers and students.</p> <p>An "alternative" teaching process that would allow us to study the generality of conflicts – not just the Middle East case - identifying the different interpretations of history and highlighting the factors of communication and dialogue between the opposing parties and not just the clashing factors. The choice to take the Israeli-Palestinian conflict as a study case is also due to its emblematic nature. In fact, both parts represent the two opposing poles of conflict present in the global scenario, West / East, North / South, Rich / Poor.</p> <p>Particularly recommended is work in small groups, which enhances the ability to communicate and listen and helps to practice in argumentation, in critical comparison, and to appreciate the different points of view. Regarding the instruments to be used in the classroom, it is useful not to dwell on the reading of the single textbook, but to expand the subject through the reading and interpretation of various historical sources.</p> <p>STRUCTURE</p> <p>Time: 5 hours</p> <ul style="list-style-type: none"> <li>• 3 hours: Conflict - What is Conflict? Dilemma-Controversy-Conflict and the Triangle of Galtung;</li> </ul>



	distinguish between violence and conflict; causes and sources of conflict; the phases of the conflict and the escalation of Glasl; management and transformation of conflicts
<b>Evaluation</b>	2 hours: Critical Approach to Historical Conflicts - Research and Analysis of Historical Sources useful to the historical topic; construction of the "map of conflict"; insights and relationships developed by students
<b>References</b>	Instruments: • Using historical sources • Researching and deepening through the consultation of specific websites ( <a href="http://www.workablepeace.org">www.workablepeace.org</a> ; <a href="http://www.irestoscana.it/mappamondi">www.irestoscana.it/mappamondi</a> , etc.) • Participation in seminars and public meetings related to the addressed historical themes
<b>Images:</b> © I.I.S.S. „Carlo Maria Carafa“ Mazzarino, Italien	



<b>Topic</b>	Human Rights
<b>Subjects</b>	History and Social Science
<b>Target Groups</b>	10 <sup>th</sup> grade
<b>Competences</b>	<ul style="list-style-type: none"><li>❖ Develop cross- cultural awareness and understanding focusing on “Universal Human rights”.</li><li>❖ Find out the difference between human and civil rights evolved throughout the centuries.</li><li>❖ Learn how to challenge bias, unfairness, prejudices etc</li><li>❖ Learn how to accept different traditions, religions. Learn how to solve racial conflicts.</li></ul>
<b>Values transmitted</b>	Tolerance, respect, the right to life, security of person, freedom in all its aspect such as: freedom of opinion, freedom of movement from one country to another, freedom of religion, diversity as an enrichment.
<b>Preparation</b>	Worksheets, classroom materials and activities taken from everyday life. Authentic material such as: “Civil rights and Human rights”; “Articles of the Universal Declaration of Human rights”; “The Italian constitution”; photos about racial discrimination and violation of human rights. The teacher will also prepare a variety of different tasks to awaken students’ involvement and motivation
<b>Description</b>	<p><b>Warming up activity:</b> The teacher will collect many photos of violation of human rights. Then he/she will hand out these photos to students and will foster a brainstorming activity by asking them some questions:</p> <ol style="list-style-type: none"><li>1)What do you think are a person’s basic rights?</li><li>2)Can you mention any situation of human rights violation?</li><li>3)Can you name any famous people caring for human rights?</li></ol> <p><b>Reading activity:</b> Then, the teacher will speak about the difference between “Civil rights and Human rights”.</p> <p>The teacher will provide students with an article about Human rights and civil rights. In the pre-reading activity students will be asked to skim (a quick reading to grasp the general meaning) the text provided. Then students will be asked to scan (look for specific information) the text in order to find differences between civil and human rights. For this activity, students will work individually.</p> <p><b>Writing activity:</b> Students will be asked to write down a summary about the text provided. In this activity they will be helped by the scanning and skimming activity they have done before.</p> <p><b>Web quest activity:</b> At this point of the lesson, the teacher will speak about the “Universal declaration of Human rights”. The teacher will divide students in groups and will ask them to find out, through a web research, the “Universal declaration of Human rights” and who were the pioneers of the concept of “Human rights”. Students will also be asked to make a Power point entitled “Human rights throughout the centuries”.</p> <p><b>Speaking and Role-playing activity:</b> Students will be divided into groups and they will discuss about their works about the articles of Human rights</p>



	<p>and the pioneers of Human rights. They will also be asked to express their own opinion about the argument. In the end a spokesperson in each group will present and show (through power points) to the rest of the class each group's findings</p> <p>To make the activity more dynamic, teacher could hold a class survey with each student going around the class and interviewing other students about what they think about the argument: What do you think about racial discrimination? How should you solve racial conflicts? Do you think men are the same regardless different religion, races and colour of skin?</p>
<b>Evaluation</b>	<p>These activities allow the students to reflect on positive aspects of human rights. These activities could be eye-opening and could develop student's awareness that we are all the same regardless races, skin colour, different religion.</p> <p>About evaluation, some activities require either correct or not correct responses and can be evaluated objectively. Other activities require more subjective judgement. Some activities such as class discussion, may be evaluated by giving students credits because their main objective is to encourage confidence, raise motivation and lead students towards development of their communicative competences. This lesson plan is designed to affect attitudes and receptiveness to new ideas, new races, the diversity. For this reason, teachers should look for students' willingness to participate, openness to "others", and their level of empathy towards diversity and discrimination.</p>
<b>References</b>	<p><a href="https://www.theguardian.com/teacher-network/2014/dec/01/how-to-teach-human-rights">https://www.theguardian.com/teacher-network/2014/dec/01/how-to-teach-human-rights</a></p>
<b>Images</b>	<p>I.I.S.S. „Carlo Maria Carafa“ Mazzarino, Italien</p>



<b>Topic</b>	Idioms, proverbs and a humanist way of living
<b>Subjects</b>	English and Citizenship
<b>Target Groups</b>	10 <sup>th</sup> grade
<b>Competences</b>	<ul style="list-style-type: none"> <li>- To develop cultural tolerance and respect for difference and diversity;</li> <li>- To develop multicultural literacy and global awareness; to make meaningful connections between what students are learning in the classroom and in real life;</li> <li>- To learn about what a proverb is.</li> </ul>
<b>Values transmitted</b>	<ul style="list-style-type: none"> <li>- Empathy and tolerance;</li> <li>- Clarifying values and standards;</li> </ul>
<b>Preparation</b>	The teacher brings to class some old and new newspapers and magazines in order to discuss forms of publicity and prepares the use of two 'youtube' videos.
<b>Description</b>	<p>The teacher will arrive into class late. He/She will apologize for being late and uses the proverb, "Better late than never" greets the class and writes the number of the lesson.</p> <p>The teacher writes the following proverbs on the board:</p> <p><i>"-A little knowledge is a dangerous thing; -Early to bed and early to rise makes and man healthy, wealthy and wise; -Better to light a candle than curse the darkness; -Less is more; -The love of money is the root of all evil; -The pen is mightier than the sword;"</i></p> <p>The students read the proverbs, get the basic information, talk about them and give their opinion about their message(s) and their relevance in today's society. Teacher and students discuss the meaning of the possible hidden message(s) in class. Then, the students discuss some questions and share ideas in class. In small groups students are asked to read image 1 and match their meanings with image 2. When time is up, the teacher brings the class together and each pair should come to the front of the classroom and present their points of view to the class. The other groups should join in and give their opinions on the matter.</p> <p>At the end of this activity students are asked to check the correct answers by using image 3.</p>
<b>Evaluation</b>	Evaluation by using direct observation, punctuality, behaviour, attentiveness and participation.
<b>References</b>	<a href="https://www.youtube.com/watch?v=b7YnAhdSrZo">https://www.youtube.com/watch?v=b7YnAhdSrZo</a> <a href="https://www.youtube.com/watch?v=2DgobMMISfs">https://www.youtube.com/watch?v=2DgobMMISfs</a>
<b>Images</b>	AE José Sanches e São Vicente da Beira, Alcains, Portugal



<b>Topic</b>	Consumerism vs a humanist way of living
<b>Subjects</b>	English and Citizenship
<b>Target Groups</b>	10 <sup>th</sup> grade
<b>Competences</b>	<ul style="list-style-type: none"><li>- To identify the students' spending habits;</li><li>- To share and discuss ideas related to consumerism</li></ul>
<b>Values transmitted</b>	Extrinsic motivation (materialism, consumerism) vs Intrinsic motivation (tolerance, respect, kindness)
<b>Preparation</b>	The teacher presents some cartoons about consumerism and two songs "Can't buy me love" by The Beatles and "Money" by Pink Floyd.
<b>Description</b>	<p>The teacher greets the class and writes the number of the lesson.</p> <p>The teacher writes a sentence on the board: <i>"I have been shopping all my life and I still have nothing to wear."</i> Students discuss and share ideas about the meaning of the sentence. The teacher asks their students to identify the verb tense used and then asks them to remember the cartoons and videos.</p> <p>If needed, the teacher presents the videos and cartoons again and ask students:</p> <ul style="list-style-type: none"><li>- What impact do these cartoons have on you?</li><li>- Are they appealing or unappealing?</li></ul> <p>Individually, students are asked to present their opinions.</p> <p>The teacher asks the students how they usually spend their money and how they make their choices on what they buy. In small groups, students are asked to write and then mention the three main things teens spend their money on. Later on, students are asked to present and discuss their spending habits.</p> <p>The teacher elicits from students the contents dealt with in the lesson and writes the summary on the board.</p>
<b>Evaluation</b>	
<b>References</b>	<p><a href="https://www.youtube.com/watch?v=ZRzyWlio5Is">https://www.youtube.com/watch?v=ZRzyWlio5Is</a> – "Can't buy me love" – The Beatles</p> <p><a href="https://www.youtube.com/watch?v=Xs3mxq7acQU">https://www.youtube.com/watch?v=Xs3mxq7acQU</a> – "Money" Pink Floyd</p> <p>"Deconstructing consumerism" in <a href="https://www.newdream.org/resources/2011-07-kasser-consumerism-values-and-what-really-matters">https://www.newdream.org/resources/2011-07-kasser-consumerism-values-and-what-really-matters</a></p>
<b>Images</b>	AE José Sanches e São Vicente da Beira, Alcains, Portugal





<b>Topic</b>	Citizenship – we are all neighbours
<b>Subjects</b>	History
<b>Target Groups</b>	9 <sup>th</sup> to 10 <sup>th</sup> grade
<b>Competences</b>	Pedagogical:- Emphasizing the importance of respect and rules in relations of community and neighbourhood where it predominates and difference; encouraging tolerance, responsibility, concern for the well-being of others; Practical: Imagine and create a possible "ideal" Establishing the rules
<b>Values transmitted</b>	Respect, Conviviality, Diversity, Tolerance, Cooperation, Understanding, Justice, Equality, Freedom, Solidarity
<b>Preparation</b>	Activity sheet to be delivered to each student. Excerpts from the Treaty of Lisbon and the Charter of Fundamental Rights of the European Union; felt tip pens; Cardboards
<b>Description</b>	<p>The teacher should briefly frame the excerpts from the Treaty and the Charter of Fundamental Rights of the European Union related to European Citizenship.</p> <p>The teacher divides the class into heterogeneous groups with 4 to 6 elements. Each group should:</p> <ul style="list-style-type: none"><li>- create an "ideal community" (in a building, city, neighbourhood, etc.), composed of different races, minorities, cultures, religions, strata and social classes;</li><li>- develop a list of rules and principles of good living habits between neighbours, based on the analysis of the Lisbon Treaty and the Charter and use a cardboard where you present your community, to be exposed in the end of the year.</li></ul> <p>The teacher can provide a positive competitive environment between the various working groups.</p> <p>After the presentations of all the communities, it is necessary to make a general analysis of the exercise and to promote the debate among the students.</p> <ul style="list-style-type: none"><li>- What are the similarities and differences of your "ideal communities" With the communities where they live?</li><li>- What would you like to change in your neighbourhood? What can you do to change?</li></ul> <p>In which of the two communities would you like to live? (Explain why)</p> <ul style="list-style-type: none"><li>- What are the advantages and disadvantages of living in a diversified community?</li><li>- Do you think that the citizens of your neighbourhood who have race, culture and different religion, are treated in the same way as the "average" Portuguese?</li><li>- How does the principle of citizenship and equality be respected in Portugal? What can be improved?</li></ul>
<b>Evaluation</b>	
<b>References</b>	Excerpts from the Treaty of Lisbon and the Charter of Fundamental Rights of the European Union
<b>Images</b>	AE José Sanches e São Vicente da Beira, Alcains, Portugal




<b>Topic</b>	Prejudice
<b>Subjects</b>	History
<b>Target Groups</b>	10 <sup>th</sup> -12 <sup>th</sup> grade
<b>Competences</b>	A) Pedagogical: Promoting analysis, reflection and debate on the influence of prejudices on the actions of each one. B) Practical: Choosing from a list of characters, people who would like to travel and those who do not like
<b>Values transmitted</b>	Respect for diversity, Equality, Solidarity, Understanding, Pluralism
<b>Preparation</b>	<p>Preparation of activity sheet to be delivered to each student. Preparing a room for the accomplishment of the activity.</p> <p><u>Content of the worksheet:</u></p> <p><b>Let's start a train journey through Europe, departing from Lisbon for Paris.</b></p> <p>Here are the passengers who made this journey together:</p> <ul style="list-style-type: none"> <li>• Kurdish refugee living in Germany, who is on his way to Libya (Germany)</li> <li>• Austrian blind musician, who constantly plays the accordion (Austria)</li> <li>• Politician from Brussels, who constantly handles professional and personal calls (Belgium)</li> <li>• Bulgarian farmer, carrying a basket with mature and stinky cheese (Bulgaria)</li> <li>• National Cypriot soprano artist, who has large breasts and is very talkative (Cyprus)</li> <li>• Czech tourist admiring beer (Czech Republic)</li> <li>• Danish rapper, with an independent life style (Denmark)</li> <li>• Estonian student who does not want to go home (Estonia)</li> <li>• A peculiar Finnish feminist (Finland)</li> <li>• Black girl who sells leather goods in Paris (France)</li> <li>• Greek pensioner using his income and his pipe (Greece)</li> <li>• Hungarian dog breeder who travels with three dogs (Hungary)</li> <li>• Irish folk guitarist (Ireland)</li> <li>• Italian DJ who apparently has a lot of money and who likes to listen to music very loud (Italy)</li> <li>• Angry Latvian expatriate from the United States and returning to his country of origin (Latvia)</li> <li>• Young Lithuanian seropositive artist (Lithuania)</li> <li>• Agent of the Luxembourg Obese Authority (Luxembourg)</li> <li>• Maltese businessman transporting secret materials (Malta) • Prostitute of Amsterdam (The Netherlands)</li> <li>• Polish Catholic Nun (Poland)</li> <li>• A violent sailor from Lisbon who traveled the world (Portugal)</li> <li>• Middle-aged Romanian without a visa and traveling with a child of one year (Romania)</li> <li>• Gypsy who travels to Slovakia (Slovakia)</li> <li>• Slovenian university professor of mathematics who constantly calculates formulas (Slovenia)</li> <li>• Basque nationalist, who travels regularly to Moscow (Spain)</li> </ul>




	<ul style="list-style-type: none"><li>• Swedish skinhead who apparently is under the influence of alcohol (Sweden)</li></ul>
<b>Description</b>	<p>The teacher gives the activity card to each student. The questions in part A of the sheet should be answered using the pyramid technique:</p> <p>The first question is answered individually, The second question is answered in pairs and the Question 3 is answered in quadruple. When working in groups, students should try to reach consensus on their answers. If they can not reach consensus, explain why. At the end, the spokesperson for each group presents the answers and explains how the process has proceeded to reach (or not) a consensus. After this reflection, students in quadruple should prepare and represent to the class a conversation between passengers travelling by train between Lisbon and Paris (Part B of the card).</p> <p><b>Questions to be asked to the students:</b></p> <p>1 - Why did you choose to travel with these characters? What do they have positive about? 2 - Why did you choose not to travel with these characters? What do they have of negative? It has happened to you to have a preconceived idea of one person and later Did they realize that they were wrong? On the contrary, someone happened Have a preconceived idea about you? If so, what was your attitude? What did they learn from this situation? 3- Why do you think stereotypes exist? How do stereotypes influence the relationship between people? - When you worked as a group did you reach a consensus? It was easy or difficult? Because? What conclusions do you draw from the representations of your colleagues?</p>
<b>Evaluation</b>	Write an essay on the topic
<b>References</b>	
<b>Images</b>	AE José Sanches e São Vicente da Beira, Alcains, Portugal

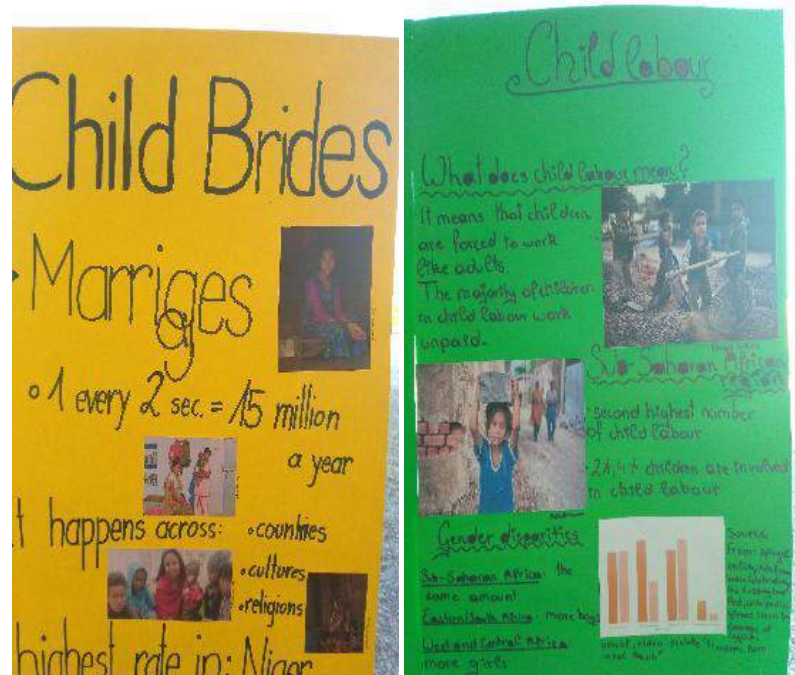



<b>Topic</b>	Prejudice
<b>Subjects</b>	History and Political Science
<b>Target Groups</b>	9 <sup>th</sup> grade and higher
<b>Competences</b>	Pedagogical: Promoting analysis, reflection and debate on the influence of prejudices on the actions of people. Practical: Choosing from a list of characters, people who would like to travel and those who do not like.
<b>Values transmitted</b>	Respect for diversity, Equality, Solidarity, Understanding, Pluralism
<b>Preparation</b>	The class should be divided into groups of 4 or 5 elements. Each group reads and analyzes the news and then presents its conclusions to the group, and all the members of the group participate in the presentation. At a later stage, each group Awareness that should be presented to the class and commented on in set. It is recommended that each group have 30 minutes for the preparation and 5 Minutes to introduce the class.
<b>Description</b>	What is your opinion about the gypsy community? Is the way the Roma community is treated in Portugal fair or unfair? Because? Would you agree to have a gypsy classmate? Justify your opinion. How was the preparation of the group awareness campaign? Would the campaigns presented be effective? What other ethnic groups or minorities do you think are victims of racism or Xenophobia in Portugal? Because? In working on the issue of Equality between Races and Minorities, they have Ideas you had before? If they could do anything about the issues raised in this Activity, what would they do and why?
<b>Evaluation</b>	Make pupils aware of their own prejudices
<b>References</b>	
<b>Image</b>	AE José Sanches e São Vicente da Beira, Alcains, Portugal

<b>Topic</b>	Democracy – developing school rules
<b>Subjects</b>	History and Political Science
<b>Target Groups</b>	6 <sup>th</sup> to 9 <sup>th</sup> graders
<b>Competences</b>	Accepting different opinions, expressing one's own view precisely, finding a compromise
<b>Values transmitted</b>	Respect,
<b>Preparation</b>	Studying the school rules in place, doing a survey, what pupils and teachers want to change
<b>Description</b>	<ol style="list-style-type: none"> <li>1) Pupils do a role play expressing the various wishes of pupils, headmaster, teachers on the topic of new school rules</li> <li>2) Pupils train note taking and then evaluate the most important points</li> <li>3) Pupils debate on pros and cons of the change or new school rule</li> <li>4) Majority of pupils decides on their text</li> <li>5) In a meeting of teachers', pupils' and parents' representatives the new rules are decided or slightly altered.</li> </ol>
<b>Evaluation</b>	
<b>References</b>	<a href="http://www.brgwels.at">www.brgwels.at</a>
<b>Image</b> © BRG Wels	



<b>Topic</b>	Celebrating diversity- Intercultural Night
<b>Subjects</b>	Religious Instruction, History and Political Science
<b>Target Groups</b>	6 <sup>th</sup> to 9 <sup>th</sup> graders
<b>Competences</b>	Developing intercultural thinking Developing communication skills Pupils learn to organize special events
<b>Values transmitted</b>	Tolerance, Respect,
<b>Preparation</b>	Invitation to different migrant cultural clubs in the community, information and invitation to parents to supply dishes of their home countries,
<b>Description</b>	Pupils write the invitations, pupils organize the intercultural buffet, the pupils develop a programme for the evening – Music, Presentations
<b>Evaluation</b>	Pupils write reports for the school board and website.
<b>References</b>	<a href="http://www.brgwels.at">www.brgwels.at</a>
<b>Image</b> © BRG Wels	

<b>Topic</b>	Teaching Respect and Human Rights
<b>Subjects</b>	English
<b>Target Groups</b>	7 <sup>th</sup> to 9 <sup>th</sup> grade
<b>Competences</b>	Developing reading competences and presentations competences
<b>Values transmitted</b>	Human Rights, Respect, Tolerance, Civil Rights
<b>Preparation</b>	Pupils read the book 'Malala'
<b>Description</b>	While reading the pupils identify various forms of discrimination of children and females Then they do internet research on the identified topics. Afterwards they prepare posters and talks about the problems they have identified.
<b>Evaluation</b>	Motivating pupils to look at their own privileged living conditions and understanding, what it means to be born in other parts of the world.
<b>References</b>	<a href="http://www.brgwels.at">www.brgwels.at</a>
<b>Image</b> © BRG Wels	

<b>Topic</b>	Promoting Gender Equality
<b>Subjects</b>	Sciences
<b>Target Groups</b>	6 <sup>th</sup> grade
<b>Competences</b>	Developing self confidence
<b>Values transmitted</b>	Equality
<b>Preparation</b>	Identifying girls who are interested and talented in science
<b>Description</b>	Offering a special course for these girls in physics, chemistry and biology. Providing them with the opportunity to attend workshops at real companies Entering their work reports in a regional competition Exhibiting their work in classrooms and at school to motivate other girls to take interest in sciences
<b>Evaluation</b>	Giving girls a view of the work in the field of sciences
<b>References</b>	<a href="http://www.brgwels.at">www.brgwels.at</a> , <a href="https://www.edugroup.at/praxis/portale/powergirls">https://www.edugroup.at/praxis/portale/powergirls</a>
<b>Image</b> © BRG Wels	



<b>Topic</b>	Fairness and Olympic idea
<b>Subjects</b>	Physical Education
<b>Target Groups</b>	all grades
<b>Competences</b>	Understanding the concept of fairness, learning about endurance, stamina and skill training
<b>Values transmitted</b>	Respect, Equality, Fairness
<b>Preparation</b>	Invitation to a participant in Olympic games,
<b>Description</b>	<p>Pupils meet the athlete in the gym hall</p> <p>They prepared questions to the participant and discuss the Olympic idea and the aspirations of a participant in the Olympic games.</p> <p>The questions touch on</p> <p>Fairness and doping</p> <p>Life in the Olympic village</p> <p>The feelings of winning and losing</p> <p>The pupils get a chance to watch a training lesson and then they get the chance to train the sport themselves</p>
<b>Evaluation</b>	
<b>References</b>	<a href="http://www.brgwels.at">www.brgwels.at</a>
<b>Image</b> © BRG Wels	