



CultLit4Youth

Focusing on the role of Youth Workers/Trainers/Mentors in the promotion of the Cultural Literacy of young people in Europe, while giving emphasis on immigrants and refugees towards their smooth integration in the EU diverse society.

Project Number: 2020-1-CY02-
KA205-001782

KA2 – Strategic Partnerships for
Vocational Education and Training

Youth Workers Pedagogical Handbook



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<https://cultlit4youth.eu/>

Intellectual Output 3

Youth Workers Pedagogical Handbook on Cultural Literacy



**Vienna Association
of Education Volunteers**



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Introduction

This Handbook is one of a series of resources designed to assist Youth Workers/Trainers, and by extension, Youth, in implementing the CultLit4Youth project, which aims to contribute to the creation of a Youth Open Educational Resource on Cultural Literacy with the goal of training Youth Workers, who will then train migrant and refugee youth to integrate smoothly into the diverse EU society. This project aims to meet migrant and refugee youth's long-term need for Cultural Literacy education, skills, and competences in order to aid their smooth integration into their "new" home and lead to their personal and professional inclusion in a variety of settings.

Therefore, the Open Educational Resource on Cultural Literacy is an innovative educational package which includes:

1. Youth Workers Beginners Guide on Cultural Literacy; a reader-friendly online guide made for Youth Workers/Trainers highlighting the importance and necessity of cultural literacy in Youth education,
2. Youth Workers Curriculum Development of Cultural Literacy; which contains the information necessary for enabling a Youth Worker to teach on issues related to Cultural Literacy and its role in the smooth integration of immigrants and refugees in the diverse societies of EU. The curriculum will contain the background/history for Cultural Literacy, the concept of Cultural Literacy and how this is implemented in educational settings,
3. Youth Workers Pedagogical Handbook; a comprehensive guide to lesson plans and activities supporting the Curriculum (2) aiming to develop the skills and knowledge of both Youth Workers and Youth on Cultural Literacy.
4. Gamified e-learning Platform Development, an interactive educational game with the purpose of promoting and motivating education surrounding Cultural Literacy in an innovative setting. The platform is an innovative way to engage distant learners into the training procedure which hosts all the training materials and the tools of the training program. The visitors have the option to register themselves at the platform and create their personal profile.

Organisation of the Handbook

The purpose of the Handbook is to assist Youth Trainers' practical application of the CultLit4Youth Curriculum. It includes 9 Units based on the Curriculum. Each module starts with a brief description of the lesson and comprehensive teachers guide followed by a series of Activities/Lesson Plans to be carried out with Youth. Each module comprises of 1 to 5 lessons in a total of 32 lessons. Each lesson is organized according to the following

sequence: Lesson outline, key words, learning objectives, pedagogical strategies, and materials used, a thorough description of the activities, assessment, and the worksheets needed for the accomplishment of the activities/tasks as well as a comprehensive teachers guide for information to support the lesson.

At the end of each module a total evaluation is used to assess the learning and development of the trainees. As a general strategy of evaluation we propose a self-assessment rubric which evaluates the acquisition of learning objectives, and the use of a portfolio which works as a reflection tool for the trainees. In detail, the rubric is consisted of a measuring scale from 4 to 1 as described below:

Exceeds



I can do it without mistakes. I feel I can teach it to others

Proficient



I can do it by myself although I might make little mistakes

Developing



I am starting to understand but sometimes I need help

Novice



I don't understand yet and I need lots of help still

At the end of each module, the trainees are called to make a Self-assessment according to the rubric:

Exceeds	Proficient	Developing	Novice
I can define "culture" and "cultural literacy"			
4	3	2	1
I recognise the key competencies needed to become culturally literate			
4	3	2	1
I can describe the profile of a culturally literate individual			
4	3	2	1
I can explain the importance of cultural literacy			
4	3	2	1

Unit 1 Inclusion, Tolerance and Empathy



**LEARNING
UNIT
I
INCLUSION, TOLERANCE
AND EMPATHY**



7

LESSON

Activities: Get to Know: Debate & Dialogue

KEY WORDS:

- empathy
- ethnocentrism
- ethnorelativism
- comprehension

DURATION:

- 1 hour
- 

OBJECTIVES:



- Participants will gain cultural awareness through different activities
- Participants will understand the importance of empathy in a multicultural society
- Participants will discuss the role of digital technology in promoting empathy.
- Participants will be able to define "culture", "cultural empathy" "open-mindedness", ethnocentrism, "ethnorelativism"

MATERIALS:



- Pens or Pencils
- Whiteboard
- Worksheets 1, 2, 3, 4

The Glossary can be filled in at any point during the lesson!

DESCRIPTION:

1. Icebreaker 1- The first activity of the first lesson begins with the participants getting to know each other, so they feel comfortable studying together throughout the training. One participant says her/his name and greets in his/her mother language, for example, “Privet” (“Hi” in Russian). The rest of the participants should guess which country this person is from. This activity lasts until all participants have introduced themselves.
2. Icebreaker 2. Divide the participants in groups of 4-5 people each. Ask participants to fill in **worksheet 1** and then share the answers among the other participants in the group.
3. Divide participants into groups. Each participant in the group should complete **worksheet 2**. First, they need to answer the questions individually in the “**Me**” column. Then, participants share their responses with the group. Participants write down in the “**Rest of the Group**” column, the responses given by others. Through this game, in consideration of the needs and the **culture** of others we open ourselves to the **comprehension**. We then focus on the commonalities, and no longer on the differences between cultures. Each group makes a list to share what they discussed with the other members and what they found interesting about the others and their culture. Bring participants to emphasize the role of empathy in this **dialogue**. Ask them to think about what they are able to do and to accept to do in order to make the other feel comfortable.
4. Divide participants into groups, using, **worksheet 3** ask them to brainstorm and write everything that inspires them the words **empathy** and **cultural empathy**. They also need to answer to this question: If you had to establish a definition of empathy and of cultural empathy from what you written, what

would it be?. Each group should answer the question together, and then the groups come back all together and we establish a common definition for empathy and cultural empathy.

5. Facilitate a brainstorming session with the whole group and ask them to try to think which the different barriers to intercultural empathy are. Write the terms and definitions that come up on a whiteboard. After the participants have come up with a few barriers, share **Honglin Zhu's** list (**Teacher's notes 1**). Open a discussion on how we can work on **open-mindedness** through **ethnorelativism: acceptance, adaptation, integration**. Find definitions in the teacher's notes.
6. Finally, split the participants into two groups to debate,
group A: **How technology can destroy empathy?**
group B: **How can technology promote empathy? Use Worksheet 5**



Worksheet 1:

Can you tell me about the traditional musical instruments of your culture and which one do you like most?

- _____
- _____

What three values (e.g artifacts, literature, traditions) in your culture are you proud of?

- _____
- _____

How many foreign languages do you speak? What language would you like to learn?

- _____
- _____



Worksheet 2:

	Me	Rest of the Group
What should another person in the group do to make me feel comfortable in a group I don't know? (e.g. I need someone to say hello to me, or to smile at me)		
What are you willing to accept to do to make someone feel comfortable?		
What are you not willing to accept to do to make someone feel comfortable? Why?		

How can empathy help to feel integrated or to integrate someone inside a group?		

Worksheet 3:

1) Write down what you think of when you hear the words empathy and cultural empathy ?	
2) If you had to establish a definition of empathy	



<p>and of cultural empathy from what you written in question 1, what would it be?</p>	
---	--



Worksheet 4:

	Me
How can technology promote empathy?	
How can technology destroy empathy?	

Learners Glossary:

Empathy:

Cultural
empathy

Culture

Ethnocentrism:

Ethnorelativism:

Comprehension:

Open-mindedness

Self-assessment

Exceeds

Proficient

Developing

Novice

I learned about my classmates and their culture

4

3

2

1

I can define empathy

4

3

2

1



I can define cultural empathy

4

3

2

1

I can define ethnocentrism

4

3

2

1

I can define ethnorelativism

4

3

2

1

I can define comprehension

4

3

2

1

I can define culture

4

3

2

1

I can identify some bad effects of technology on empathy

4

3

2

1

I can explain the barriers of intercultural empathy

4

3

2

1

TEACHER'S GUIDE

Honglin Zhu (2011) barriers to intercultural empathy.

- 1- The **unawareness** of the target culture, and the lack of contact with people of that culture;
- 2- **Overstressing** the universals of cultures, but neglecting the differences between them;
- 3- The differences in people's patterns of thinking and their **negative transfer** into the target culture when learning the target language;
- 4- Participants' **indiscriminate** application of their cultural customs to the target culture), and **ethnocentrism**.

Definitions of ethnocentrism and ethnorelativism (https://ihaverights.pixel-online.org/GL_Teachers_environment.php?st=2)

Ethnocentrism is judging another culture solely by the values and standards of one's own culture. Ethnocentric individuals judge other groups relative to their own ethnic group or culture, especially with concern for language, behavior, customs, and religion. There are three main stages of ethnocentrism:

- 1) **Denial** (individual experience);
- 2) **Defence** (now there are able to recognize that the difference between cultures, but in a way, they protect their own interest);
- 3) **Minimization** (we are all a human, everyone its same, like me)

Ethno relativism states that no one culture it is superior to another (recognize

differences between cultures, and believe in adapted and

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accommodate). Ethno relativism is a belief based on deep and heart-felt respect for other cultures that all groups, cultures, or subcultures are inherently equal.

Other cultures have be seen neither as better or worse, but as equally valid but different and complex worldviews. Ethno relativism divided in three stages:

- **Acceptance** (grasping the importance of cultural difference, a new way of seeing the world. People accept the existence of other cultural contexts and think this way because they have a more tolerant and sympathetic attitude towards differences).
 - **Adaptation** (intercultural empathy, interpret and evaluate from more than one cultural perspective, a new way of acting encouraging intensive exploration and research, one expands own worldview to accurately understand other cultures and behave in a variety of culturally appropriate ways)
 - **Integration** (more desirable stage than adaptation, define as acculturation or assimilation of culture).
-
- Empathy: the ability to share someone else's feelings or experiences by imagining what it would be like to be in that person's situation (Cambridge Dictionary)
 - Cultural empathy (Cultural empathy is simply having an appreciation and consideration of the differences and similarities of another culture in comparison to one's own. People with cultural empathy are more tolerant of the differences of those from other cultures (shorturl.at/oAKR0))
 - Culture: the way of life, especially the general customs and beliefs, of a particular group of people at a particular time.
 - Comprehension - the ability to understand completely and be familiar with a situation, facts, etc. (Cambridge Dictionary)
 - Open-mindedness (the quality of being willing to consider ideas and opinions that are new or different to your own)

7

LESSON

Activity 2: Tolerance

KEY WORDS:

- tolerance
- listening/observing
- stereotypes
- culture specific knowledge

DURATION:

- 1 hour
- 

OBJECTIVES:

- Participants will learn to accept the other in his/her individuality and learn to respect each other.
- Participants will understand that differences are a source of wealth and they do nothing to hinder the cohesion of the group.
- Participants will learn to value different perspectives.
- Participants will learn to work together, to foster the acceptance of the other in his/her differences

MATERIALS:

- Worksheet 1: Peanuts game + a pack of peanuts
- Worksheet 2: Crosswords puzzle
- Worksheet 3: find the good definition
- •Pen and paper

The Glossary can be filled in at any point during the lesson!

DESCRIPTION:

1. The first activity of this lesson will look at making a recap of the previous lesson and linking it to this one. Ask the participants to name some of the things they learned in the empathy lesson and ask them to think in which way **empathy** and **tolerance** are linked.

2. Worksheet 1: Peanuts game. This game will put the participants before a difference to see how they react. The peanut game is designed to make the participants **accept the other** in his/her individuality, to respect others and their choices and to take responsibility for their own choices and decisions.

 The facilitator forms teams of 5 participants. At the end of the game, all the groups get reunited and have a discussion about what happened in each group.

 Then the whole group works together to create a definition of tolerance.

3. Worksheet 2: Crosswords puzzle. Divide the participants in small groups and ask them to do the crossword puzzle. After the game is over, participants should think about how all these words correlate with tolerance. This activity is done verbally with the whole group. This will then allow them to acknowledge the globality of tolerance.

4. Finally, split the group into two to debate:
 group 1: **How technology can destroy tolerance?;**
 group 2: **How technology can promote tolerance?**

Worksheet 1: the Peanut Game

STEP N.	DESCRIPTION
1	<p>The facilitator forms teams of 5 participants. Participants will receive cards that should not be disclosed to others (see flash cards below).</p> <p>In each team, 4 people receive a card that says: “Eat peanuts, and try to convince those who don’t eat them to eat them. Find good reasons for them to eat peanuts”.</p>
2	<p>In each team, 1 participant receives a card that says: “Do not eat peanuts and refuse all offers from those who offer them to you”.</p>
3	<p>The facilitator appoints several observers to gather what they see and hear.</p>
4	<p>Then he places the peanuts plate in the center of each group specifying that everyone must respect what is written on the card.</p>
5	<p>After a few minutes, when it seems that the arguments from both sides have exhausted, the facilitator starts a discussion about what happened. Often, the words are nice at first, then may become more insidious (“you’re afraid to take them”), and at the end may become aggressive, even violent (“You’re not cool, you’re not polite”...). Let the participants answer to those questions to facilitate the dialogue:</p> <ul style="list-style-type: none"> - Have I been convinced by the arguments of the other? - Did the others try to convince me or to force me to do as they did? - Do I offer good arguments to convince the other? - How did I react to a categorical refusal?

- | | |
|--|---|
| | <ul style="list-style-type: none">- Did I try to understand the other person's refusal?- Did the group influence me and my arguments in front of the difference? |
|--|---|

This game can lead to debates on topics which are often cause for controversy such as smoking, alcohol, the ban on eating pork in certain religions, and so on. It is important to make the participants realize that one can or cannot adhere to an opinion, an action, but that one must, to the best possible extent, leave everyone their freedom to choose.

During the discussion, the facilitator can input questions in order to prompt a more in-depth debate about the topic of the lesson. Such as, for example:

- Do you think there has been tolerance towards the person who was different from the others?
- Do you think diversity was respected?
- Do you think there was acceptance towards someone who did not behave like the majority in the group?

Eat peanuts, and try to convince those who don't eat them to eat them. Find good reasons for them to eat peanuts

Do not eat peanuts and refuse all offers from those who offer them to you

Observe how the group interacts without saying anything

Worksheet 2: Tolerance Word Hunt

Complete the crossword puzzle highlighting the words in the list. Then think of the different ways all those terms are related to “Tolerance”. Explain how tolerance can solve situations such as discrimination, stereotype, prejudice, etc. Link this activity to the Peanuts Game and discuss

TOLERANCE

S I Z A U S W D C O V R Z Q M E K P C Z D C Z Q
 S H U E C N E I T A P E F C X E Z M W M J Y L U
 T I P K L L T K H O X S U F J T A O G E P A C S
 N S N I C Y F C I H G D S Q V F R C H A R I T Y
 R T Q I N P Y N E T V Q F E N O I S S A P M O C
 U D Q Z I V J R O P V S E K N Z A B B P M T X L
 T C E J G W P Y L C S Y N P K R Z F Z W L E B Z
 W G B B I N V Q G V A E B Z B N I O P D U P K Q
 B F D N Q X H V D N K G R K I V X A I O P Y Q Z
 T Y I A Y F I Y C P I Q M D L R A S F F T T W D
 E O F D T T O J T O E D E P Z Q C L A V W O N E
 C G F F J E I L F Q P N N W L R M D U I Q E Y C
 N Y E V R Q L L V G T O M A I S N W E E L R X N
 A J R Y Y M C Z I I B A Y M T A J N Z I Z E M A
 T G E T H X S F T B U Y I U G S K V E Y N T L R
 P Q N I T R L Y Q O I N T A Q N R Y P H C S N E
 E L C S A P E U V T A S P I I N T E G R I T Y L
 C Y E R P A V R Z T G O N Z N Q M D D Z P J M O
 C D S E M X B T I U R J F O K A J Y X N C V K T
 A F Q V Y I I O Y P O D O H P B M P B Q U D S F
 S O C I S S N B H Y B M G I V S X U X L E Y O H
 Q D F D E C I D U J E R P C D C E A H W W E E D
 O F X J S S E N D N I K J L D R J R I M D A K V
 T V R M P B L D F L F O D R A J S O P C Y C Z I

PROPAGANDA

IDENTITY

COMPASSION

ACCEPTANCE

KINDNESS

TOLERANCE

INTEGRITY

PREJUDICE

UNDERSTANDING

FAIRNESS

DIFFERENCES

DISCRIMINATION

RESPONSIBILITY

SCAPEGOAT

PATIENCE

VALUE

SYMPATHY

STEREOTYPE

DIVERSITY

RESPECT

CHARITY

HUMANITY

Worksheet 3:

	Me
How can technology promote tolerance?	
How can technology destroy tolerance?	



Learner's Glossary

Tolerance:

Respect:

Acceptance:

Diversity:

Self-assessment

Exceeds	Proficient	Developing	Novice
I learned about my classmates and their culture			
4	3	2	1
I can define tolerance			
4	3	2	1
I can define cultural self-awareness			
4	3	2	1
I can define stereotypes			
4	3	2	1
I can define diversity			
4	3	2	1
I can have one opinion different to someone else			
4	3	2	1
I can make an argument respectfully			
4	3	2	1
I can define the bad effects of technology on tolerance			
4	3	2	1
I can identify the positive effects of technology on tolerance			
4	3	2	1

TEACHER'S GUIDE

Glossary Definitions

- **Tolerance** willingness to accept behaviour and beliefs that are different from your own, although you might not agree with or approve of them (Cambridge Dictionary)
- **Respect**: admiration felt or shown for someone or something that you believe has good ideas or qualities (Cambridge Dictionary)
- **Acceptance**: general agreement that something is satisfactory or right, or that someone should be included in a group (Cambridge Dictionary)
- **Diversity**: the fact of many different types of things or people being included in something; a range of different things or people (Cambridge Dictionary)

7

LESSON

Activity 3: Inclusion

KEY WORDS:

- inclusion
- social inclusion
- diversity
- positive recognition
- discrimination
- racism/prejudice
- exclusion

DURATION:

- 1 hour



OBJECTIVES:

- Participants will become aware of what the feeling of exclusion is when you are not or no longer part of a group, become aware of the relationship between one's values, judgments and reality.
- Participants will learn to accept the commonalities but also and especially the differences between individuals.
- Participants will observe and analyse the impact when one is observed, judged.
- Participants will learn about others, their history and understand their difference. To be open to difference, and to integrate it.
- Participants will learn that differences are a source of wealth and that in no way they harm the cohesion of the group.

MATERIALS:

- Worksheet 1: empathy, tolerance and inclusion
- Worksheet 2: inclusion by exclusion
- Worksheet 3: Personal Experience
- Pen and paper

The Glossary can be filled in at any point during the lesson!

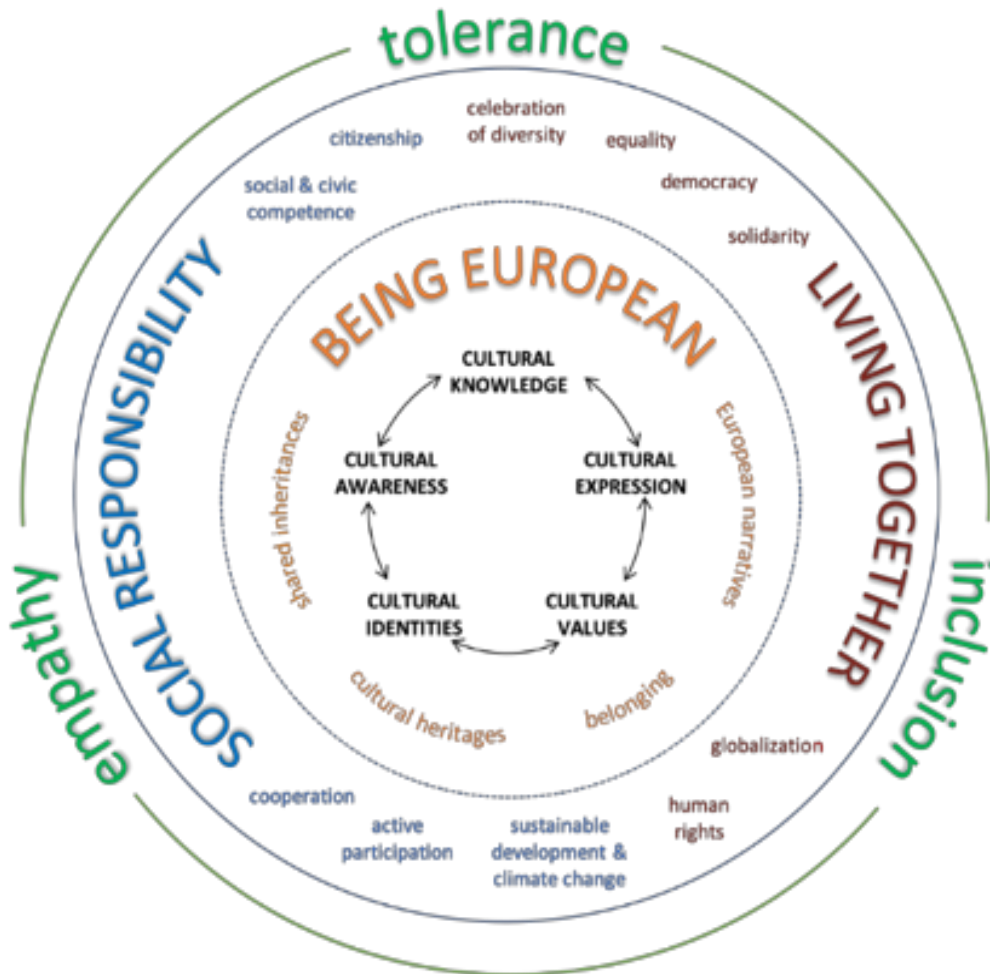
Activity 3: Inclusion

DESCRIPTION

1. The first activity of this unit will start with a recap of the previous 2 sessions and then participants will be asked to discuss in which way **empathy** and **tolerance** are the pillars of **inclusion**.
Worksheet 1 discuss the reciprocity and co-dependence of all these concepts. Finally define inclusion as thoroughly as possible.
2. Worksheet 2: From exclusion to inclusion. This activity aims to show the importance of social inclusion through exclusion. Become aware of rejection, experiencing **discrimination** and feelings of **injustice**, experiencing the feeling of harassing, and being harassed.
3. Worksheet 3: Personal experience. This activity will allow the participants to learn inclusion through their own experience. By asking a series of questions about situations they had experienced in front of inclusion or exclusion. In groups of two, each pair will ask each other the questions and discuss the answers. Finally, back with the rest of the group, if some participants agree to talk about it, a discussion may be open.
4. Finally, split the group into two to debate:
 - group 1: **“How technology can destroy inclusion?”** (cyberbullying);
 - group 2: **“How technology can promote inclusion?”**

Worksheet 1 :

link empathy, tolerance and inclusion



Inclusion:



Social Inclusion:



Worksheet 2:

(to be used by teacher only): Inclusion by exclusion

- Divide participants into four groups around the room. Have each group designate an observer to record what the group members say or do.
- The facilitator goes around the groups distributing materials such as pens or pencils and paper and giving instructions.
- In the first group, the facilitator says, “Draw the spring season. Start whenever you want”.
- In the second group: “Draw the summer...”.
- In the third group: “Draw the autumn...”
- In the fourth group, the facilitator must clearly state an incomprehensible instruction. The instruction must be stated with great seriousness and in an unknown language.
- While the various groups are working, go around encouraging and supporting them, except for group 4, who will be criticized for not doing what they were asked to do.

- After some time, ask participants to submit their drawings, while specifying the instructions given to them.
- The facilitator will initiate a discussion with the whole group about how this activity relates to reality: What does the fourth group represent in our society? Why do we tend to exclude, reject victims of injustice? How did the members of the fourth group react? Bring in the observers to comment on what they have noticed. Give each participant the chance to speak

Worksheet 3:

Participants should fill the table below based on their personal experience

Can you think of any victims of exclusion in today's society?	Why? What is their difference?	Where does the exclusion happen? In which way?	What can we do against this?



- Facilitate a group discussion where each participant discussed what they have written and the others are free to comment, agree, or disagree or provide more input and observations



Worksheet 4:

How would you react ?

In pairs, participants should ask each other the questions below, and discuss the answers, find solutions together.

1. Have you ever been excluded? From what?
2. In which way you've been excluded?
3. Have you ever excluded anyone? How? Do you regret?
4. How did it make you feel to be excluded or to exclude?
5. Would you react if you see someone being excluded?



6. How would you include someone that you see excluded?

7. Do you have ideas to promote inclusion?





Worksheet 5:

	Me
How can technology promote inclusion?	
How can technology destroy inclusion?	





Learner's Glossary

Inclusion:

Discrimination:

Harassment

Racism



Exclusion

Prejudice

Fairness

Self-assessment

Exceeds	Proficient	Developing	Novice
---------	------------	------------	--------

I can make the link between empathy, tolerance and inclusion			
--	--	--	--

4	3	2	1
---	---	---	---

I can define "inclusion" & "exclusion"			
--	--	--	--

4	3	2	1
---	---	---	---

I can define understand the feeling of people exclude			
---	--	--	--

4	3	2	1
---	---	---	---

I can intervene in a situation of exclusion			
---	--	--	--

4	3	2	1
---	---	---	---

I know how to be more inclusive			
---------------------------------	--	--	--

4	3	2	1
---	---	---	---

I can explain to others how empathy and tolerance allow us to be more inclusive			
---	--	--	--

4	3	2	1
---	---	---	---

I can define cyberbullying			
----------------------------	--	--	--

4	3	2	1
---	---	---	---

I can define the bad effects of the technology on inclusion			
---	--	--	--

4	3	2	1
---	---	---	---



I can define the good effects of the technology on inclusion

4 3 2 1

I can define harassment

4 3 2 1

TEACHER'S GUIDE

Glossary Definitions

- **Inclusion:** the act of including someone or something as part of a group, list, etc., or a person or thing that is included (Cambridge Dictionary)
- **Discrimination:** treating a person or particular group of people differently, especially in a worse way from the way in which you treat other people, because of their skin colour, sex, sexuality, etc. (Cambridge Dictionary)
- **Harassment:** behaviour that annoys or upsets someone (Cambridge Dictionary)
- **Racism:** policies, behaviours, rules, etc. that result in a continued unfair advantage to some people and unfair or harmful treatment of others based on race (Cambridge Dictionary)
- **Exclusion:** the act of not allowing someone or something to take part in an activity or to enter a place (Cambridge Dictionary)
- **Prejudice:** an unfair and unreasonable opinion or feeling, especially when formed without enough thought or knowledge (Cambridge Dictionary)
- **Fairness:** the quality of treating people equally or in a way that is right or reasonable (Cambridge Dictionary)



Unit 2: Social Responsibility



**LEARNING
UNIT**

2

SOCIAL RESPONSIBILITY

Activity 1: Social Responsibility



2

LESSON

Activity 1: Social Responsibility

KEY WORDS:

- social responsibility
- individual social responsibility
- social awareness

DURATION:

- 1 hour
- 

OBJECTIVES:

- Participants will be able to define the concept of social responsibility.
- Participants learn the value of being an active member of the community.
- Participants will be empowered to look after themselves and their community;
- Participants will learn examples of how they can be socially responsible and how to overcome obstacles

MATERIALS:

- Worksheet 1: Individual & social Responsibility
- Worksheet 2: Social Responsibility Action Plan
- Worksheet 3: Factors Hindering Action
- Pen and paper

The Glossary can be filled in at any point during the lesson!

DESCRIPTION:

1. Icebreaker activity. Each participant is given the Individual Social Responsibility Worksheet. Ask participants to write down inside the circles what they think are good examples of individual social responsibility (e.g., volunteering, giving blood, reducing carbon footprint, etc.). Give them 5 minutes to write it down and then ask each one of them to share some of the examples they have written down. Write the list on the whiteboard.
2. Divide the participants in pairs or groups of three, and ask them to come up with a definition of what they think social responsibility is. Then get groups to share their definition with the whole group. Ask them to also think about how the world will be if we all practiced social responsibility.
3. Participants will be asked to think about how can we, as individuals and as members of a community, contribute to the betterment of society by being more socially responsible, using worksheet 2. Participants can share what they wrote.
4. Group debate. Building from the previous activity (worksheet 2), the participants will fill in worksheet 3, writing down in one column what are the factors hindering their action, and, in groups, they will debate possible solutions to overcome them.

Example:

- Individual factor hindering action: lack of time

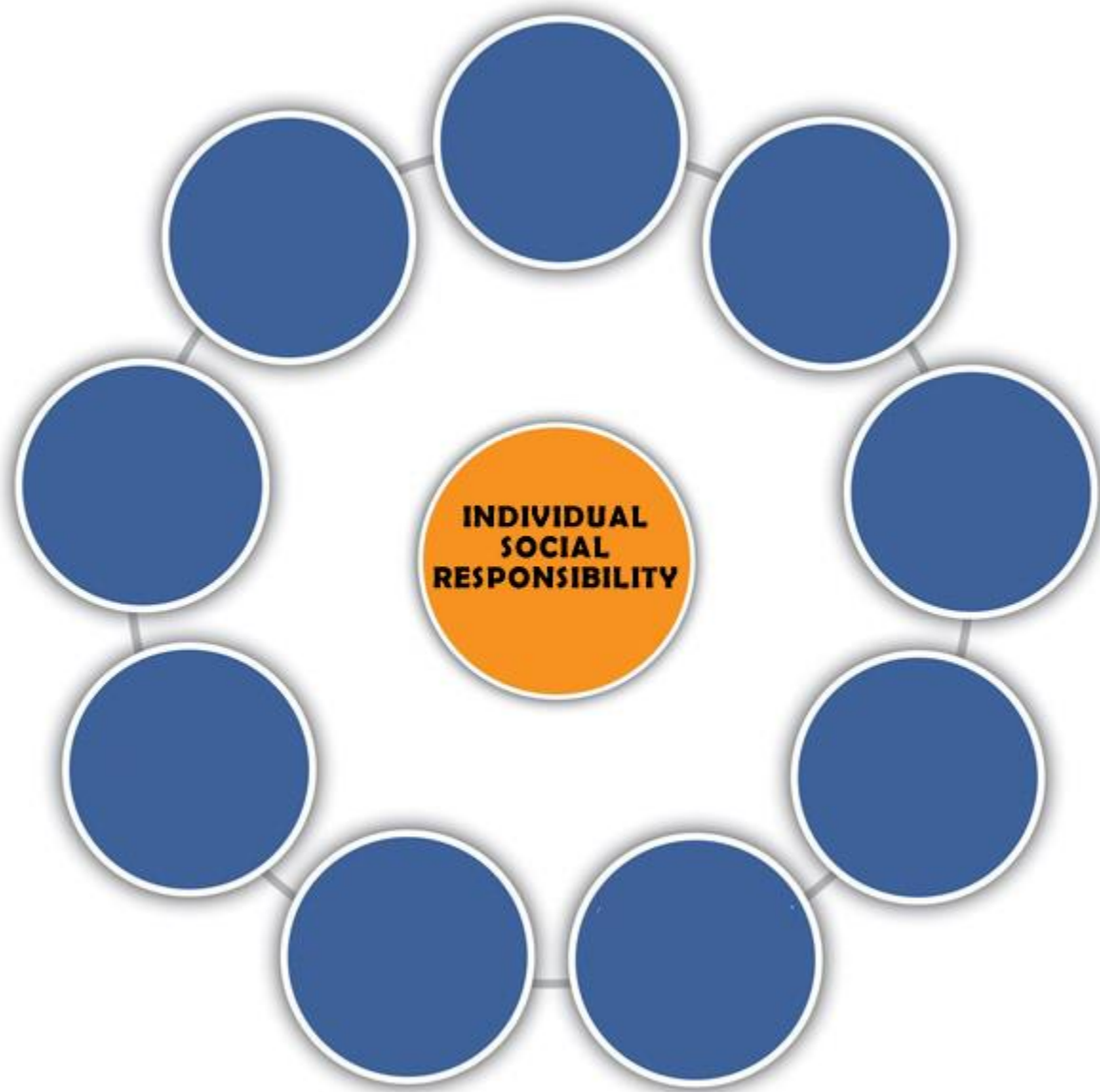


- Solutions proposed by the group: organise your time better, look at how you can maximise your free time, etc.



Worksheet 1:

Individual Social Responsibility



Worksheet 2:

Social Responsibility action model

Fill in the worksheet below, as explained:

- Column 1: Action. List here some of the actions you wrote on Worksheet 1, the ones that you think you need to practice more and you think would be more achievable in the short term.
e.g. volunteering, giving blood, reduce carbon footprint.
- Column 2: think about what you need to do to reach the points listed in the Action Column (for example, looking for volunteering opportunities in my local charity, change eating habits, etc).
- Column 3: List here current obstacles to achieving your goal, for example, lack of time, social stigma, lack of opportunities.

ACTION	STRATEGY	FACTORS HINDEIRNG ACTION

Worksheet 3

FACTORS HINDERING MY ACTION	POSSIBLE WAYS TO OVERCOME THEM

Learner's Glossary

Social responsibility:

Social awareness:

Self-assessment

Exceeds	Proficient	Developing	Novice
4	3	2	1
I can define "social responsibility"			
4	3	2	1
I understand the importance of being socially responsible			
4	3	2	1
I am aware of the actions I need to take			
4	3	2	1
I am better prepared to overcome obstacles hindering my actions			
4	3	2	1
I can help others overcome their obstacles			
4	3	2	1

TEACHER'S GUIDE

Glossary definitions

- **Social Responsibility**

Social responsibility is an ethical theory in which individuals are accountable for fulfilling their civic duty, and the actions of an individual must benefit the whole of society. In this way, there must be a balance between economic growth and the welfare of society and the environment. If this equilibrium is maintained, then social responsibility is accomplished (shorturl.at/aoqCT)

- **Social awareness**

Social Awareness is the ability to take the perspective of and empathize with others from diverse backgrounds and cultures, to understand social and ethical norms for behavior, and to recognize family, school, and community resources and supports (shorturl.at/prAK2)

2

LESSON

Activity 2: Active Citizenship

KEY WORDS:

- active participation
- civic competences
- active listening
- community engagement

DURATION:

- 1 hour



OBJECTIVES:

- Participants will learn what active citizenship means
- Participants will learn the importance of active listening
- Participants will understand the importance of being an active member of the community

MATERIALS:

- A large area where participants can walk
- Pen and paper
- Role Cards

The Glossary can be filled in at any point during the lesson!

Activity 2: Active Citizenship

DESCRIPTION:

1. Energiser activity. Active Listening. This activity will introduce participants to the concept of the need for active listening. You will need to use a large space. Start by telling participants to follow your instructions. When you say “WALK”, they should begin moving around the space. When you say “STOP”, they should stop immediately. Make a few rounds, increasing the pace of the instructions. After they become familiar with the game and become good at it, you start the game again but this time you mix the instructions, so that “WALK” means stop, and “STOP” means walk.

After a few rounds, start the game again, and repeat the first round but with the introduction of 2 new instructions: CLAP and NAME. When you call these out, people should either clap or say their name.

Finally, in the last round, you mix all the instructions, so “WALK” means clap, and vice versa, and “STOP” means say their name, and vice versa. Increase the pace to make it more challenging.

End the game and ask the participants for feedback. Ask them:

Was it easy or was it hard? What made it easy or hard?

What skills are needed to succeed in this game?

Why is it important to listen to others views and opinions, as well as instructions?

2. Role Play. Using the instructions in the worksheet and the role cards, participants will take part in a simulation activity where they will play different roles, so as to understand how active citizenship works.
3. End the activity with a feedback session on the activities done

Worksheet 1:

Role play

The objective of this activity is to make participants understand how active citizenship works. It is set in an imaginary town where there are different opinions and attitudes towards active citizenship. The purpose of the game is to make people think about how the actions of one person can influence the others. It also shows the difference between being active and passive, that everybody's voice matters, and what can be done if people cooperate and participate

- Use the role cards (below) - Do not explain the roles aloud, just give each group their role cards and ask them to act accordingly
- Divide the participants into 5 groups and assign each group a role:
 - o **Role 1:** The town mayor
 - o **Role 2:** people who always agree with the mayor (follower)
 - o **Role 3:** people who always complain and do nothing (complainer)
 - o **Role 4:** people who try to express their opinion and make a change (active)
 - o **Role 5:** people who don't care about anything (Passive)
- Later change it to see the difference: - the mayor stays the same - the people who always agree stays the same - the people who do nothing become involved in activities - the people who just complain start doing something - the active people wanting change stay the same.



- The facilitator should let the group interact between themselves, only interrupt if they are not respecting their roles or if they have not understood the game correctly.
- Feedback session: ask the participants what their feelings were and then explain the point of the game.
- Proposed time of the activity
 - o Introduction: 5 minutes
 - o First role playing: 10 minutes
 - o Second role playing with changed roles: 10 minutes
 - o Feedback: 15 minutes



Role Cards game

1

Town Mayor You like to raise taxes. Find an excuse to raise them

Follower You always agree with the mayor

Complainer You complain about everything but do nothing

Active You are an active group who tries to make a change. You try to stop the mayor raising taxes

Passive You don't care about anything. You don't say or do anything

Role Cards role change

Town Mayor	You raise more taxes
-------------------	----------------------

Follower	You keep agreeing with the mayor all the time
-----------------	---

Complainer	You remain complaining but now you try to participate in some activities
-------------------	--

Active	You keep fighting but now you try to get support from others
---------------	--

Passive	You just go with the flow against the system and the mayor
----------------	--

Learners Glossary:

Active citizenship:

Active listening:

Civic engagement:

Self-assessment

Exceeds	Proficient	Developing	Novice
4	3	2	1
I can define active citizenship			
4	3	2	1
I know the difference between an active and passive citizen			
4	3	2	1
I am better equipped to practice active citizenship in my community			

TEACHER'S GUIDE

Glossary definitions

- **Active citizenship**

The term is used to describe citizens that engage in a broad range of activities that promote and sustain democracy. These actions include civil society activities such as protesting and collecting petitions, community activities such as volunteering, and conventional political engagement such as voting or campaigning for elections. Active citizenship usually refers to participation that requires respect for others and that does not contravene human rights and democracy. (shorturl.at/jkqCS)

- **Active listening**

Active listening refers to a pattern of listening that keeps you engaged with your conversation partner in a positive way. It is the process of listening attentively while someone else speaks, paraphrasing and reflecting back what is said, and withholding judgment and advice. (shorturl.at/uzIV6)

- **Civic engagement**

Civic engagement or civic participation is any individual or group activity addressing issues of public concern. Civic engagement includes communities working together or individuals working alone in both political and non-political actions to protect public values or make a change in a community (shorturl.at/uzL78)

Activity 3: Media Literacy

2

LESSON

Activity 3: Media Literacy

KEY WORDS:

- media literacy
- media bias
- appeal to emotion
- media manipulation

DURATION:

- 1 hour



OBJECTIVES:

- Participants will learn what media literacy
- Participants will learn the importance of being literate in using the media.
- Participants will learn some of the forms in which the media manipulate the reality in a daily basis

MATERIALS:

- Pen and paper
- Worksheet 1: Icebreaker
- Worksheet 2: Literacy self evaluation
- Worksheet 3: Recognising appeals to emotion
- Media Manipulation photos

The Glossary can be filled in at any point during the lesson!

DESCRIPTION:

1. Icebreaker. The purpose of this icebreaker is to get participants familiar with the topic and to get them to start thinking about their use of the media. Use worksheet 1.
2. Participants are asked to answer the questions in worksheet 2 and then the trainers facilitates a group discussion
3. Participants are handed worksheet 3 and are asked to complete the multiple choice test individually. After they have finished, the trainer facilitates a feedback session giving the correct answers.
4. Participants are shown the photos, one at a time, and are asked to comment on them. Then they are asked if they have been aware in the past of episodes where they realised they had been deceived by the media, and share the stories with the group.

Worksheet 1:

Icebreaker

Participants stand up and form a line.

The facilitator reads the statements in Worksheet 1 below aloud one by one. If the statement is true, the participant takes a step forward. After each statement, each participant returns to their original place.

This icebreaker is just an activity to get the facilitator to understand the level of involvement of participants with digital media and to introduce participants with the main concepts of the lesson.

Statements:

- Take one step if you have (access to) a computer—a laptop, a tablet, or a mobile phone with access to the internet
- Take one step forward if you have a Facebook account
- Take one step if you have a Twitter account
- Take one step if you have an Instagram account
- Take one step forward if you have a WhatsApp account
- Take one step if you've ever read the news online
- Take one if you've ever noticed something incorrect in the news
- Take one step forward if you've ever followed a Hashtag
- Take one step forward if you've ever created a meme
- Take one step forward if you've ever shared information online with more than two people at a time

Worksheet 2:

Literacy Self Evaluation

1) What do you think it means to be “literate”?

2) Are you all literate? Is everyone in your community literate? (If not, who is “left out”—age, gender, socioeconomic or ethnic group?)

3) How might it be a disadvantage in your community not to be literate?

4) What do you think “media literacy” is? (Do you all feel you have “media literacy”?
If not, who is “left out”—age, gender, socioeconomic or ethnic group?)

5) Do you think “media literacy” means something special now that the Internet and social media have become so important? (i.e., “digital media literacy”) (Do you think you are “media literate”? Why/why not?)

Worksheet 3:

Recognising appeals to emotion

Most often, when we look at different media, from political discourse, to newspapers, to social media, the debate is largely framed around appeals to emotion disconnected from the details of a policy, a news item or a discussion topic, and there are repeated assertions of talking points in which facts are ignored.

When authors use propaganda techniques, they try to appeal to readers' emotions rather than their intellect. Objective facts are less influential in shaping public opinion than appeals to emotion and personal belief. In other words, people sometimes accept these author's or speakers' arguments on the basis of emotion rather than reason.

Propaganda techniques include appeals to fear, vanity or status, sense of pity or compassion, guilt, greed, anger, and so forth. When you read, ask yourself, "Is the author trying to manipulate me by appealing to emotion rather than reason?" In the following exercise participants have to identify the propaganda technique in item.

1."She does drugs, but it's understandable. She has lots of family problems."

A) appeal to compassion

B) appeal to anger

C) appeal to vanity

D) appeal to status

2."If you have to ask the price, you can't afford it. Rolls Royce: Intended only for the discriminating few who can afford the ultimate in a luxury automobile."

A) appeal to compassion

B) appeal to greed

C) appeal to anger

D) appeal to status

3. "Choosy customers choose Rolex."

A) appeal to compassion

B) appeal to vanity

C) appeal to anger

D) appeal to status

4. "Your mother always told you to share, but at X's annual clearance sale, you can have it all! X's — for all the things you just can't live without."

A) appeal to compassion

B) appeal to greed

C) appeal to anger

D) appeal to guilt

5. "Homeless children ask so little and they need so much. Please find it in your heart to donate a few hours a month at your local shelter."

A) appeal to vanity

B) appeal to compassion

C) appeal to status

D) appeal to anger

6. "Losing your vision is a terrible thing. Why take the risk? Why trust your precious eyesight to anyone except Viva Vision? "

- A) appeal to vanity
- B) appeal to compassion
- C) appeal to fear
- D) appeal to status

7. "Demand that our representatives be accountable! Let's raise our voices and they know that we're not going to take it anymore! They either come up with a new funding plan, or we'll kick them out of office."

- A) appeal to vanity
- B) appeal to anger
- C) appeal to compassion
- D) appeal to guilt

8. "Shame on you! You're over fifty, and you know you should be screened for colon cancer. You're busy. You meant to schedule it, but you forgot. What will your excuse be next year? How will you feel if you could have saved your life if you'd only been tested in time?"

- A) appeal to vanity
- B) appeal to anger
- C) appeal to compassion
- D) appeal to guilt

9. "Don't become one of the millions of identity theft victims. Identity theft can wreck your credit and your life! Sign up for ProTect monitoring service today."

- A) appeal to fear

B) appeal to compassion

C) appeal to vanity

D) appeal to status

10. "Star Line cruise aren't for run-of-the-mill travelers. Book a cruise to paradise and leave the ordinary behind."

A) appeal to fear

B) appeal to status

C) appeal to guilt

D) appeal to compassion

Answers:

1. A) appeal to compassion

Feedback: "understandable"; "has lots of family problems"

2. D) appeal to status

Feedback: "If you have to ask the price, you can't afford it"; "for the discriminating few"; "can afford the ultimate luxury"

3. B) appeal to vanity. Feedback: "choosy"

4. B) appeal to greed

Feedback: the implication that you don't have to share; "you can have it all"

5. B) appeal to compassion

Feedback: "ask so little," "find it in your heart"

6. C) appeal to fear



Feedback: "a terrible thing"; "Why take the risk?"; "Don't trust your precious eyesight to anyone except..."

7. B) appeal to anger

Feedback: "demand"; "Let's raise our voices"; "We're not going to take it any more";

8. D) appeal to guilt

Feedback: "Shame on you!"; "What will your excuse be next year?"; "How would you feel if..."

9. A) appeal to fear

Feedback: "victims"; "wreck your credit and your life"

10. B) appeal to status

Feedback: "aren't for run-of-the-mill travellers"; "leave the ordinary behind"

Worksheet 5:

How Media manipulates the truth to show what truth you should know

Show the participants the different pictures and ask them to comment. This activity will make participants understand that what they see on the media may not be the reality.



A US Marine helping an Iraqi soldier. The story you want to show depends on how the photo is cropped.





Prince William taken from different angles.





A soldier playing with kids



News reporter



Tax protest in Paris



Learners Glossary:

Media Literacy:

Media bias:

Media manipulation:



Self-assessment

Exceeds	Proficient	Developing	Novice
I can define what media literacy is			
4	3	2	1
I understand the importance of being media literate			
4	3	2	1
I am better prepared to recognize media bias			

TEACHER'S GUIDE

Glossary definitions

- **Media literacy**

Media literacy enables people to have the skills, knowledge and understanding to make full use of the opportunities presented by both traditional and new communications services. Media literacy also helps people to manage content and communications, and protect themselves and their families from the potential risks associated with using these services (shorturl.at/hGHU3)

- **Media bias**

Media bias is the bias of journalists and news producers within the mass media in the selection of many events and stories that are reported and how they are covered. The term "media bias" implies a pervasive or widespread bias contravening the standards of journalism, rather than the perspective of an individual journalist or article (shorturl.at/asJM0)

- **Media Manipulation**

Media manipulation is a series of related techniques in which partisans create an image or argument that favours their particular interests] Such tactics may include the use of logical fallacies, psychological manipulations, outright deception (disinformation), rhetorical and propaganda techniques, and often involve the suppression of information or points of view by crowding them out, by inducing other people or groups of people to stop listening to certain arguments, or by simply diverting attention elsewhere (shorturl.at/fixOY)

Unit 3: Cooperation



Activity 1: Identifying my Groups Values

3

LESSON

Activity 1: Identifying my Groups Values

KEY WORDS:

- Cooperation
- Working together
- Group Patterns & rules

DURATION:

- 1 hour



OBJECTIVES:

- Participants will be able to define the proper cooperative environment and spirit in a community.
- Participants will be able to shape cooperation patterns in working together

MATERIALS:

- Personal Hand
- Values handout
- Flipchart for each team
- Coloured markers • Extra pieces of paper

The Glossary can be filled in at any point during the lesson!

DESCRIPTION:

Icebreaker activity. For the next 5 minutes each participant will complete the sentences on the Personal Hand-Values handout. In these moments, participants are asked to think on their own their values they need to bring within a team. In that way, participants encourage their cooperation and collaboration within a team and are able to identify patterns and shape their social relations as the first step of cooperation in a team. Participants will then split into groups of 4-5 members max, share their thoughts by expressing the completed sentences and showing the respective finger as depicted on the handout.

2) Get participants to define what cooperation means to them. Then they will pair up within the group they already are and ask their partner to their right what cooperation means to them. Get individuals to share their answers with their whole group.

3) Each group has 10 minutes to draw on the given flipchart their ideal workplace in silence, no matter the cost. They should consider their own and their group's values they identified during the previous exercises and make the drawing. As long as they collaborate while drawing, they cannot speak during the activity. They may be allowed to write on extra pieces of paper, in order to communicate with their teammates, but oral communication is forbidden.

4) After the 10 minutes pass, each group will present and explain their drawing in the whole class by giving emphasis on the values of the group and how these can contribute to an effective collaboration. The instructor should be observant to similarities in the drawings.

Debriefing with the whole class

The whole class is gathered in a circle and do the debriefing. The instructor asks the participants questions with regard to their cooperation with their groups during the drawing exercise.

Recipe Questions:

- How did your team function?
- How was it to design the drawing together?
- What went well?
- What was hard? Put the focus of the learners on the communication barrier that was set between them, namely working in silence.

5) After the debriefing it's time for the check-out. In the next five minutes, the learners need to take a pen and a piece of paper and answer to the following question:

“What did you learn today that you will use it with your group tomorrow?”

Worksheet 1:

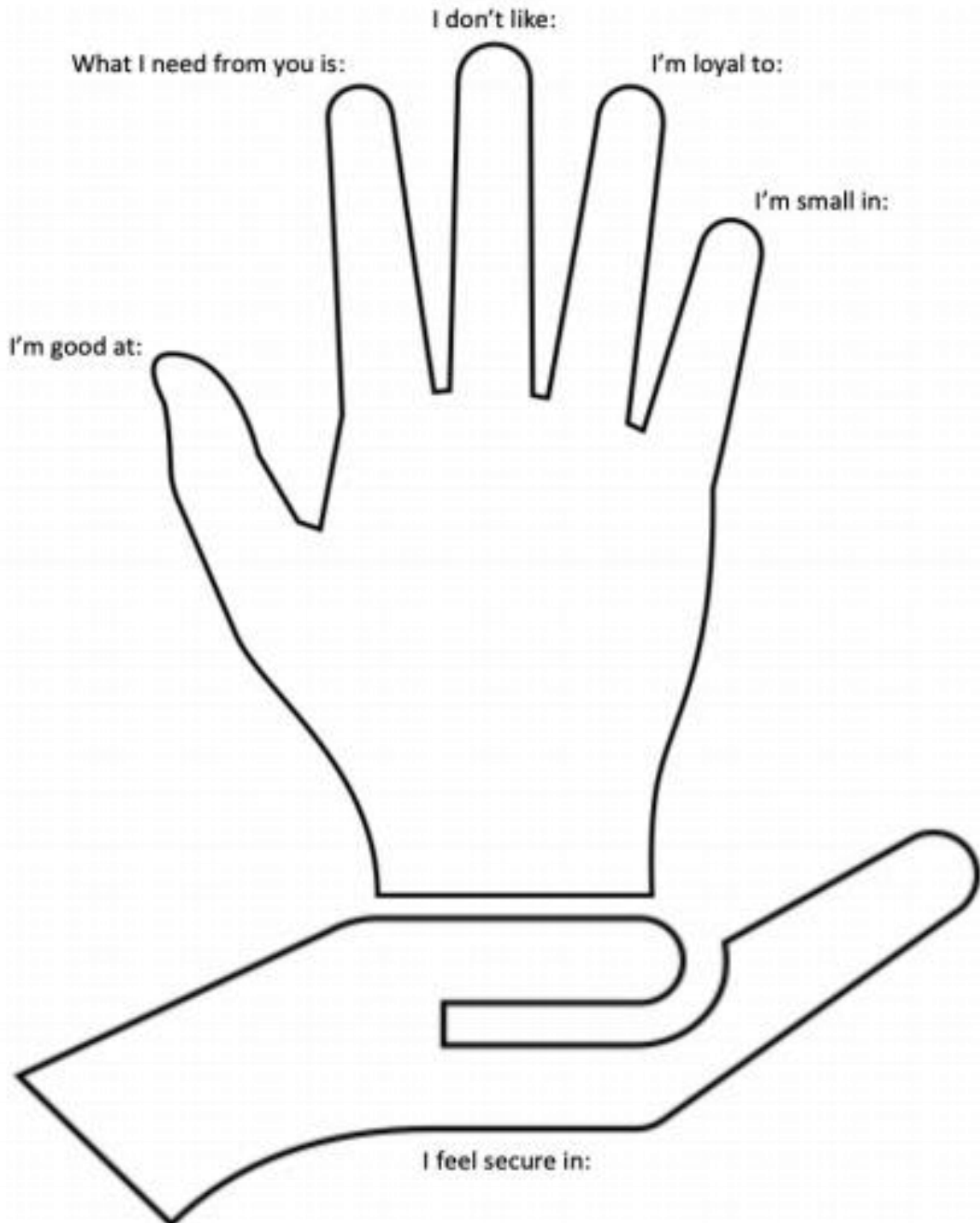
1. Personal Hand-Values

1a. Write down your thoughts in each of the six sections of your Personal Hand Values in response to the following sentences:

- a) I 'm good at:
- b) What I need from you is:
- c) I don't like:
- d) I'm loyal to:
- e) I'm small in:
- f) I feel secure when:

1b. In groups of 4-5, try to express the sentences according to your completed 'Personal Hand-Values' while showing the respective finger to your partners.

Personal Hand-Values



Worksheet 2:

2. Define:

I. What does Cooperation mean to you?

II. What does Cooperation mean to the person next to you? (To your right)

Worksheet 3:

3. Drawing:

With your group draw on the given flipchart your ideal workplace in silence, no matter the cost. Consider your own and your group's values as identified during the previous exercises and make the drawing. Keep the silence as the main rule but you may be allowed to write on extra pieces of paper, in order to communicate with your teammates.

When done one of your group need to present and explain the drawing in the whole class. Give emphasis on the values of the group and how these can contribute to your effective collaboration.

Worksheet 4:



4. Check out:

In a few sentences answer to the following question on your own; *What did you learn today that you will use it with your group tomorrow?*

Self-assessment

Exceeds	Proficient	Developing	Novice
I came closer to my teammates while completing our assigned task effectively.			
4	3	2	1
I can define the elements of the ideal workplace that my group agrees on.			
4	3	2	1
I can understand the importance of verbal communication for having a greater cooperation and agility within my team			
4	3	2	1

Activity 2: The Positive Definitions Games

3

LESSON

Activity 2: The Positive Definitions Games

KEY WORDS:

- Cooperation
- Cooperation Benefits
- Conflict

DURATION:

- 1 hour



OBJECTIVES:

- Participants will be able to define Cooperation.
- Participants will be able to understand the benefits of Cooperation and the conflicts that may arise when cooperating.
- Participants will be able to practice their cooperation skills.
- Participants will be able to improve their communications skills.

MATERIALS:

- Coloured Markers
- Access to Internet and screen for Video Introduction
- Large Sheets of Paper
- Flipcharts

The Glossary can be filled in at any point during the lesson!

DESCRIPTION:

1. Participants will watch a three-minute video on the definition of Cooperation and how to work together. In order to stimulate discussion, ask participants if the learned new patterns that contribute to a group's effectiveness.
2. Participants will be divided into groups of 4 to 5 members and will be given a large marker pen and a large sheet of paper. They should discuss with their whole group and answer to the following questions.
 - How would you define Cooperation?
 - Which positive outcomes can result from Cooperation in your teamwork? • Which problems might be caused within your teamwork? How conflicts in your group can be solved?
3. Then, participants should write down with their marker pens on the given flip chart board their answers in bullets. They will do that for the next 30 minutes. The teams should agree with their team members what they consider the definition of cooperation is, before writing it on their flipchart board.
4. After the allotted time is up, get one participant from each group to present and share in the whole class their findings, namely what their definition, benefits of cooperation and negatives were, that they listed.
5. To wrap-up, participants are asked to fill in the Learner's Glossary on their own while considering the findings of the whole class.

Worksheet 1:

1. Short Video Introduction

A 3-minute video introducing the basic concept of cooperation and its values.



Cooperation - a short introduction (Minute Videos)

<https://www.youtube.com/watch?v=BCakFIFPtGw>

Worksheet 2:

2. Brainstorming

Discuss with your group and give answers to the following questions;

- How would you define **Cooperation**?
- Which **positive outcomes** can result from Cooperation in your teamwork?
- Which **problems** might be caused within your teamwork? How **conflicts** in your group can be solved

3. Write Your Answers Down:

COOPERATION

Definition

5 Benefits of Cooperation



Negatives

Learner's Glossary

Cooperation:

Name 5 benefits of cooperating with others:

What does Conflict in teamwork mean and how can you



solve this:

Self-assessment

Exceeds	Proficient	Developing	Novice
4	3	2	1
I can define Cooperation and its key elements”			
4	3	2	1
I can identify the benefits for me and my group when effectively cooperating			
4	3	2	1
I am confident about my cooperation skills as practiced.			
4	3	2	1

TEACHER'S GUIDE

Cooperation:

Cooperation is the process of groups of organisms working or acting together for common, mutual, or some underlying benefit, as opposed to working in competition for selfish benefit.

Name 5 benefits of cooperating with others:

- Higher self-esteem.
- higher achievement.
- Increased retention.
- More positive relationships and a wider circle of friends.
- Greater intrinsic motivation.
- Greater social support
- More on-task behaviour.

Conflict in teamwork:

An interpersonal problem that occurs between two or more members of a team, and affects results of teamwork, so the team does not perform at optimum levels. Team conflicts are caused by the situation when the balance between perceptions, goals, or/and values of the team is upset, therefore people can no more work together and no shared goals can be achieved in the team environment.

3

LESSON

Activity 3: Cooperation when lost at Sea

KEY WORDS:

- Cooperation
- Group Think
- Common Goal
- Problem Solving
- Team Consensus

DURATION:

- 1 hour



OBJECTIVES:

- Participants will be able to identify their personal attitude towards working together as teammates.
- Participants will be able to apply their knowledge of cooperation on real cases.
- Participants will be able to share practice and receive possible solutions with the rest of the team.
- Participants will be able to practice sharing and accepting different viewpoints with respect, trust and cooperative spirit.

MATERIALS:

- Unwritten Rules Worksheet
- Lost at Sea Scenario and ranking chart per each team member
- Lost at Sea ranking chart- Teachers Guide
- Groups Agreement on cooperation rules

The Glossary can be filled in at any point during the lesson!

Activity 3: Cooperation when lost at Sea

DESCRIPTION:

1. Icebreaker activity. Participants are divided into groups of 4 to 5 members. Each participant is given the *Unwritten rules* worksheet and for the next 5 minutes is asked to think on their own which unwritten rules – at least two – they desire to have when cooperating and interacting with others. Each participant, then, should pair-up with the person to the left and discuss their findings. In order to stimulate discussion, ask participants whether there are any patterns considering the unwritten rules and if not, then can they find and agree upon one rule that is really important when cooperating with others.

2. In the next activity, participants will practice their cooperation skills in their groups with the aim to solve a mutual problem. They must pretend that they've been shipwrecked and are stranded in a lifeboat. Each team has a box of matches, and a number of items that they've salvaged from the sinking ship. Members must agree which items are **most important for their survival**. Let the participants know that teams should arrive at a consensus decision where everyone's opinion is heard.

Participants remain in the groups as already formed and are provided with a ranking sheet (*see below*). This should comprise six columns. The first simply lists each item (see below). The second is empty so that each team member can rank the items. The third is for group rankings. The fourth is for the "correct" rankings, which are revealed at the end of the exercise. And the fifth is for the group to enter the difference between their Groups and correct rankings, respectively, with the aim to reveal the contributions and benefits when cooperating with each other.

The items to be ranked are: a mosquito net, a can of petrol, a water container, a shaving mirror, a sextant, emergency rations, a sea chart, a floating seat or cushion, a rope, some chocolate bars, a waterproof sheet, a fishing rod, shark repellent, a bottle of rum, and a VHF radio. These can be listed in the ranking chart or displayed on a whiteboard, or both.

The experience can be made more fun by having some lost-at-sea props in the room.

3. Participants are asked to take 10 minutes on their own to rank the items in order of

importance. They should do this in the second column of their sheet. Then, in the next minutes they can confer and decide on their group rankings. Once agreed, they should list them in the third column of their sheets. Next, each group should compare their individual rankings with their collective ones, and consider why any scores differ. Pose to each group two prompts as follows in order to elaborate on these together. - Did anyone change their mind about their own rankings during the team discussions? - How much were individuals influenced by the group conversation?

4. According to the experts, in this case the US Coastguard, the basic supplies needed when a person is stranded mid-ocean are articles to attract attention and aid survival until rescue arrives. A transatlantic trip takes roughly 20 days; significantly less with good winds and significantly more without them. Articles for navigation are of little importance since even if a small life raft were capable of reaching land, it would be impossible to store enough food and water to survive for that amount of time. Without signalling devices, there is almost no chance of being spotted and rescued.

So, the list below is the ranking order of the items according to their importance to your survival.

Read out the "correct" order, collated by the experts at the US Coast Guard (from most to least important):

*a. **Shaving mirror.** (One of your most powerful tools, because you can use it to signal your location by reflecting the sun.)*

*b. **Can of petrol.** (Again, potentially vital for signalling as petrol floats on water and can be lit by your matches.)*

*c. **Water container.** (Essential for collecting water to restore your lost fluids.) d. **Emergency rations.** (Valuable for basic food intake.)*

*e. **Water-proof sheet.** (Could be used for shelter, or to collect rainwater.) f.*

***Chocolate bars.** (A handy food supply)*

*g. **Fishing rod.** (Potentially useful, but there is no guarantee that you're able to catch fish. Could also feasibly double as a tent pole.)*

*h. **Rope.** (Handy for tying equipment together, but not necessarily vital for survival.) i.*

***Floating seat or cushion.** (Useful as a life preserver.)*

*j. **Shark repellent.** (Potentially important when in the water.)*

k. **Bottle of rum.** (Could be useful as an antiseptic for treating injuries, but will only dehydrate you if you drink it.)

l. **Radio.** (Chances are that you're out of range of any signal, anyway.)

m. **Sea chart.** (Worthless without navigational equipment.)

n. **Mosquito net.** (Assuming that you've been shipwrecked in the Atlantic, where there are no mosquitoes, this is pretty much useless.)

o. **Sextant.** (Impractical without relevant tables or a chronometer.)

Debriefing with the whole class:

After reading out the “correct order” in the whole class, invite the groups to evaluate the process to draw out their experiences. Next, all participants get involved in a discussion to get some conclusions in response to their experiences as being members of the group and to the way they cooperated and interacted with each other. To stimulate discussion, ask participants the following questions;

- What the main differences between team and official rankings were, and why?

(This will provoke discussion about how teams arrive at decisions, which will make people think about the skills they must use in future team cooperation scenarios.) -

How were decisions made?

- Who were the influential group members and how were they influential?

- What behaviours helped/ hindered the consensus- seeking process? -

What patterns of cooperation occurred?

- What roles did group members adopt?

To wrap-up participants are gathered within their groups and are asked to review all together the unwritten rules and mark the ones that contribute to a fruitful cooperation. On a sheet of paper, they are provided with, are asked to fill in these rules the whole group agreed on and/or brainstorm more rules/ patterns that result in an effective cooperation. Let them know that this will be their own agreement about their perspective on cooperation and the way they need to cooperate with the whole group.

Worksheet 1:

1) Identify your unwritten rules.

Take some moments to read carefully the unwritten rules on your own as noted and mark the ones – at least two – that you think are necessary for shaping an efficient cooperative environment with your group.

Unwritten rules

Cooperation patterns have tremendous influence on team development and results. When, for example, the pattern is repeatedly having to revisit already agreed upon decisions, this will significantly influence the team's output. Not to mention the wasted energy and frustration. It's patterns like this that are reflected in the unwritten rules. Some of these unwritten rules contribute to the success of the team, while others can have a more negative impact.

- If discussions take too long, we lose interest.
- If necessary, speed before quality.
- We are not easily impressed by others.
- We do not take rules too seriously.
- You need to be able to take a joke.
- If discussions take too long, we lose interest.
- If necessary, speed before quality.
- We are not easily impressed by others.
- We can talk for a long time without anyone steering towards the outcomes.
- We consider it pretty normal to come too late or unprepared to an internal meeting.
- We think carefully before we speak.
- This team listens carefully to each other.
- We're easily waylaid by vague instructions.
- Our response to the announcement of changes is going into yes-but mode.
- No fuss here. What you see is what you get.
- We help each other, even when not asked.
- We sugar-coat feedback or offer it in the form of a subtle hint.
- Feedback often leads to trouble.
- Alternative points of view are not easily accepted.
- We discuss private matters thoroughly.
- We create progress by simply getting down to it.
- We regularly go back on decisions that have been made.
- We put in extra effort when required without hesitation.
- We're not quick to ask for help.

Now, pair-up with the person to your left and discuss your findings. Specifically, are there any patterns considering the unwritten rules you found? If not, then can you maybe find and agree upon one rule that is

really important when cooperating with others?

Worksheet 2:

2) Read carefully the scenario and rank

Scenario: You and your team have chartered a yacht. None of you have any previous sailing experience, so you have hired an experienced skipper and a two-person crew. As you sail through the Southern Pacific Ocean, a fire breaks out and much of the yacht and its contents are destroyed. The yacht is slowly sinking. Your location is unclear because vital navigational and radio equipment have been damaged. The yacht skipper and crew have been lost to the fire. Your best guess is that you are approximately 1,000 miles southwest of the nearest landfall.

You and your friends have managed to save the following 14 items:

1. A mosquito net
2. A can of petrol
3. A water container
4. A shaving mirror
5. A sextant
6. Emergency rations
7. A sea chart
8. A floating seat or cushion
9. A rope
10. Some chocolate bars

11.A waterproof sheet

12.A fishing rod

13.Shark repellent

14.A bottle of rum

15.A VHF radio

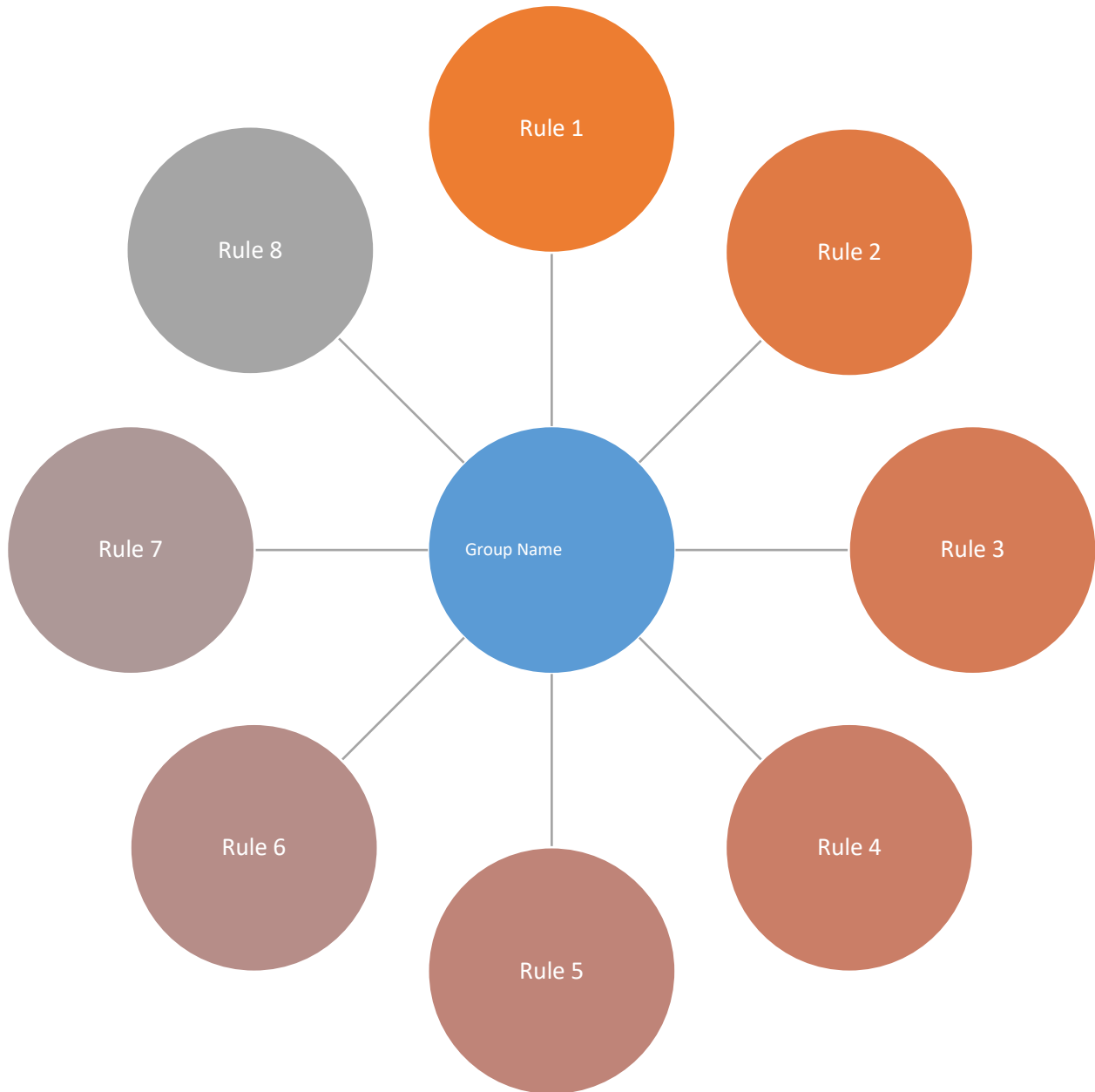
LOST AT SEA RANKING CHART

	Column 1	Column 2	Column 3	
Item	Your Individual Ranking	Your Group Ranking	Coast Guard Ranking	Difference Between Column 2 & 3
A mosquito net				
A can of petrol				
A water container				
A shaving mirror				
A sextant				
Emergency rations				
A sea chart				
A floating seat or cushion				
A rope				
Some chocolate bars				
A waterproof sheet				
A fishing rod				

Shark repellent				
A bottle of rum				
A VHF radio				
			Totals	Team score

Worksheet 3:

3) My Group's agreement on Cooperation rules.



Self-assessment

Exceeds	Proficient	Developing	Novice
I can share my opinion and perspective in my team			
4	3	2	1
I feel confident about my teams performance			
4	3	2	1
I can identify my personal attitude and role towards cooperation with others			
4	3	2	1

TEACHER'S GUIDE

Ranking Chart

Item	Coast Guard Ranking	Coast Guard Reasoning
A sextant	15	<i>Impractical without relevant tables or a chronometer</i>
A shaving mirror	1	<i>One of your most powerful tools, because you can use it to signal your location by reflecting the sun</i>
A mosquito net	14	<i>Assuming that you've been shipwrecked in the Atlantic, where there are no mosquitoes, this is pretty much useless</i>
A water container	3	<i>Essential for collecting water to restore your lost fluids.</i>
Emergency rations	4	<i>Valuable for basic food intake</i>
A sea chart	13	<i>Worthless without navigational equipment</i>
A floating seat or cushion	9	<i>Useful as a life preserver.</i>
A can of petrol	2	<i>Again, potentially vital for signalling as petrol floats on water and can be lit by your matches.</i>
A VHF radio	12	<i>Chances are that you're out of range of any signal, anyway.</i>
A waterproof sheet	5	<i>Could be used for shelter, or to collect rainwater.</i>
Shark repellent	10	<i>Potentially important when in the water.</i>
A bottle of rum	11	<i>Could be useful as an antiseptic for treating injuries, but will only dehydrate you if you drink it.</i>

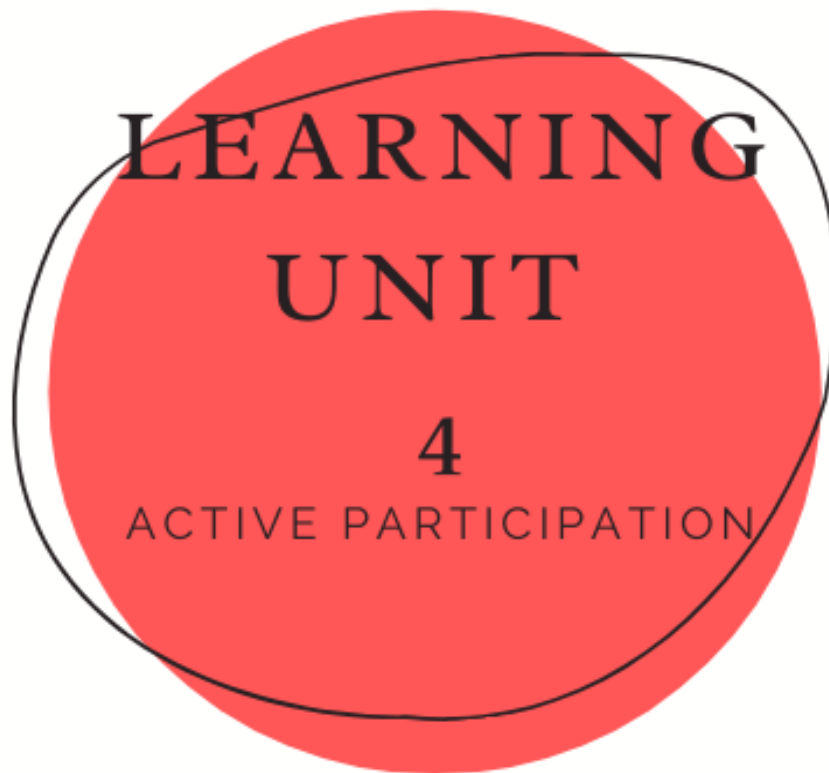
Some chocolate bars	6	<i>A handy food supply.</i>
A fishing rod	7	<i>Potentially useful, but there is no guarantee that you're able to catch fish. Could also feasibly double as a tent pole.</i>
A rope	8	<i>Handy for tying equipment together, but not necessarily vital for survival.</i>

Scores:

00-25	Excellent	You demonstrated great survival skills. Rescued!
26-32	Good	Above average results. Good survival skills. Rescued!
33-45	Average	Seasick, hungry and tired. Rescued!
46-55	Fair	Dehydrated and barely alive. It was tough, but rescued!
56-70	Poor	Rescued, but just on time...
71+	Very Poor	Oh dear, your empty raft is washed up on the beach, weeks after the search was called off.



Unit 4: Active Participation



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4

LESSON

Activity 1: Think Pair Share, being active during Teamwork

KEY WORDS:

- Active Participation elements
- Teamwork
- Think-Pair-Share

DURATION:

- 1 hour



OBJECTIVES:

- Participants will be able to visualise their thinking on Active Participation philosophy.
- Participants will be able to identify 5 tips to be an active participant in the teamwork framework.
- Participants will be able to enhance their self-esteem by sharing their deeper insights.

MATERIALS:

- * Teacher instructions and activity directions
- Web-Based Response System such as <https://www.mentimeter.com/solutions/education>
- Big White Sheets in the size of Posters
- Magnets in case of having multiple magnetic whiteboards around the classroom or sticky tape to stick the posters on

The Glossary can be filled in at any point during the lesson!

Activity 1: Think Pair Share, being active during Teamwork



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DESCRIPTION:

- 1) Icebreaker activity. To keep learners alert and attentive, participants are asked to open their own device and go to the link of the chosen Web-Based Response System. They should write 1 word in the given Web-based Response System to capture the meaning of Active Participation in any community. In that, they should automatically reflect on their prior experiences and share their insights through the flexibility of the Web-Based Response System. Give them a few minutes for everyone to think individually. The purpose of this task is to create a **word cloud** map on the given Web-based Response System with all the responses of the learners around the nature of the Active Participation and to check that all of them are on the same page.

An example of how the Web-Based Response System process works is as follows;



After the completion of the word cloud map by all participants, read carefully all the words in the class and depict this map to the participants as a reference.

- 2) Next, introduce to the participants a method they can use to enhance their active participation in a community, be it a learning community in this case. Explain to participants that the **Think-Pair-Share** approach allows them to activate their knowledge/ insights and share ideas about content or beliefs with peers. This structure gives participants a chance to organize their ideas—first in their own

minds, then in a smaller group-setting before sharing with the entire group. In a Think-Pair-Share, participants Think on their own about the question or idea(s) put forth, Pair up with a partner to discuss their thinking, and then Share their conversation with their table group, and then finally with the whole group. For the teacher's facilitation there is given a detailed definition of the Think-Pair-Share approach.

3) Next, take some minutes to narrate a short “story” to the participants, as follows;

Every team is only as strong as its weakest member. All it takes is one weak member to bring the entire group down. Sometimes a silent group member can be just as harmful to the group as a negative group member. Someone who fails to participate is not only failing to add value, but is taking the place of someone else who could add value to the group. When working in a team, it is important to be an active participant in the group.

When working in a group it can be tempting to sit back and let the other team members do all the work. The question for you is how do you get your teammates to be active within the group? How do you get them to engage in a way that will set them up for future success in the workplace?

Each Participant should think about the prompt and answer briefly on their own for the next five minutes. Then, each one is asked to pair-up with the person to their left, brainstorm together two to three ways of engagement in response to the same prompt and make a list of their answers. Each pair has been provided with one marker and a big white sheet in the size of a poster where they should write their ideas clearly.

4) The last part of the activity is Sharing with the rest of the class. Invite the pairs to present their answers to the above-mentioned prompt and stick their poster with the notes on the wall all around the classroom so as to be seen by everyone. Each pair has 2 minutes to present their thinking.

In the meantime, ask the students to elaborate on their thinking by providing explanations or clarifications. Suggested probing questions:

- What makes you think that?
- Please give an example from your experience.
- What do you mean?

Try to stay neutral in your reaction to students' comments and invite others to react and respond to ideas by providing alternative viewpoints, agreements or disagreements. Suggested probing questions:

- Can anyone add something to that comment?
- Who would like to share an alternative opinion?

Wrap-up.

As soon as all the pairs have presented their outcomes and the posters have been stuck on the classroom's walls, make a short wrap-up of the ideas that were heard and give emphasis on the following aspects as the most important ones when speaking about being an active participant in the teamwork and define them;

- Come prepared
- Help Teammates in Need
- Share Openly
- Volunteer
- Be a Leader

Accordingly, let the learners fill in their "Student's Glossary" and reflect upon the terms.





Worksheet 1:

Read the scenario carefully, if needed - and answer to the prompt below.

Every team is only as strong as its weakest member. All it takes is one weak member to bring the entire group down. Sometimes a silent group member can be just as harmful to the group as a negative group member. Someone who fails to participate is not only failing to add value, but is taking the place of someone else who could add value to the group. When working in a team, it is important to be an active participant in the group. When working in a group it can be tempting to sit back and let the other team members do all the work.

How do you get your teammates to be active within the group?

How do you get them to engage in a way that will set them up for future success in the workplace?

- I. Write down your thoughts in response to the prompt on your own.

My thoughts:

- II. Pair-up with the participant to your left, brainstorm in response to the prompt together and make a list of your answer in a poster.

Thoughts with my partner:





- III. Share and present your findings to the rest of the class while providing explanations and clarifications, respectively. When finishing, stick your poster with the notes on the wall all around the classroom so as to be seen by everyone.





Learners Glossary:

- Come prepared:

- Show Empathy to Teammates:

- Share Openly:

- Volunteer:





o Be a Leader:

o Other?



Self-assessment

Exceeds**Proficient****Developing****Novice**

I can define Active Participation.

4**3****2****1**

I can identify at least one aspect about being an active participant in the teamwork.

4**3****2****1**

I am more conscious about how I should engage my teammates for future success.

4**3****2****1**

I can name some benefits of being an active participant.

4**3****2****1**

TEACHER'S GUIDE

Think Pair Share Definition

Think-pair-share is a collaborative teaching strategy that can be used to aid students in forming original ideas by having those ideas discussed and analyzed in a group setting. The strategy can be used before reading or learning a specific concept and generally works better with smaller groups. The teacher acts as a facilitator and poses a question or a problem to the students. The students are given a certain time period to think about the solution, after which the teacher asks them to pair themselves and share their thoughts with each other. If time permits the paired students can share their thoughts with other pairs of learners and share their ideas with the whole group.

This learning strategy maximizes participation, focuses attention and engages students in comprehending the reading material. As a relatively simple structure that can be quickly implemented, think-pair-share can be incorporated into all forms of educational instruction. It is especially useful for actively involving all students during lectures or larger class structures.

Step 1: Students **Think** individually about the question or idea(s)

Step 2: Students **Pair** up with someone to discuss their thinking.

Step 3: Students **Share** their conversation with the whole group.

Answers to Learner's Glossary

- Come Prepared

In order to be able to take part and contribute to the group, everyone needs to come prepared. If there is going to be a team meeting, all team members should know when and where the meeting is and what the meeting is about. All of the members should be prepared for the meeting, and have any relevant materials prepared. Teams waste valuable time when they have to catch up with other team members.

- Help Teammates in Need

Teammates need to remember that when working as a team, everyone is working toward the same goal. Even if the work is broken down into individual assignments, each teammate is still working toward the same end result. Teammates need to keep



this in mind and offer assistance to one another. If someone is struggling to solve a problem it benefits the team to have teammates assist them.

- **Share Openly**

When team members share their knowledge and experience with the group, everyone benefits. Team members should speak up during team meetings and participate in discussions as much as possible. Individuals shouldn't have to worry about having a "bad idea", all ideas should be shared with the group. Sharing information with the group is not limited to team meetings. Teams should communicate with one another with updates or new information. Keeping everyone informed helps to keep people on track and prevents unwanted surprises later on.

- **Volunteer**

Team members should not just wait for a task or project to be assigned to them. Volunteering shows a desire to work and sets an example for the rest of the team. There are always going to be tasks that no one wants to do. Volunteering to take on such tasks is a great way to be a team player. It also furthers the goals of the group and increases productivity.

- **Be a Leader**

Everyone has the capacity to lead and every group needs a leader in order to be successful. Leadership is the ability to bring people together in a group in a way that motivates or encourages them to work together. Ultimately, the leader is responsible for getting the group to be successful.



4

LESSON

Activity 2: Six Thinking Hat

KEY WORDS:

- Active Participation
- Responsible decision making
- civic tech

DURATION:

- 1 hour



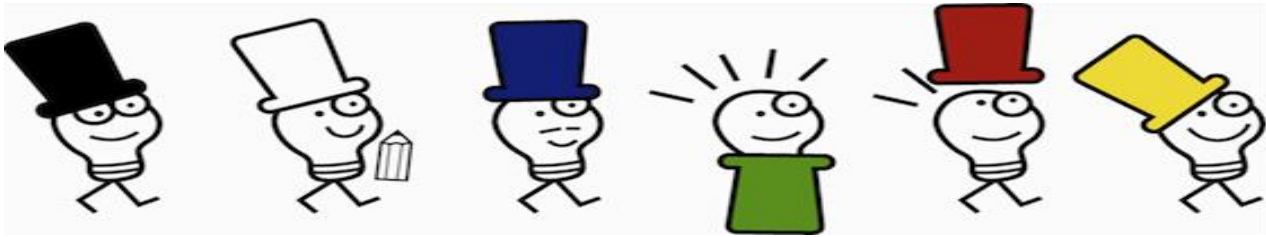
OBJECTIVES:

- Participants will be able to develop their Active Participation competence by getting their group thinking in lateral one after another and sharing the same framing lens.
- Participants will be able to identify 6 different conditions that facilitate one's active participation around a discussion on an impactful topic.
- Participants will be able to engage in responsible decision-making and grow in accountability.
- Participants will be able to develop their civic tech mentality by expressing their opinions via an online tool.

MATERIALS:

- Teachers Instructions
- Worksheet Description
- Pens and Pencils

The Glossary can be filled in at any point during the lesson!



Description:

The Six Thinking Hat, a concept articulated by Edward de Bono, is a powerful tool for active participation, brainstorming and critical thinking. By breaking down perspectives/conditions into six “lateral” areas, it allows a spectrum of thought, from gut feeling to data analysis, to be separately discussed. By using these six types in a structured way, individuals can more effectively engage, make more accountable decisions and approach societal problem solving.

1. After splitting the class into small groups of 4 persons read the short scenario loudly within the whole class. This scenario enhances learners’ curiosity and is related to the human-centric rights of a citizen being.

It is recess. Everyone is out on the playing fields, including the teacher. You have to go to the toilet. On the way to the toilet, you pass your class and notice that there is someone in the room. You stop and peek in out of curiosity. Just as you do, you see one of your best friends reach into another person’s desk and take something out of it. You quickly move past the door before you are seen.

Just before the lunch bell rings, the students whose desk you saw your friend reach into, walks up to the teacher. A moment later the teacher announces that this student’s entire pencil case with pencils, pens and lunch money in it has been stolen. Should you reveal what you saw?

2. Pass out the worksheet with the descriptions of the Six Hats to each group.
 - **Blue:** Start with the approach and process
 - **White:** Review the facts

- **Green:** Generate new ideas without judgement
 - **Yellow:** Focus on the benefits
 - **Red:** Consider emotional responses to any ideas
 - **Black:** Apply critical thinking after the benefits have been explored to test the viability of the new ideas.
3. Explain the process of the activity. The purpose is each group needs to find and agree on a solution to the scenario as mentioned above by actively participating and discussing while taking on the role of the assigned thinking hat. When we think and process information, especially in open forums, it is a mix of emotion, logic, creativity, optimism and caution. Each person in the group adopts the mentality of their given hat and applies its 'lens' to the problem at hand. Each hat represents a different condition under which learners need to actively participate and make decisions. As they go through the process, they will gather six very different perspectives on the same problem. What they 'll find at the end of this exercise is that they 've magically participated, created a whole new list of possible approaches to think differently and **reported** their ideas in regard with each hat.
4. Before starting the Thinking-hat process, determine an order to use the hats. de Bono recommends that the facilitator pair complementary hats, such as White/Red, Yellow/Black, Green/Blue. Besides this, it's useful to begin and end with the Blue one. Any hat could make a reappearance in the discussion. For example, after facts (white) are laid out, more processes (blue) may be applied, or after pros (yellow) and cons (black) are discussed, new ideas (green) may surface.
5. Determine a time limit for each hat. Times can vary from 2 minutes to 5 minutes max. per hat. The Red Hat (feelings) is typically shorter because it's about gut response. The Green Hat (creativity) might be longer because it is about possibilities, alternatives, and new ideas.

Thinking Hat Colour	Suggested time
Blue Hat	5 min
White Hat	7 min
Red Hat	3 min

Black Hat	5 min
Yellow Hat	5 min
Green Hat	5 min

6. Teacher's role is to be the facilitator throughout the process. In that, the teacher should lead each group through each hat, reminding each small group of each hat's focus and keeping time. The facilitator may need to remind participants to contain their responses to the parameters of the hat.
7. After the learners have worked through the six-hats, have each group present their map with their solutions and reasoning to the rest of the class.

REFLECTION:

After all groups have recorded their ideas – hats, proceed to a plenary discussion with the class for the next 10 min.

- How was the discussion you had using the Six Hats different from your typical discussions?
- What did you do well?
- Which Thinking Hat are you/ fits your personality and how can this influence your active participation?
- How might it help you participate actively in discussing difficult topics and make decisions?

Take a note and write about a personal decision you made and you shared it loudly with your group.



Worksheet 1:

The purpose of this activity is for each group to find and agree on a solution to the scenario by actively participating and discussing while taking on the role of the assigned thinking hat.

When we think and process information, especially in open forums, it is a mix of emotion, logic, creativity, optimism and caution. Each person in the group adopts the mentality of their given hat and applies its 'lens' to the problem at hand. Each hat represents a different condition under which learners need to actively participate and make decisions. As you go through the process, you will gather six very different perspectives on the same problem. At the end of this exercise, you will be able to participate, create a whole new list of possible approaches to think differently and **report** your ideas in regard with each hat.

- 1) Read carefully the scenario if needed once again with your small group.

It is recess. Everyone is out on the playing fields, including the teacher. You have to go to the toilet. On the way to the toilet, you pass your class and notice that there is someone in the room. You stop and peek in out of curiosity. Just as you do, you see one of your best friends reach into another person's desk and take something out of it. You quickly move past the door before you are seen.

Just before the lunch bell rings, the students whose desk you saw your friend reach into, walks up to the teacher. A moment later the teacher announces that this student's entire pencil case with pencils, pens and lunch money in it has been stolen. Should you reveal what you saw?




- 2) Read carefully the description of each hat and make use of the sample questions so as to facilitate your participation and the discussion process.





Blue Hat – manages the thinking. It is the “control” hat. Blue hat organizes the thinking, sets the focus and agenda, summarizes and concludes, and ensures the rules are observed. Sequences always begin and end with a blue hat. When the group puts on the blue hat, orchestrates the process. Everyone needs to keep wearing the proper hat at a given time to maintain parallel thinking.

- What is the problem?



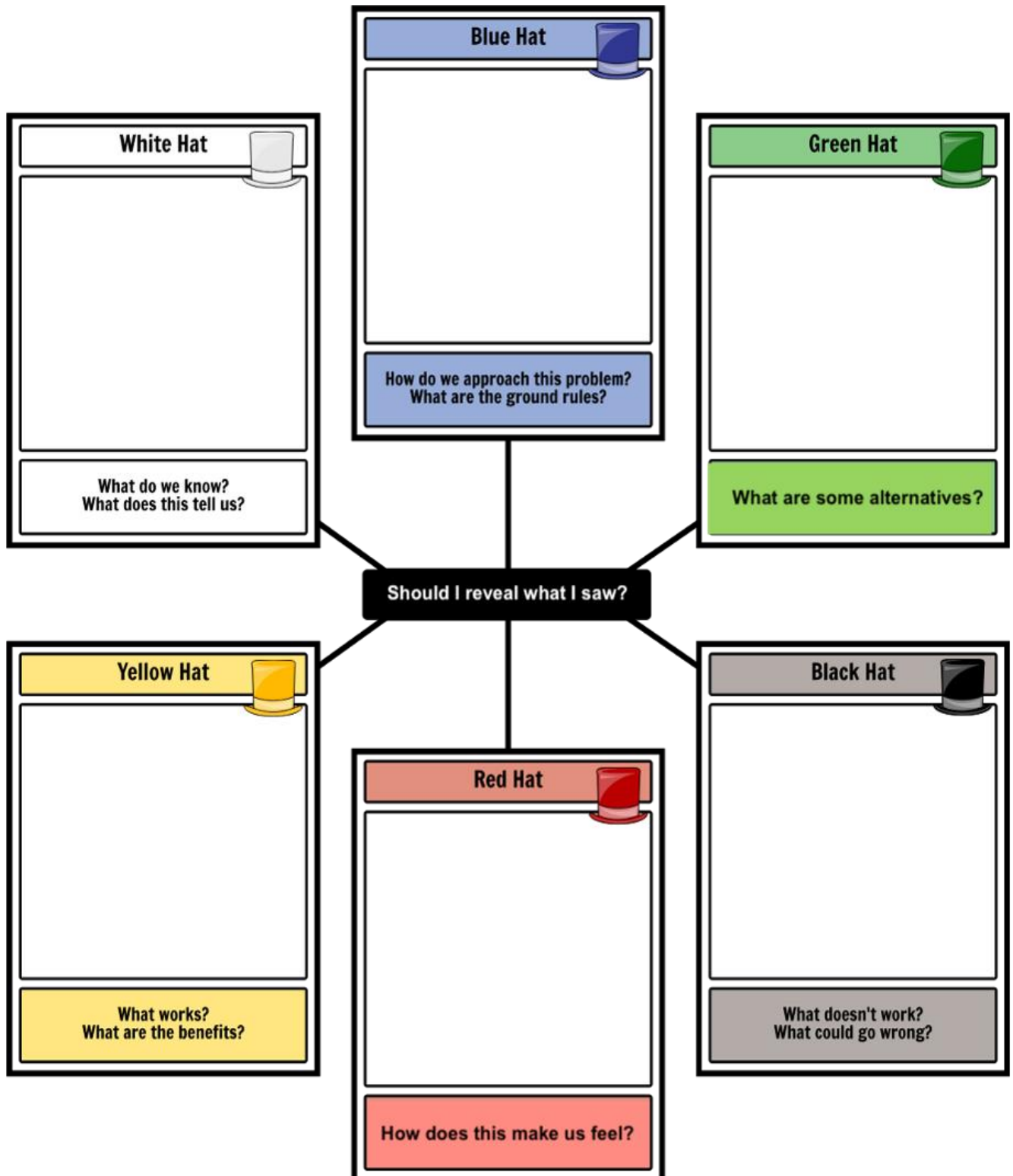
	<ul style="list-style-type: none"> • What sequence of thinking hats ought we use? • What process will we use to work each hat? • What is our goal and desired outcome?
	<p>White Hat – the information hat. Identifies information we have, need and lack. Wonders what questions need asking the get the right information and how we are going to get that information. Emphasizes that facts and figures cannot be treated objectively when put forward as part of an argument. Reminds us of the difference between a checked fact and unchecked fact (belief). Asks us to take the mindset of a computer. This is also called a “neutral” hat because it deals in facts, data and the like. A picture emerges from white hat thinking.</p> <ul style="list-style-type: none"> • What do we know about this issue? • What is the context (who, what, when, where, why, how, how much)? • What are the facts we know vice interpretations we have? • What information is missing?
	<p>Red Hat – deals with emotion and intuition. The Red hat gives permission to express feelings with no need to justify them. It represents feelings right now and helps give insight as to “where people are coming from” in a non-punitive way. It opens the door for one to pull on tacit knowledge – views stemming from life experience to include bias, heuristics and pattern-recognition. The red hat is recommended to be used for a very short period to get a visceral gut reaction - about 30 seconds, and is a great way to start the process, “lay it out on the table.”</p> <ul style="list-style-type: none"> • What is your initial reaction? • What kind of emotions does this bring out? • What is your gut feeling?
	<p>Black Hat – is the hat of caution and survival. It helps identify risks, difficulties, and problems. Black hat is the sceptical view. Points out potential problems and thinking that does not fit the facts, experience, regulations, or values. Why will something not work? Why might it not be the right thing to do? It is the one hat that allows us to deconstruct the thinking process of the topic at hand. It can counter Yellow hat</p>

	<p>optimism and can deconstruct yellow hat arguments. In all instances, however, reasons must be given. Logic must dominate the black hat responses; if based on emotion then it is a red hat thought.</p> <ul style="list-style-type: none"> • How will this idea likely fail? Failure Scenarios? • What are the potential risks and consequences? • Do we have the skills, and ability to make this?
	<p>Yellow Hat – deals with benefits and feasibility, not fantasy. It is the optimistic view. In fact, optimism is a requirement to use this hat. It helps find the benefits and values and considers both short- and long-term perspectives. Reasons must be given. However, if all one has is speculation, then go forward with it under this hat. Use the yellow hat to deconstruct and counter the black hat. Yellow hat takes more effort than black hat, because it forces optimism, and is usually easiest role for the project advocates to take. Where the Black hat is about risk, the yellow hat is about opportunity. In fact any opportunity the yellow hat identified can be given to the green hat to see how that opportunity can be exploited.</p> <ul style="list-style-type: none"> • What are the benefits? • How does this make things better? • What is the best way to approach the problem? • What can we do to solve this problem? • What does success look like?
	<p>Green Hat – deals with new ideas and possibilities. It is the creative thinking hat, all about energy. The yellow hat identifies the opportunity but has no responsibility to explain how it can come about: the Green hat takes on that responsibility. Green seeks alternatives and possibilities, removes faults, and generates new concepts. It does not have to be logical. It provokes risk taking. It demands new approaches and replaces judgment with movement. Of all hats, our experience shows this is at once very difficult to role-play but also one of the most insightful.</p> <ul style="list-style-type: none"> • Do alternative possibilities exist? • Can we do this another way?

	<ul style="list-style-type: none">• How can we look at this problem from other perspectives?• How do we think outside the box?
--	---

3) Report the ideas you and your group came up with in response to each hat.





4) After all groups have recorded their ideas – hats, proceed to a plenary discussion with the class. Give answers orally to the questions as follow;



- How was the discussion you had using the Six Hats different from your typical discussions?
 - What did you do well?
 - Which Thinking Hat are you/ fits your personality and how can this influence your active participation?
 - How might it help you participate actively in discussing difficult topics and make decisions?
- 5) Take a note about a personal decision you made. Then, you may share it loudly with your small group.

My Name:



Self-assessment

Exceeds	Proficient	Developing	Novice
---------	------------	------------	--------

I voiced at least one opinion of mine while putting on one Hat and shared it on the whiteboard.

4	3	2	1
----------	----------	----------	----------

I identified at least 1 Hat / condition that often fits my perspective when participating in a forum.

4	3	2	1
----------	----------	----------	----------

I develop stronger self-esteem in sharing my ideas plenary in the group.

4	3	2	1
----------	----------	----------	----------

I made independent and informed decisions (at least 1) while taking control of my sayings.

4	3	2	1
----------	----------	----------	----------



Activity 3: Fishbowl



4


LESSON

Activity 3: Fishbowl

KEY WORDS:

- Active Participation debate
- Volunteering
- Taking initiative

DURATION:

- 1 hour
- 

OBJECTIVES:

- Participants will be able to build social conscience for Active Participation.
- Participants will be able to exchange experiences, opinions and practice responding actively to multiple viewpoints.
- Participants will be able to increase the level of active citizenship and enhance their sense of collectivism

MATERIALS:

- Teacher instructions and activity directions
- Students Worksheet
- Peer Assessment worksheet

The Glossary can be filled in at any point during the lesson!

DESCRIPTION:

1. Introduce the activity by pointing out this empowers us to actively participate in a discussion while highlighting impactful topics, to share several ideas/opinions from a variety of perspectives and built-up on these. This illustrates the importance for actively participating in several communities or societal processes where different opinions and mindsets arise. This activity requires a very strict structure of the classroom setting, so make sure that you have arranged concentric rings of chairs – as many as the learners are – in two circles – an inner one and an outer one and also aisles to permit easy access to the inner circle.

Inner circle duties: Randomly select a small group of learners to be “in” the “fishbowl” to participate and engage in the discussion process upon a multidimensional topic.

Outer circle duties: The rest of the class sits in an outer circle and has a double functionality.

In that, they observe, take notes on the process of the inner circle’s discussion and of the extent to which each student in the inner circle is engaged and participates. Besides, the observers can gently tap one of their peers – civilised fishes we are - and replace him/her in the inner circle to expand on, ask more clarifications by questioning or provide additional support to this viewpoint. Hence, the observers become directly active participants in the discussion and vice versa.

2. The activity starts by presenting to the class the statement as follows;

“There should be children and teenagers actively in government”

Let them know that there is no one correct answer by giving them 2 research-based facts;

a) Mhairi Black, the newly elected Scottish National Party Member of Parliament is 20 years old. She is the youngest MP since 1667.

b) Under-18s have not shaped their personality and are not able to take decisions with responsibility, yet.

Give them some relevant questions that can be food for their thought in the meantime, such as:

- Do you think children and adults have different opinions on things?
- Is it important that politicians represent every different view point? Why do you think this is?
- What issues affect children more than adults?
- Is it enough if politicians are parents? Can they speak for their children?
- Do children and teenagers have enough experience and maturity to be in government?
- Do adults understand what children want and need?
- How would it affect a child's life to be a politician?

3. Allow each one participant about 3 minutes for thinking critically and shaping the own perspective, and open the floor inviting the selected participants in the fishbowl to comment. Next, allow about 5-10 minutes for discussions in the core group, before opening up the floor for the rest in the outer circle. Let the conversation progress where students take it. Rotate students in and out of the fishbowl throughout the course of the discussion. Set up a procedure ahead of time so students know to expect this rotation. Allow the fishbowl discussion to continue for at least 20-25 minutes, under the condition that the entire class has taken part in the inner circle conversation and stated at least his/her own thesis.

Debriefing

After all students have rotated through the fishbowl, divide the class into small groups and invite students to debrief. Students can use their observations from the outer circle to highlight strengths of the discussion and make suggestions for ways to engage each other more meaningfully. These discussion starters can facilitate the conversations:

- *What did you observe during the discussion of the statement?*
- *What is one thing you heard that you agree with?*
- *What is one thing you heard that you disagree with?*
- *How did you feel while on the outside of the fishbowl?*
- *How did you feel while on the inside of the fishbowl?*
- Many interpretations are possible. How do you know which one is right?

Wrap up the process with a plenary discussion about learners' experience as active participants in the discussion and what make them be active. Pose a final question and give everyone an opportunity to respond by turning and talking with a partner



or doing a quick write: *What is one thing you have learned from the fishbowl process about active participation?*

Worksheet 1:

Peer evaluation

Each student is assigned to observe the participation and performance of one peer student while being an observer in the outer circle. According to the notes taken any observer is able to assess his/her peer by filling in the rubric below.

Mark (✓) each case when your assigned partner does the following...

1. Topic-specific

Answered a question directly with a relevant response upon critical thinking

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2. Clarifying

Comment contributed to a deeper understanding of the topic

--	--	--	--	--

3. Agreeing

Took part in order to support other's thesis/ statement.

--	--	--	--	--

4. Disagreeing

Expressed disagreement with a viewpoint and a verbalised why while keeping respect to the others

--	--	--	--	--

*Points

Exceeds

5 points

Proficient

3 points

Developing

2 points.

Novice

1point

Worksheet 2:

o **Being in the fishbowl:**

Think upon the statement “There should be children and teenagers actively in government”, for the next 3 min.

- o Do you think children and adults have different opinions on things?
- o Is it important that politicians represent every different view point? Why do you think this is?
- o What issues affect children more than adults?
- o Is it enough if politicians are parents? Can they speak for their children?
- o Do children and teenagers have enough experience and maturity to be in government?
- o Do adults understand what children want and need?
- o How would it affect a child’s life to be a politician?

FACTS

a) Mhairi Black, the newly elected Scottish National Party Member of Parliament is 20 years old. She is the youngest MP since 1667.

b) Under-18s have not shaped their personality and are not able to take decisions with responsibility, yet.

Being in the outer circle as observer:

Use the Peer evaluation sheet and mark each case when your assigned partner being in the inner circle

- answers a question directly with a relevant response.
- Makes comments to get more clarifications.
- Takes part voluntarily to support other’s statement.
- Expresses any disagreement fruitful for the discussion.



Debriefing:

Discuss with the group the following questions:

What did you observe during the discussion of the statement?

What is one thing you heard that you agree with?

What is one thing you heard that you disagree with?

How did you feel while on the outside of the fishbowl?

How did you feel while on the inside of the fishbowl?

How did it feel to share your feelings about the text knowing that your peers were listening closely?

Do you usually have opportunities to share your perspectives on such topics?

What do you wish you could have said more clearly/what point do you wish you could have made?

Many interpretations are possible. How do you know which one is right?

Wrap-up

Turn and talk with your partner to the left about *What is one thing you have learned from the fishbowl process about active participation?*





Unit 5: Sustainable Development and Climate Change

A large teal circle with a thin black outline, containing the text 'LEARNING UNIT 5 SUSTAINABLE DEVELOPMENT AND CLIMATE CHANGE' in a serif font.

**LEARNING
UNIT**

5

**SUSTAINABLE
DEVELOPMENT AND
CLIMATE CHANGE**



Activity 1: Sustainable Development main Characteristics


5

LESSON

Activity 1: Sustainable Development main Characteristics**KEY WORDS:**

- Sustainable Development

DURATION:

- 1 hour
- 

OBJECTIVES:

- To explain the sustainable development approach
- To detail standard ways of measuring income and economic growth and progress globally

MATERIALS:

- Pens and Paper
- Activity Sheets, Chart and images from below
- Training Course Manual - Unit 5 Sustainable Development

The Glossary can be filled in at any point during the lesson!

DESCRIPTION:

1. Cultural similarities hunt- icebreaker (Worksheet 1)
 - a. Ask the learners the questions on your table to find people who meet the criteria
 - b. Once they have found someone who meets a criterion, they must get them to sign the box on your table,
 - b) then they move onto a different person.
 - c) note: they cannot ask the same person 2 questions in a row.
 - d) The aim is to complete a line of questions - either vertically, horizontally or diagonally.
 - e) The first person to complete a line wins.
 - f) The game ends when everyone has at least one complete line.
2. Discuss the concept of **sustainable development** with the learners. Ask learners to individually brainstorm and make a list of what features are the most important to consider when talking about sustainable development (Worksheet 2). Then divide them in pairs and ask them to compare their answers. Finally, let the whole group discuss and come up with a final list.
3. Learners will have to select from a list what are the four major dimensions of Sustainable Development and talk about them (Worksheet 3).
4. Discuss with the learners what Continuing Poverty means. Compare the 2 images from below. Ask them to write down their own definitions first and then share with the rest of the group.



5. Generate a discussion about where is the highest standard of life in the world, where do the richest people live and what characteristics do those countries have.



Worksheet 1:

1. Cultural similarities hunt- icebreaker

<p>Someone who is the same astrological star sign as you</p> <p>-----</p>	<p>Someone who plays a musical instrument</p> <p>-----</p> <p style="text-align: center;">Instrument:</p> <p style="text-align: center;">-----</p>	<p>Someone who has a dog AND the dog's name</p> <p>-----</p> <p style="text-align: center;">Dog's name:</p> <p style="text-align: center;">-----</p>
<p>Someone who has regularly meditates or has tried...</p> <p>-----</p>	<p>Someone who speaks the same foreign language as you</p> <p>-----</p>	<p>Someone who is a vegetarian or vegan</p> <p>-----</p>

<p>Someone who has an unusual hobby and what the hobby is...</p> <p>-----</p> <p>Hobby:</p> <p>-----</p>	<p>Someone who travelled in at least the same 3 European countries as you</p> <p>-----</p>	<p>Someone who was born on the same DAY of the week as you</p> <p>-----</p> <p>Day:</p> <p>---</p>
---	---	---

<p>Someone who was born in the same month as you</p> <p>-----</p>	<p>Someone who was born in the same country /province as you</p> <p>-----</p> <p>Where:</p> <p>-----</p>	<p>Someone who has a cat AND the cat's name</p> <p>-----</p> <p>Cat's name:</p> <p>-----</p>
--	---	---



<p>Someone who regularly goes to Yoga</p> <p>-----</p> <p>-----</p>	<p>Someone who IS on Facebook</p> <p>-----</p> <p>-----</p>	<p>Someone who works(worked) in another language than their native one</p> <p>-----</p> <p>-----</p>
<p>Someone who participated to an Erasmus project before</p> <p>-----</p> <p>-----</p> <p>Year:</p> <p>-----</p>	<p>Someone who has a mentor</p> <p>-----</p> <p>-----</p>	<p>Someone who has met someone famous from another country (include who they met)</p> <p>-----</p> <p>-----</p> <p>Who they met:</p> <p>-----</p>

Worksheet 2:

2. See Chapter 1. Introduction to Sustainable Development from the Unit 5 course.

Sustainable development characteristics:

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Worksheet 3:

3. What are the four major dimensions of Sustainable Development?
[Choose 4]
- a) Economic dimensions
 - b) Cultural dimensions
 - c) Environmental dimensions
 - d) Social dimensions
 - e) Political dimensions
 - f) Religious dimensions

Worksheet 4:

4. Continuing Poverty- images to compare and discuss





Continuing Poverty characteristics:

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Worksheet 5:

5. Where do the richest people live - chart



CHART OF THE WEEK

Where Do the Richest People Live?

Ranking the world's most affluent countries by average and median wealth

Countries often compete over who's the richest, and rely on economic indicators such as average wealth to make their case.

But some argue that this simple metric doesn't factor in the gap between the richest and poorest in a nation—also known as income inequality.



Average wealth:

Calculated by dividing a country's overall wealth (gross assets) by its total adult population.



Median wealth:

Calculated by dividing wealth distribution into two equal groups—those with more above, and those with less below, the middle wealth value.

Using data from the Credit Suisse Global Wealth Report 2018, we break down the top 10 countries by average wealth per adult, and who's really the richest when median wealth is accounted for.

Top 10 (Average)				Top 10 (Median)			
1		SWITZERLAND	\$530,244		AUSTRALIA	\$191,453	
2		AUSTRALIA	\$411,060		SWITZERLAND	\$183,339	
3		UNITED STATES	\$403,974		BELGIUM	\$163,429	
		BELGIUM	\$313,045		NETHERLANDS	\$114,935	
		NORWAY	\$291,103		FRANCE	\$106,827	
		NEW ZEALAND	\$289,798		CANADA	\$106,342	
		CANADA	\$288,263		JAPAN	\$103,861	
		DENMARK	\$286,712		NEW ZEALAND	\$98,613	
		SINGAPORE	\$283,118		UNITED KINGDOM	\$97,169	
		FRANCE	\$280,580		SINGAPORE	\$91,656	

Data estimates are for mid-2018 values
Source: Credit Suisse Global Wealth Report 2018, Global Wealth Databook 2018

Self-assessment

Exceeds	Proficient	Developing	Novice
4	3	2	1
I can define the most important of Sustainable Development concept			
4	3	2	1
I can define the 4 major dimensions of Sustainable Development			
4	3	2	1
I can describe what Continuing Poverty means			
4	3	2	1
I can list the 10 of the countries with the best economic indicators and explain their characteristics			

TEACHER'S GUIDE

6. What are the four major dimensions of Sustainable Development?
[Choose 4]

- g) Economic dimensions
- h) Cultural dimensions
- i) Environmental dimensions
- j) Social dimensions
- k) Political dimensions
- l) Religious dimensions

Correct answer: a+ c+ d+ e

Activity 2: Well-being


5

LESSON

Activity 2: Well-being**KEY WORDS:**

- Sustainable Development

DURATION:

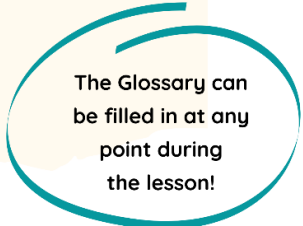
- 1 hour
- 

OBJECTIVES:

- To enumerate the Goals of the Sustainable development Agenda 2030
- To detail what well-being means and how it is measured

MATERIALS:

- Pens and paper
- Activity sheets, Chart and images from below
- Training course manual – Unit 5 Sustainable development



The Glossary can be filled in at any point during the lesson!

**DESCRIPTION:**

6. Discuss the history of sustainable development official position papers with the learners. Talk about the 17 goals of the Agenda 2030. Ask them to describe each goal. Then divide them in pairs and ask them to compare their answers. Finally, let the whole group discuss and come up with a final list.

7. Learners will have to select from a list how is the "Standard of Living" typically measured in mainstream economics and talk about it.

8. Discuss with the learners what well-being means. Talk about each section from the image below and ask them to set a list with what wellbeing means for them personally- when they consider they have everything they need and ask them to select 5 things they are grateful for.



Worksheet 1:

1. Agenda 2030- chart





Describe the goals of the Agenda 2030:

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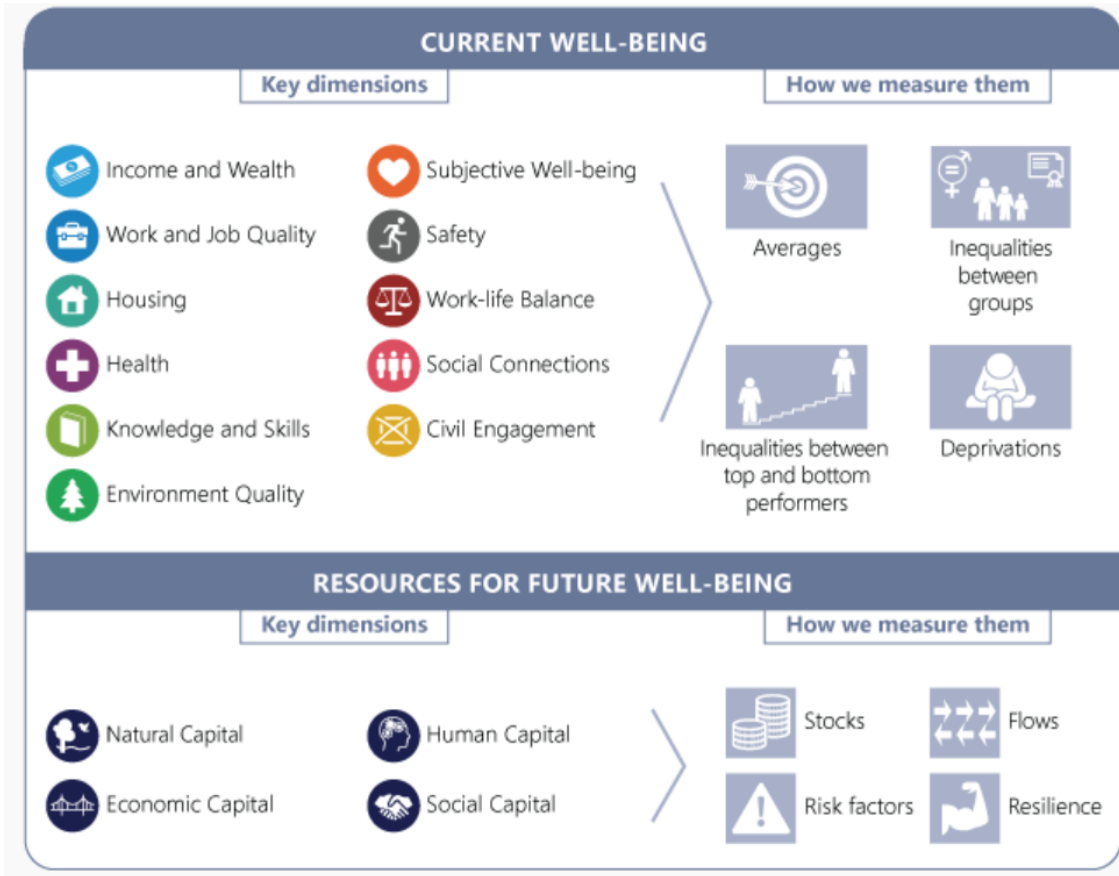
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Worksheet 2:

2. Well-being- chart



What wellbeing means for me- when I consider I have everything I that need:

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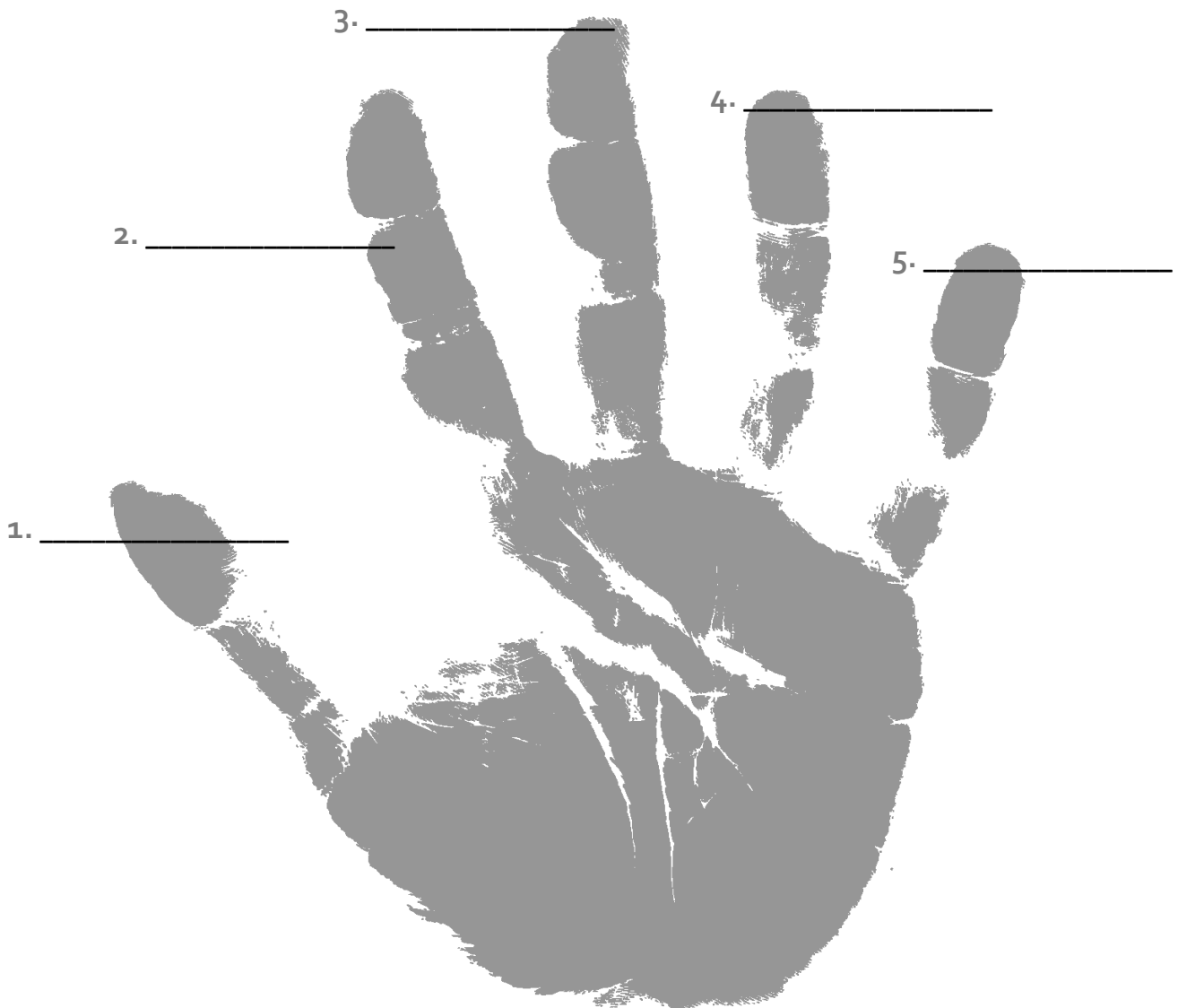
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Worksheet 3:

5 Things Gratitude Tool

Having in mind what wellbeing means, now think of just 5 things to be genuinely thankful or grateful for and write them on the hand below.

Studies that have proven that gratitude makes us happier and healthier. Like any emotion, gratitude can't be forced but we can cultivate our thoughts so that gratitude is more likely to arise. Practicing gratitude helps create a habit where we focus on the positive in life.



Self-assessment

Exceeds	Proficient	Developing	Novice
4	3	2	1
I can define Agenda 2030's 17 goals			
4	3	2	1
I know how the Standard of Living is typically measured in mainstream economics			
4	3	2	1
I can detail what well-being means and how it is measured			

Activity 3: End to Hunger


5

LESSON

Activity 3: End to Hunger**KEY WORDS:**

- Eating Habits
- World Hunger
- Malnutrition
- Sustainability

DURATION:

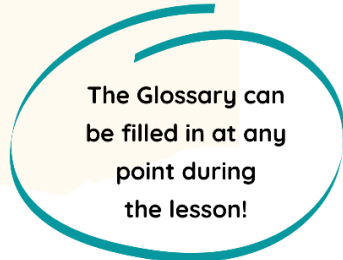
- 1 hour
- 

OBJECTIVES:

- to explain the complex concept of malnutrition in a global context
- to detail the relationship between climate change and food systems

MATERIALS:

- Pens and paper
- Training course manual - Unit 5 Sustainable development



The Glossary can be filled in at any point during the lesson!

DESCRIPTION:
Activity 1: One-Word Icebreaker

9. Divide the meeting participants into groups of four or five people by having them number off. You do this so that your participants get to know fellow attendees. People generally begin a meeting by sitting with the people they already know best, when your goal is normally team-building across a group.
10. Tell the newly formed groups that their assignment is to think for a minute and then to share with their group the one word that describes their **Eating habits**. This icebreaker helps the group explore their thoughts on a common issue. This icebreaker is a perfect segue into the topic of the meeting or training class.
11. This icebreaker sparked spontaneous conversation in every group as the participants questioned each other about the meaning of their one word. They asked for examples and found that the combination of the participants' chosen words did describe their current cultural lifestyle.
12. Upon completion of the initial spontaneous discussion, ask the participants to share their one word with the larger group. Ask for a volunteer to start and then, ask each participant to share their one word that described their culture.
13. Next, after the participants have listened to the variety of words from the larger group, ask them to explore several questions in their small group. In this instance, asking each participant to select one word to describe their organizational culture, the participants were then asked these follow-up questions:
 - a) *Is this approach consistent across your lifetime?*
 - b) *Is this the eating habit approach that you want to have in your life permanently?*
 - c) *Does this approach support the accomplishment of the environment you desire for your family health goals?*



14. Debrief the icebreaker by asking for a volunteer from each group to share a point or two that highlighted their discussion. You will find that many of the session attendees took notes.
15. Because your participants are almost always your best source of laughter and fun in a meeting or training session, each of these steps generated remarks, insights, and examples.
16. Upon completion, move into the rest of the material you have prepared for the session.

Activity 2:

2. Discuss the types of malnutrition with the learners. Ask them to describe the characteristics of each type (undernourishment, micro-nutrient deficiency, excessive consumption of calories).

Activity 3:

3. Learners will have to select from a list the percentage of world population that is malnourished.





ICEBREAKER

Words that describe your eating habits:

Me	People in my Group



Worksheet 1:

Activity 1:

Eating habits description

Breakfast	
Lunch	
Dinner	
Snacks	
Religious holidays	
Week-end/ Other holidays	
Is this approach consistent across your lifetime?	
Is this the eating habit approach that you want to have in your life permanently?	
Does this approach support the accomplishment of the environment you desire for your family health goals?	

Worksheet 2:

Activity 2:

Select the correct characteristics correspondent to each type of malnutrition.



Worksheet 3:

How many people are malnourished in the world?

- a) Around 0.8 billion people are malnourished, about 12% of the population;
- b) Around 2.8 billion people are malnourished, about 40% of the population;
- c) Around 3.5 billion people are malnourished, about 45% of the population;

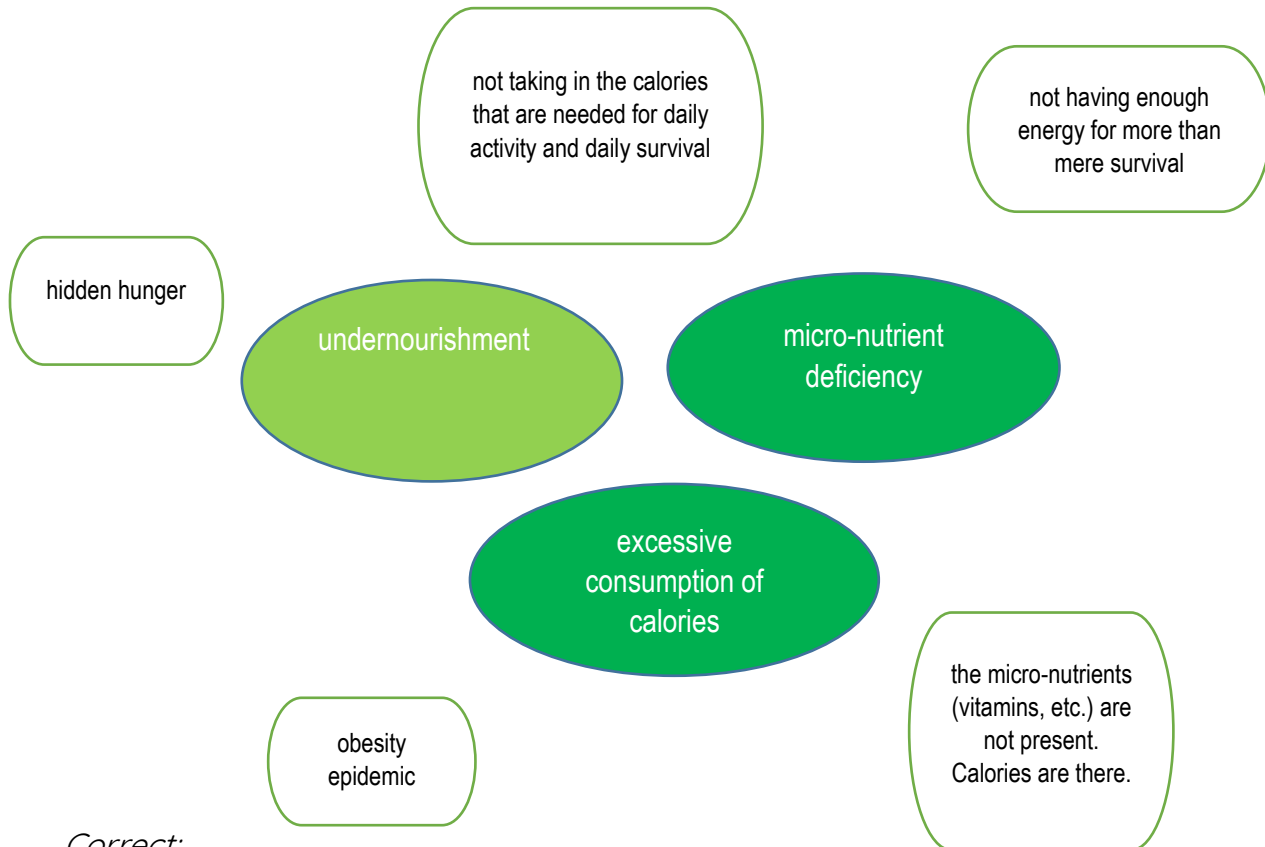
Self-assessment

Exceeds	Proficient	Developing	Novice
I can describe the types of malnutrition there are			
4	3	2	1
I know the percentage of how many people are malnourished in the world			
4	3	2	1
I can detail how environmental change threatens the food system			
4	3	2	1

TEACHER'S GUIDE

Activity 2:

Select the correct characteristics correspondent to each type of malnutrition.



Correct:

Undernourishment: not taking in the calories that are needed for daily activity and daily survival + not having enough energy for more than mere survival

Micro-nutrient deficiency: Hidden hunger + the micro-nutrients (vitamins, etc.) are not present. Calories are there.

Excessive consumption of calories: Obesity epidemic

Activity 3:

How many people are malnourished in the world?

- a) Around 0.8 billion people are malnourished, about 12% of the population;



- b) Around 2.8 billion people are malnourished, about 40% of the population;
- c) Around 3.5 billion people are malnourished, about 45% of the population;

Correct answer: b



Activity 4: Sustainable Cities


5

LESSON

Activity 4: Sustainable Cities**KEY WORDS:**

- Urbanization
- sustainability
- sustainable cities

DURATION:

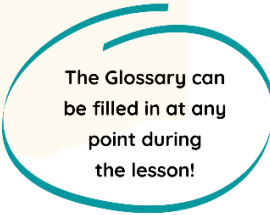
- 1 hour
- 

OBJECTIVES:

- to identify the factors driving urbanization and its consequences
- to describe the characteristics of a sustainable city

MATERIALS:

- Pens and paper
- Activity sheets, Chart and images from below
- Training course manual - Unit 5 Sustainable development



The Glossary can be filled in at any point during the lesson!

DESCRIPTION:

1. Identify favourite city icebreaker
2. Discuss with the learners about the regions with more population density in the world. Ask them to describe the characteristics of urban agglomerations.
3. Learners will have to select from a list the characteristics of a sustainable city and then talk about them.
4. Discuss with the learners the possible causes that make a city unsustainable. The learners are asked to select from a list the main characteristics and talk about them.



Worksheet 1:

1. Identify favorite city icebreaker

- a) Divide the training participants into groups of four or five people by having them number off. (You do this because people generally begin a meeting by sitting with the people that they already know best - even when you ask them to sit with people they don't work with every day.)
- b) Tell the newly formed groups that their assignment is to identify and share their favorite city, favorite cultural place to go out in the city they live in, favorite spot in the city, favorite transport facility in the city.
- c) The second part of the icebreaker assignment is to share why the selected item is their personal favorite.
- d) Debrief the activity in the large group by asking each individual to share their favorite, but not why with the larger group. This moves quickly. It also generates laughter as participants get to hear what every other attendee selected.
- e) As a final step, ask participants to share with the larger group what they learned about their coworkers during the small group discussion. Ask what insights they obtained about their small group members, what features are loved in a city and why.
- f) This team building icebreaker takes 10 - 15 minutes, depending on the number of groups you have.

FAVORITE CITY CHART

Favorite city	Why?
Favorite cultural place to go out in the city you live in	Why?
Favorite spot in the city	Why?
Favorite transport facility in the city	Why?

Worksheet 2:





















2. See Chapter 4: Sustainable Cities from the Unit 5 course- chart











World Population by Region

[back to top ↑](#)

#	Region	Population (2020)	Yearly Change	Net Change	Density (P/Km ²)	Land Area (Km ²)	Migrants (net)	Fert. Rate	Med. Age	Urban Pop %	World Share
1	Asia	4,641,054,775	0.86 %	39,683,577	150	31,033,131	-1,729,112	2.2	32	0 %	59.5 %
2	Africa	1,340,598,147	2.49 %	32,533,952	45	29,648,481	-463,024	4.4	20	0 %	17.2 %
3	Europe	747,636,026	0.06 %	453,275	34	22,134,900	1,361,011	1.6	43	0 %	9.6 %
4	Latin America and the Caribbean	653,962,331	0.9 %	5,841,374	32	20,139,378	-521,499	2	31	0 %	8.4 %
5	Northern America	368,869,647	0.62 %	2,268,683	20	18,651,660	1,196,400	1.8	39	0 %	4.7 %
6	Oceania	42,677,813	1.31 %	549,778	5	8,486,460	156,226	2.4	33	0 %	0.5 %

TOP 20 LARGEST COUNTRIES BY POPULATION (LIVE)

1	 <u>China</u>	1,441,273,319	11	 <u>Japan</u>	126,342,016
2	 <u>India</u>	1,384,805,010	12	 <u>Ethiopia</u>	115,993,628
3	 <u>U.S.A.</u>	331,685,463	13	 <u>Philippines</u>	110,099,767
4	 <u>Indonesia</u>	274,548,117	14	 <u>Egypt</u>	103,026,440
5	 <u>Pakistan</u>	222,431,455	15	 <u>Vietnam</u>	97,648,089
6	 <u>Brazil</u>	213,091,919	16	 <u>D.R. Congo</u>	90,554,745
7	 <u>Nigeria</u>	207,987,699	17	 <u>Turkey</u>	84,660,613
8	 <u>Bangladesh</u>	165,270,042	18	 <u>Germany</u>	83,877,820
9	 <u>Russia</u>	145,956,301	19	 <u>Iran</u>	84,374,993
10	 <u>Mexico</u>	129,412,529	20	 <u>Thailand</u>	69,861,291

Rank	City	Population in Year 2018
#1	 Tokyo	38,194,000
#2	 Delhi	27,890,000
#3	 Shanghai	25,779,000
#4	 Beijing	22,674,000
#5	 Mumbai	22,120,000
#6	 Sao Paulo	21,698,000
#7	 Mexico City	21,520,000
#8	 Cairo	19,850,000
#9	 Dhaka	19,633,000
#10	 New York City	18,713,000

Worksheet 3:

3. Sustainable vs Unsustainable city

Select the correct characteristics correspondent to each type of city.



Self-assessment

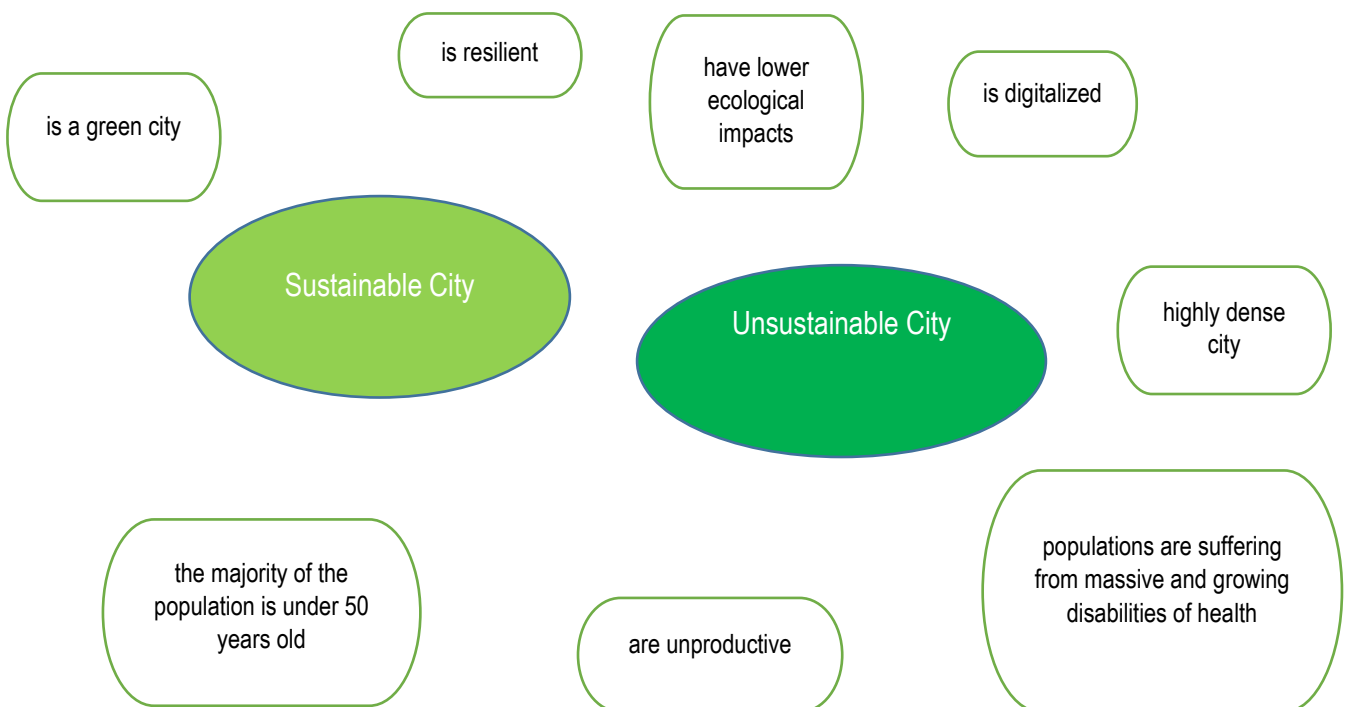
Exceeds	Proficient	Developing	Novice
I know which are the densest regions in the world			
4	3	2	1
I can describe the characteristics of a sustainable city			
4	3	2	1
I can describe the characteristics of an unsustainable city			
4	3	2	1

TEACHER'S GUIDE

Worksheet 3:

1. Sustainable vs Unsustainable city

Select the correct characteristics correspondent to each type of city.



Correct:

Sustainable city: Green city+ Resilient

Unsustainable city: unproductive + populations are suffering from massive and growing disabilities of health

Activity 5: Climate Change

5

LESSON

Activity 5: Climate Change

KEY WORDS:

- Climate Change
- Global Warming

DURATION:

- 1 hour



OBJECTIVES:

- to identify the basic factors of climate change
- to visualise the effects of climate change on earth

MATERIALS:

- Pens and paper
- String, masking tape or chalk, around 100 pieces of scrap paper, timer
- Activity sheets, Flash cards, Chart and images from below
- Training course manual - Unit 5 Sustainable development

The Glossary can be filled in at any point during the lesson!

DESCRIPTION:

17. Discuss with the learners about The Basic Science of Climate Change and the greenhouse effect. Ask them to describe the characteristics of the greenhouse effect.

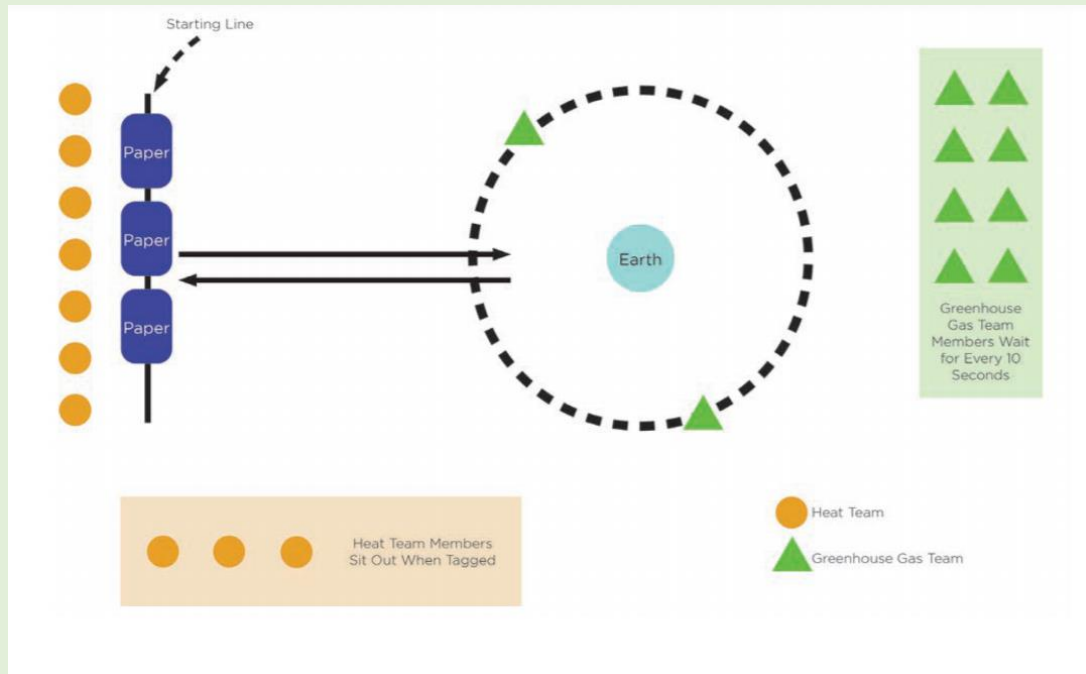
Play The greenhouse game, an energetic, physical game in which participants simulate the greenhouse effect, becoming either heat from the sun or greenhouse gases.

Rules and game play:

Set up:

- 1) Holding hands, have everyone form the largest circle that they can without letting their hands go.
- 2) Release hands, and have everyone take two big steps back.
- 3) Mark a circle on the ground/floor around (just outside) the circle of people. If indoors, use a string or chalk. If outdoors on dirt, mark by having everyone drag their feet to make a circle.
- 4) Create a Starting Line Area (for Heat Team) 3-5 meters (10 to 15 feet) from the circle.
- 5) Place the scrap paper in 3 piles on the Starting Line for the Heat Team. You can use something safe to hold them down or put them in bags/buckets. **IMPORTANT:** Do not use objects that could hurt someone if they fell on them.
- 6) Divide all the players into two teams by having them count off A and B.
- 7) Make a circle of 1 meter across in the middle of the large circle.

- 8) Tell everyone the small circle represents the earth and the large circle represents the atmosphere and the starting line represents the sun.



Game play:

- 1) Start by making Team A the “Heat Team” and Team B the “Greenhouse Gas Team”.
- 2) The Greenhouse Gas Team should pick their two fastest players to start on the circle. For the entire game any player on the Greenhouse Gas Team MUST keep both feet on the circle. The rest of the Greenhouse Gas Team waits on the side until it is their turn.
- 3) The Heat Team starts behind the starting line.
- 4) The Heat players:
 - Grab a card from one of the three piles behind the starting line.
 - Run into the circle and touch the earth with one foot.
 - Return to the starting line area, and give that card to the facilitator.
 - Pick up a new card and repeat this as often as possible.
- 5) The Greenhouse Gas Team must run around on the circle and try to tag the Heat Team.
 - The Greenhouse Gas Team can only tag a heat player AFTER they have entered the circle and are trying to escape back out.

- The Greenhouse Gas Team MUST keep both feet on the circle at all times and can move around the circle moving to the left, or to the right.
 - 6) If a Heat player is tagged, they must give their card to the Greenhouse Gas Player that tagged them and then sit out
 - 7) Demonstration: ask one player of each team to demonstrate the rules and clarify any questions.
 - 8) At the start of game there are 2 Greenhouse Gas players.
 - 9) Every 10 seconds you will add a Greenhouse Gas player to the circle. Note: be strict with the timing.
 - 10) The game ends after 3 minutes.
 - 11) At the end of 3 minutes add up the TOTAL number of cards that the Heat Team retrieved and gave to the facilitator. This is their score.
 - 12) Have the teams switch roles and play for 3 minutes again.
 - 13) Whichever team gets the most cards wins.

Debrief:

- Ask below questions. You can wrap up and share a brief explanation of what happened.
 1. What did you experience playing this game?
 2. What do you think this game represents?

Explanation of what happened

In the game, the heat team run from the sun, through the atmosphere to the earth. They tap the earth and then run back out through the atmosphere. This represents what happens in real life. The sun's rays pass through the atmosphere to the earth. When they reach the earth's surface they are reflected and pass back out through the atmosphere to space.

However, sometimes when the heat team try to escape back out of the atmosphere, they are caught by the greenhouse gas team. This also represents real life. When the sun's rays are reflected from the earth, natural gases can trap this reflected heat in the atmosphere. These heat trapping gases are called GREENHOUSE GASES. Without Greenhouse gases the earth would be very cold – about minus 18 degrees Celsius. This would be too cold to sustain life as we know it. We call this process THE GREENHOUSE EFFECT because it is similar to what happens in a greenhouse. The sun's rays enter



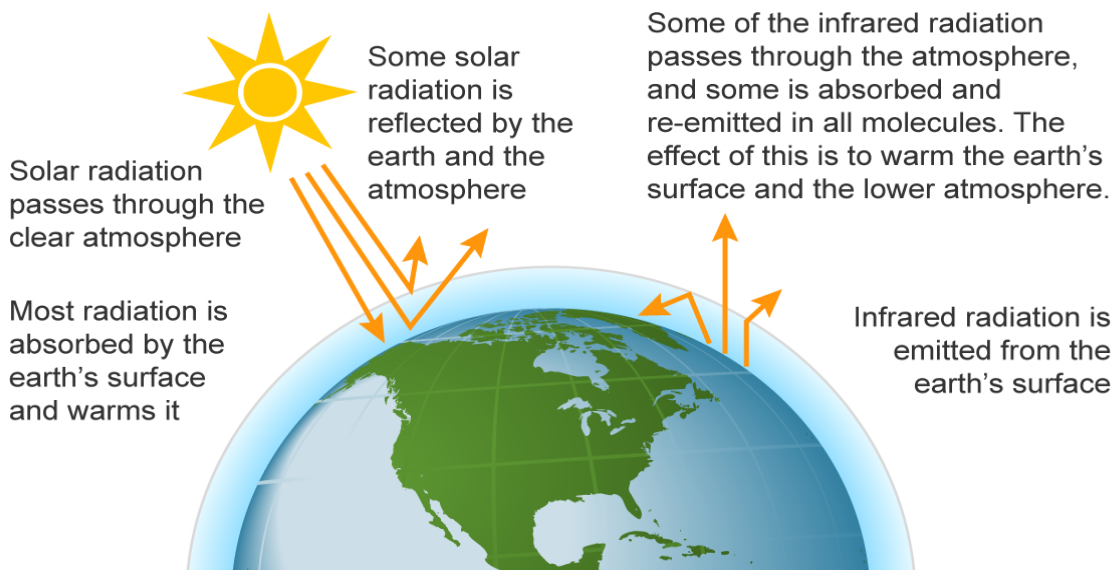
the greenhouse through the glass, but then get trapped inside. This keeps the greenhouse warm.

18. Discuss with the learners the climate change chart produced by Lord Stern in the United Kingdom a few years ago. The learners are asked to talk about the effects detailed in the chart.

Worksheet 1:

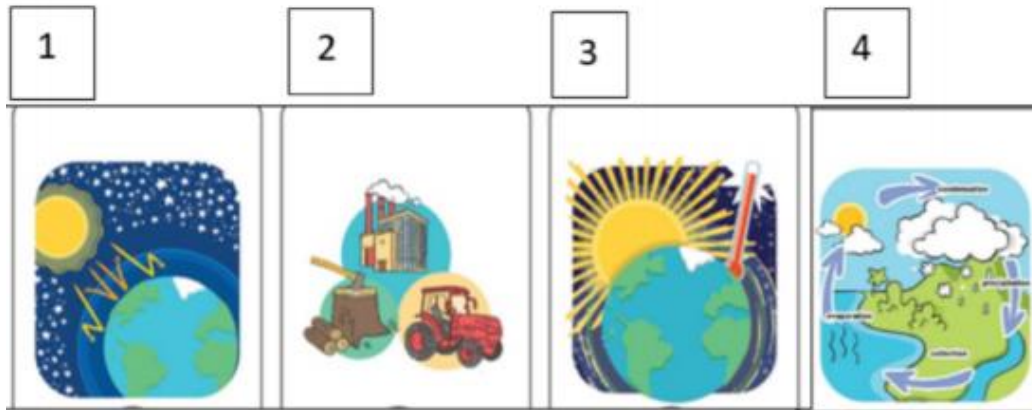
- See Chapter 5: Curbing Climate Change- chart

The greenhouse effect



After the [Greenhouse Gas Game](#):

- Arrange** the 'Greenhouse Gas Debrief Cards' on a wall or table as per the image below.
 - Present cards** 1-4 in order: 1.The Greenhouse Effect; 2. Causes; 3. Global Warming; 4. The Water Cycle.
- Tip! You can read the back of the cards to help you explain the cards.
- Ask** if anyone can name any of the impacts of climate change. They can look at the images for ideas.
 - Distribute** the cards among the players and ask them to discuss and pick 1 interesting fact from the back.
 - Recap** the sequence from the greenhouse effect to the hazards.



Self-assessment

Exceeds	Proficient	Developing	Novice
4	3	2	1

I can describe the greenhouse effect

Activity 6: Biodiversity



5

LESSON

Activity 6: Biodiversity**KEY WORDS:**

- Biodiversity
- Environment
- Natural Environment

DURATION:

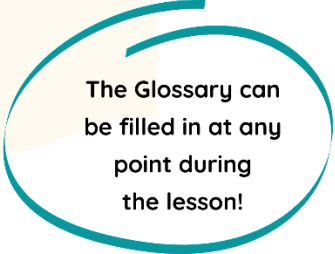
- 1 hour
- 

OBJECTIVES:

- to describe what biodiversity is
- to describe the main threats to biodiversity

MATERIALS:

- Pens and paper
- Activity sheets, Chart and images from below
- Training course manual – Unit 5 Sustainable development



The Glossary can be filled in at any point during the lesson!

DESCRIPTION:

1. Discuss with the learners the concepts of ecosystem and biodiversity. Ask them to describe the characteristics of the biodiversity. Conduct the class activity *Be a Biodiversity auditor!*

In this activity, students will practice assessing biodiversity by performing an audit of the area around the training location or home. To assist with this, have students download the [SEEK app](#) from iNaturalist on phones or tablets. This app uses image recognition to identify the plants and animals in uploaded photos.

- Begin by having students create on graph paper a map of the area they plan to assess. Student maps should include an extended perimeter around their training location or home, identifying at least two to three spots that they will focus on in order to increase the validity of their results.
- Students should use the SEEK app (if available) to identify as many species as they can from each location. Students can form groups of 3-4, in order to ensure that at least one person from the group have access to the app. Using their data sheet, students should record the various biodiversity criteria in each of the locations they have selected.

Discussion and Assessment

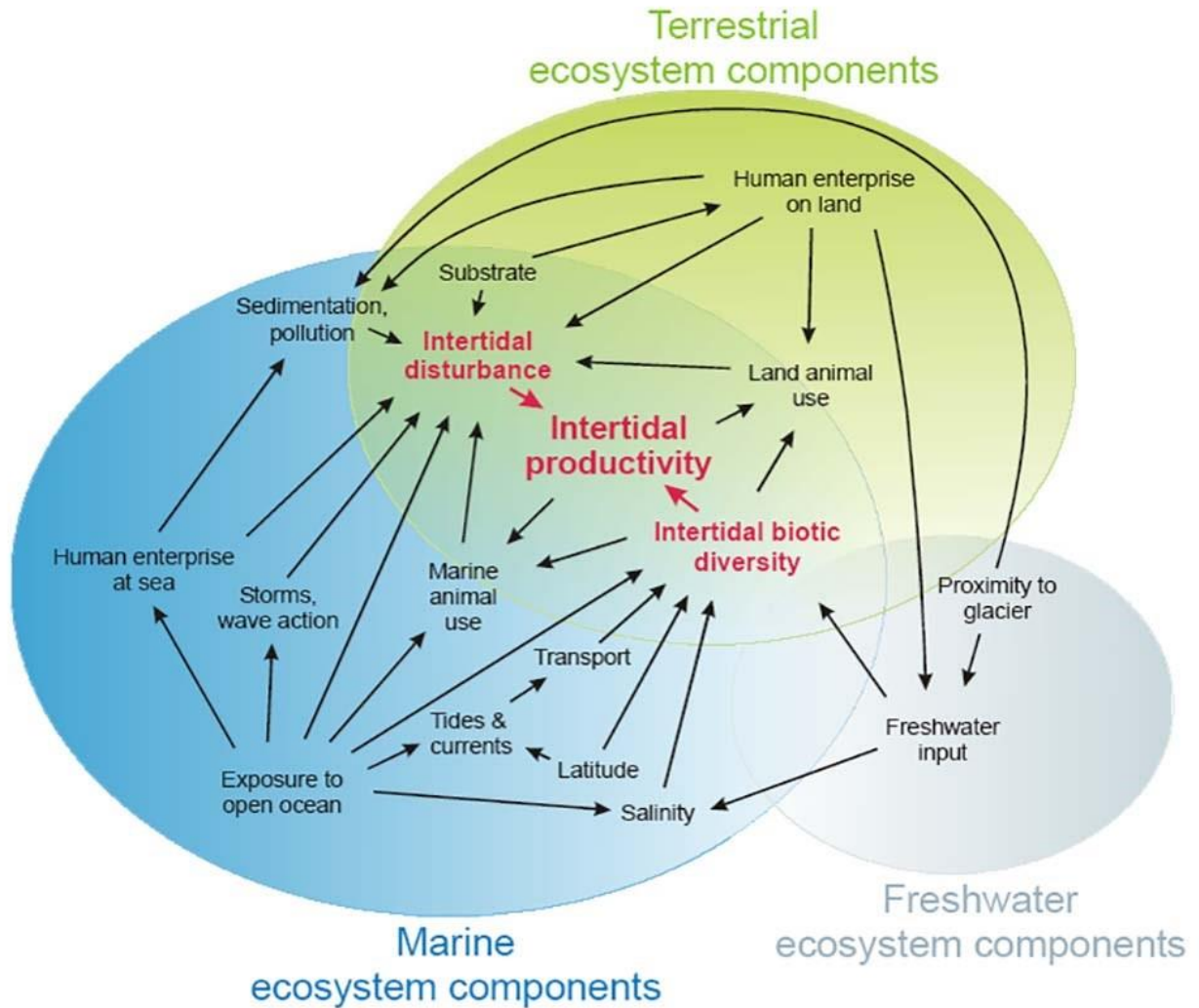
- Have students reflect on their results and complete the two questions found at the bottom of their audit sheet. Based on their findings, how would they evaluate the biodiversity in this area? What characteristics does the area have that support species living there?
- Reiterate the importance of biodiversity, and recap with students the current pressures affecting it.

Ask students whether they feel any of these threats are affecting the biodiversity in their local area or country. Encourage students to brainstorm ways to increase and protect the biodiversity in their area by attracting more wildlife. This could include planting trees, planting a pollinator garden, or building birdhouses and bug hotels.

2. The learners are asked to select from a list the main threats to biodiversity and talk about them.

Worksheet 1:

Saving Biodiversity- chart



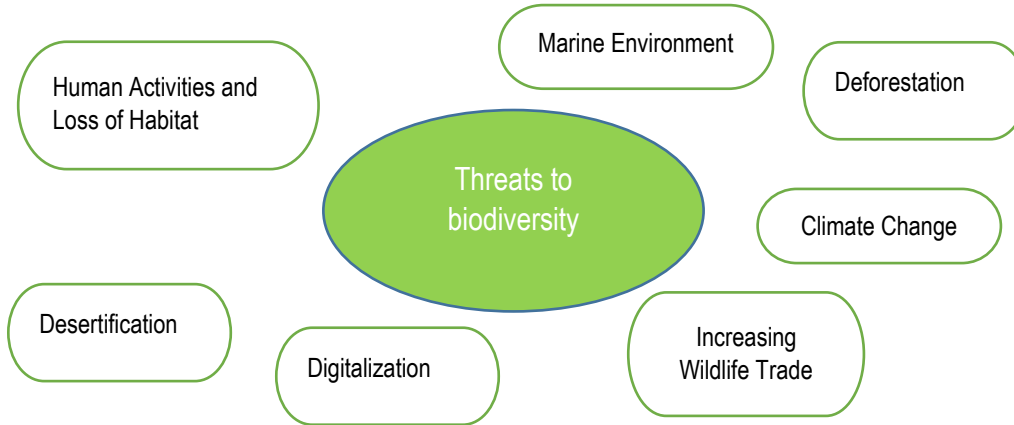
Worksheet 2:

Be a Biodiversity auditor!- Learner Data Sheet

Location (name or describe the area)	Composition (list the species found)	Abundance (number of individuals of each species you observed)	Distribution (how spread out the species are)
If you were to give this area a biodiversity grade, what would it be? Why?			
What could be done to increase the area's biodiversity?			

Worksheet 3:

Select the the main threats to biodiversity



Correct answer: Human Activities and Loss of Habitat, Deforestation, Desertification, Marine Environment, Increasing Wildlife Trade, Climate Change

Self-assessment

Exceeds	Proficient	Developing	Novice
4	3	2	1
I can describe the characteristics of the biodiversity			
4	3	2	1
I can describe the main threats to biodiversity			

Unit 6: Celebration of Diversity



**LEARNING
UNIT
6
CELEBRATION OF
DIVERSITY**



Activity 1: Cross the Line




7

LESSON**Activity 1: Cross the Line****KEY WORDS:**

- Cultural Diversity

DURATION:

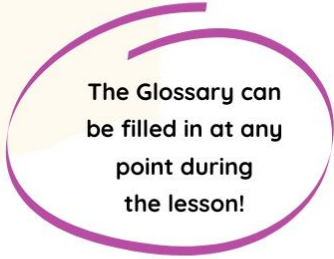
- 1 hour
- 

OBJECTIVES:

- Learners will recognise and openly discuss about diversity
- Learners will become more conscious about how they should speak and act around a diverse group
- Learners will describe different ways of supporting cultural diversity
- Learners will recognise the benefits of cultural diversity

MATERIALS:

- Teachers instructions and activity directions
- Duct Tape



The Glossary can be filled in at any point during the lesson!

DESCRIPTION:

1. Introduce the game activity by pointing out it encourages us to claim parts of our identity while at the same time we observe and respect parts of others identities. The game requires a lot of movement, so make sure you have a lot of space. Begin by dividing the room into two parts by placing the duct tape on the floor to create a line.
2. Set the tone of the exercise by explaining that this activity requires respect and silence (no talking, laughing, giggling, etc.). We want to create a safe space for learning about one another. You will discuss the activity at the end. Before starting the game, discuss with the learners and set up some rules to make sure everyone feels safe revealing information about themselves. For example: “don’t make comments about what people have claimed as part of their identity”, “be open to other people’s differences”, “confidentiality”, “don’t gossip about what people shared here” etc.

Tell them that if they belong to a certain group but don’t want to show it publicly then they don’t have to but encourage them to notice how that makes them feel.

3. Ask participants to line up across one side of the room and move to the other side (by crossing the line) when they hear a statement that they identify with. Encourage them to “silently observe who has claimed this identity, who has not, and how this makes them feel”. Then ask everyone to re-join the original group.
4. Start the game. For each of the following groups, say “if you are/belong to... Cross the line” Allow people to cross the room and then say “Notice who is standing with you, who is not...Notice how this makes you feel... Come back together again.”

Groups:

1. you are a woman
2. you are a learner
3. you are black or of African descent
4. you are a member of a sports team
5. you have one or more siblings
6. you are Asian, east Asian, South Asian/ Indian
7. you are a man
8. you speak a language other than English at home
9. you are Latino/a

10. you can speak a foreign language
11. you were raised in the country or rural area.
12. you are European or white
13. you are gay, lesbian, bisexual or transgender
14. you are Arabian descent
15. neither of your parents has a college degree
16. you have serious and ongoing health problems
17. you are multi-racial or bi-racial
18. you were raised Christian
19. you are of Jewish heritage
20. someone in your family has ever been arrested
21. you were raised in a Muslim household
22. you live in a country other than the one you were born in
23. you were raised by a single parent
24. you were raised in the city
25. you were raised in the suburbs.
26. neither of your parents received a college education.
27. you are uncomfortable with this exercise
28. you are a vegetarian
29. you have been a victim of a crime.
30. you have ever been teased or made fun of.
31. you have ever teased or made fun of someone.
32. you lied at any point during this exercise.

Debriefing

1. Handout Cross the Line Questions worksheet and discuss the questions with the group.
2. Discuss with the learners the definitions of the concepts “cultural identity” and “cultural diversity”. Ask them to write down their own definitions first and then share with the rest of the group. Learners should work collaboratively and with the help of the teacher fill in the above definitions in their “Student’s Glossary”.

Learners Glossary:

Cultural identity:

Cultural diversity:

Worksheet 1:

Cross the Line Questions

Discuss with the group the following questions:

1. How are you feeling right now?
2. Did you “cross the line” during the game? If so, how did it make you feel?
3. How did you feel when you were in the group that didn’t move?
4. Did you notice any similarities or differences with others that have surprised you?
5. Were you hesitant to “cross the line” at any point? (you don’t have to say when)
6. Were there any groups you wish you could belong to? Any group that are glad you didn’t belong to? Why?
7. How did it feel to cross the line when you were stepping out with several other people?
8. How did it feel when you stepped out alone?
9. During this game, what did you learn about others? What did you learn about yourself?
10. What do you think was the purpose of this exercise?
11. What did you learn from it?
12. Should we change anything about how we interact with each other based on seeing the diversity in this group?
13. How can you apply what you learned here to your daily life?

Self-assessment

Exceeds	Proficient	Developing	Novice
I can define “cultural identity”			
4	3	2	1
I can define “diversity”			
4	3	2	1
I can name some benefits of cultural diversity			
4	3	2	1
I am more conscious about how I should speak and act around a diverse group of people			
4	3	2	1
I can describe different ways of supporting cultural diversity			
4	3	2	1

TEACHER'S GUIDE

Learners Glossary:

Cultural identity: The definition of groups or individuals (by themselves or others) in terms of cultural or subcultural categories (including ethnicity, nationality, language, religion, and gender).


Cultural diversity: refers to differences among people because of their racial or ethnic backgrounds, language, dress and traditions.



Activity 2: Cultural Map


7

LESSON

Activity: Cultural Map

KEY WORDS:
cultural identity
diversity



DURATION:
• 1 hour


OBJECTIVES:

- Participants will be able to define “ethnicity”, “nationality”, “race”
- Participants will be able to name the reasons why cultural diversity is important.


MATERIALS:

- Cultural Map Handout
- Pens and paper

DESCRIPTION:

19. Discuss the concept of **cultural identity** with the learners. Ask learners to individually brainstorm and make a list of what makes up an individual's cultural identity. Then divide them in pairs and ask them to compare their answers. Finally, let the whole group discuss and come up with a final list.
20. Learners continue by completing the "Cultural Map" handout. This handout will ask the students to analyse and map out their cultural identity. Upon completion of the handout, learners will determine their personal cultural identity.
21. Discuss with the learners the definitions of the concepts "race", "ethnicity", "nationality". Ask them to write down their own definitions first and then share with the rest of the group. Learners should work collaboratively and with the help of the teacher fill in the above definitions in their "Student's Glossary".
22. Finally, generate a discussion about cultural diversity and why it is important

Learners Glossary:

Ethnicity:

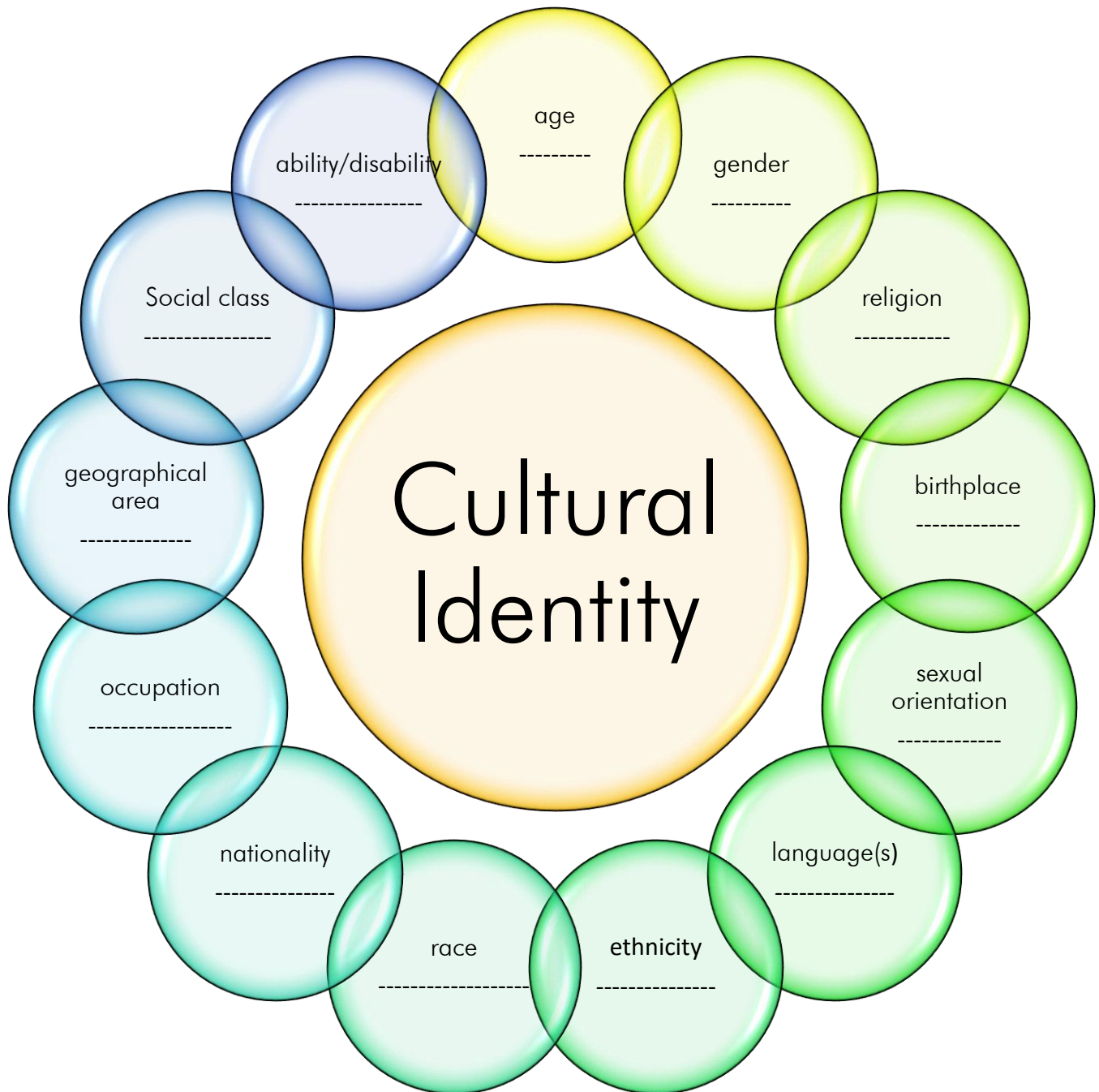
Nationality:

Race:



Worksheet 1:

Cultural Map Handout



Worksheet 2:

Discussion:

Why is cultural diversity important?

How do I benefit from cultural diversity?

Self-assessment

Exceeds	Proficient	Developing	Novice
I can explain the difference between “race”, “ethnicity”, “nationality”			
4	3	2	1
I can describe my cultural identity			
4	3	2	1
I can explain the importance of cultural diversity			
4	3	2	1

TEACHER'S GUIDE

Ethnicity: a particular race of people, or the fact of being from a particular race of people

Nationality: the official right to belong to a particular country

Race: one of the main groups to which people are often considered to belong, based on physical characteristics that they are perceived to share such as skin colour, eye shape, etc.

Activity 3: Cultural Map

7

LESSON

Activity: Cultural Collage

KEY WORDS:

culture
collage
diversity
identity

DURATION:

• 1 hour



OBJECTIVES:

- Learners can identify their cultural identity
- Learners can identify similarities and differences among the different cultures
- Learners will learn something about a new culture

MATERIALS:

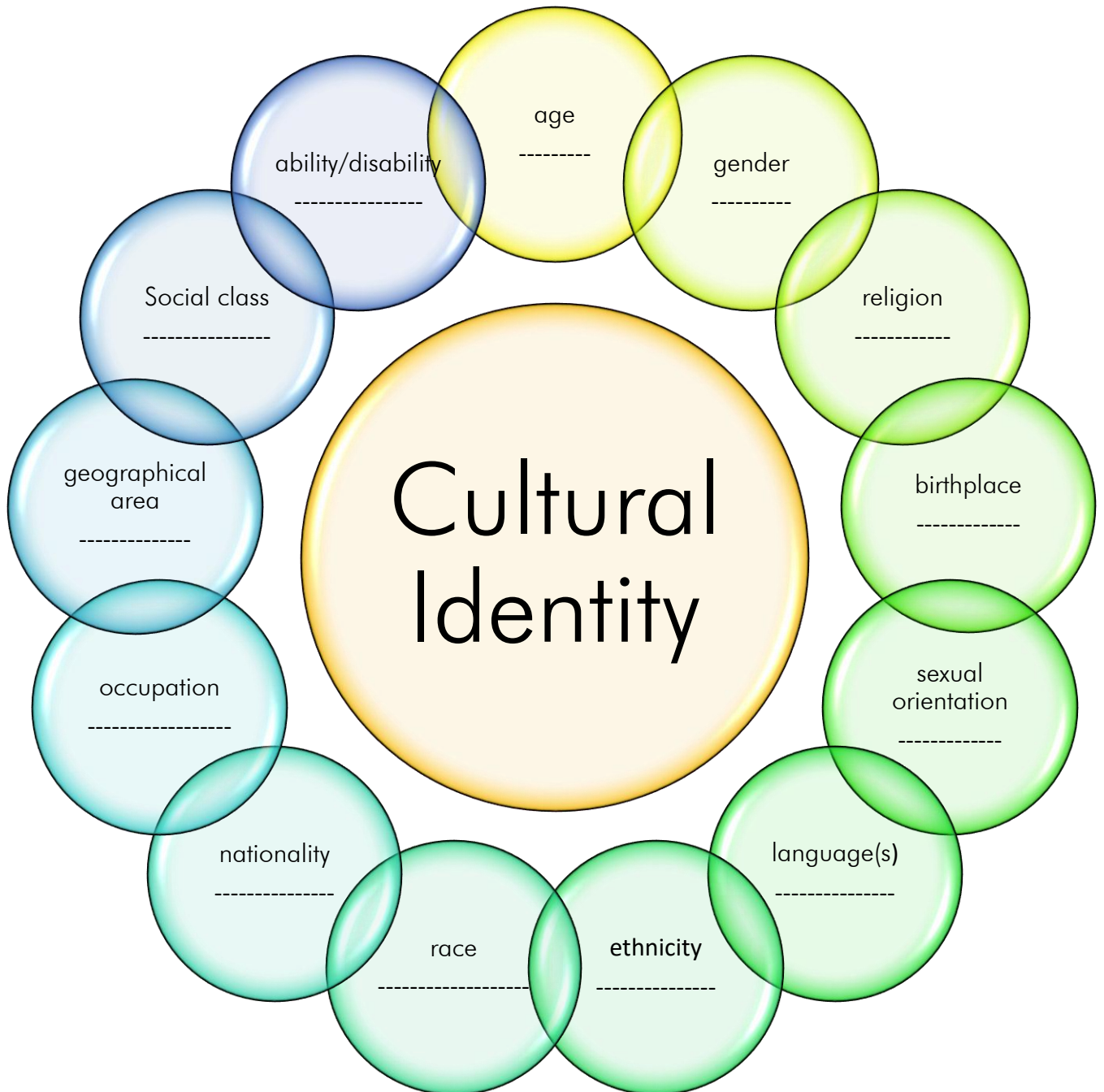
- Electronic device with internet access
- Magazines and newspapers
- Printer
- Scissors
- Glue
- A5 paper

DESCRIPTION:

1. Using their “Cultural Map” from the previous activity, students will find appropriate images to express their identity (magazines, newspapers, online research).
2. Students will create a photo collage that conveys their cultural individuality.
3. At the end of the activity, each learners will present their collage to the group and explain the reasons for selecting each image.
4. The group will have the chance to ask questions and learn more about the person presenting and their cultural identity. Encourage learners to identify similarities and differences among the different presentations.

Worksheet 1:

Cultural Map Handout



Self-assessment

Exceeds	Proficient	Developing	Novice
I can identify my own cultural identity			
4	3	2	1
I can identify similarities and differences among the different cultures			
4	3	2	1
I have learned something about a new culture			
4	3	2	1

Activity 4: Diversity Reflection

7

LESSON

Activity 4: Diversity Reflection

KEY WORDS:

diversity
inclusion
privilege

DURATION:

• 1 hour



OBJECTIVES:

- Participants will be able to visually see the diversity in their life and reflect on it.
- Participants will be able to understand personal privilege
- Participants will be able to understand the different ways they contribute to diversity

MATERIALS:

- Coloured beads divided into different colours (At least 5 different colours)
- Empty cups
- Pencils/Pens

DESCRIPTION:

1a) The purpose of this exercise is to visually see the people you encounter in your life. Place colour coordinated beads in different separate cups in the centre of the circle. Each bead will represent a different race/ethnicity which learners will come up with together as a group and fill in the table.

1b) Give each individual an empty cup. Tell participants to read the questions provided and pick one coloured bead to place in the cup for the type of person they come in contact with. After the questions have been asked and answered they will be presented with the diversity of the people they come in contact with through the diversity of the beads. Now reflect as a group on the results.

Is it dominated by a certain group of people? Is this good? Why is it important to work with, support and live with a variety of people that are different from you?

2 a) In this exercise participants will explore privilege. Give participants a few minutes to write down their own definitions of privilege then share the different definitions among the class.

2b) A tally sheet is provided to participants. Participants will listen to each of the statements of privilege. If the person agrees with the statement and thinks it's valid, they don't do anything. If the respondent does not agree with the argument or thinks that it is not valid from their experience, they will draw a mark showing that they do not accept the specific privilege. This activity is meant to help participants visualise their privilege or lack of it. After the statements have been read, reflect on how the participants felt about the activity using the questions provided.

Worksheet 1:

1) How diverse is your world?

1a) Different coloured beads have been provided for this Activity. Each colour bead represents a different race/culture. Assign a race/ethnicity to each bead.

Bead Colour	Race/Culture

1b) For this exercise you will need **an empty cup**. After each of the following questions, pick a up a bead for the type of person you come in contact with and place it in your cup.

1. Select a bead that most closely represents your race/ethnicity.
2. Select a bead that most closely represents the race of your significant other.
3. Select a bead that represents the race of your closest friend.
4. The race of the people with whom I worship are predominately...
5. My neighbours (at home) on either side of my house are...
6. My doctor is...
7. My dentist is...
8. My lawyer/attorney is...

9. My boss is...
10. My co-workers are predominately...
11. The people in my social circle are predominately...
12. The author of the last book I read was...
13. In the last good movie I saw, the people were predominately...
14. The people in my favourite TV show are predominately...
15. During the course of a day, the people with whom I come into contact are predominately...
16. The person who I most admire or who has had the greatest impact on my life is...
17. The people in my favourite music group or band are predominately...
18. The person who owns the clothes shop I most frequently buy from is...

Worksheet 2:

2) Privilege

a) Describe what you think privilege is and share your definition with the class.

b) Listen to each of the statements made. If you do not identify with the statement or feel that it is not true for their experience, draw one mark in the tally chart signifying that you do not identify with the statement. If you do identify with the statement and feel it is true, then do nothing.

Tally Chart

Tally Chart

c) Reflection:

How were you feeling doing this activity?

How was it to consider the amount of tally marks on your paper that you have?

What does it feel like to have certain privileges or not to have them? How could this be improved **by society** (e.g. politics, media etc) and by you **personally** (in your life decisions etc)?

Self-assessment

Exceeds	Proficient	Developing	Novice
4	3	2	1
I can identify the diversity/lack of diversity in my life			
4	3	2	1
I am able to define privilege			
4	3	2	1
I can identify my privileges/lack of privileges.			

TEACHER'S GUIDE

Worksheet 2:

2b) Statements to be read out to participants:

1. An individual from my racial group is also the leader of my country. (RACE)
2. I can find clothes that suit my size and shape easily when going shopping.
(SIZE)
3. In public, without fear of name calling or abuse, I can kiss and hold hands with the person I am dating. (SEXUALITIES)
4. I can be reasonably certain when I go shopping that sales or security people will not follow me (APPEARANCE/RACE)
5. Most of the religious and cultural holidays celebrated by my family are recognized with
days off from work or school. (RELIGION/CULTURE)
6. When someone is trying to describe me, they do not mention my race. (RACE)
7. When I am angry or emotional, people do not dismiss my opinions as symptoms of “that time of the month.” (GENDER)
8. I am not automatically presumed to be a spokesman for my race when expressing my opinion. (RACE)
9. I can easily purchase greeting cards that represent my connection with my significant other. (Sexual identities)
10. I can easily find items for hair and professionals that know how to style my hair. (RACE)
11. It is seen as normal in my family to receive a college degree. (CLASS)
12. When I go out with friends for dinner, I don't think about the building being accessible to me (ABILITY)
13. I can be sure that there will be people of my race there when I attend a public event. (RACE)

14. Based on the size of my body, people do not assume things about my work ethic or intellect. (SIZE)
15. People see it as assertive rather than aggressive when I clearly state my opinion (RACE/GENDER)
16. People do not think we are segregating ourselves when I am with someone of my race. (RACE)
17. I feel comfortable speaking about my culture without feeling that I'll be judged (ETHNICITY/RACE).
18. I can usually afford to do the things that my friends want to do for fun (without much hardship). (CLASS)
19. I quickly find the box that I have to check when filling out forms for school or work. (RACE/GENDER)
20. I can choose the type of dress in which I feel relaxed and in which my identity is most represented, and I know that in public I won't be stared at. (APPEARANCE/GENDER)
21. If pulled over by a police officer, I can be confident that because of my color, I have not been singled out. (RACE)
22. Owing to my age, my professionalism is never challenged. (age) (AGE)
23. I'm not worried when walking at night alone. (the GENDER)
24. People make no conclusions about my intellect based on my speech style (RACE)
25. I do not have to think about having an interpreter present to understand or to participate while attending class or other activities. (LANGUAGE/ABILITY)
26. I can book an airline ticket, go to a movie, ride in a car and not think about whether there will be a seat that can accommodate me. (SIZE/ABILITY)
27. People assume I was admitted to school or hired based upon my credentials, rather than my race or gender.. (GENDER/RACE)
28. As a child, to colour my family and make it match our skin colour, I could use "flesh-colored" crayons. (RACE)

Unit 7: Equality and Democracy




Activity 1: Equality Workshop


7


LESSON

Activity 1: Equality Workshop
KEY WORDS:
DURATION:

- 1 hour


OBJECTIVES:

- Participants will be able to define equality
- Participants will understand the difference between equality and fairness.
- Participants will be able to identify different types of discrimination
- Participants will gain examples of moments in history which contributed to Equality


MATERIALS:

- Pens or Pencils
- Coat of Arms Worksheet
- Whiteboard

DESCRIPTION:

- 1) Icebreaker activity. Illustrate that in response to relevant questions, each participant will draw something on each of the five parts of the Coat of Arms handout. Participants will then pair up, share their drawings and attempt to interpret the drawings in order to present their partner to the entire group.
- 2) Get participants to define what equality means to them. Then they will pair up (in different pairs than previous exercise) and ask their partner what equality means to them. Get individuals to share their answers with the whole group.
- 3) Participants will think of different historical or current events in the place where they live or where they are from which have contributed to a more equal society. The events will be shared and the group will create an 'Events towards Equality' table on the board.
- 4) Participants will individually think of different types of discrimination. Then then they will match them with the relevant example. This exercise is meant to challenge participant's perceptions of different types of discrimination. Correct answers should be shared with participants at the end of the exercise.
- 5) Present the question 'Equality is the same thing as Fairness' to the group. Separate the group into two groups. Group 1 will argue in favour of the statement, Group 2 will argue against.

Worksheet 1:

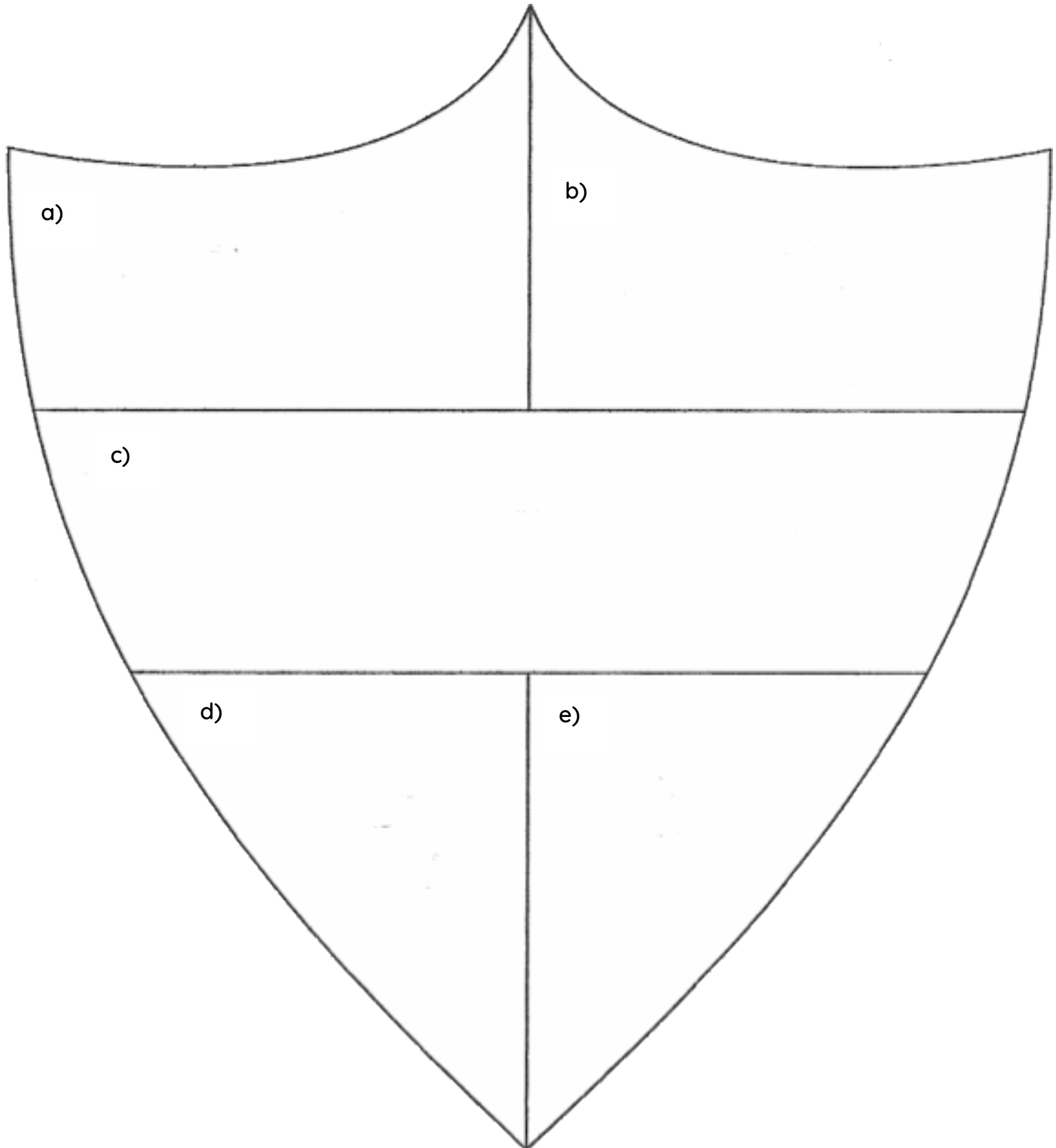
1) Coat of Arms

1a. Draw a picture in each of the five sections of your personal 'coat of arms' shield in response to the following questions.

- a) What do you do for work?
- b) What do you like doing in your spare time?
- c) What is something you think you're very good at?
- d) What is something about you that the people in this room don't know/couldn't guess?
- e) What is one of your personal values?

1b. In groups of two, try to interpret what each section of your partners 'coat of arms' means. Then present your partners coat of arms to the group.

Personal Coat of Arms





Worksheet 2:

2) Define

a) What does Equality mean to you?

What does it mean to person next to you? (To your left)

b) Types of Equality:

Worksheet 3:

3) *Think of current and/or historical events which have taken place where you live, or in the place you are from, which have contributed to a more Equal Society. Share with the group and make Equality Movements Group Timeline:*

Year	Event	What kind of Equality was the event promoting?

Worksheet 4:

&

Learners Glossary:

4) Discrimination and Protected Characteristics:

a) What groups of people commonly experience discrimination? As a group try to think of nine different types of Discrimination. The first one has been done for you:

- | | | |
|----------------------|---|---|
| ➤ Sexual Orientation | ➤ | ➤ |
| ➤ | ➤ | |
| ➤ | ➤ | |
| ➤ | ➤ | |

b) Match the 'Type of Discrimination' with tis relevant example.

Type of Discrimination	Example
	A transsexual woman is fired from her job for taking leave from work for surgery related to her gender affirmation.
	An optician gives customers the chance to pay for their glasses through instalments, however only if they currently have a job.
	The owner of a hotel refuses a room to two men
	A woman is breastfeeding on the bus. Another customer makes a complaint and the bus driver tells her to stop.

	<p>A secondary school plans a trip to the museum. The school believes that one student with down syndrome should be excluded from the trip because they will not be able to participate in the activities provided by the museum.</p>
	<p>A woman is working night shifts at her job. She gets married and her boss changes her hours because they think a woman should be at home with her husband at night.</p>
	<p>A boss makes a comment that there is no point promoting a woman because she will go off and have children.</p>

c) Can you think of any other group which should be added to the 'protected characteristics?'

Worksheet 5:

5) Debate.

Divide into two groups, Group 1 and Group 2. The groups will then have a speed debate.

Group 1 will argue in favour of the statement below and Group 2 will argue against it:

Equality is the same thing as Fairness.

What is the key difference between the two if any?

Self-assessment			
Exceeds	Proficient	Developing	Novice
I am able to give a definition for 'equality'			
4	3	2	1
I recognise the difference between equality and fairness (equity)			
4	3	2	1
I am able to identify types of discrimination			
4	3	2	1

TEACHER'S GUIDE

Answers to Questions:

4b)

Types of discrimination (in alphabetical order):

Age, Disability, Gender Reassignment, Marriage and Civil Partnership, Pregnancy and Maternity, Race, Sex, Sexual Orientation.

Type of Discrimination	Example
Gender Reassignment	A transsexual woman is fired from her job for taking leave from work for surgery related to her gender affirmation.
Age Discrimination	An optician gives customers the chance to pay for their glasses through instalments, however only if they currently have a job.
Sexual Orientation Discrimination	The owner of a hotel refuses a room to two men
Pregnancy and Maternity Discrimination	A woman is breastfeeding on the bus. Another customer makes a complaint and the bus driver tells her to stop.
Disability Discrimination	A secondary school plans a trip to the museum. The school believes that one student with down syndrome should be excluded from the trip because they will not be able to participate in the activities provided by the museum.
Marriage and Civil Partnership Discrimination	A woman is working night shifts at her job. She gets married and her boss changes her hours because they think a woman should be at home with her husband at night.
Discrimination based on sex	A boss makes a comment that there is no point promoting a woman because she will go off and have children.

Activity 2: Democracy Learners Guide



LESSON

Activity 2: Democracy Learners Guide

KEY WORDS:

- Democracy
- Political Equality

DURATION:

- 1 hour



OBJECTIVES:

- Participants will develop vocabulary and the definitions surrounding democracy and equality.
- Participants will develop a critical outlook on their political environment

MATERIALS:

- Internet Access
- A large screen for YouTube Video
- Pencils/Pens

DESCRIPTION:

1. Ask participants what they think the general definition of democracy is and how it relates to equality. Participants write their definitions down individually. Answers are then shared among the group.
2. Participants will watch a three minute video on the definition and brief history of democracy. In order to stimulate discussion, ask participants if they learnt something new during the video.
3. Participants then attempt to complete the 'Democracy Glossary' individually. The answers are then shared among the group and corrected.
4. Participants fill in the spider diagram answering the question 'In what ways does democracy aid equality?'
5. Participants read the examples of times in history where democracy has been implemented. They decide where they would rather live. They then think of alternatives where/when they feel democracy was best practiced.

Worksheet 1:

1) Introduction

What do you think the definition of democracy is? How do you think democracy is related to equality? Discuss.

2) Short Video Introduction

A 3 minute video introducing the basic concepts of democracy and its history.



Democracy- a short introduction (MinuteVideos)
(<https://www.youtube.com/watch?v=u6jgWxkbR7A>)

Worksheet 2:

3) Learner's Glossary

Connect the words with their correct definitions. Discuss answers together:

Democracy

a system founded on the principle of elected officials representing a group of people. In it the power is in the hands of representatives who are elected by the people.

Direct Democracy

an attitude towards other people, beyond family and friends. It involves a sense of belonging to a group or community, an awareness of other people in the group, and a sense of civic duty towards that group.

Representative Democracy

the extent to which citizens have an equal voice over governmental decisions.

Majoritarianism

Civic Mindfulness

a form of direct participation of citizens in democratic decision making. May operate through an assembly of citizens or by means of referenda and initiatives in which citizens' vote on issues instead of candidates and parties.

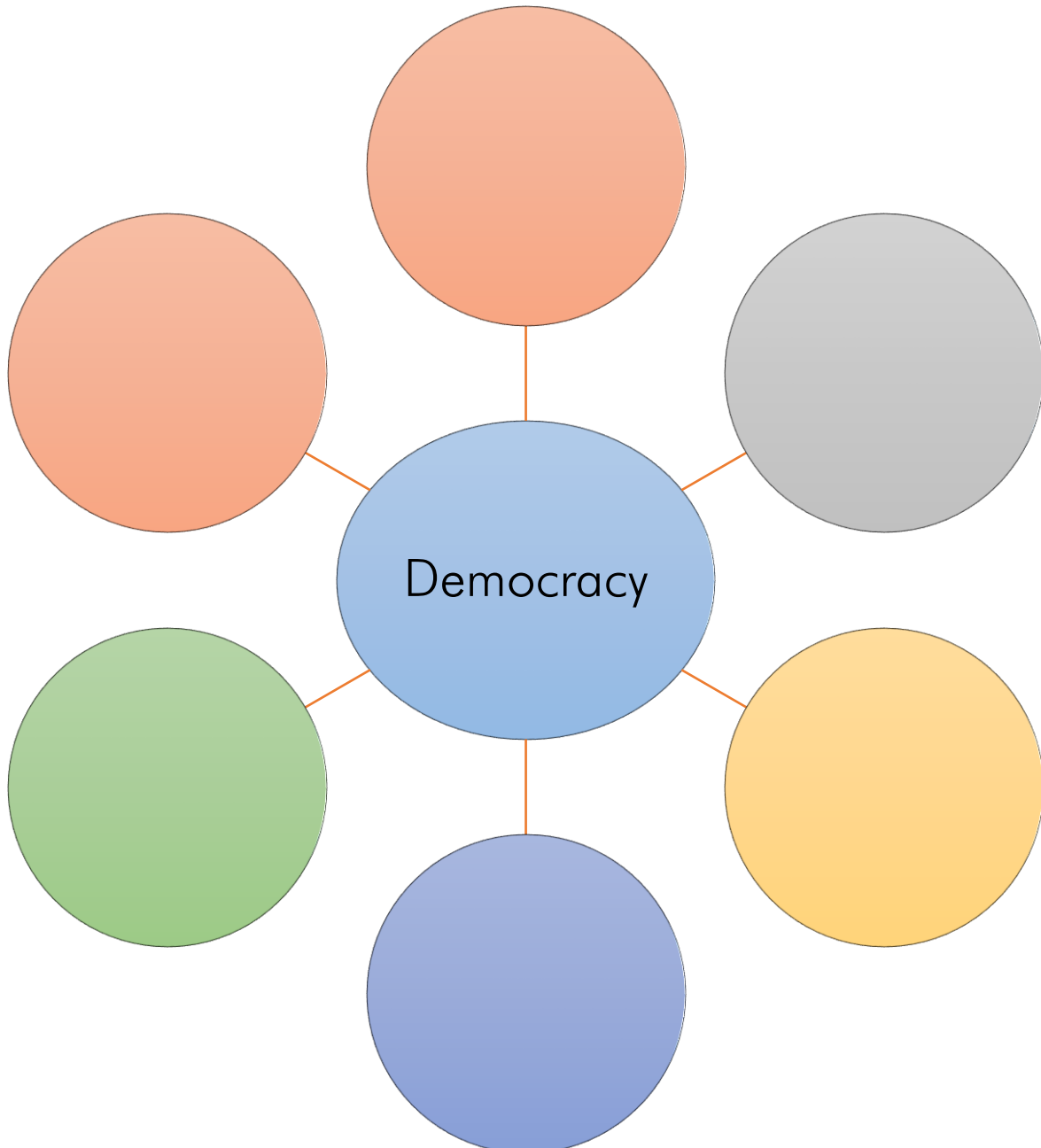
Political Equality

Authoritarianism

a highly concentrated and centralized government power maintained by political repression and the exclusion of potential challengers.

Worksheet 3:

4) In what ways does democracy aid equalit



Worksheet 4:

5) When would you rather

- Imagine you could travel back in time and live in whichever era and place you could. Which era would you choose and why?

live?



12-9th centuries

Ancient Greece

An equal democratic structure was established in Athens where all men were granted the freedom to speak and participate in the political system. The system was also known as the "law by people". However, Athenians were slave owners. Women, slaves, and non-land owners could not vote.



1215

England

King John issued the famous 'Magna Carta' document. The text established that the law would have to be abided by all, including the King. The document also gave men the right to a fair trial and justice. Women still could not vote or work until 1918 and homosexuality remained illegal till 1967.



1787

United States

One of the oldest democratic constitutions is the US constitution. It defined the powers of government; when detailing laws, the president had executive authority. As Congress wanted to avoid the abuse of power, the constitution also created a federal structure. The vote continued to be denied to slaves, people of colour and women.



1947

India

As it marked the end of the British empire and their gain of independence from the British crown, 1947 was a big year for India. Soon after that, India became the world's largest democracy. The 'caste system' however prevailed.

Are there any places in the world or times in history where you think democracy was best practiced? Share and discuss with the group.

Self-assessment

Exceeds	Proficient	Developing	Novice
I can define democracy and equality			
4	3	2	1
I may briefly explain the history of democracy			
4	3	2	1
I have developed a critical understanding of 'democracy'			
4	3	2	1

TEACHER'S GUIDE

Glossary:

Correct Answers are as follows:

Democracy	a method of group decision making characterized by a kind of equality among the participants at an essential stage of the collective decision making.
Direct Democracy	a form of direct participation of citizens in democratic decision making. May operate through an assembly of citizens or by means of referenda and initiatives in which citizens' vote on issues instead of candidates and parties.
Representative Democracy	a system founded on the principle of elected officials representing a group of people. In it the power is in the hands of representatives who are elected by the people.
Majoritarianism	a system that a majority of the population is entitled to a certain degree of primacy in society, and has the right to make decisions that affect the society.
Civic Mindfulness	an attitude towards other people, beyond family and friends. It involves a sense of belonging to a group or community, an awareness of other people in the group, and a sense of civic duty towards that group.
Political Equality	the extent to which citizens have an equal voice over governmental decisions.
Authoritarianism	a highly concentrated and centralized government power maintained by political repression and the exclusion of potential challengers.

Activity 3 Applying the Principles of Democracy



7

LESSON**Activity 3: Applying the Principles of Democracy****KEY WORDS:**

- Citizen Representation
- Political Representation
- Human Rights
- Transparency

DURATION:

- 1 hour
- 

OBJECTIVES:

- Learners will define practical principles of democracy and equality
- Learners will critically assess to what extent the various elements of democracy are practiced in their country/region.
- Through a comparative approach, Learners will gain examples of modern democracy in practice across Europe.

MATERIALS:

- Flip Chart
- Pencils/Pens

DESCRIPTION:

- 1) Learners will be divided into groups of two. The groups will come up with definitions for 'Active Democracy Concepts' and one practical example.
- 2) The definitions and examples will then be shared, discussed and compared among the whole group.
- 3)
 - a) The table will then be completed individually. Learners will provide a rating for how well each active democracy concept is applied within their country region from 1 to 5 (1 being very good, 5 being terrible).
 - b) Learners will complete the sentences giving their personal opinion on the different statements. They will then compare their answers with a partner.
- 4) The individual ratings will then be discussed with those who wish to share their answers and suggestions on possible improvements.
- 5) Learners will be divided into two groups A and B for a speed debate. The groups will debate either for or against the sentences in the table depending on whether they're in group A or B. This exercise is meant to represent the key elements of democracy which are participation, inclusion, representation and diversity of opinion.





Worksheet 1:

&

Learners Glossary:

Applying Principles of Democracy

- 1) In groups of two, try to define the following concepts and come up with a practical example.

Active Democracy Concepts:

Citizen Participation: _____

example: _____

Abuse of Power: _____

example: _____

Equality: _____

example: _____

Human Rights: _____





example: _____

Political Representation:

example: _____

Regular & Free Elections:

example: _____

Government Transparency:

example: _____

2) Discuss Answers to ‘Active Democracy Concepts’ as a Group



Worksheet 2:




3)

a) Chart:



To what extent are these key components of Equality and Democracy being fulfilled in your country? Compare and discuss your answers.

	1 -	2-	3 -	4-	5-
	Very Good	Good	Satisfactory	Very Bad	Terrible
Citizen Participation  Do citizens participate in socio-political affairs? (voting, protesting etc.)					
Abuse of Power 					



<p>Do you think people in power abuse their positions?</p>					
<p>Equality</p>  <p>Do you think all citizens are treated as equals?</p>					
<p>Human Rights</p>  <p>Are the rights of citizens protected fairly?</p>					
<p>Political Representation</p> 					



<p>Is there a diverse and fair representation in government?</p>					
<p>Regular & Free Elections</p>  <p>To what extent are elections free and accessible to all?</p>					
<p>Government Transparency</p>  <p>Is government transparent with their actions and decisions?</p>					

b): Sentence completion

Complete the phrases below, offering your views. Compare the phrases with a partner.

1) In my opinion, most politicians

2) If I were Prime Minister or President of my country I would..

3) The political system in my country is..

4) I wish politicians would..

5) In an ideal world..



Worksheet 3:

Speed Debate:

Divide into two groups; Group 1 and Group 2. Each group will debate the question addressed according to the table below.

Debate Question	GROUP 1	GROUP 2
If democracy is government by the people, are there any real democracies in the world?	YES	NO
Is it ever appropriate for the government to restrict freedom of speech?	YES	NO
Does democracy protect the rights of minorities?	NO	YES
Should the voting age be lowered to 16 years old?	YES	NO
With complete freedom comes complete equality.	DISAGREE	AGREE

Notes:



Self-assessment

Exceeds	Proficient	Developing	Novice
I can give practical examples/principles of modern democracy			
4	3	2	1
I can identify elements of democracy in the country I live and in Europe			
4	3	2	1



Activity 4: VOTE



7

LESSON**Activity 4: VOTE****KEY WORDS:**

- Voting
- Political Party
- Citizen Participation

DURATION:

- 1 hour
- 

OBJECTIVES:

- To understand the democratic voting procedure
- To explore and reflect on different types of citizen participation

MATERIALS:

- Flip Chart
- Pencils/Pens

DESCRIPTION:

- 1) Put students into groups representing different 'parties'. The groups will then come up with five policies that will try and use to try and win the election. Encourage the groups to think about which issues are important to them and come up with a name for their party. When they're finished brainstorming and planning, each group will select a spokesperson from their group who will have 3 minutes to persuade the other groups to vote for them. Hold a secret ballot vote and present the winner. Participants are not allowed to vote for their own party. If you have time at the end of the session, discuss the process and learners opinion on their experience.

- 2) This exercise is meant to get learners to think about the different forms of active participation citizens may engage in. Ask learners to read the different 'types of action' column. Then they will fill in the advantages and disadvantages of each type of action in the empty boxes. This exercise may be done alone or collectively.



Worksheet 1:

1)

Vote for us!

Divide into groups of 3. A new political party is going to be founded by you! Think of a party name and five things you're going to do if you're elected. Try persuading your classmates to vote for you!

Brainstorming:

What are the key values you hold as a group?

What political issues are most important for you? (E.g. the environment, Health, the Economy, Education, Crime, Taxes, Discrimination, employment etc..).

What innovative changes will you make to society?

What Democratic model will you follow as a party?

Try and think of any other relevant issues you would like to include in your pitch.

Final Tuning

- What is your party's full name?
- Who is your party leader? (Ask each party to choose a leader)
- What are your party's main beliefs? (party platform)
- What are three policies—plans of action—which your party would like to implement? (party policies)
- What's your slogan?



- Find is your trademark symbol?

The _____ Party

If we are elected we will:





What were the key points that made you vote for the party you voted for?



Worksheet 2:

2) Active Political Participation of Citizens

Elaborate on the Advantages and Disadvantages of the different forms of active participation as citizens. How do these make a difference? How do they lack in efficiency? Add any additional 'types of action' in the blank rows.

Type of Action	Advantages	Disadvantages
Vote		
Go a political rally		
Arrange a peaceful protest		
Sign up to a local collective/movement		
Make a speech at your school/workplace about the issue		
Email your local member of Parliament		



Make a newsletter/short-film/Instagram page providing information on an issue		

Self-assessment

Exceeds	Proficient	Developing	Novice
---------	------------	------------	--------

I understand the process of voting in a democracy			
---	--	--	--

4	3	2	1
---	---	---	---

I can define active participation			
-----------------------------------	--	--	--

4	3	2	1
---	---	---	---

I am able to identify political movement which I am passionate about			
--	--	--	--

5	3	2	1
---	---	---	---

I am able to work in a group effectively			
--	--	--	--

4	3	2	1
---	---	---	---



Unit 8: Human Rights



LEARNING
UNIT
8
HUMAN RIGHTS



Activity 1: Group Discussion




8

LESSON**Activity 1: Group Discussion****KEY WORDS:**

- Human Rights
- Alienation
- Empathy
- Dignity
- Freedom

DURATION:

- 1 hour
- 

OBJECTIVES:

- Comprehension of concepts such as, “discrimination”, human dignity, equality, empathy, justice.
- Meaningful discussions in pairs, small groups, or the whole class. They can be structured in a variety of effective ways. Some topics are appropriate to a formal debate, panel or dividing participants into small group discussion while the rest can listen and make remarks or ask questions. Topics may also be discussed in talking circles.

MATERIALS:

- Board or Flip Chart
- Pencils/Pens
- A facilitator or mediator

DESCRIPTION:

This section offers activities intended for strengthening human rights education of participants who want to foster human rights awareness covering a number of basic areas. The fact that the Universal Declaration of Human Rights has virtually a global validity and applicability is key when understanding the importance about human rights. However, sometimes controversial and sensitive subjects may arise when participants begin to examine human rights.

The techniques suggested for the following activities illustrate how participants can engage with empathy and moral imagination, challenge their assumptions and integrate concepts like human dignity, equality and justice into their everyday experience of people, power and responsibility.

Preparation task:

1. Have the students brainstorm together alongside the unit material and come up with the definitions for the learner's glossary.

Brainstorming and opening-up activity:

2. Case study for discussion. (Worksheets for students)

Instructions: Break-up learners into smaller groups and have them read the following text on child marriage to then discuss the different aspects of topic. Guide their discussion by using the questions available in the worksheet 2. Afterwards, brainstorm possible definitions of the concepts presented in the learner's glossary and have them compare their definitions with other groups. At the end, the instructor can provide the definitions available in the trainer's guide.

Case: Child Marriage

The United Nations Children's Fund (UNICEF) defines "Child Marriage" as the marriage of a boy or a girl before the age of 18 and refers to both formal marriages and informal unions in which children under the age of 18 live with a partner as if married. Child marriage affects millions of children around the world and this practice is significantly more common among girls than boys.¹



Things to take into consideration:

Child marriage often comprises a girl's development by resulting in early pregnancy and social isolation, since many young girls are pressured into giving birth briefly after marriage. Interrupting schooling and limiting opportunities for advancement also greatly impact young girls. Marriage may similarly place boys in an adult role for which they are unprepared and may place economic pressures on them and also curtail their opportunities for further education and career advancement.

Child marriage violates a number of interconnected rights, including, the right to equality on the grounds of sex and age, the right to marry and found a family, the right to life, the right to the highest attainable standard of health, the right to education and development and the right to be free from slavery, and others.

Answer the questions with your group, after reading and discussing the above-mentioned text.

¹ Child Marriage, UNICEF. Available from: <https://data.unicef.org/topic/child-protection/child-marriage/>





Learners Glossary:

Define the following concepts within your groups and then share and compare with the other groups.

Freedom

Discrimination

Empathy



Worksheet 1:

Case Study for Discussion

The United Nations Children’s Fund (UNICEF) defines “Child Marriage” as the marriage of a boy or a girl before the age of 18.

Refer to the following case study for discussion and use the following questions for guidance.

The United Nations Children’s Fund (UNICEF) defines “Child Marriage” as the marriage of a boy or a girl before the age of 18 and refers to both formal marriages and informal unions in which children under the age of 18 live with a partner as if married. Child marriage affects millions of children around the world and this practice is significantly more common among girls than boys.

Things to take into consideration:

Child marriage often comprises a girl’s development by resulting in early pregnancy and social isolation, since many young girls are pressured into giving birth briefly after marriage. Interrupting schooling and limiting opportunities for advancement also greatly impact young girls. Marriage may similarly place boys in an adult role for which they are unprepared and may place economic pressures on them and also curtail their opportunities for further education and career advancement.

Child marriage violates a number of interconnected rights, including, the right to equality on the grounds of sex and age, the right to marry and found a family, the right to life, the right to the highest attainable standard of health, the right to education and development and the right to be free from slavery, and others









Worksheet 2:

Reflections:

Reflect on the case study and try to answer the following questions:

What are your thoughts on child marriage?

How are their human rights affected?

From what age do you think people should be allowed to marry and why?

Can children consent to marriage?





Do you think child marriage affects boy and girls equally?

Does it make a difference if both people getting married are the same age or if one is older than the other?



Activity 2: Brainstorming, discussion and roleplay



8

LESSON**Activity 2: Brainstorming, discussion and roleplay****KEY WORDS:**

- Human Rights
- Equality
- Empathy
- Dignity
- Freedom

DURATION:

- 1 hour
- 

OBJECTIVES:

- A role-play is a simulation of a story played-out before the group or class. It is largely improvised and may be done as a fictional situation, making up a dialogue where the key characters interactions develop the story. Role-plays have value for sensitizing participants to the feelings and perspectives of other groups and to show the importance of certain issues. Allowing enough time for discussion after the simulation can give participants the opportunity to express themselves and their feelings, opinions and feedback. Encouraging them to put themselves in the character's shoes and discuss what they would have done in that situation, or what they would have done differently, or perhaps how they think the key characters were feeling can give participants the opportunity to step back and analyse the situation deeper.

MATERIALS:

- Board or Flip Chart
- Pencils/Pens
- A facilitator or mediator

DESCRIPTION:**Self- Reflection and Explorations Activity.**

This activity leads participants to gain a deeper understanding of concepts by exploring and defining what it means to be human and to relate human rights to human needs.

What does it mean to be human?

Divide participants into smaller groups of 5 or 6 people. Ask two participants from each group to stand, preferably a man and a woman, and encourage other participants to brainstorm and reflect, what does it mean to be human. During the exercise, let us pretend that each participant is from a different place around the world, think about the possible differences they may face as humans from different parts of the world. Take a few minutes to answer the following questions as a group.

Do you think the meaning of human changes in different contexts? Is being human different in different places and/or cultures?

Is being human different for men and women?

Brainstorming:

Part A: What qualities define a human being?

Can any of our “essential” human qualities be taken from us?

What do you think is needed in order to protect, enhance and fully develop these qualities of a human being?

What is dignity? What do people need to live in dignity? Are all human beings essentially equal?

Read the following abstract from the Universal Declaration of Human Rights, in it the UDHR sets the standards of how people should behave towards one another so that everyone’s dignity is respected.

Preamble of the UDHR:

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



Article 1 of the UDHR:

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.

Part B:

Preparation Activity

Reflect with your groups and write down your thoughts on the following questions.

What is a right?

What is the meaning of “right” when we speak of human rights?

Brainstorm a definition of human rights and write it down on the board. Come up with a definition that everyone in your group can agree on.

Write on the board this definition of human rights and compare with the groups’ answers:

Human rights are rights inherent to all people simply for being human beings regardless of their sex, race, color, language, national origin, age, class, religion, or political beliefs. They are universal, inalienable, indivisible, and interdependent. They range from the most fundamental, like the right to life- to those that make life worth living, such as the rights to food, education, work, health, and liberty.

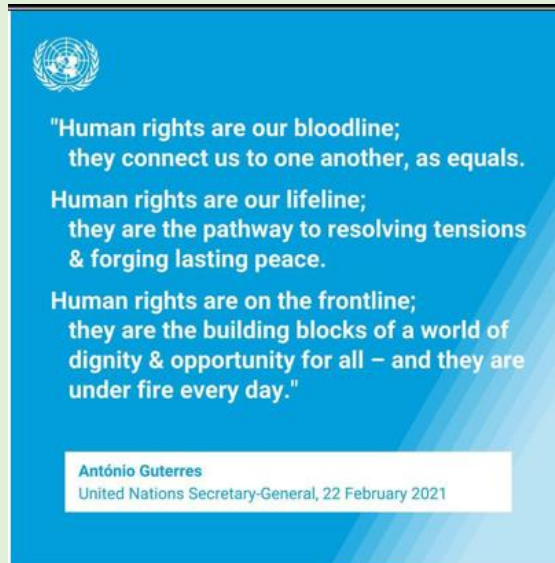
Brainstorm and discuss:

What is meant by universality? By inalienable? By interdependent? What is a universal right?

Should human rights address only what human beings need to survive? When does life begin and when does life end?

When do human rights begin and end? (Worksheet for students)





Part C:

Role Play- Hitting Children is Part of my Religion

Case:

A group of headteachers, parents and teachers at four schools took a case to court claiming that this law was against their Christian religion, and therefore breached their human rights. They felt that parents should be allowed to decide whether or not their children could be hit by teachers as a punishment.

The parents and teachers argued that certain sections in the Bible say that it is important to discipline children by hitting them, so that they learn how to behave properly. 'He who spares the rod hates his son, but he who loves him is diligent to discipline him.' Proverbs 13:24

The other side of the argument is that the law against corporal punishment is there to protect the rights of children in schools.

Experts say that hitting children as a punishment causes distress, pain and other harmful effects. The American Psychological Association (APA) claims that corporal punishment is 'violent and unnecessary, may lower self-esteem, and is liable to instil hostility and rage without reducing the undesired behaviour'. The APA also states that corporal punishment is likely to train children to use physical violence.

TASK:

Read the text together as a group. Refer to the Human Rights Act and make a note of which human rights are relevant in this case. Think about the rights of the children and their parents. Decide who is going to play the following roles in the courtroom and write the script for your presentation.

NARRATOR:

You introduce the case to the class, explaining clearly what it is about and what human rights are involved.

THE PROSECUTION LAWYERS:

You are speaking on behalf of the parents and teachers who think that they should be allowed to hit children in school. You must persuade the rest of the class that you are right and justify your opinion.

THE DEFENCE LAWYERS:

You are speaking on behalf of the government. You are arguing that the law is right to prevent teachers from hitting children in schools. You must persuade the rest of the class that you are right and justify your opinion. Which side will be the most persuasive?

Part D:**Conclusion Activity**

Discuss with your groups and then share with other groups.

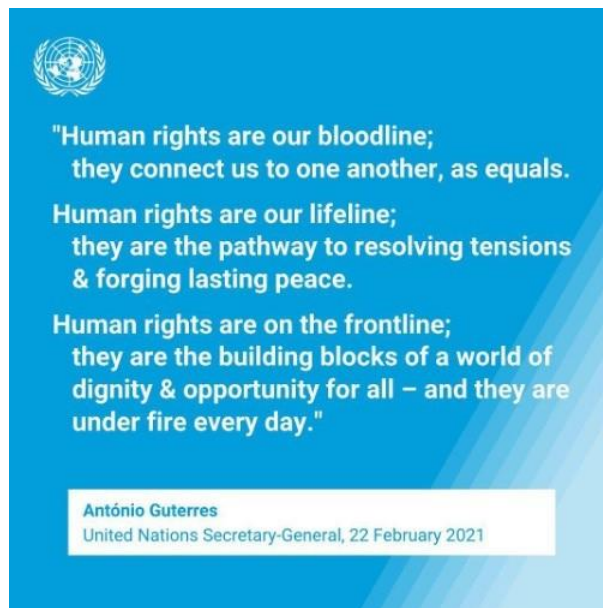
What is the relationship between human dignity, human rights, and the concept of human treatment? Do these concepts complement or contradict each other?



Worksheet 1:

Questions to help you brainstorm:

- What is meant by universality? By inalienable? By interdependent?
- What is a universal right?
- Should human rights address only what human beings need to survive?
- When does life begin and when does life end?
When do human rights begin and end?



Self-assessment

Exceeds	Proficient	Developing	Novice
I understand the use of the word 'rights' in this context			
4	3	2	1
I can engage in discussion about human rights			
4	3	2	1
I can think reflectively about different situations			
4	3	2	1



Activity 3: Group research, brainstorming and discussion. Human Rights around the World



8

LESSON**Activity 3: Group research, brainstorming and discussion.
Human Rights Around the World****KEY WORDS:**

- Human Rights
- Equality
- Empathy
- Dignity
- Freedom

DURATION:

- 1 hour
- 

OBJECTIVES:

- Group research activities create more opportunities for critical thinking and allows participants to gain knowledge by themselves and from each other.
- To provide the participants a space to compare ideas and responses.

MATERIALS:

- Board or Flip Chart
- Computer with access to internet
- Pencils/Pens
- A facilitator or mediator

DESCRIPTION:

Human rights around the world and at home.

This activity leads participants to research and refine their understanding of the importance of human rights and how people may be affected around the world and at home when human rights are not respected.

Break up into small groups.

Pick 3 or 4 of the statements below and find out which human rights are being violated and in which way. Share your findings with other groups. Discuss selected statements that you find especially interesting or important. Afterwards, work with your group to define the learner's glossary and share the answers with other groups. (Using the Worksheets)

Part A: Human rights issues around the world:

1. A Brazilian child is denied attending school because the family cannot afford to pay for school supplies.
2. A criminal in Peru is held in jail for months without being charged by any crime.
3. A journalist in Belorussia is sent to jail for writing a news article that may criticize the government's actions and policies to tackle COVID19.
4. The Chinese government punishes a couple for having a second child.
5. A person in Venezuela is sent to jail for being part of a protest the current president.
6. Garment workers in India are forced to work long hours in poor conditions and must wait months to be paid.
7. People fleeing violence in El Salvador are denied refuge in the United States.
8. Women in Afghanistan are not allowed to attend school.
9. Native Americans are forced to attend boarding schools and are forbidden to speak their tribal languages.
10. A woman in Iran is beaten for not covering her face in public, an illegal act.

Human Rights issues in Europe:

1. Workers in Poland demand the right to form a union.
2. A terrorist from Ireland bombs a restaurant in England.



3. The Turkish government burns down villages of Kurds, an ethnic minority in southeast turkey.
4. The city council in Pristina, Kosovo, removes books from the library that it considers unpatriotic.
5. Intelligence agencies in Germany practice surveillance over its population based on overly broad and vague provisions.
6. In France, authorities disproportionately restrict people to assembly.
7. In Italy, social housing for Roma remains disproportionately low compared to other minorities.

Part B: Identify human rights issues in your community

Discuss the following questions with your group and then share your answers with others.

Generate a similar list of 5 statements of human rights issues or abuses that may affect your country or community.

Why are the statements above meaningful?

Are there individuals or groups working to promote and defend the human rights of people in your community?



Worksheet 1:

Human Rights around the World

Pick 3 or 4 of the statements below and find out which human rights are being violated and in which way. Share your findings with other groups. Discuss selected statements that you find especially interesting or important.

- A Brazilian child is denied attending school because the family cannot afford to pay for school supplies.
- A criminal in Peru is held in jail for months without being charged by any crime.
- A journalist in Belorussia is sent to jail for writing a news article that may criticize the government's actions and policies to tackle COVID19.
- The Chinese government punishes a couple for having a second child.
- A person in Venezuela is sent to jail for being part of a protest the current president.
- Garment workers in India are forced to work long hours in poor conditions and must wait months to be paid.
- People fleeing violence in El Salvador are denied refuge in the United States.
- Women in Afghanistan are not allowed to attend school. Native Americans are forced to attend boarding schools and are forbidden to speak their tribal languages
- A woman in Iran is beaten for not covering her face in public, an illegal act.



Worksheet 2:

Human Rights Issues in Europe

Pick 3 or 4 of the statements below and find out which human rights are being violated and in which way. Share your findings with other groups. Discuss selected statements that you find especially interesting or important.

- Workers in Poland demand the right to form a union.
- A terrorist from Ireland bombs a restaurant in England.
- The Turkish government burns down villages of Kurds, an ethnic minority in southeast Turkey.
- The city council in Pristina, Kosovo, removes books from the library that it considers unpatriotic.
- Intelligence agencies in Germany practice surveillance over its population based on overly broad and vague provisions.
- In France, authorities disproportionately restrict people to assembly.
- In Italy, social housing for Roma remains disproportionately low compared to other minorities.



Worksheet 3:

Human Rights Issues in Your Community

Identify human rights issues in your community. Discuss with your group and then share your answers with others. Generate a similar list of 5 statements of human rights issues or abuses that may affect your country or community.



Learners Glossary:

Learner's Glossary

policies: _____

community: _____

Self-assessment

Exceeds	Proficient	Developing	Novice
I understand what human rights are			
4	3	2	1
I can discuss and participate in topics related to human rights			
4	3	2	1
I can identify issues related to human rights			
4	3	2	1



TEACHER'S GUIDE

This section offers activities intended for the strengthening of human rights education of participants who want to foster human rights awareness covering a number of basic areas. It offers practical advice, including suggestions for developing learning activities. It is not meant to place an extra burden on an already overloaded curriculum but rather to assist in infusing human rights issues into the topics already learned throughout this guide.

The fact that the Universal Declaration of Human Rights has virtually a global validity and applicability is key when understanding the importance about human rights. However, sometimes controversial and sensitive subjects may arise when participants begin to examine human rights. Teachers or facilitators must try to be understanding and need to remain constantly alert to student's discomfort. In some cases, participants may face certain conflict towards human rights education on the ground that it imposes non-native principals that may seem contradicting and threaten local values and customs. It is important to acknowledge that human rights necessarily involve conflicts of values and that participants will benefit from understanding these conflicts and seeking to resolve them.

The techniques suggested for the following activities illustrate how participants can engage with empathy and moral imagination, challenge their assumptions and integrate concepts like human dignity, equality and justice into their everyday experience of people, power and responsibility.

Activity 1.

Child marriage- Text

Possible questions to ask learners.

Does child marriage exist in your/our culture? Did child marriage exist in the past?

Why do you think child marriage happens?

Glossary 1:

Freedom.- The power or right to act, speak and think as one wants.

Discrimination.- The unjust or prejudicial treatment of different categories of people, especially on the grounds of race, age, sex, gender, or disability.





Empathy.- The ability to understand and share the feelings of another.

Glossary 2

Policies.- Principles to guide decisions

Community.- A community is a social unit with commonality such as norms, religion, values, customs, or identity. Communities may share a sense of place situated in a given geographical area or in virtual space through communication platforms.



Unit 9: Dialogue and Argumentation

**LEARNING
UNIT**

9

**DIALOGUE AND
ARGUMENTATION
SKILLS**



Activity 1: Dictionaries and Dialogues




9

LESSON**Activity 1: Dictionaries and Dialogues****KEY WORDS:**

- Dialogue
- Dictionary
- Synonyms

DURATION:

- 1 hour
- 

OBJECTIVES:

- Participants will be introduced to a basic usage of the dictionary
- Participants will be encouraged to use the dictionary effectively and easily
- Participants will appreciate the power words can hold
- Participants will be able to define dialogue, vocabulary, awareness, inquire.

MATERIALS:

- Dictionaries
- Pencils/Pens

DESCRIPTION:

1. Explain to the participants the purpose and uses of a dictionary and how it can be a handy tool in order to engage in a good dialogue.
2. The learners should have a dictionary per group to follow the instructor when explaining the uses and parts of a dictionary, as well as for the learner's glossary and for the worksheets.
3. Participants will use the dictionary for this learner's glossary, after the explanation on the uses of the dictionary.
4. Participants will complete the worksheet on Dictionary Skills and Match the Words.
5. Discuss the concept of **dialogue** with the learners. Ask the learners to partner up brainstorm about what makes a good dialogue. Have some of each group share their ideas. With the help of Worksheet 3- Dialogue.
6. Finally, let the whole group discuss and come up with a final list.





Learners Glossary:

Dialogue:

Vocabulary:

Awareness:

Inquire:





Advocacy:



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Worksheet 1:

Dictionary Skills:

Alphabetize the words in each list:

List 1

Moose

Card

Rattle

Ambush

List 2

Mandate

Peony

Donkey

Prattle

- Find the word perpetuate in your dictionary and answer the questions:

a. What part of speech is perpetuate?

b. How many syllables are there in the word perpetuate?

c. What does perpetuate mean? Use it in a sentence



Worksheet 2:

Match the Words

Match the word in the first column to a synonym or a word with a similar meaning in the second column. You can use a dictionary for assistance.

practical ● ● consciousness

Advocacy ● ● question

dialogue ● ● defense

inquiry ● ● useful

awareness ● ● consider

reflect ● ● conversation



Worksheet 3:

Dialogue

1. Answer the following questions.

- In your opinion, what is the purpose of dialogue?

- What are some qualities that a good dialogue must have?

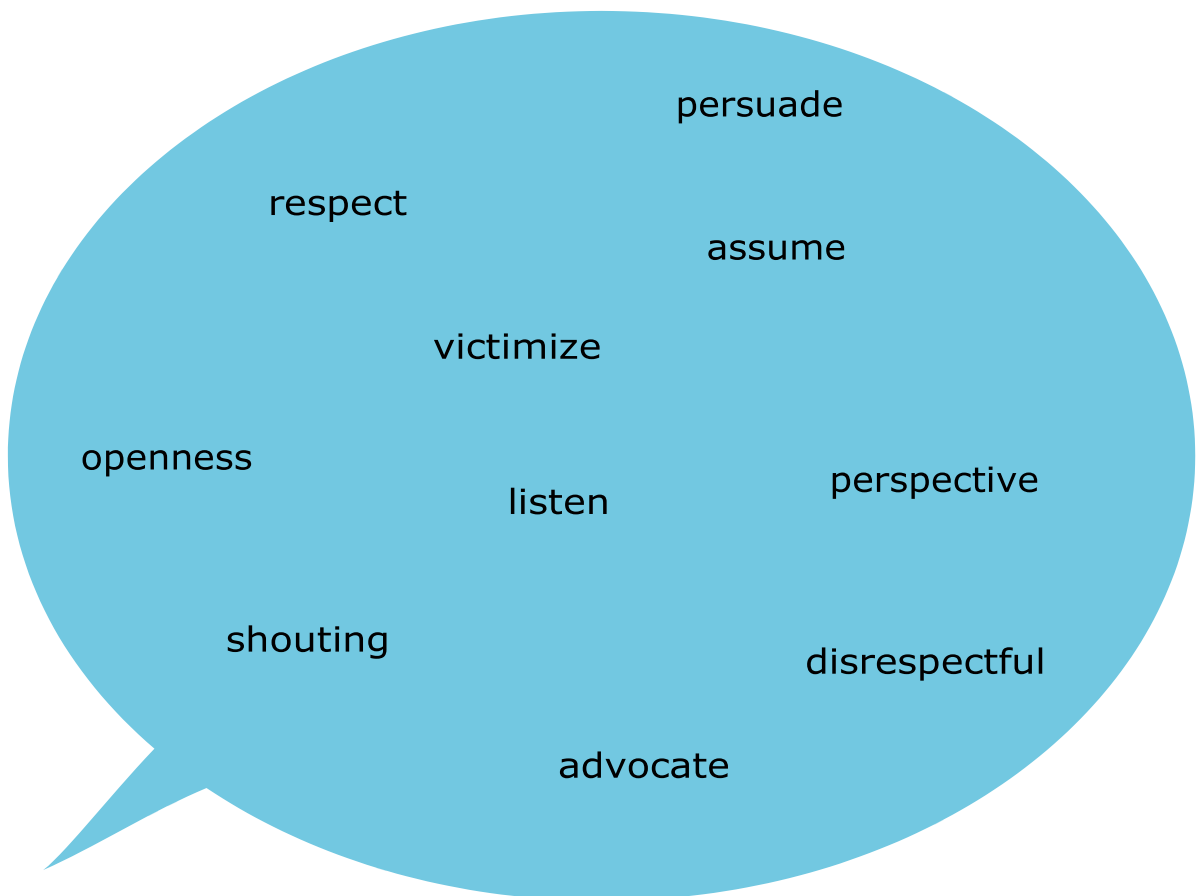
- Do you think you can learn new things when you dialogue with someone else? Explain your answer.



Worksheet 4:

Dialogue

Circle the words that apply to the characteristics of a good dialogue.



Self-assessment

Exceeds	Proficient	Developing	Novice
I understand the benefits of using a dictionary.			
4	3	2	1
I can define dialogue.			
4	3	2	1
I can brainstorm with my colleagues in order to come up with a concept			
4	3	2	1
I understand what is necessary for a successful dialogue.			
4	3	2	1



TEACHER'S GUIDE

Glossary Definitions

dialogue: (1) Form of conversation where people genuinely try to access different perspectives to enable a new understanding to emerge. (2) v. Take part in a conversation or discussion to resolve a problem.

vocabulary: (1) The body of words used in a particular language. (2) The body of words known to an individual person.

awareness: the quality or state of being aware : knowledge and understanding that something is happening or exists

inquire: (1) to put a question : seek for information by questioning (2) to make investigation or inquiry

advocacy: the act or process of supporting a cause or proposal : the act or process of advocating

Worksheet - Dictionary Skills

List 1 Ambush Card Moose Rattle

List 2 Donkey Mandate Peony Prattle



2a. Will vary.

2b. Verb

2c. to make something last or continue for a long time.

Worksheet – Match the Words

Practical – Useful

Advocacy – Defense

Dialogue – Conversation

Inquiry – Question Awareness

Consciousness Reflect – Consider



9

LESSON

Activity 2: Dialogue Roleplay

KEY WORDS:

- Dialogue
- Active Listening

DURATION:

- 1 hour



OBJECTIVES:

- Engage in possible conflict scenarios where dialogue can lead to the resolution of the conflict.
- Practice dialogue skills.
- Encourage critical thinking and reflection.
- Encourage empathetic reactions.

MATERIALS:

- Pen and Paper

Activity 2: Dialogue and Roleplay



DESCRIPTION:

- 1) Briefly explain to the learners the skills of dialogue
- 2) For the “Learner’s Glossary” ask the learners to write down their own definitions of the concepts, from previous knowledge. Then have them share their ideas among the group. Learners should work collaboratively and with the help of the teacher to complete the definitions of the glossary.
- 3) A role-play is a simulation of a story played-out before the group or class. It is largely improvised and may be done as a fictional situation, making up a dialogue where the key characters interact to develop the story. Role-plays have value for sensitizing participants to the feelings and perspectives of other groups and to show the importance of certain issues. Using the worksheet, the class should be divided in two groups and within the groups into partners. The purpose of the activity is trying to find a solution to the problem that is being presented, by engaging in dialogue.

Each pair in group 1 will try to approach the face the issue positively and commence a good dialogue, the pairs in group 2 will approach the issue negatively. There are flash cards available for the participants, in order to begin the dialogue (Opening Phrases).

- 4) Allowing enough time for discussion after the simulation can give participants the opportunity to express themselves and their feelings, opinions, and feedback. Encouraging them to put themselves in the characters shoes and discuss what they would have done in that situation, or what they would have done differently, or perhaps how they think the key characters were feeling can give participants the opportunity to step back and analyze deeper the situation.



Worksheet 1: Role Play

Role-Play

Let us practice our skills for dialogue with a role-play activity.

Imagine yourself about to go on a trip to visit your family in your hometown. You have been waiting for this trip for several months. To get to your hometown, you need to take a bus ride for some hours. Since you know buses are usually very crowded during this time of the year, you made sure to buy your ticket beforehand with enough time. When the time comes to depart and you board the bus, you realize someone is sitting in your reserved seat.

To begin the dialogue, you can use any pair of the flashcards presented below:

PARTICIPANT A: 'Excuse me! Excuse me! You are sitting in my seat!'

PARTICIPANT B: 'Sorry, but I came here first.'

PARTICIPANT A: Sorry, have paid for this seat. Could you check your ticket please, I can help you find your seat. This way we can find a solution for both of us.

PARTICIPANT B: I will check my ticket, let us see. I have no idea seats were reserved.



PARTICIPANT A: Please move, you are in my seat.

PARTICIPANT B: What? Is there a special seat arrangement? I like this spot.

PARTICIPANT A: Hi, could you change seats? This one is mine, as you can see in my ticket.

PARTICIPANT B: According to my ticket this is my seat, it must be a misunderstanding.

PARTICIPANT A: Move! You are in my sit!

PARTICIPANT B: This is my seat; you go sit elsewhere.



Learner's Glossary

Listen:

Good Manners:

Respect:

Perspective:



Assumption:

Self-assessment

Exceeds	Proficient	Developing	Novice
I understand the benefits of dialogue			
4	3	2	1
I can respectfully engage in dialogue			
4	3	2	1
I can brainstorm with my colleagues in order to come up with a concept or idea			
4	3	2	1
I understand what is necessary for a successful dialogue.			
4	3	2	1



TEACHER'S GUIDE

Glossary Definitions

Listen: to hear something with thoughtful attention: give consideration.

Good manners: knowing how to conduct oneself in a way that is mindful of others. Good manners refers to understanding social skills, communicating with people, and demonstrating behavior that you can be proud of.

Respect: a feeling of deep admiration for someone or something elicited by their abilities, qualities, or achievements.

Perspective: a particular attitude towards or way of regarding something; a point of view.



Activity 3: Critical Thinking Exercise



9

LESSON**Activity 3: Critical Thinking Exercise****KEY WORDS:**

- Critical Thinking
- Reflection

DURATION:

- 1 hour
- 

OBJECTIVES:

- Practice critical thinking skills.
- Encourage critical thinking and reflection.
- To provide participants with a problem-solving tool. .

MATERIALS:

- Pen and Paper

DESCRIPTION

- 1) Briefly explain to the learners about critical thinking, and what it means to think critically, and how reflection is important.
- 2) For the “Learner’s Glossary” ask the learners to write down their own definitions of the concepts, from previous knowledge. Then have the, share their ideas among the group. Learners should work collaboratively and with the help of the teacher to complete the definitions of the glossary.
- 3) **Defining the problem** - Critical thinking in problem-solving means knowing exactly what it is you are trying to solve, and that means clearly defining the problem. This exercise will begin by with pinpointing a normal day to day problematic situation, like the following ones: “The cashier gave me an extra \$1.50 in change after I bought candy at the store. What should I do?” or “You are taking a test and there is no talking allowed. You are writing your answers on the paper and your pencil breaks. What could you do?”. Have the students answer the following questions in order to solve this problem (the questions are also in the worksheet).
 - What are the details of the challenge we face?
 - What do we want to overcome specifically?
 - What do we know about this problem?
 - Why is it important to address?
 - Is this a time-sensitive problem?
 - How does it affect me, the community, or the world?
 - Where do we begin?



4. Watch together the following video about critical thinking and misinformation, discuss about it later.

- Link:

<https://www.youtube.com/watch?v=hz6GULbowAk&feature=youtu.be>



Worksheet 1 : Problem Solving Questions

Problem Solving- Questions Guide

1) Use the following questions to help you solve the problem presented in class.

What are the details of the challenge we face?●

What do we want to overcome specifically?●

What do we know about this problem?●

Why is it important to address?●

Is this a time-sensitive problem?●

How does it affect me, the community, or the world?●

Where do we begin?●





Learner's Glossary

Reflect:

Critical Thinking:

Interpretation:

Perspective:





Assumption:



Self-assessment

Exceeds**Proficient****Developing****Novice**

I understand basics of critical thinking

4**3****2****1**

I can engage in conversation with people who have different opinions

4**3****2****1**

I can approach problems critically

4**3****2****1**

TEACHER'S GUIDE

Glossary Definitions

Reflect: to think upon something, realize, consider.

Critical thinking: critical thinking is the ability to think clearly and rationally, understanding the logical connection between ideas. Critical thinking might be described as the ability to engage in reflective and independent thinking.

Interpretation: an explanation that presents information in understandable terms.

Perspective: a particular attitude towards or way of regarding something; a point of view.

Assumption: a thing that is accepted as true or as certain to happen, without proof.

Worksheet – Problem Solving Questions Guide

There is no particular right answer or way of solving the chosen problem or situation