



Area: GENDER EQUALITY

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Learning Unit 18 – YOU AND ME... CHILDREN WITH THE SAME RIGHTS

IDENTIFICATION

TITLE You and me... children with the same rights

SCHOOL LEVEL

- Kindergarten
- Primary school

CONTEXT

- The learning activities will be developed inside and outside the school.
- The activity should involve max 2 classes
- Pupils **5-7 years old**.

NEED/PROBLEM TO BE TACKLED The human right is a fundamental expression of a need: increasingly, this right is not considered as such. This attitude leads to individualism and the neglect of respect and legality.

The benefits to be acquired from the implementation of this activity are:

- to gain awareness that a human right is the response to a fundamental need that cannot be denied or violated
- to become conscious and convinced defenders of the rights of every child that is born and of all humanity

TARGET GROUP INVOLVED

- Key players: Students, teachers and trainers
- Stakeholders: cultural associations
- Beneficiaries: children's families, all the community.

METHODOLOGIES

- Clinical interview
- Cooperative learning
- Interview
- Brainstorming
- Discussion
- Individual and group analysis

PLANNING

MAIN OBJECTIVES (Learning objectives)

- Identifying the basic needs of children
- Analysing a situation where children's needs are not met
- Linking a basic need to its specific right guaranteed by the Charter of the Rights of the Child
- Reflecting on the right considered important for children



- Becoming aware of the right to information and participation as achievements of today's society in favour of the child
- Knowing how to work for the common good
- Activating meta-cognition

**GLOBAL
CITIZENSHIP
LEARNING
OBJECTIVES¹
(Service
objectives)**

Pre-primary & lower primary (5-9 years old):

- *Develop skills for critical inquiry and analysis:*
Underlying assumptions and power dynamics.
- *Cultivate and manage identities, relationships and feelings of belongingness:*
Different levels of identity.
- *Share values and responsibilities based on human rights:*
Different communities people belong to and how these are connected.
- *Develop attitudes to appreciate and respect differences and diversity:*
Difference and respect for diversity.
- *Enact appropriate skills, values, beliefs and attitudes:*
Actions that can be taken individually and collectively.
- *Demonstrate personal and social responsibility for a peaceful and sustainable world*
Ethically responsible behaviour
- *Develop motivation and willingness to care for the common good*
Getting engaged and taking action

**KEY
COMPETENCES
FOR LIFELONG
LEARNING**

- Literacy
- Numerical skills
- Interpersonal skills and the ability to adopt new competences
- Active citizenship
- Entrepreneurship
- Cultural awareness and expression

**SUBJECTS
INVOLVED**

- National language
- Mathematics
- Arts
- Music

¹ “Global Citizenship Education: Topics and Learning Objectives” Published in 2015 by the United Nations Educational, Scientific and Cultural Organization - UNESCO

IMPLEMENTATION

DESCRIPTION OF THE ACTIVITIES

PHASE 0:

Objective: **to know the pupils' understanding of the human rights.**

What the teacher does	What pupil does
<p>1. In order to introduce the topic, he/she asks the pupils to get into circle time, explains how Clinical Interview works. He/she asks questions to stimulate the discussion, such as:</p> <ul style="list-style-type: none"> ○ <i>What do the words "human rights" bring to your mind?</i> ○ <i>Who has these rights? Which?</i> ○ <i>Who is responsible for ensuring that they are respected?</i> ○ <i>What happens when they are not respected?</i> ○ <i>Do children have human rights? Which?</i> ○ <i>Do you know of any cases where children's rights are not respected?</i> <p>2. Teacher collects pupils' answers and includes them in a poster.</p>	<p>1. He/she arranges in circle time and answers the questions one by one.</p> <p>2. Pupils observe the poster.</p>

PHASE 1

Objective: **identifying the basic needs of children.**

What the teacher does	What pupil does
<p>1. The teacher introduces the game of 'talking circles' and explains how it works.</p> <p>2. He/she starts the game by giving the order "turn around".</p> <p>3. At the end of the game, the circle time is set up again and the children are invited to express their feelings (whether</p>	<p>1. He/she listens to the instructions.</p> <p>2. He/she plays.</p> <p>3. He/she says his/her feelings/needs and listens to the answers from his/her</p>



<p>they felt comfortable during the game or not, why...) and to report the needs they communicated to each other during the game.</p> <p>4. He/she records the needs that the children have expressed (iconically for kindergarten pupils / in written form for the primary school pupils).</p> <p>5. He/she encourages the sharing with the whole class and builds a poster of the children's needs expressed orally by the pupils.</p>	<p>classmates</p>
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TALKING CIRCLES (max. time 20 min)

The teacher invites the pupils to form two circles, one inner and one outer, and sets them up in "interfaces" so that each child can talk to another. At the order "turn" the two circles start walking. At the order "stop", the two circles stop and one child talks to the one in front of him: while one child talks, the other listens and then, vice versa, they exchange roles. The child-speaker has to say what he or she needs, feels, thinks and the most important people he or she cannot live without. The other, after listening, expresses his/her needs. At the new "turn" order, the two circles start moving again until a new "stop". The activity is repeated according to the teacher's choice.

PHASE 2:

Objective: **to analyse a situation where children's needs are not met**

What the teacher does	What pupil does
<p>1. In order to make the pupils reflect on the fact that the needs listed by the children have not always been respected, especially in the past, the teacher tells the fairy tale of Hansel and Gretel.</p> <p>2. He/she asks the students for their impressions, stimulating them to comment with</p>	<p>1. He/she listens.</p> <p>2. He/she answers, listens, shares his/her opinion with his/her classmates.</p>



<p>questions such as:</p> <ul style="list-style-type: none"> ○ What did Hansel and Gretel's father and stepmother do? ○ Why did they decide to leave them? ○ What did the witch want to do? ○ How did she treat Hansel? ○ What about Gretel? What was she supposed to do? <p>3. He/she shows the video of the fairy tale.</p> <p>4. He/she divides the class into groups of three children and gives each group the following sequences to draw:</p> <ul style="list-style-type: none"> ○ the decision of the father and stepmother ○ the first abandonment with return ○ the second abandonment without return ○ the chocolate house ○ Hans' life after being captured by the witch ○ Gretel's life after her capture by the witch ○ the death of the witch ○ the happy return home <p>5. He/she invites the children to hand in their drawings and to stick them up on a poster board, respecting the order of the sequences.</p> <p>6. He/she points out that the Grimm brothers' fairy tale was written in the 19th century, when children did not have a Charter of Children's Rights yet. However, he/she points out that it is possible to start from the different historical situation to</p>	<p>3. He/she watches the projection of the fairy tale.</p> <p>4. He/she draws the story</p> <p>5. He/she hands over the drawings and arranges them in a poster, respecting the order of the sequences.</p> <p>6. He/she listens; he/she realises that the story belongs to a historical period in the past when there was not the Charter of Children's Rights yet;</p>
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<p>understand what rights were denied to Hansel and Gretel in the light of today's rights.</p> <p>7. He/she then asks stimulating questions such as</p> <ul style="list-style-type: none"> ○ What basic needs were denied to Hansel and Gretel? ○ What duties should their father and stepmother have fulfilled? ○ What demands of the witch are contrary to respect for human dignity? <p>8. He/she records the results of the discussion on a poster (in an image form or in writing, depending on the age of the pupils), collecting the answers and/or reformulating them based on the pupils' agreement.</p>	<p>7. He/she listens to the questions and exchanges his/her opinion with his/her classmates.</p> <p>8. He/she collaborates in the preparation of the poster.</p>
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PHASE 3

Objective: **to link a basic need to its specific right guaranteed by the Charter of the Rights of the Child.**

What the teacher does	What pupil does
<p>1. He/she invites pupils to compare the poster from phase 1 with the one from phase 2 and to identify the new needs expressed by Hansel and Gretel by adding them to the class list.</p> <p>2. He/she suggests linking each need to a right by proposing a drawing.</p> <p>3. He/she presents and distributes the booklet of the Children's Charter. He/she divides the pupils into groups and invites them to associate each right with the article of</p>	<p>1. He/she compares the two posters and identifies the needs to be added: to go to school; not to be abused with hard work; to have life guaranteed.</p> <p>2. He/she associates a need with a right following the teacher's scheme.</p> <p>3. He/she listens, divides into groups and looks in the Charter of Rights for the article corresponding to the right listed.</p>



<p>the Children's Charter.</p> <p>4. He/she invites the pupils to put post-it notes associating the corresponding article with the right (in written form for the primary, in iconic form for children), also following the comments of the class.</p>	<p>4. He/she completes the list of rights by associating them with the corresponding article, following the indications of the class group.</p>
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PHASE 4

Objective: **to reflect on a right considered important for children**

What the teacher does	What pupil does
<p>1. He/she explores a right chosen by the students.</p> <p>2. He/she reads and repeats a nursery rhyme about the right to play several times until all the children can repeat it. Asks them to draw a picture on the rhyme.</p> <p>3. He/she takes the drawings and sticks them on the classroom walls.</p> <p>4. He/she asks them to say what the writer wanted to convey using short sentences.</p> <p>5. He/she asks them to express how they like or dislike the nursery rhyme and what emotions, feelings, thoughts were aroused in them by this nursery rhyme.</p> <p>6. He/she reads article 31 of the Convention on the Rights of the Child and asks stimulus questions, such as:</p>	<p>1. He/she expresses his/her opinion, listens and, after extensive discussion, the choice falls on the right to play.</p> <p>2. He/she listens, repeats and learns the nursery rhyme about the right to play. He/she draws.</p> <p>3. He/she helps the teacher to hang up the drawings.</p> <p>4. He/she answers, listens.</p> <p>5. He/she expresses his/her rating; tells feelings and thoughts; listens.</p> <p>6. He/she listens to the reading of the article and reflects with his/her peers on the meaning of the right to play</p>



<ul style="list-style-type: none"> ○ <i>What does it mean that play requires free time?</i> ○ <i>Do you have free time to play?</i> ○ <i>What games do you play?</i> ○ <i>What does recreation mean?</i> ○ <i>In your opinion, do your games stimulate imagination and creativity or do they require repetitive gestures?</i> ○ <i>Why is the right to play associated with free participation in artistic and cultural life?</i> 	<p>by answering the stimulus questions.</p>
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PHASE 5

Objective: **to become aware of the right to information and participation as achievements of today's society in favour of the child**

What the teacher does	What pupil does
<ol style="list-style-type: none"> 1. He/she asks the following question: How can you assert your rights? 2. He/she invites him/her to look for the answer in the Children's Charter booklet downloaded from the website (see Phase 3) and flips through it with the class. 3. He/she stimulates reflection by asking this question: <ul style="list-style-type: none"> - Those who have the right to information and protection of their own person also have the duty to..... 4. He/she asks which situations of violation of children's 	<ol style="list-style-type: none"> 1. He/she tries to answer. 2. He/she takes the booklet of the Children's Charter, flips through it together with the class and finds in article 12 and 42 the right to information and participation. 3. He/she answers recognizing the association right-duty and understands that it is his/her obligation to defend his/her rights, to contribute to the realization of the rights of other children and to participate in the improvement of reality. 4. He/she discusses with his/her classmates serious



<p>rights deserve more attention.</p> <p>5. He/she sticks the drawings on a poster.</p>	<p>situations of violation of rights and draws them.</p> <p>5. He/she collaborates in the preparation of the poster.</p>
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PHASE 6

Objective: **to know how to work for the common good**

What the teacher does	What pupil does
<p>1. The teacher suggests transferring what has been learnt about children's rights to the local community and suggests the formulation of a questionnaire for people living in the neighbourhood.</p> <p>2. The teacher asks the pupils to analyse the results and implement the findings of the questionnaire with the support of external experts, if necessary.</p>	<p>1. He/she suggests the questions for the questionnaire and administers it to the family and local community.</p> <p>2. He/she analyses the results with the help of the teacher, organises, plans and implements in groups and with the help of teachers and experts involving the community.</p>

PHASE

Objective: **to activate the meta-cognition**

What the teacher does	What pupil does
<p>1. He/she invites to go through the phases of the diary where the individual pupils' works are recorded, focusing on:</p> <ul style="list-style-type: none"> - recognition of the relationship between needs and human rights - the meaning of play as a recreational activity that releases the need for imagination, creativity and the possibility of change - relationship between right-duty <p>2. He/she asks to identify the</p>	<p>1. He/she goes through the educational process again.</p> <p>2. He/she answers again the</p>



<p>emotional, cognitive and affective increase by reposing the questions asked in phase 0 and prompting an analysis through questions:</p> <ul style="list-style-type: none"> - In your opinion, are the answers the same? - Which ones have changed? - Why? <p>3. He/she asks to self-assess their work through the following questions:</p> <ul style="list-style-type: none"> ○ <i>Did the work seem interesting to you? Why?</i> ○ <i>Which phase did you find the most interesting or the least interesting and why?</i> ○ <i>What would you have preferred to do differently?</i> ○ <i>What message did you hear the most?</i> ○ <i>Do you think it can be useful about your life?</i> ○ <i>In what ways?</i> 	<p>questions of phase 0 and, listening to what has been said before, expresses his/her opinion about the changes.</p> <p>3. He/she answers orally or in writing.</p>
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RESOURCES

- Human resources: teachers, families, local community, experts.
- Financial resources: not applicable.
- Possible partnerships with community actors: local associations for the protection of human rights

SETTING OF THE ACTIVITIES

In classroom:

The students participate in the games and activities proposed by the teacher, listen to the story and nursery rhyme, and participate in the discussion. Finally, they collect the results and implement the service-learning project based on them.

Outside the classroom:

Conducting interviews with family members and friends living in the neighborhood.

EVALUATION AND DISSEMINATION



EVALUATION ELEMENTS	At the end of the Learning Unit, the student should be able to:
	<ul style="list-style-type: none"> • identify the basic needs of children • analyse a situation where children's needs are not met • link a basic need to its specific right guaranteed by the Charter of the Rights of the Child • reflect on the right considered important for children • become aware of the right to information and participation as achievements of today's society in favour of the child • put into practice what has been learnt and put oneself at the service of the community to achieve the common good.
EVALUATION TOOLS	<ul style="list-style-type: none"> ○ Self-assessment questionnaire (Annex 1) ○ Evaluation grid based on the Global Citizens Education Learning Objectives related to the age 5-9 years old (Annex 2)
DISSEMINATION ACTIVITIES	Presentation of service-learning project results at the end of school year through an exhibition.
DISSEMINATION TOOLS	Invitation to the exhibition, school social media and website.

Annex 1

Area: GLOBAL CITIZENSHIP

Learning Unit 18: YOU AND ME... CHILDREN WITH THE SAME RIGHTS

SELF-ASSESSMENT QUESTIONNAIRE

Question		Answer
1.	What does the expression “human rights” bring to your mind?	
2.	Who has these rights? Which?	
3.	Who is responsible for ensuring that they are respected?	
4.	Do children have human rights? Which?	
5.	What is the relationship between right and duty?	
6.	Did the implemented project seem interesting to you? Why?	
7.	Which phase did you find the most interesting or the least interesting and why?	
8.	What did you learn that did not know before?	

Teacher can add further questions he/she believes relevant for the student’s evaluation.

Area: GLOBAL CITIZENSHIP
Learning Unit 18: YOU AND ME... CHILDREN WITH THE SAME RIGHTS
EVALUATION GRID²
Pre-primary & lower primary education (5-9 years old)

Learning objective	Key Themes	Score (1 to 10)
Name different sources of information and develop basic skills for inquiry	Different sources of information and collecting information using a range of tools and sources (friends, family, local community, school, cartoons, stories, films, news)	
	Listening and communicating accurately and clearly (communication skills, languages)	
	Identifying key ideas and recognising different perspectives	
	Interpreting messages, including complex or conflicting messages	
AVERAGE SCORE		
Learning objective	Key Themes	Score (1 to 10)
Recognise how we fit into and interact with the world around us and develop intrapersonal and interpersonal skills	Self-identity, belonging and relationships (self, family, friends, community, region, country)	
	Where I live and how my community links to the wider world	
	Self-worth and the worth of others	
	Approaching others and building positive relationships	
	Recognizing emotions in self and others	
	Asking for and offering help	
Communication, cooperation concern and care for others		
AVERAGE SCORE		

² “Global Citizenship Education: Topics and Learning Objectives” Published in 2015 by the United Nations Educational, Scientific and Cultural Organization - UNESCO

Learning objective	Key Themes	Score (1 to 10)
Illustrate differences and connections between different social groups	Similarities and differences within and between cultures and societies (gender, age, socio-economic status, marginalised population)	
	Connections between communities	
	Common basic needs and human rights	
	Valuing and respecting all human and living beings, the environment and things	
AVERAGE SCORE		
Learning objective	Key Themes	Score (1 to 10)
Distinguish between sameness and differences and recognise that everyone has rights and responsibilities	What makes us similar and what makes us different from other people in the community (language, age, culture, ways of living, traditions, characteristics)	
	Importance of respect and good relationship for our well-being	
	Learning to listen, understand, agree and disagree, accept different views and perspectives	
	Respecting others and self and appreciating differences	
AVERAGE SCORE		
Learning objective	Key Themes	Score (1 to 10)
Explore possible ways of taking action to improve the world we live in	How our choice and actions can make our home, school community, country and planet a better place to live and can protect our environment	
	Learning to work together (collaborative projects on real life issues in the community, e.g. working with others to collect and present information and using different methods to communicate findings and ideas)	
	Decision-making and problem-solving skills	
AVERAGE SCORE		
Learning objective	Key Themes	Score (1 to 10)
Discuss how our choices and actions affect other people and the planet and adopt responsible	Values of care and respect for ourselves, the others and our environment	
	Individual and community resources (cultural, economic) and concepts of rich/poor, fair/unfair	
	Interconnections between humans and the environment	



behaviour	Adopting sustainable consumption habits	
	Personal choices and actions, and how these affect others and the environment	
	Distinguishing between “right” and “wrong”, and giving reasons for our choices and judgements	
AVERAGE SCORE		
Learning objective	Key Themes	Score (1 to 10)
Recognise the importance and benefits of civic engagement	Different perspectives about social justice and ethical responsibility in different parts of the world, and the beliefs, values and factors that influence them	
	How these perspectives may influence fair/unfair, ethical/unethical practices	
	Effective and ethical civic engagement with global issues (compassion, empathy, solidarity, dialogue, caring and respect for people and the environment)	
	Ethical dilemmas (child labour, food security, legitimate and non-legitimate forms of action such as use of violence) citizens face in undertaking their political and social responsibilities and their roles as global citizens	
AVERAGE SCORE		
TOTAL AVERAGE SCORE		



Learning Unit 19 – FRIENDSHIP

IDENTIFICATION

TITLE	Friendship
SCHOOL LEVEL	Primary school
CONTEXT	<ul style="list-style-type: none"> ○ The learning activities will be developed inside and outside the school. ○ The activity should involve max 2 classes (18-20 per class) ○ Pupils 8-9 years old.
NEED/PROBLEM TO BE TACKLED	<p>Although friendship is a fundamental element in the emotional, cognitive and social growth of children, it often happens that some friendship relationships lead to socially inadequate and negative attitudes. Through the implementation of this learning unit, the following advantages will be gained</p> <ul style="list-style-type: none"> - to be able to responsibly assume attitudes of "true friendship" towards peers and people in general. - become aware that the value of friendship is the basis of an ethic of mutual respect, dialogue and esteem.
TARGET GROUP INVOLVED	<ul style="list-style-type: none"> - Key players: Students, teachers and trainers - Stakeholders: cultural associations - Beneficiaries: children's families, all the community.
METHODOLOGIES	<ul style="list-style-type: none"> ● Clinical interview ● Brainstorming ● Interview ● Discussion ● Cooperative learning ● Individual and group analysis ● Learning by doing ● Jigsaw



PLANNING

MAIN OBJECTIVES (Learning objectives)	<ul style="list-style-type: none"> • To detect pupils' existing knowledge of the concept of friendship • To understand the value of friendship for each person • To understand the quality and dynamics of friendship relationship • To become aware of the value of friendship • To transfer what has been learnt for the achievement of the common good • To activate meta-cognition
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GLOBAL CITIZENSHIP LEARNING OBJECTIVES³ (Service objectives)	<p>Pre-primary & lower primary (5-9 years old):</p> <ul style="list-style-type: none"> • <i>Develop skills for critical inquiry and analysis:</i> Underlying assumptions and power dynamics. • <i>Cultivate and manage identities, relationships and feelings of belongingness:</i> Different levels of identity. • <i>Share values and responsibilities based on human rights:</i> Different communities people belong to and how these are connected. • <i>Develop attitudes to appreciate and respect differences and diversity:</i> Difference and respect for diversity. • <i>Enact appropriate skills, values, beliefs and attitudes:</i> Actions that can be taken individually and collectively. • <i>Demonstrate personal and social responsibility for a peaceful and sustainable world</i> Ethically responsible behaviour • <i>Develop motivation and willingness to care for the common good</i> Getting engaged and taking action
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KEY COMPETENCES FOR LIFELONG LEARNING	<ul style="list-style-type: none"> • Literacy • Numerical, scientific and engineering skills • Digital and technology-based competences • Interpersonal skills and the ability to adopt new competences • Active citizenship • Entrepreneurship
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SUBJECTS INVOLVED	<ul style="list-style-type: none"> • National language • Arts • ICT • Mathematics
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³ “Global Citizenship Education: Topics and Learning Objectives” Published in 2015 by the United Nations Educational, Scientific and Cultural Organization - UNESCO

IMPLEMENTATION

DESCRIPTION OF THE ACTIVITIES

PHASE 0:

Objective: **to know the pupils' understanding of the friendship.**

What the teacher does	What pupil does
<p>1. In order to introduce the topic, he/she asks the pupils to get into circle time, explains how Clinical Interview works. He/she asks questions to stimulate the discussion, such as:</p> <ul style="list-style-type: none"> ○ <i>What does the word "friendship" bring to your mind?</i> ○ <i>What is friendship?</i> ○ <i>How does friendship come about?</i> ○ <i>What are the characteristics of a true friend?</i> ○ <i>When does friendship end?</i> <p>2. Teacher collects pupils' answers and asks to summarise them in a mind map.</p>	<p>1. He/she arranges in circle time and answers the questions one by one.</p> <p>2. Pupils summarise the answers in a mind map.</p>

PHASE 1

Objective: **Understanding the value of friendship.**

What the teacher does	What pupil does
<p>1. The teacher proposes a playful activity designed to help the student to understand the importance of interpersonal relationships for living together, respecting the others' points of view.</p> <p>2. He/she distributes a questionnaire to collect data on what has been learned.</p> <p>3. He/she invites the students to summarise the data in a graph and analyse what has been learned.</p>	<p>1. He/she joins the game.</p> <p>2. He/she fills in the questionnaire.</p> <p>3. He/she arranges the data in a graph and presents it by comparing with his/her classmates.</p>

PHASE 2:

Objective: **Understanding the quality and dynamics of a friendship relationship**

What the teacher does	What pupil does
1. He/she invites each pupil to draw a number from 1 to 5.	1 He/she draws the number.
2. He/she gives each one a short text to read from which he/she has to identify the meaning of friendship and its different definitions.	2 He/she reads the received text, tries to understand the definitions of friendship and underlines them.
3. At the end of the time assigned for reading and analysis, he/she gathers in groups the children with the same number and asks them to discuss what they have understood and to build a poster or concept map.	3 He/she meets with his/her classmates, discusses and builds a poster together with them.
4. He/she asks each group to illustrate their poster and helps to synthesise the work of the different groups into one poster.	4 He/she illustrates with his/her group mates the poster created and contributes to the creation of the common poster.
5. He/she presents an aphorism: "A friend knows the melody of our heart and sings it when we forget the words." (C.S. Lewis)	5 He/she listens to and writes down the aphorism and participates in the discussion.
6. Discussion: What does this aphorism bring to your mind? What does it mean to you a friend knowing the melodies of our heart?	6 He/she summarises what emerged in a map.
7. He/she shows the film "Wonder" and opens a guided discussion.	7 He/she watches the film, reflects on it and answers the questions.
8. He/she asks them to produce a graphic on the state of mind of the film. He/she collects the graphs on a poster.	8 He/she elaborates the chart and helps to build the map.
9. He/she invites them to reflect on AUGGIE and JACK's feelings	9 He/she elaborates the text.

and invites them to write a text putting themselves in each other's shoes.

PHASE 3

Objective: **Becoming aware of the value of friendship.**

What the teacher does	What pupil does
<ol style="list-style-type: none"> 1. He/she reads the text of a fairy tale (e.g. "The carnival of insects") and opens a discussion. He/she invites them to turn the bond of friendship between insects into a nursery rhyme. 2. He/she reads chapter XXI of the book "The Little Prince" by Saint-Exupery. Before the reading he/she asks: <ul style="list-style-type: none"> - What does "to tame" mean? - Why do you think it is worth taming your cry when you have to separate? 3. He/she divides the class into 5 groups and asks them to read and explain in their own words 5 different sentences. He/she asks each group to explain their classmates what they have produced. 	<ol style="list-style-type: none"> 1. He/she listens and participates in the discussion. 2. He/she listens, reflects, answers. Speculates about the story he/she will hear. 3. He/she arranges himself/herself in a group. 4. Reads and shares the explanation of the sentences. Illustrates what has been produced.

PHASE 4

Objective: **Transferring what is understood to achieve the common good**

What the teacher does	What pupil does
<ol style="list-style-type: none"> 1. He/she proposes to make the community aware of the true meaning of friendship. 2. He/she asks to prepare a questionnaire to be given at home and at school in order to identify the project to be carried out aimed at raising awareness on this topic. 	<ol style="list-style-type: none"> 1. He/she gives his/her opinion. 2. He/she divides into groups and formulates possible questions for the questionnaire. Each group presents their work and then they prepare a single questionnaire all together.



<p>3. The teacher asks them to apply the questionnaire to their family members, friends and schoolmates.</p> <p>4. He/she asks them to analyse the results and summarise them in a graph.</p> <p>5. He/she asks to carry out the project.</p> <p>6. He/she asks to present his/her work to the community.</p>	<p>3. He/she administers the questionnaire.</p> <p>4. He/she analyses the data with his/her classmates through a graph.</p> <p>5. With his/ her classmates, he/she plans, designs and implements the project.</p> <p>6. He/she presents the results of his/her work to the community.</p>
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PHASE 5

Objective: **to activate meta-cognition**

What the teacher does	What pupil does
<p>1. He/she asks to go through the phases of the learning unit.</p> <p>2. He/she proposes the questions asked in phase 0 and notes the different answers on a poster. He/she asks the pupils to summarise them in a map.</p> <p>3. He/she asks them to compare the map made at the beginning of the work with the current one and to point out the changes.</p> <p>4. He/she asks to self-assess their work through the following questions:</p> <ul style="list-style-type: none"> ○ <i>Did the work seem interesting to you? Why?</i> ○ <i>Which phase did you find the most interesting or the least interesting and why?</i> ○ <i>What would you have preferred to do differently?</i> ○ <i>What message did you hear the most?</i> ○ <i>Do you think it can be useful</i> 	<p>1. He/she goes through the steps and summarises them in a diagram.</p> <p>2. He/she answers the questions and summarises them on a poster.</p> <p>3. He/she compares the two maps and identifies what has changed.</p> <p>4. He/she fills in the questionnaire.</p>



<p><i>in your life?</i></p> <ul style="list-style-type: none"> ○ <i>In what ways?</i> <p>5. The teacher asks the pupils to present their findings from the questionnaire and to use post-it notes and create a concluding map.</p>	<p>5. He/she works together with peers on the final map.</p>
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RESOURCES	<ul style="list-style-type: none"> ○ Human resources: teachers/trainers, students, families and local community. ○ Financial resources: not applicable. ○ Possible partnerships with community actors: local cultural associations
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SETTING OF THE ACTIVITIES	<p>In classroom: The students participate in the activities proposed by the teacher, listen to the story and participate in the discussion, prepare the script for questionnaire. Finally, they collect the results and implement the service-learning project based on the results.</p> <p>Outside the classroom: Administrate the questionnaire among families, friends and other schoolmates.</p>
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EVALUATION AND DISSEMINATION

EVALUATION ELEMENTS	<p>At the end of the Learning Unit, the student should be able to:</p> <ul style="list-style-type: none"> ● Understand the importance of interpersonal relationships for living together respecting the other's points of view ● To collaborate in respect of others ● To plan, design and carry out in groups ● Put into practice what has been learnt and put oneself at the service of the community to achieve the common good
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EVALUATION TOOLS	<ul style="list-style-type: none"> ○ Self-assessment questionnaire (Annex 1) ○ Evaluation grid based on the Global Citizens Education Learning Objectives related to the age 5-9 years old (Annex 2)
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DISSEMINATION ACTIVITIES	<p>Presentation of service-learning project results at the end of school year through an exhibition or a leaflet.</p>
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**DISSEMINATION
TOOLS**

Leaflet, social media posts, school website.

Annex 1

Area: GLOBAL CITIZENSHIP
Learning Unit 19: FRIENDSHIP

SELF-ASSESSMENT QUESTIONNAIRE

Question		Answer
1.	What is friendship?	
2.	How does friendship come about?	
3.	What are the characteristics of a true friend?	
4.	What are the dynamics of a friend relationship?	
5.	Did the implemented project seem interesting to you? Why?	
6.	Which phase did you find the most interesting or the least interesting and why?	
7.	What did you learn that did not know before?	

Teacher can add further questions he/she believes relevant for the student's evaluation.

Area: GLOBAL CITIZENSHIP
Learning Unit 19: FRIENDSHIP

EVALUATION GRID⁴

Pre-primary & lower primary education (5-9 years old)

Learning objective	Key Themes	Score (1 to 10)
Name different sources of information and develop basic skills for inquiry	Different sources of information and collecting information using a range of tools and sources (friends, family, local community, school, cartoons, stories, films, news)	
	Listening and communicating accurately and clearly (communication skills, languages)	
	Identifying key ideas and recognising different perspectives	
	Interpreting messages, including complex or conflicting messages	
AVERAGE SCORE		
Learning objective	Key Themes	Score (1 to 10)
Recognise how we fit into and interact with the world around us and develop intrapersonal and interpersonal skills	Self-identity, belonging and relationships (self, family, friends, community, region, country)	
	Where I live and how my community links to the wider world	
	Self-worth and the worth of others	
	Approaching others and building positive relationships	
	Recognizing emotions in self and others	
	Asking for and offering help	
	Communication, cooperation concern and care for others	
AVERAGE SCORE		

⁴ “Global Citizenship Education: Topics and Learning Objectives” Published in 2015 by the United Nations Educational, Scientific and Cultural Organization - UNESCO



Learning objective	Key Themes	Score (1 to 10)
Illustrate differences and connections between different social groups	Similarities and differences within and between cultures and societies (gender, age, socio-economic status, marginalised population)	
	Connections between communities	
	Common basic needs and human rights	
	Valuing and respecting all human and living beings, the environment and things	
AVERAGE SCORE		
Learning objective	Key Themes	Score (1 to 10)
Distinguish between sameness and differences and recognise that everyone has rights and responsibilities	What makes us similar and what makes us different from other people in the community (language, age, culture, ways of living, traditions, characteristics)	
	Importance of respect and good relationship for our well-being	
	Learning to listen, understand, agree and disagree, accept different views and perspectives	
	Respecting others and self and appreciating differences	
AVERAGE SCORE		
Learning objective	Key Themes	Score (1 to 10)
Explore possible ways of taking action to improve the world we live in	How our choice and actions can make our home, school community, country and planet a better place to live and can protect our environment	
	Learning to work together (collaborative projects on real life issues in the community, e.g. working with others to collect and present information and using different methods to communicate findings and ideas)	
	Decision-making and problem-solving skills	
AVERAGE SCORE		
Learning objective	Key Themes	Score (1 to 10)
Discuss how our choices and actions affect other people and the planet and adopt responsible	Values of care and respect for ourselves, the others and our environment	
	Individual and community resources (cultural, economic) and concepts of rich/poor, fair/unfair	
	Interconnections between humans and the environment	



behaviour	Adopting sustainable consumption habits	
	Personal choices and actions, and how these affect others and the environment	
	Distinguishing between “right” and “wrong”, and giving reasons for our choices and judgements	
AVERAGE SCORE		
Learning objective	Key Themes	Score (1 to 10)
Recognise the importance and benefits of civic engagement	Different perspectives about social justice and ethical responsibility in different parts of the world, and the beliefs, values and factors that influence them	
	How these perspectives may influence fair/unfair, ethical/unethical practices	
	Effective and ethical civic engagement with global issues (compassion, empathy, solidarity, dialogue, caring and respect for people and the environment)	
	Ethical dilemmas (child labour, food security, legitimate and non-legitimate forms of action such as use of violence) citizens face in undertaking their political and social responsibilities and their roles as global citizens.	
AVERAGE SCORE		
TOTAL AVERAGE SCORE		



Learning Unit 20 – DIGITAL GLOBAL CITIZENSHIP

IDENTIFICATION

TITLE	Digital Global Citizenship
SCHOOL LEVEL	<ul style="list-style-type: none"> ○ Primary school ○ Secondary junior school
CONTEXT	<ul style="list-style-type: none"> ○ The learning activities will be developed inside and outside the school. ○ The activity should involve max 2 classes ○ Pupils 9-12 years old.
NEED/PROBLEM TO BE TACKLED	<p>In recent years, there has been an increase of cultural differences between students from different countries in the same school. In addition, the distance learning motivated by the Covid-19 pandemic has been a further obstacle to integration and the development of empathy and co-responsibility.</p> <p>Through the implementation of this learning unit, students, their families and the local community in general can empower their empathy by focusing on the similarities of foreign people.</p>
TARGET GROUP INVOLVED	<ul style="list-style-type: none"> - Key players: Students, teachers and trainers - Stakeholders: associations who work in the field of social media - Beneficiaries: children’s families, all the community.
METHODOLOGIES	<ul style="list-style-type: none"> ● Clinical interview ● Brainstorming ● Discussion ● Role-playing ● Learning by doing

PLANNING

MAIN OBJECTIVES (Learning objectives)	<ul style="list-style-type: none"> ● To identify the existing knowledge about relationships ● To understand the importance of listening ● To understand how to recognise and accept diversity through the relational dimension ● To understand the need to act for the well-being of the community ● To activate the meta-cognition
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<p>GLOBAL CITIZENSHIP LEARNING OBJECTIVES⁵ (Service objectives)</p>	<p>Upper primary education (9-12 years old):</p> <ul style="list-style-type: none"> • <i>Develop skills for critical inquiry and analysis:</i> Underlying assumptions and power dynamics. • <i>Cultivate and manage identities, relationships and feelings of belongingness:</i> Different levels of identity. • <i>Share values and responsibilities based on human rights:</i> Different communities people belong to and how these are connected. • <i>Develop attitudes to appreciate and respect differences and diversity:</i> Difference and respect for diversity. • <i>Enact appropriate skills, values, beliefs and attitudes:</i> Actions that can be taken individually and collectively. • <i>Demonstrate personal and social responsibility for a peaceful and sustainable world</i> Ethically responsible behaviour • <i>Develop motivation and willingness to care for the common good</i> Getting engaged and taking action
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<p>KEY COMPETENCES FOR LIFELONG LEARNING</p>	<ul style="list-style-type: none"> • Literacy • Multilingualism • Digital and technology-based competences • Interpersonal skills and the ability to adopt new competences • Active citizenship • Entrepreneurship • Cultural awareness and expression
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<p>SUBJECTS INVOLVED</p>	<ul style="list-style-type: none"> • National language • Foreign languages • History • Geography • Arts • Sport • Music
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IMPLEMENTATION

⁵ “Global Citizenship Education: Topics and Learning Objectives” Published in 2015 by the United Nations Educational, Scientific and Cultural Organization - UNESCO



**DESCRIPTION OF
THE ACTIVITIES**

PHASE 0:

Objective: **to know the pupils' understanding of relationships.**

What the teacher does	What pupil does
<p>1. In order to introduce the topic, he/she asks the pupils to get into circle time, explains how Clinical Interview works. He/she asks questions to stimulate the discussion, such as:</p> <ul style="list-style-type: none"> ○ <i>What does the word "relationship" bring to your mind?</i> ○ <i>What are the elements of a good relationship?</i> ○ <i>Why do we need relationships?</i> ○ <i>When do you feel in relation with the other person?</i> ○ <i>What problems does a lack of relationship generate?</i> ○ <i>What elements should we change/remove in today's society to make our lives more relationship-based?</i> <p>2. Teacher collects pupils' answers in a poster and asks them to summarise them in a mind map.</p>	<p>1. He/she arranges in circle time and answers the questions one by one.</p> <p>2. Pupils observe the answers and summarise them in a mind map.</p>

PHASE 1

Objective: **Understanding the importance of listening**

What the teacher does	What pupil does
<p>1. The teacher proposes the following playful activity by arranging the pupils in a circle: All the members of the circle, keeping their eyes closed, have to make a sound with their voice or body after their right-hand partner has done so. The person who started the circle will stop making a sound as soon as the sound of the person</p>	<p>1. He/she stands in a circle and participates in the game.</p>

<p>on the left has reached him or her, and so on until there is silence again.</p> <ol style="list-style-type: none"> 2. The teacher asks questions to reflect on the game: <ul style="list-style-type: none"> ○ What did you feel? ○ What made you feel uncomfortable? ○ Why do you think the game succeeded or failed? 3. The teacher proposes another game on the ability to listen to others, dividing them into pairs and asking each of them to tell the other about a need or an uncomfortable situation they have experienced. After having listened, the other person tries to represent what he or she has said with the body. Then the pairs are switched. 4. Debriefing: <ul style="list-style-type: none"> ○ Was it difficult? ○ Did we manage to identify ourselves and understand the other's situation? Why do you think so? 5. He/she asks to summarise what was analysed in the two situations with a mind map. 6. The teacher suggests interviewing some people. 7. He/she leads the whole class group to a meeting place (e.g. a square) to have an experience of listening to other people, including adults. 8. By means of a video interview, the pupils will ask people to express their questions, needs or doubts. 	<ol style="list-style-type: none"> 2. He/she participates in the discussion. 3. He/she divides into pairs, tells and/or listens to the other. Tries to represent with the body what he/she heard together with his/her partner. 4. Participates in the discussion. 5. He/she collaborates in the preparation of the mind map. 6. He/she prepares the interview. 7. He/she goes with the class to a meeting place. 8. He/she Interviews people.
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<p>9. Back in the classroom, the teacher invites students to reflect on the needs and doubts of the people interviewed.</p>	<p>9. He/she reflects on what has been collected.</p>
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PHASE 2:

Objective: To understand how to recognise and accept diversity through the relational dimension

What the teacher does	What pupil does
<p>1. The teacher proposes a game, e.g. Trivial, by dividing the class into two groups and asking questions about history-music-literature-games from different countries. At the end, he/she asks reflection questions:</p> <ul style="list-style-type: none"> ○ <i>Did you know all the answers?</i> ○ <i>Why?</i> ○ <i>Did you feel any difficulty in answering?</i> ○ <i>Why?</i> <p>2. The teacher divides the class into four groups and invites 4 families of pupils from other countries or representatives of migrant associations and asks them to tell how they lived in their country.</p> <p>3. He/she asks each group to identify characteristics of what they have heard and to put their answers into a table which will then be given to a different group.</p> <p>4. He/she proposes to the 4 groups to describe the life of a person living in another country based on the table received. Debriefing:</p>	<p>1. He/she divides into two groups and participates in the game. He/she participates in the discussion by answering the questions. Identifies a summary in key words.</p> <p>2. He/she listens, asks questions and takes notes.</p> <p>3. He/she identifies the characteristics with the members of his/her group and puts them into a table. Gives the table to another group.</p> <p>4. He/she organises the roles, reads the information on the table and represents what is required. He/she participates in the discussion.</p>



<ul style="list-style-type: none"> - <i>Did you find it easy to represent what another group wrote?</i> - <i>Why?</i> <p>5. He/she presents some material related to the concept of RELATIONAL MAN and SELF-REFLECTIVE MAN, and asks each person to identify characteristics to be included in a diagram.</p> <p>6. He/she divides the class into two groups and asks each group to support the relational man or the self-referential man by studying possible interventions that could refute the other position and support their own.</p> <p>7. He/she asks the two groups to imagine that they are in a TALK SHOW and to present their thesis, refuting the other, respecting the timing and rules of behaviour.</p> <p>8. At the end, he/she asks them to reverse roles and prepare a new talk show. DEBRIEFING on the activity carried out:</p> <ul style="list-style-type: none"> - <i>How did you feel during the TALK SHOW?</i> - <i>What did you like and what did you not?</i> - <i>Why?</i> - <i>Which position did you find the easiest?</i> - <i>Why?</i> 	<p>5. He/she reads the material and identifies characteristics and puts them in a table.</p> <p>6. He/she divides into two groups and collaborates with the others to define possible interventions as required.</p> <p>7. He/she Participates in the TALK SHOW.</p> <p>8. He/she reverses positions and participates in a new TALK SHOW. Takes part in the discussion and gives his/her opinion.</p>
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PHASE 3

Objective: **Understanding the need to act for the well-being of the community.**



What the teacher does	What pupil does
1. He/she proposes to raise the community's awareness of listening as the basis for a correct relationship that overcomes differences.	1. He/she gives his/her opinion.
2. He/she asks for the preparation of a questionnaire to be administered at home, at school and in the neighbourhood to identify the project to be implemented.	2. He/she divides into groups and formulates the possible questions for the questionnaire. He/she administers the questionnaire.
3. He/she asks to analyse the results and to summarise them in a graph.	3. He/she analyses the data emerged with his/her classmates through a graph.
4. He/she asks to carry out the project.	4. He/she plans with his/her classmates, he/she designs and carries out what is required.
5. Asks to present his/her work to the community.	5. He/she shows his/her work to the community.

PHASE 4

Objective: **to activate meta-cognition**

What the teacher does	What pupil does
1. He/she asks to go through the phases of the learning unit.	1. He/she goes through the steps and summarises them in a diagram.
2. He/she proposes the questions asked in phase 0 and notes the different answers on a poster. He/she asks the pupils to summarise them in a map.	2. He/she answers the questions and summarises them on a poster.
3. He/she asks them to compare the map made at the beginning with the current one and to identify what has changed.	3. He/she compares the two maps and identifies what has changed.
4. He/she asks to self-assess their work through the following questions:	4. He/she fills in the questionnaire



<ul style="list-style-type: none"> ○ <i>Did the work seem interesting to you? Why?</i> ○ <i>Which phase did you find the most interesting or the least interesting and why?</i> ○ <i>What would you have preferred to do differently?</i> ○ <i>What message did you hear the most?</i> ○ <i>Do you think it can be useful in your life?</i> ○ <i>In what ways?</i> <p>5 The teacher asks the pupils to present their findings from the questionnaire and to use post-it notes and create a concluding map.</p>	<p>5. He/she works together with peers on the final map.</p>
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RESOURCES

- Human resources: teachers, family, famous people
- Financial resources: not applicable
- Possible partnerships with community actors: local and national cultural institutions/associations

SETTING OF THE ACTIVITIES

In classroom:

The students participate in the games and activities proposed by the teacher, listen to the story and participate in the discussion, prepare the questions for the questionnaires. Finally, they collect the results and implement the service-learning project based on the results.

Outside the classroom:

Conducting interviews with family members and friends living in the neighborhood.

EVALUATION AND DISSEMINATION



EVALUATION ELEMENTS	<p>At the end of the Learning Unit, the student should be able to:</p> <ul style="list-style-type: none"> • identify the existing knowledge about the relationship • understand the importance of listening • understand how to recognise and accept diversity through the relational dimension • understand the need to act for the well-being of the community • put into practice what has been learnt and put oneself at the service of the community to achieve the common good.
EVALUATION TOOLS	<ul style="list-style-type: none"> ○ Self-assessment questionnaire (Annex 1) ○ Evaluation grid based on the Global Citizens Education Learning Objectives related to the age 9-12 years old (Annex 2)
DISSEMINATION ACTIVITIES	<p>Presentation of service-learning project results at the end of school year through an exhibition or a leaflet.</p>
DISSEMINATION TOOLS	<p>Leaflet, events, social media posts, school website.</p>

Area: GLOBAL CITIZENSHIP
Learning Unit 20: DIGITAL GLOBAL CITIZENSHIP

SELF-ASSESSMENT QUESTIONNAIRE

Question		Answer
1.	What does the word “relationship” bring to your mind?	
2.	What are the elements of a good relationship?	
3.	Why do we need relationships?	
4.	Why boys and girls can play the same game without any problems?	
5.	What problems does a lack of relationship generate?	
6.	Did the implemented project seem interesting to you? Why?	
7.	Which phase did you find the most interesting or the least interesting and why?	
8.	What did you learn that did not know before?	

Teacher can add further questions he/she believes relevant for the student’s evaluation.

Area: GLOBAL CITIZENSHIP
Learning Unit 20: DIGITAL GLOBAL CITIZENSHIP

EVALUATION GRID⁶
Upper primary education (9-12 years old)

Learning objective	Key Themes	Score (1 to 10)
Differentiate between fact/opinion, reality/fiction and different viewpoints/perspectives	Media literacy and social media skills (different forms of media, including social media)	
	Different points of view, subjectivity, evidence and bias	
	Factors influencing viewpoints (gender, age, religion, ethnicity, culture, socio-economic and geographical context, ideologies and belief systems or other circumstances)	
AVERAGE SCORE		
Learning objective	Key Themes	Score (1 to 10)
Examine different levels of identity and their implications for managing relationships with others	How we are connected to the wider world beyond our immediate community and through different modalities (media, travel, music, sports, culture)	
	Nation state, international organisations and bodies, multi-national corporations	
	Empathy, solidarity, conflict management and resolution, preventing violence	
	Negotiation, mediation, reconciliation, win-win solutions	
	Regulating and managing strong emotions (positive and negative)	
	Resisting negative peer pressure	
AVERAGE SCORE		
Learning objective	Key Themes	Score (1 to 10)
Compare and contrast shared and different	Different cultures and societies beyond own experience and the value of different perspectives	

⁶ “Global Citizenship Education: Topics and Learning Objectives” Published in 2015 by the United Nations Educational, Scientific and Cultural Organization - UNESCO



social, cultural and legal norms	Rule-making and engagement in different parts of the world and among different groups	
	Recognizing and respecting diversity	
	Notions of justice and access to justice	
AVERAGE SCORE		
Learning objective	Key Themes	Score (1 to 10)
Cultivate good relationships with diverse individuals and groups	Understanding the similarities and differences between societies and cultures (beliefs, language, traditions, religion, lifestyles, ethnicity)	
	Learning to appreciate and respect diversity and interact with others in the community and wider world	
	Developing values and skills that enable people to live together peacefully (respect, equality, caring, empathy, solidarity, tolerance, inclusion, communication, negotiation, managing and resolving conflict, accepting different perspectives, non-violence)	
AVERAGE SCORE		
Learning objective	Key Themes	Score (1 to 10)
Discuss the importance of individual and collective action and engage in community work	Connection between personal, local, national and global issues	
	Types of civic engagement for personal and collective action in different cultures and societies	
	Roles played by voluntary groups, social movements and citizens in improving their communities and in identifying solutions to global problems	
	Examples of individuals and groups engaged in civic action who have made a difference at local and global levels and their perspectives, actions and social connectedness	
	Understanding that actions have consequences	
AVERAGE SCORE		
Learning objective	Key Themes	Score (1 to 10)
Understand the concepts of social justice and ethical responsibility and learn	What being an ethically responsible and engaged global citizens means	
	Personal perspectives on fairness and issues of global concern (climate change, fair trade, fighting terrorism, access to resources)	



how to apply them in everyday life	Real life examples of global injustice (human rights violations, hunger, poverty, gender-based discrimination, recruitment of child soldiers)	
	Demonstrate decision-making skills and responsible behaviours in personal, school, and community contexts	
AVERAGE SCORE		
Learning objective	Key Themes	Score (1 to 10)
Identify opportunities for engagement and initiate action	How people are involved with these organisations and what knowledge, skills and other attributes they bring	
	Factors that can support or hinder change	
	The role of groups and organisations (clubs, networks, sports teams, unions, professional associations)	
	Engaging in projects and written work	
	Participating in community-based activities	
	Participating in decision-making at school	
AVERAGE SCORE		
TOTAL AVERAGE SCORE		



Learning Unit 21 – THE HUMAN RIGHTS

IDENTIFICATION

TITLE	The human rights
SCHOOL LEVEL	Junior secondary school
CONTEXT	<ul style="list-style-type: none"> ○ The learning activities will be developed inside and outside the school. ○ The activity should involve max 2 classes ○ Pupils 11-14 years old.
NEED/PROBLEM TO BE TACKLED	<p>In a globalised society, human rights are not always respected, with the risk of promoting racism and intolerance.</p> <p>Through this learning unit, the target groups involved will achieve the following benefits:</p> <ul style="list-style-type: none"> - development of empathy and co-responsibility; - enhancement of the awareness that the principles of solidarity, equality and respect for diversity are the pillars that support civil coexistence and foster the construction of a fair and sustainable future.
TARGET GROUP INVOLVED	<ul style="list-style-type: none"> - Key players: Students, teachers and school - Stakeholders: local organisations - Beneficiaries: children’s families, all the community
METHODOLOGIES	<ul style="list-style-type: none"> ● Learning by doing ● Experiential learning ● Cooperative learning ● Jigsaw ● Brainstorming ● Debate ● Flipped classroom
PLANNING	
MAIN OBJECTIVES (Learning objectives)	<ul style="list-style-type: none"> - Getting to know pupils' perception of human rights - Becoming aware that a human right is a response to a fundamental need - Becoming aware that the basis of a right is the unconditional dignity of the person



- Becoming aware that it is necessary to act to promote and defend human rights for the good of the community
- Activating the meta-cognition

**GLOBAL
CITIZENSHIP
LEARNING
OBJECTIVES⁷
(Service
objectives)**

Lower secondary education (12-15 years old):

- *Develop skills for critical inquiry and analysis:*
 - Underlying assumptions and power dynamics.
- *Cultivate and manage identities, relationships and feelings of belongingness:*
 - Different levels of identity.
- *Share values and responsibilities based on human rights:*
 - Different communities people belong to and how these are connected.
- *Develop attitudes to appreciate and respect differences and diversity:*
 - Difference and respect for diversity.
- *Enact appropriate skills, values, beliefs and attitudes:*
 - Actions that can be taken individually and collectively.
- *Develop motivation and willingness to care for the common good:*
 - Getting engaged and taking action.

**KEY
COMPETENCES
FOR LIFELONG
LEARNING**

- Literacy
- Digital and technology-based competences
- Interpersonal skills and the ability to adopt new competences
- Active citizenship
- Cultural awareness and expression

**SUBJECTS
INVOLVED**

- National language
- Foreign languages
- Geography
- ICT
- Art

IMPLEMENTATION

**DESCRIPTION OF
THE ACTIVITIES**

PHASE 0:

Objective: **to know the pupils' understanding of the human rights.**

What the teacher does	What pupil does
1. In order to introduce the topic, he/she asks the pupils to get into circle time, explains how Clinical Interview works.	1. He/she arranges in circle time and answers the questions one by one.

⁷ “Global Citizenship Education: Topics and Learning Objectives” Published in 2015 by the United Nations Educational, Scientific and Cultural Organization - UNESCO



<p>He/she asks questions to stimulate the discussion, such as:</p> <ul style="list-style-type: none"> ○ <i>What does the expression “human rights” bring to your mind?</i> ○ <i>Who has these rights?</i> ○ <i>What are they?</i> ○ <i>Who ensures that they are respected?</i> ○ <i>What happens when they are not respected?</i> <p>2. Teacher collects pupils’ answers in a poster and asks them to summarise them in a mind map</p>	<p>2. Pupils observe the answers and summarise them in a mind map.</p>
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PHASE 1

Objective: **Becoming aware that a human right is a response to a fundamental need**

What the teacher does	What pupil does
<ol style="list-style-type: none"> 1. The teacher introduces the CHARTER OF HUMAN RIGHTS and identifies the needs corresponding to them. 2. He/she gives a table to be completed with some of the most relevant needs and the corresponding human rights. 3. He/she asks to present his/her work. 4. He/she asks to summarise in a single table. 5. He/she Asks to find in newspaper articles, advertisements, songs and/or films examples of denial of these rights. 	<ol style="list-style-type: none"> 1. He/she listens, participates in the discussion and identifies the needs. 2. In pairs, he/she completes a table inserting the human rights and the corresponding needs. 3. He/she presents the table to the class. 4. He/she collaborates with the class to create a summary table. 5. He/she discusses with his/her group members and summarises for presentation.



6. He/she asks to present to the class the research carried out and summarised with the members of his/her group.	6. He/she presents his/her work.
7. He/she invites them to prepare a summary poster.	7. He/she collaborates in the drafting of the summary table.

PHASE 2:

Objective: **Becoming aware that the basis of a right is the unconditional dignity of the person**

What the teacher does	What pupil does
1. The teacher divides the students into groups, assigning a number from 1 to 5 and gives each group materials on one of the following characters: Gandhi, Nelson Mandela, M.L. King, Anne Frank, Malala Yousafzai.	1. He/she arranges himself/herself in a group according to the number assigned and takes the material.
2. He/she asks them to read the material, to discuss and produce a summary.	2. He/she reads, summarises and compares with the other members of the group.
3. He/she brings the groups together and starts the discussion between the various characters assigned.	3. He/she joins the class, presents his/her own character and listens to those presented by the others.
4. He/she asks each group to prepare a power point on their work and to present it to the class.	4. He/she collaborates in the preparation of the power point and presents it.
5. He/she opens a discussion through guiding questions by identifying how the lack of respect for human rights damages dignity and asks them to summarise on a mind map.	5. He/she participates in the discussion and collaborates in the drawing up of the mind map.
6. The teacher asks them to divide into two groups, one defending	6. He/she divides into two groups and prepares possible



<p>human rights and one opposing them. He/she asks to prepare possible interventions on the assigned position.</p> <p>7. He/she brings the groups together and opens the discussion on the activity and what has been proved.</p>	<p>interventions with his/her group.</p> <p>7. He/she participates in the debate respecting the time and the rules; Takes part in the discussion.</p>
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PHASE 3

Objective: **Become aware that it is necessary to act to promote and defend human rights for the good of the community**

What the teacher does	What pupil does
<p>1. The teacher proposes to raise awareness in the community about respect for human rights.</p> <p>2. He/she divides the students into groups and asks them to prepare a questionnaire to be given at home, to friends and in the neighbourhood to identify what can be done to raise awareness on this issue.</p> <p>3. He/she asks them to analyse the results and summarise them in a graph.</p> <p>4. He/she asks to realise the service-learning project.</p> <p>5. He/she asks to present his/her work to the community.</p>	<p>1. He/she gives his/her opinion.</p> <p>2. He/she divides into groups and formulates possible questions for the questionnaire. Each group presents their work and, all together, they define the final version of the questionnaire to be applied to the community.</p> <p>3. He/she analyses the data emerged together with his/her classmates through a graph.</p> <p>4. He/she plans, designs and implements the service-learning project.</p> <p>5. He/she presents his/her work to the community using an exhibition, brochure, newspaper article, etc... in order to raise awareness on the respect of human rights.</p>

PHASE 4

Objective: **to activate the meta-cognition**

What the teacher does	What pupil does
<p>1. He/she asks to go through the phases of the learning unit.</p>	<p>1. He/she goes through the steps and summarises them in a</p>



<p>2. He/she proposes the questions asked in phase 0 and notes the different answers on a poster. He/she asks the pupils to summarise them on a map.</p> <p>3. He/she asks them to compare the map made at the beginning of the work with the current one and to identify what has changed.</p> <p>4. He/she asks to self-assess their work through the following questions:</p> <ul style="list-style-type: none"> ○ <i>Did the work seem interesting to you? Why?</i> ○ <i>Which phase did you find the most interesting or the least interesting and why?</i> ○ <i>What would you have preferred to do differently?</i> ○ <i>What message did you hear the most?</i> ○ <i>Do you think it can be useful in your life?</i> ○ <i>In what ways?</i> <p>5. The teacher asks the pupils to present their findings from the questionnaire and to use post-it notes to create a concluding map.</p>	<p>diagram.</p> <p>2. He/she answers the questions and summarises them on a map.</p> <p>3. He/she compares the two maps and identifies what has changed.</p> <p>4. He/she fills in the questionnaire.</p> <p>5. He/she works together with peers on the final map.</p>
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<p>RESOURCES</p>	<ul style="list-style-type: none"> ○ Human resources: teachers/trainers, students, families, local community. ○ Financial resources: possible sponsors from local shops, compagnie, advertisements. ○ Possible partnerships with community actors: Human Rights NGOs
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SETTING OF THE ACTIVITIES	<p>In classroom: The students participate in the activities proposed by the teacher and participate in the discussion/debate, prepare the script for interviews/questionnaire. Finally, they collect the results and implement the service-learning project based on the results.</p> <p>Outside the classroom: Administrate the questionnaire among family members and friends living in the neighborhood.</p>
EVALUATION AND DISSEMINATION	
EVALUATION ELEMENTS	<p>At the end of the Learning Unit, the student should be able to:</p> <ul style="list-style-type: none"> • become aware that a human right is a response to a fundamental need • become aware that the basis of a right is the unconditional dignity of the person • become aware that it is necessary to act to promote and defend human rights for the good of the community • Put into practice what has been learnt and put oneself at the service of the community to achieve the common good.
EVALUATION TOOLS	<ul style="list-style-type: none"> ○ Self-assessment questionnaire (Annex 1) ○ Evaluation grid based on the Global Citizens Education Learning Objectives related to the age 12-15 years old (Annex 2)
DISSEMINATION ACTIVITIES	<p>Presentation of service-learning project results at the end of school year through an exhibition, a brochure or newspaper articles.</p>
DISSEMINATION TOOLS	<p>Brochure, newspaper, social media posts, school website.</p>

Annex 1

Area: GLOBAL CITIZENSHIP
Learning Unit 21: THE HUMAN RIGHTS

SELF-ASSESSMENT QUESTIONNAIRE

Question		Answer
1.	What are the “human rights”? and who has these rights?	
2.	Who should ensure the human rights are respected?	
3.	What happens when the human rights are not respected?	
4.	How can the lack of respect for human rights damage the dignity of people?	
5.	Did the implemented project seem interesting to you? Why?	
6.	Which phase did you find the most interesting or the least interesting and why?	
7.	What did you learn that did not know before?	

Teacher can add further questions he/she believes relevant for the student’s evaluation.

Area: GLOBAL CITIZENSHIP
Learning Unit 21: THE HUMAN RIGHTS

EVALUATION GRID⁸
Lower secondary education (12-15 years old)

Learning objective	Key Themes	Score (1 to 10)
Investigate underlying assumptions and describe inequalities and power dynamics	Concepts of equality, inequality, discrimination	
	Factors influencing inequalities and power dynamics and the challenges some people face (migrants, women, youth, marginalised populations)	
	Analysis of different forms of information about global issues	
AVERAGE SCORE		
Learning objective	Key Themes	Score (1 to 10)
Distinguish between personal and collective identity and various social groups, and cultivate a sense of belonging to a common humanity	Multiple identities, belonging and relating to different groups	
	Complexity of personal and collective identity, beliefs and perspectives (personal, group, professional, civic)	
	Engagement and cooperation in projects addressing common challenges	
	Feeling of belongingness to common humanity	
	Cultivating positive relationships with people from various and different backgrounds	
AVERAGE SCORE		
Learning objective	Key Themes	Score (1 to 10)
Demonstrate appreciation and respect for difference and diversity, cultivate empathy and solidarity towards	Personal and shared values, how these may differ and what shapes them	
	Importance of common values (respect, tolerance and understanding, solidarity, empathy, caring, equality, inclusion, human dignity) in learning to co-exist peacefully	

⁸ “Global Citizenship Education: Topics and Learning Objectives” Published in 2015 by the United Nations Educational, Scientific and Cultural Organization - UNESCO

other individuals and social groups	Commitment to promoting and protecting difference and diversity (social and environmental)	
AVERAGE SCORE		
Learning objective	Key Themes	Score (1 to 10)
Debate on the benefits and challenges of difference and diversity	Importance of good relationships between individuals, groups, societies and nation states for peaceful co-existence, personal and collective well-being	
	How diverse identities (ethnic, cultural, religious, linguistic, gender, age) and other factors influence our ability to live together	
	Challenges of living together and what may cause conflict (exclusion, intolerance, stereotypes, discrimination, inequalities, privileges, vested interests, fear, lack of communication, freedom of expression, scarcity of and unequal access to resources)	
	How individuals and groups of different identities and membership engage collectively on issues of global concern to bring about improvements worldwide	
	Practising dialogue, negotiation and conflict management skills	
AVERAGE SCORE		
Learning objective	Key Themes	Score (1 to 10)
Examine how individuals and groups have taken action on issues of local, national and global importance and get engaged in responses to local, national and global issues	Defining the roles and obligations of individuals and groups in taking action	
	Anticipating and analysing the consequences of actions	
	Identifying actions taken to improve the community	
	Identifying benefits, opportunities and impact of civic engagement	
	Factors contributing to success and factors limiting success of individual and collective action	
AVERAGE SCORE		
Learning objective	Key Themes	Score (1 to 10)
Develop and apply skills for active engagement and take action to promote common good	Personal motivation and how this affects active citizenship	
	Personal set of values and ethics to guide decisions and actions	
	Ways to engage in addressing an issue of global importance in the community	



	Proactively engaging in local, national and global initiatives	
	Developing and applying necessary knowledge, skills, values and attitudes supported by universal values and principles of human rights	
	Volunteering and service-learning opportunities	
	Networking (peers, civil society, non-profit organisations, professional representatives)	
	Social entrepreneurship	
	Adopting positive behaviour	
AVERAGE SCORE		
TOTAL AVERAGE SCORE		

Learning Unit 22 – WE AS CITIZENS OF WORLD

IDENTIFICATION

TITLE	We as citizens of world
SCHOOL LEVEL	Secondary school
CONTEXT	<ul style="list-style-type: none"> ○ The learning activities will be developed inside and outside the school. ○ The activity might involve one or more classes (max 20 students per class) ○ Students 16-19 years old.
NEED/PROBLEM TO BE TACKLED	<p>Need: Empowering citizens to assume an active role in society, by promoting activities/challenges that fight against social, economic, cultural and environmental problems.</p> <p>Advantages:</p> <ul style="list-style-type: none"> ● Global awareness of peoples' problems ● Valuing the identity of each person ● Recognizing the value of each person ● Recognizing diversity and sharing responsibilities
TARGET GROUP INVOLVED	<ul style="list-style-type: none"> - Key players: Students, teachers and trainers - Stakeholders: local associations and public authorities - Beneficiaries: students' families, all the community.
METHODOLOGIES	<ul style="list-style-type: none"> ● Brainstorming ● Class discussion/clinical dialogue ● Circle time ● Peer-to-peer comparison ● Data analysis ● Text writing ● Volunteering activity
PLANNING	
MAIN OBJECTIVES (Learning objectives)	<ul style="list-style-type: none"> ● Understanding students' knowledge of global citizenship ● Raising students' awareness of social, economic, cultural and environmental problems ● Raising students' awareness about global diversity and citizenship ● Developing respect for other people ● Promoting the change of behaviour/attitude concerning the



- respect for diversity
- Activating meta-cognition

**GLOBAL
CITIZENSHIP
LEARNING
OBJECTIVES⁹
(Service
objectives)**

Upper secondary education (15-18+ years old):

- *Develop skills for critical inquiry and analysis:*
Underlying assumptions and power dynamics.
- *Cultivate and manage identities, relationships and feelings of belongingness:*
Different levels of identity.
- *Share values and responsibilities based on human rights:*
Different communities people belong to and how these are connected.
- *Develop attitudes to appreciate and respect differences and diversity:*
Difference and respect for diversity.
- *Enact appropriate skills, values, beliefs and attitudes:*
Actions that can be taken individually and collectively.
- *Demonstrate personal and social responsibility for a peaceful and sustainable world*
Ethically responsible behaviour
- *Develop motivation and willingness to care for the common good*
Getting engaged and taking action

**KEY
COMPETENCES
FOR LIFELONG
LEARNING**

- Literacy
- Multilingualism
- Interpersonal skills and the ability to adopt new competences
- Active citizenship
- Cultural awareness and expression

**SUBJECTS
INVOLVED**

All subjects

IMPLEMENTATION

**DESCRIPTION OF
THE ACTIVITIES**

PHASE 0:

Objective: **to know the students' understanding of global citizenship.**

What the teacher does	What pupil does
1. He/she prepares a map with "GLOBAL CITIZENSHIP" in the	1. He/she writes respecting other people's turns and opinions.

⁹ “Global Citizenship Education: Topics and Learning Objectives” Published in 2015 by the United Nations Educational, Scientific and Cultural Organization - UNESCO



<p>middle and asks the students to write down what they know about that topic and the possible different implications.</p> <p>2. He/she asks them to reflect on what has emerged by opening a guided discussion.</p>	<p>2. He/she reflects and takes part in the discussion.</p>
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PHASE 1

Objective: Raising students' awareness of social, economic, cultural and environmental problems.

What the teacher does	What pupil does
<p>1. He/she gives a planisphere and invites the pupils to make a note of where each object, piece of clothing, food that they are using or using daily comes from and then to put lines from the place of manufacture to their home.</p> <p>2. He/she poses some reflection questions:</p> <ul style="list-style-type: none"> - why does your object come from...? - what does this mean for you? <p>3. He/she gives them a world map with the indication of goods production that characterises the world market and invites them to write a summary with the data they obtain from the economic-geographical map.</p> <p>4. He/she divides the class into pairs, asks them to take their notes individually and explains four sequences relating to some aspects of globalisation. At each sequence, he/she stops and invites the pairs to share their</p>	<p>1. He/she takes part in the activity and identifies the place of origin by drawing lines.</p> <p>2. He/she answers, listens to and shares his/her knowledge with his/her classmates.</p> <p>3. He/she observes the planisphere with the goods and writes a summary based on the teacher's instructions.</p> <p>4. He/she listens, takes notes and, at each sequence, shares them with his/her classmates. At the end of the work, he/she draws out the key concepts which he/she submits to the teacher for</p>



<p>notes in order to draw out the key concepts.</p> <p>5. Based on the monitoring of the pairs' work, he/she defines with the class a summary scheme that he/she transfers, with the pupils, to a class poster.</p> <p>6. He/she shows a slide in which he/she underlines the relationship between globalisation and the third world and proposes an oriented discussion.</p> <p>7. He/she traces the process of globalisation back to its historical context to encourage reflection on the relationship between the present and the past. In order to get this, he/she presents the map of colonial empires in 1914 and narrates the process of their formation, asking the pupils to integrate the content using the data provided by the map and to produce a synthesis map.</p>	<p>verification and constructs a summary.</p> <p>5. He/she shares the class outline.</p> <p>6. He/she observes, listens to, asks for explanations and participates in the discussion.</p> <p>7. He/she observes the map and integrates the story with the data provided by the map. He/she collaborates in a group to form a summary poster. He/she explains his/her own work and listens to others'. Takes note of his/her own acquired knowledge, and integrates and/or corrects it.</p>
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PHASE 2:

Objective: **Raising students' awareness about global diversity and citizenship**

What the teacher does	What pupil does
<p>1. He/she focuses on an example of poverty and marginalisation in today's 'globalised third world' and invites an immigrant to tell a story of child labour abuse.</p>	<p>1. She/he listens and asks questions.</p>



<ol style="list-style-type: none"> 2. He/she invites the pupils to prepare a PowerPoint using images and information from the Internet. 3. He/she chooses with the pupils the most significant slides and prepares a class PowerPoint with them. 4. He/she asks reflection questions about the market expansion of the past and present (e.g. what differences do the three stages of the globalisation process have in relation to subjects, goods, technological and scientific development, historical, political, economic and cultural scenarios? What elements of continuity?). 5. He/she focuses attention on relevant aspects of the future, such as: <ul style="list-style-type: none"> - Distances between North and South - Demographic increase - Multi-ethnic society and migration flows - Risk environment 6. He/she divides the class into groups and assigns each group one of the above points and asks them to do some research about it. 7. He/she asks each group to produce a summary PowerPoint to present to the class. 	<ol style="list-style-type: none"> 2. She/he looks for photos and information on child labour on the Internet and makes a PowerPoint. 3. She/he shares her/his own work, compares it with that of others and collaborates in the preparation of the class PowerPoint. 4. She/he listens, answers and shares her/his knowledge with her/his classmates using a poster to compare the different stages of the globalisation process. 5. She/he listens. 6. She/he joins the group and carries out the task assigned by the teacher. 7. He/she explains the work of his/her group.
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PHASE 3

Objective: **Promoting the change of behaviour/attitude concerning the respect for diversity.**

What the teacher does	What pupil does
1. He/she proposes to make the community aware of the topic.	1. He/she gives his/her opinion.
2. He/she asks to prepare a questionnaire to be given to family and friends to identify the project to be implemented.	2. He/she divides into groups and formulates possible questions for the questionnaire. Each group presents its work and, together with the others, prepares a unique questionnaire.
3. The teacher asks them to submit the questionnaire to their family and friends.	3. He/she applies the questionnaire at home and to friends.
4. He/she asks to analyse the results and to summarise them in a graph.	4. He/she analyses the data emerged with his/her classmates through a graph.
5. He/she asks to carry out the service-learning project.	5. He/she plans, designs and implements with his/her classmates what is required and presents his/her work to the community.

PHASE 4

Objective: **to activate the meta-cognition**

What the teacher does	What pupil does
1. He/she asks to go through the phases of the learning unit.	1. He/she goes through the steps and summarises them in a diagram.
2. He/she proposes the questions asked in phase 0 and notes the different answers on a poster. He/she asks the pupils to summarise them in a map.	2. He/she answers the questions and summarises them on a map.
3. He/she asks them to compare the map made at the beginning of the work with the current one and to identify what has changed.	3. He/she compares the two maps and identifies what has changed.
4. He/she asks to self-assess their work through the following	4. He/she fills in the questionnaire



<p>questions:</p> <ul style="list-style-type: none"> - <i>Did the work seem interesting to you? Why?</i> - <i>Which phase did you find the most interesting or the least interesting and why?</i> - <i>What would you have preferred to do differently?</i> - <i>What message did you hear the most?</i> - <i>Do you think it can be useful in your life?</i> - <i>In what ways?</i> <p>5. The teacher asks the pupils to present their findings from the questionnaire and to use post-it notes to create a conclusion map.</p>	<p>5. He/she works together with peers on the final map.</p>
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RESOURCES	<ul style="list-style-type: none"> ○ Human resources: school community, local stakeholders, families ○ Financial resources: not applicable. ○ Possible partnerships with community actors: local associations
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SETTING OF THE ACTIVITIES	<p>In classroom: The students participate in the activities proposed by the teacher, listen to the story told by a immigrants’ representative and participate in the discussion, prepare the script for interviews. Finally, they collect the results and implement the service-learning project based on the results.</p> <p>Outside the classroom: Conducting interviews with family members and friends living in the neighborhood.</p>
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EVALUATION AND DISSEMINATION

EVALUATION ELEMENTS	<p>At the end of the Learning Unit, the student should be able to:</p> <ul style="list-style-type: none"> ○ Raise awareness about global diversity and citizenship ○ Develop respect for other people ○ Promote the change of behaviour/attitude concerning the respect for diversity ○ Know how to plan and design a project ○ Put into practice what has been learnt and put oneself at the service of the community to achieve the common good.
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EVALUATION TOOLS	<ul style="list-style-type: none">○ Self-assessment questionnaire (Annex 1)○ Evaluation grid based on the Global Citizens Education Learning Objectives related to the age 15-18+ years old (Annex 2)
DISSEMINATION ACTIVITIES	Presentation of service-learning project results at the end of school year through a brochure or article in the school website.
DISSEMINATION TOOLS	Leaflet, social media posts, school website.

Area: GLOBAL CITIZENSHIP
Learning Unit 22: WE AS CITIZENS OF WORLD

SELF-ASSESSMENT QUESTIONNAIRE

Question		Answer
1.	What is global citizenship?	
2.	What are the social, economic, cultural and environmental effects of global citizenship?	
3.	What is the relationship between diversity and global citizenship?	
4.	How is respect for diversity promoted?	
5.	Did the implemented project seem interesting to you? Why?	
6.	Which phase did you find the most interesting or the least interesting and why?	
7.	What did you learn that did not know before?	

Teacher can add further questions he/she believes relevant for the student's evaluation.

Area: GLOBAL CITIZENSHIP
Learning Unit 22: WE AS CITIZENS OF WORLD

EVALUATION GRID¹⁰
Upper secondary education (15-18+ years old)

Learning objective	Key Themes	Score (1 to 10)
Critically assess the ways in which power dynamics affect voice, influence access to resources, decision-making and governance	Analysis of contemporary global issues from the perspective of power dynamics (gender equality, disability, youth unemployment)	
	Factors facilitating or hindering citizenship and civic engagement at global, national and local levels	
	Critical examination of different viewpoints, opponent or minority views and critiques, including assessing the role of the mass media and of social media in global debates and on global citizenship	
AVERAGE SCORE		
Learning objective	Key Themes	Score (1 to 10)
Critically examine ways in which different levels of identity interact and live peacefully with different social groups	Personal identities and memberships in local, national, regional and global contexts through multiple lenses.	
	Collective identity, shared values and implications for creating a global civic culture	
	Complex and diverse perspectives and notions of civic identities and membership on global issues or events or through cultural, economic and political examples	
	Factors that lead to successful civic engagement	
	Commitment to the promotion and protection of personal and collective well-being	
AVERAGE SCORE		
Learning objective	Key Themes	Score (1 to 10)
Critically assess connectedness	Rights and responsibilities of citizens, groups and states in the international community	

¹⁰ “Global Citizenship Education: Topics and Learning Objectives” Published in 2015 by the United Nations Educational, Scientific and Cultural Organization - UNESCO



between different groups, communities and countries	Concept of legitimacy, rule of law, due process and justice	
	Promoting wellbeing in the community and understanding threats to, and potential for, wellbeing at a global level	
	Promoting and defending human rights for all	
AVERAGE SCORE		
Learning objective	Key Themes	Score (1 to 10)
Develop and apply values, attitude and skills to manage and engage with diverse groups and perspectives	Manual interdependence and challenges of living in diverse societies and cultures	
	Diverse and complex perspectives	
	Action by various organisations to bring positive change regarding global issues	
	Values and attitude of empathy and respect beyond groups to which you belong	
	Concepts of peace, consensus building and non-violence	
	Engaging in actions for social justice	
AVERAGE SCORE		
Learning objective	Key Themes	Score (1 to 10)
Develop and apply skills for effective civic engagement	Analysing factors that can strengthen or limit civic engagement (economic, political, and social dynamics and barriers to representation and participation of specific groups such as women, ethnic and religious minorities, disabled people, youth)	
	Selecting the most appropriate way for obtaining information, expressing opinions and taking action on important global matters	
	Collaborative projects on issues of local and global concern	
	Skills for effective political and social engagement	
AVERAGE SCORE		
Learning objective	Key Themes	Score (1 to 10)
Critically assess issues of social justice and ethical responsibility and take action to challenge	How different perspectives on social justice and ethical responsibility influence political decision-making and civic engagement or complicate the resolution of global issue	



discrimination and inequality	Issues that involve ethical questions	
	Challenges for governance of different and conflicting views of fairness and social justice	
	Demonstrating ethical and social responsibility	
AVERAGE SCORE		
Learning objective	Key Themes	Score (1 to 10)
Propose action for and become agents of positive change	Learning to be active global citizens and how to transform oneself and society	
	Contributing to the analysis and identification of needs and priorities that require action/change at local, national and global level	
	Actively participating in the creation of a vision, strategy and plan of action for positive change	
	Exploring opportunities for social entrepreneurship	
	Critically analysing the contributions and the impact of the work of various actors	
	Inspiring, advocating for and educating others to act	
	Practising communication, negotiation, advocacy skills	
	Obtaining information and expressing their opinions about important global matters	
	Promoting positive societal behaviour	
AVERAGE SCORE		
TOTAL AVERAGE SCORE		