



## Area: **IMMIGRATION**

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## Learning Unit 06 –LET’S ALL HOLD HANDS!

### IDENTIFICATION

**TITLE** Let’s all hold hands!

**SCHOOL LEVEL** Kindergarten

**CONTEXT**

- The learning activities will be developed inside and outside the school.
- No. min 10 max 20 students **4-5 years old**.

**NEED/PROBLEM TO BE TACKLED** Many people have a certain fear of people from different countries and cultures and therefore do not even have the desire to get to know them better. This leads to discrimination and distancing ourselves from each other because we do not perceive that we are all equal because we belong to one species: the human species.

The advantages for the community of implementing the activities of this learning unit are:

- Increase tolerance and decrease discrimination
- Enhance cooperation among children and families
- Promote a sense of respect and brotherhood between different cultures
- Increase the perception of the other as a being to be known, understood and respected.

**TARGET GROUP INVOLVED**

- Key players: Students, teachers and trainers, immigrants
- Stakeholders: local NGOs who dealing with migrants
- Beneficiaries: children’s families, all the community.

**METHODOLOGIES**

- Clinical interview
- Cooperative learning
- Role playing
- Interview
- Individual work/reflection
- Circle time

### PLANNING

**MAIN OBJECTIVES (Learning objectives)**

- fostering feelings of fraternity through the emotional component.
- knowing and understanding a story based on the value of fraternity.
- Strengthening knowledge through interaction, storytelling and conversation.



- Increasing the feeling of fraternity.
- Building up the concept of fraternity.
- Put into practice what has been learnt and put oneself at the service of the community to achieve the common good.

**GLOBAL  
CITIZENSHIP  
LEARNING  
OBJECTIVES<sup>1</sup>  
(Service  
objectives)**

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

- *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**

- Mother tongue
- Mathematics
- Music
- Arts

**IMPLEMENTATION**

<sup>1</sup> “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 the fraternity concept.**

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: <ul style="list-style-type: none"> <li>○ <i>What does the word "fraternity" bring to mind?</i></li> <li>○ <i>From what situation does a feeling of fraternity arise?</i></li> <li>○ <i>In what does fraternity manifest itself?</i></li> <li>○ <i>What feelings does fraternity generate?</i></li> <li>○ <i>How does fraternity grow? and when does it increase?</i></li> <li>○ <i>How is it lost?</i></li> </ul>	1. Arranges in circle time and answers the questions one by one.

**PHASE 1**
**Objective: fostering feelings of fraternity through the emotional component.**

What the teacher does	What pupil does
1. Proposes to the children the game "United by a thread" (Annex A).  2. She/he invites pupils to reflect on the relationship between emotions and quality of life by asking some stimulating questions: <ul style="list-style-type: none"> <li>○ <i>how did you feel during the game?</i></li> <li>○ <i>What feelings make you feel good? Why?</i></li> <li>○ <i>What feelings make you feel bad?</i></li> </ul>	1. He/she listens teacher and follows the game' instructions.  2. He/she answers, listens the other answers and compares his/her opinions with the others.

**Annex A "United by a thread"**

The teacher gives a child a ball of strong thread. The child has to unravel it, choose a partner and give him or her the end. The child then passes it on to another child, who in turn chooses a partner. When everyone is intertwined, the ball of yarn is rolled up and pairs are formed at the same time. They look each other in the face and promise to play together, to help each other and not to fight for a week.  
 Estimate time: 2 hours

**PHASE 2:**
**Objective: knowing and understanding a story based on the value of fraternity**

What the teacher does	What pupil does
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<ol style="list-style-type: none"> <li>1. He/she chooses a book (e.g. Azur and Asmar) that talks about FRATERNITY and shows the cover to the children.</li> <li>2. Provides questions about what they see on the cover and stimulate their curiosity.</li> <li>3. Shows the pictures from the book and circulates it among children so that they can begin to formulate assumptions about the story; supports the pupils with a series of stimulating questions.</li> <li>4. Leads the children to the video room to watch the film from the book (or select another film about fraternity).</li> <li>5. The film is shown in sequences to encourage the children's interest through comments and discussion of each one.</li> </ol>	<ol style="list-style-type: none"> <li>1. He/she looks at the cover with curiosity.</li> <li>2. Responds to questions.</li> <li>3. Observes the images in the book and, prompted by the teacher, expresses hypotheses about the plot of the story, using the images and exchanging his own opinion with those of his classmates.</li> <li>4. Goes to the video room and watches the film;</li> <li>5. Participates in the debate on the most significant sequences, respecting the time and opinions of others.</li> </ol>
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### PHASE 3

Objective: **Strengthening knowledge through interaction.**

What the teacher does	What pupil does
He/she divides the children into small groups and asks each group to colour in some pictures, places or characters from the story to transfer onto a poster.	He/she follows the instructions and joins his group to colour in some of the pictures in the story.

### PHASE 4

Objective: **Strengthening knowledge through storytelling and conversation.**

What the teacher does	What pupil does
<ol style="list-style-type: none"> <li>1. He/she asks them to colour the sequences of the story and describe them in the order of the drawings.</li> <li>2. He/she transfers the sequences onto a poster board with the help of the children.</li> </ol>	<ol style="list-style-type: none"> <li>1. He/she colours the sequences of the story and describes them verbally. Listens to the narration of others.</li> <li>2. Collaborates with peers, pasting the sequences onto a poster to be hung in the classroom.</li> </ol>



<p>3. He/she starts a conversation about the story using the following stimulus questions:</p> <ul style="list-style-type: none"> <li>○ <i>What situation generates the feeling of fraternity?</i></li> <li>○ <i>What attitudes foster this feeling?</i></li> <li>○ <i>Do the characters in the story always get along?</i></li> <li>○ <i>What and who separates them?</i></li> <li>○ <i>What and who brings them together?</i></li> <li>○ <i>What does their happiness consist of?</i></li> <li>○ <i>Could they have been happy if they had not come to an agreement?</i></li> <li>○ <i>Why?</i></li> </ul>	<p>3. Listens, responds and shares his own ideas with his classmates.</p>
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#### PHASE 5

Objective: **Increasing the feeling of fraternity from the story**

What the teacher does	What pupil does
<ol style="list-style-type: none"> <li>1. He/she plays a short nursery rhyme that summarises the message of fraternity, giving the children the opportunity to reflect on the meaning of fraternity.</li> <li>2. Prepares a play based on the story read to be reproduced according to the sequences on the class poster.</li> </ol>	<ol style="list-style-type: none"> <li>1. Listens, learns and reflects on the message of the nursery rhyme.</li> <li>2. Prepares for the play, taking on the role assigned by the teacher in line with the sequences on the class poster.</li> </ol>

#### PHASE 6

Objective: **extending the concept of fraternity to the community**

What the teacher does	What pupil does
<ol style="list-style-type: none"> <li>1. He/she invites native parents and parents from other countries into the classroom to tell stories, fables or fairy tales on the theme of fraternity.</li> <li>2. Asks the children to divide into groups and to rework what has been heard in each group through drawings in sequences.</li> </ol>	<ol style="list-style-type: none"> <li>1. Listens, learns and reflects.</li> <li>2. Draws and collaborates with other group members.</li> </ol>

<p>3. The teacher opens a discussion by asking guiding questions:</p> <ul style="list-style-type: none"> <li>○ <i>Which of the stories impressed you the most?</i></li> <li>○ <i>Why?</i></li> <li>○ <i>What would you have done?</i></li> <li>○ <i>Why?</i></li> <li>○ <i>What can we learn then?</i></li> </ul>	<p>3. Participates in conversation while respecting the time and opinions of others.</p>
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**PHASE 7**

Objective: **strengthen and extend knowledge about fraternity through experience**

What the teacher does	What pupil does
<p>1. He/she invites the pupils to take a walk around the neighborhood near the school and to observe attitudes of fraternity that they can perceive.</p> <p>2. He/she invites them to discuss what they have observed through stimulating questions.</p>	<p>1. He/she gets ready to leave and observes</p> <p>2. He/she participates in discussion while respecting the time and opinions of others</p>

**PHASE 8**

Objective: **meta cognition**

What the teacher does	What pupil does
<p>1. He/she invites the children to review the phases of the work through the journal where the single phases are recorded with the children's work.</p> <p>2. He/she asks them to identify the emotional, cognitive and affective increase by asking again the questions asked in phase 0 and prompting an analysis of the previous answers through stimulus questions:</p> <ul style="list-style-type: none"> <li>○ <i>Do you think the answers are the same?</i></li> <li>○ <i>Which ones have changed?</i></li> <li>○ <i>Why?</i></li> </ul>	<p>1. He/she reviews the didactic path.</p> <p>2. He/she answers again the questions of phase 0 and, listening to what has been said previously, expresses his/her opinion on the changes.</p>

**PHASE 9**

Objective: **Put into practice what has been learnt and put oneself at the service of the community to achieve the common good**



What the teacher does	What pupil does
<ol style="list-style-type: none"> <li>1. The teacher proposes to transfer what has been learned to the local community and suggests the elaboration of a questionnaire to be submitted to the people living in the neighborhood.</li> <li>2. The teacher asks to analyze the results and to carry out what emerged from the questionnaire with the help of experts.</li> </ol>	<ol style="list-style-type: none"> <li>1. Suggests questions for the questionnaire and administers it to the family and local community.</li> <li>2. Analyzes the results supported by teacher. Organizes, plans, designs and implements the service learning project in groups, involving the community with the help of teachers and experts</li> </ol>

### PHASE 10

Objective: **becoming aware of their own learning**

What the teacher does	What pupil does
<p>The teacher provides a self-assessment questionnaire with the following questions:</p> <ul style="list-style-type: none"> <li>- <i>Did the work seem interesting to you? Why yes / why not</i></li> <li>- <i>Which phase did you find most interesting or least interesting and why?</i></li> <li>- <i>What would you have liked to have done differently?</i></li> <li>- <i>What message did you hear the most?</i></li> <li>- <i>Do you think it can be useful about your life?</i></li> <li>- <i>In what ways?</i></li> </ul>	<p>He/she answers.</p>

### RESOURCES

- Human resources: teachers.
- Financial resources: not applicable.
- Possible partnerships with community actors: NGOs, associations of immigrants, experts who work with migrants/refugees.





**SETTING OF THE  
ACTIVITIES**

**In classroom:**

The students participate in the game proposed by the teacher, listen to the story and role play it, watch the movie and participate in the discussion, prepare the questionnaire. Finally, they collect the results and implement the service learning project based on the results.

**Outside the classroom:**

Take a walk around the neighborhood near the school.

**EVALUATION AND DISSEMINATION**

**EVALUATION  
ELEMENTS**

At the end of the Learning Unit, the student should be able to:

- Build up the concept of brotherhood
- Understand the situation where fraternity is manifested
- Identify the feelings fraternity can generate
- When and how to increase the feeling of fraternity
- Put into practice what has been learnt and put oneself at the service of the community to achieve the common good.

**EVALUATION TOOLS**

- Self-assessment questionnaire (**Annex 1**)
- Evaluation grid based on the Global Citizens Education Learning Objectives related to the age 5-9 years (**Annex 2**)

**DISSEMINATION  
ACTIVITIES**

Final event at the school inviting families and migrants/refugees living in the community.

**DISSEMINATION  
TOOLS**

Design of flyer for inviting to the final event.

**Annex 1**

**Area: IMMIGRATION**  
**Learning Unit 06: LET'S ALL HOLD HANDS!**

**SELF-ASSESSMENT QUESTIONNAIRE**

Question		Answer
1.	What does the word "fraternity" bring to mind?	
2.	In what situations does fraternity manifest itself?	
3.	What feelings does fraternity generate?	
4.	How does fraternity grow? and when does it increase?	
5.	Did the implemented project seem interesting to you? Why yes / why not	
6.	Which phase did you find most interesting or 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' evaluation.


**Annex 2**

**Area: IMMIGRATION**  
**Learning Unit 06: LET'S ALL HOLD HANDS!**

**EVALUATION GRID<sup>2</sup>**

**Lower secondary education (5-9 years)**

Learning objective	Key Themes	Score (1 to 10)
<b>Namely different sources of information and develop basic skills for inquiry</b>	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	
<b>AVERAGE SCORE</b>		
Learning objective	Key Themes	Score (1 to 10)
<b>Recognise how we fit into and interact with the world around us and develop intrapersonal and interpersonal skills</b>	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	
<b>AVERAGE SCORE</b>		

<sup>2</sup> “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)
<b>Illustrate differences and connections between different social groups</b>	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	
<b>AVERAGE SCORE</b>		
Learning objective	Key Themes	Score (1 to 10)
<b>Distinguish between sameness and differences and recognise that everyone has rights and responsibilities</b>	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	
<b>AVERAGE SCORE</b>		
Learning objective	Key Themes	Score (1 to 10)
<b>Explore possible ways of taking action to improve the world we live in</b>	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	
<b>AVERAGE SCORE</b>		
Learning objective	Key Themes	Score (1 to 10)
<b>Discuss how our choices affect other</b>	Values of care and respect for ourselves, others and our environment	



<b>people and the planet, and adopt responsible behaviour</b>	Individual and community resources (cultural, economic) and concepts of rich/poor, fair/unfair	
	Interconnections between humans and the environment	
	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	
<b>AVERAGE SCORE</b>		
<b>Learning objective</b>	<b>Key Themes</b>	<b>Score (1 to 10)</b>
<b>Recognise the importance and benefits of civic engagement</b>	Benefits of personal and collective civic engagement	
	Individuals and entities that are taking action to improve the community (fellow citizens, clubs, networks, groups, organizations, programmes, initiatives)	
	The role of children in finding solutions to local, national and global challenges (within the school, family, immediate community, country, planet)	
	Forms of engagement at home, school, community as basic aspects of citizenship	
	Engaging in dialogue and debate	
	Taking part in activities outside the classroom	
	Working effectively in groups	
<b>AVERAGE SCORE</b>		
<b>TOTAL AVERAGE SCORE</b>		

## Learning Unit 07 – WE ARE ALL WORLD’S CITIZENS

### IDENTIFICATION

**TITLE** We are all world’s citizens

**SCHOOL LEVEL** Kindergarten

**CONTEXT**

- The learning activities will be developed inside and outside the school.
- No. min 10 max 20 students **5 years old**.

**NEED/PROBLEM TO BE TACKLED**

Many people believe their culture is the best and there is no contamination with others, therefore they do not accept in a positive way the meeting, the knowledge and the respect towards those who come from other countries.

The advantages for the community and families of implementing the activities of this learning unit are:

- To get to know and respect other cultures
- To realise there are not better cultures than others: we are all humans and world citizens
- To understand that each culture has been influenced by other cultures and that it is normal to be contaminated

**TARGET GROUP INVOLVED**

- key players: teachers, students, immigrants
- stakeholders: NGOs and migrants associations
- beneficiaries: all the community, children’s families

**METHODOLOGIES**

- Clinical interview
- Brainstorming (individual & group)
- Interviewing
- Cooperative learning
- Discussion
- Individual and group analysis
- Circle time

### PLANNING

**MAIN OBJECTIVES (Learning objectives)**

- To identify the existing different cultures in the local area
- To know the different contaminations between cultures
- To identify and describe actions to increase / improve the integration of immigrants in the local community



- To plan and design skills
- To understand cultural exchanges between different worlds as a form of cross-cultural exchange.
- To identify cross-cultural connections in food
- To put what has been learned at the service of the community in order to achieve the common good

**GLOBAL  
CITIZENSHIP  
LEARNING  
OBJECTIVES<sup>3</sup>  
(Service  
objectives)**

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

- *Understand the interdependence and connections of global and local concerns*  
Issues affecting interaction and connectedness of communities at local, national and global levels.
- *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
- Cultural awareness and expression

**SUBJECTS  
INVOLVED**

- Mother tongue
- Geography
- Civic education
- Mathematics
- Physical education

<sup>3</sup> “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 about the concept of interculturality.**

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:</p> <ul style="list-style-type: none"> <li>○ <i>What do you think about meeting the "other"?</i></li> <li>○ <i>Who is the "other"?</i></li> <li>○ <i>Where do you see the presence of the "other"?</i></li> <li>○ <i>Where do you meet the "other"?</i></li> <li>○ <i>What happens when you meet the "other"?</i></li> <li>○ <i>How do you feel after the meeting?</i></li> </ul> <p>2. The teacher creates a mind map with the questions and adds the answers given by the children.</p>	<p>1 He/she arranges in circle time and answers the questions one by one.</p>

#### PHASE 1

Objective: **becoming aware of mixed races existing in different cultures.**

What the teacher does	What pupil does
<p>1. The teacher invites representatives from local NGO dealing with immigration to tell the pupils how children live in different countries.</p> <p>2. She/he asks the children to draw what has impressed them most.</p> <p>3. He/she asks to tell his/her classmates about the drawing and why it impressed him/her most.</p>	<p>1. He/she listens teacher and provides questions.</p> <p>2. He/she draws what impressed him/her the most.</p> <p>3. He/she tells his/her classmates</p>

#### PHASE 2:

Objective: **becoming aware of mixed races existing in different cultures through games and music.**

What the teacher does	What pupil does
<p>1. He/she asks a NGO's representative to tell some games played by the children from other countries.</p>	<p>1. He/she listens the NGO's representative</p>



<ol style="list-style-type: none"> <li>2. Teachers creates groups where pupils will try to play the games proposed by the NGO's representative</li> <li>3. Teacher starts a discussion providing the following questions: <ul style="list-style-type: none"> <li>• Did you like this game?</li> <li>• Why?</li> <li>• Do you know a similar game?</li> </ul> </li> <li>4. The NGO's representative sings children' song from other countries and cultures and supports pupils in learning the words in other languages.</li> <li>5. Teachers starts a discussion among pupils by providing guide-questions such as: <ul style="list-style-type: none"> <li>• Did you like to learn these songs?</li> <li>• Is there anything similar to the songs you know?</li> <li>• In your opinion, why is there anything similar to those you know?</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>2. He/she tries to play</li> <li>3. He/she answers</li> <li>4. He/she tries to sing the song proposed by the expert.</li> <li>5. He/she participates to the discussion by answering the teachers' questions</li> </ol>
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### PHASE 3

Objective: **become aware of the mixed breeds that exist in different cultures in cooking.**

What the teacher does	What pupil does
<ol style="list-style-type: none"> <li>1. The teacher invites four parents from different countries (including that of the pupils) to let each group taste typical foods (they should explain what ingredients used).</li> <li>2. He/she asks each group to report on what they have tasted and the ingredients used.</li> <li>3. He/she starts a discussion by providing the guide- questions:</li> </ol>	<ol style="list-style-type: none"> <li>1. He/she tastes the food.</li> <li>2. He/she reports what tasted and his/her opinions.</li> <li>3. He/she takes part in the discussion by answering teacher' questions.</li> </ol>



<ul style="list-style-type: none"> <li>• Did you know the ingredients? Which of them?</li> <li>• Have they ever been used in your home?</li> <li>• If yes, what did you cook with these ingredients?</li> <li>• What did you like about the food tasted?</li> <li>• And what did you not like?</li> </ul> <p>4. The teacher asks to draw the food tasted.</p>	<p>4. He/she draws the phases and ingredients of tasted food. He/she collects the drawings in a poster. where the recipes are presented.</p>
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**PHASE 4**

Objective: **meta cognition**

What the teacher does	What pupil does
<p>1. The teacher proposes the analysis of the path and a meta-cognition with acquisition of the cognitive, affective and emotional increase through the reformulation of the questions proposed in phase 0.</p>	<p>1. He/she reviews the work done, and answers the questions from phase 0 again. He/she reports the answers in a mind map and compare it with the first one (created in the phase 0) observing the differences.</p>

**PHASE 5**

Objective: **Put into practice what has been learnt and put oneself at the service of the community to achieve the common good**

What the teacher does	What pupil does
<p>1. The teacher proposes to transfer what has been learned to the local community and suggests the elaboration of a questionnaire to be submitted to the people living in the neighborhood.</p> <p>2. The teacher asks to analyze the results and to carry out what emerged from the questionnaire.</p>	<p>1. Suggests questions for the questionnaire and administers it to the family and local community.</p> <p>2. Analyzes the results supported by teacher. Organizes, plans, designs and implements the service learning project in groups, involving the community with the help of teachers.</p>

**PHASE 6**

Objective: **becoming aware of their own learning**



What the teacher does	What pupil does
<p>The teacher provides a self-assessment questionnaire with the following questions:</p> <ul style="list-style-type: none"> <li>- <i>Did the work seem interesting to you? Why yes / why not</i></li> <li>- <i>Which phase did you find most interesting or least interesting and why?</i></li> <li>- <i>What would you have liked to have done differently?</i></li> <li>- <i>What message did you hear the most?</i></li> <li>- <i>Do you think it can be useful about your life?</i></li> <li>- <i>In what ways?</i></li> </ul>	<p>He/she answers.</p>

## RESOURCES

- Human resources: teachers, parents, NGOs dealing with immigrants.
- Financial resources: not applicable.
- Possible partnerships with community actors: NGOs, associations of immigrants, experts who work with migrants/refugees.

## SETTING OF THE ACTIVITIES

### In classroom:

Students participate in activities proposed by the teacher in cooperation with experts and parents. They prepare the questionnaire. Finally, they collect the results and implement the service learning project based on the results.

### Outside the classroom:

administer the questionnaire to representatives of the community in which they live (grandparents, uncles, relatives, friends, etc.).

## EVALUATION AND DISSEMINATION

### EVALUATION ELEMENTS

At the end of the Learning Unit, the student should be able to:

- identify the existing different cultures in the local area
- know the different races between cultures
- understand cultural exchanges between different worlds as a form of cross-cultural exchange
- identify cross-cultural connections in children' songs and music
- identify cross-cultural connections in kitchen and food
- Put into practice what has been learnt and put oneself at the service of the community to achieve the common good.



<b>EVALUATION TOOLS</b>	<ul style="list-style-type: none"><li>○ Self-assessment questionnaire (<b>Annex 1</b>)</li><li>○ Evaluation grid based on the Global Citizens Education Learning Objectives related to the age 5-9 years (<b>Annex 2</b>)</li></ul>
<b>DISSEMINATION ACTIVITIES</b>	Final event at the school inviting families and migrants/refugees living in the community.
<b>DISSEMINATION TOOLS</b>	Design of flyer for inviting to the final event.

**Annex 1**

**Area: IMMIGRATION**  
**Learning Unit 07: WE ARE ALL WORLD CITIZENS**

**SELF-ASSESSMENT QUESTIONNAIRE**

Question		Answer
1.	Who are the 'others' in your opinion?	
2	Where do you meet 'others'?	
3	How do you feel when you meet children/people from different countries?	
4	Are there similarities in children's songs from different countries? Which ones?	
5	Are there similarities in foods from different countries? Which ones?	
6	Which phase did you find most interesting or 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' evaluation.

**Annex 2**

**Area: IMMIGRATION**  
**Learning Unit 07: WE ARE ALL WORLD CITIZENS**

**EVALUATION GRID<sup>4</sup>**  
**Lower secondary education (5-9 years)**

Learning objective	Key Themes	Score (1 to 10)
<b>List key local, national and global issues and explore how these may be connected</b>	Issues affecting the local community (environmental, social, political, economic or other)	
	Similar or different problems faced in other communities in the same country and in other countries	
	Implications of global issues for the lives of individuals and communities	
	How the individual and the community affect the global community	
<b>AVERAGE SCORE</b>		
Learning objective	Key Themes	Score (1 to 10)
<b>Name different sources of information and develop basic skills for inquiry</b>	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	
<b>AVERAGE SCORE</b>		
Learning objective	Key Themes	Score (1 to 10)
<b>Recognise how we fit into and interact with the world around us and develop</b>	Self-identity, belonging and relationships (self, family, friends, community, region, country)	
	Where I live and how my community links to the wider world	

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

<b>intrapersonal and interpersonal skills</b>	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	
<b>AVERAGE SCORE</b>		
<b>Learning objective</b>	<b>Key Themes</b>	<b>Score (1 to 10)</b>
<b>Illustrate differences and connections between different social groups</b>	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	
<b>AVERAGE SCORE</b>		
<b>Learning objective</b>	<b>Key Themes</b>	<b>Score (1 to 10)</b>
<b>Distinguish between sameness and differences and recognise that everyone has rights and responsibilities</b>	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	
<b>AVERAGE SCORE</b>		
<b>Learning objective</b>	<b>Key Themes</b>	<b>Score (1 to 10)</b>
<b>Explore possible ways of taking action to improve the world we live in</b>	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	
<b>AVERAGE SCORE</b>		
<b>Learning objective</b>	<b>Key Themes</b>	<b>Score (1 to 10)</b>
<b>Discuss how our choices affect other people and the planet, and adopt responsible behaviour</b>	Values of care and respect for ourselves, others and our environment	
	Individual and community resources (cultural, economic) and concepts of rich/poor, fair/unfair	
	Interconnections between humans and the environment	
	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	
<b>AVERAGE SCORE</b>		
<b>Learning objective</b>	<b>Key Themes</b>	<b>Score (1 to 10)</b>
<b>Recognise the importance and benefits of civic engagement</b>	Benefits of personal and collective civic engagement	
	Individuals and entities that are taking action to improve the community (fellow citizens, clubs, networks, groups, organizations, programmes, initiatives)	
	The role of children in finding solutions to local, national and global challenges (within the school, family, immediate community, country, planet)	
	Forms of engagement at home, school, community as basic aspects of citizenship	
	Engaging in dialogue and debate	
	Taking part in activities outside the classroom	
	Working effectively in groups	
<b>AVERAGE SCORE</b>		
<b>TOTAL AVERAGE SCORE</b>		



## Learning Unit 08 – One world, different nations; One school, different cultures

### IDENTIFICATION

**TITLE** One world, different nations; One school, different cultures

**SCHOOL LEVEL** Primary school

**CONTEXT**

- The learning activities will be developed inside and outside the school.
- No. min 10 max 20 students **7/8 years old**.

**NEED/PROBLEM TO BE TACKLED** The society we live in is a multi-ethnic society, a reality characterised by the coexistence, more or less integrated, of people from different origins and ethnic groups, which necessarily leads to the comparison of different religions, cultures, races and ideas.

As we know, the coexistence of different ethnic groups can lead to situations and problems that are often difficult to resolve, making integration between the various realities increasingly complicated and slow. It is essential to promote tolerance, prevent prejudice and increase awareness that there is no country, school or culture that is better than another. This process should start at an early age and in this respect the school context plays a key educational role.

**TARGET GROUP INVOLVED**

- key players: teachers, students, immigrants
- stakeholders: NGOs, representatives of minorities and migrants associations
- beneficiaries: all the community, children's families

**METHODOLOGIES**

- Clinical interview
- Brainstorming (individual & group)
- Cooperative learning
- Discussion
- Flipped classroom
- Circle time

### PLANNING

**MAIN OBJECTIVES (Learning objectives)**

- Building tolerance and awareness
- Developing a multicultural dimension



- Identifying the existing different cultures, religions and ethnic groups
- Learning how to prevent and combat bias
- To be able to work in a team
- Acting for the benefit of a multi-ethnic community
- To be able to put what has been learned at the service of the community in order to achieve the common good

**GLOBAL  
CITIZENSHIP  
LEARNING  
OBJECTIVES<sup>5</sup>  
(Service  
objectives)**

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

- *Understand the interdependence and connections of global and local concerns*  
Issues affecting interaction and connectedness of communities at local, national and global levels.
- *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
- Digital and technology-based competences
- Interpersonal skills and the ability to adopt new competences
- Active citizenship
- Cultural awareness and expression

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



**SUBJECTS INVOLVED**

- Mother tongue
- Foreign languages
- Geography
- History
- Literature
- Arts
- Music
- ICT

**IMPLEMENTATION**

**DESCRIPTION OF THE ACTIVITIES**

**PHASE 0:**

Objective: **to identify the pupil' cognitive map and existing bias**

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: <ul style="list-style-type: none"> <li>○ <i>What do you think about meeting children from different country?</i></li> <li>○ <i>Where do you meet people from other cultures?</i></li> <li>○ <i>How do you consider them?</i></li> <li>○ <i>How do you interact when you meet people from other countries?</i></li> <li>○ <i>How do you feel after talking to someone who does not have the same culture as you?</i></li> </ul> 2. The teacher asks pupils to create a mind map with the questions and their answers.	1. He/she arranges in circle time and answers questions freely without being corrected by the teacher and without being forced to answer.  2. He/she creates a mind map including the answers from all classmates.

**PHASE 1**

Objective: **Identifying the existing different cultures.**

What the teacher does	What pupil does
1. He/she arranges an online meeting with children from another country to get to know each other and plan an activity together.  2. He/she proposes to develop an activity aimed at getting to know one's own culture and getting to know the other's, then divides the students into groups following the topics below:	1. Listens and participates in the online debate  2. Divides into interest groups on the indicated topics



<ul style="list-style-type: none"> <li>○ <i>History of the country (a group of historians)</i></li> <li>○ <i>Geographical context (a group of scientists)</i></li> <li>○ <i>Language and customs (a group of writers)</i></li> <li>○ <i>Famous people (a group of journalists)</i></li> <li>○ <i>Cooking</i></li> </ul> <p>3. He/she asks each group to research material for the development of the selected topic, preparing a presentation which will then be discussed with the other group members.</p> <p>4. Teacher asks each group to present their work to the rest of the class</p> <p>5. He/she asks them to present their work during the online meeting with other students from different countries.</p> <p>6. After the online meeting, the teacher asks to summarise for each topic the common points identified and the different points arising from the meeting of the other cultures.</p>	<p>3. He/she looks for material and prepares the presentation with the group.</p> <p>4. He/she presents his own presentation respecting the others and the time.</p> <p>5. He/she exposes the results of their work, listens to the work of students from other countries, asks questions and answers if necessary.</p> <p>6. He/she reflects, elaborates, identifies points in common and differences and represents them in a map. Explains his/her point of view to the rest of the class and negotiates, if necessary, the different positions.</p>
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**PHASE 2**

Objective: **meta cognition**

What the teacher does	What pupil does
<p>1. The teacher proposes the analysis of the work done so far and a meta-cognition with acquisition of the cognitive, affective and emotional increase through the reformulation of the questions proposed in phase 0.</p>	<p>1. He/she reviews the work done, and answers again the questions from phase 0.          He/she reports the answers in a mind map and compare it with the first one (created in the phase 0) observing the differences.</p>

**PHASE 3**

Objective: **Being able to work for the benefit of the community**

What the teacher does	What pupil does
<ol style="list-style-type: none"> <li>1. The teacher proposes to transfer what has been learned from the meeting with students of other countries to the local community by administrating questionnaire to be submitted to the people living in the neighborhood.</li> <li>2. The teacher asks to analyze the results and to carry out what emerged from the questionnaire.</li> </ol>	<ol style="list-style-type: none"> <li>1. He/she prepares the questionnaire and administers it among the local community.</li> <li>2. He/she analyzes the results, organizes, plans, designs and implements the service learning project in groups, involving the community.</li> </ol>

#### PHASE 4

Objective: **developing awareness and tolerance towards different cultures and races**

What the teacher does	What pupil does
<ol style="list-style-type: none"> <li>1. The teacher provides a self-assessment questionnaire with the following questions: <ul style="list-style-type: none"> <li>○ <i>Did the work seem interesting to you? Why yes / why not</i></li> <li>○ <i>Which phase did you find most interesting or least interesting and why?</i></li> <li>○ <i>What would you have liked to have done differently?</i></li> <li>○ <i>What message did you hear the most?</i></li> <li>○ <i>Do you think it can be useful about your life?</i></li> <li>○ <i>In what ways?</i></li> </ul> </li> <li>2. He/she asks students to summarise their answers in a poster.</li> </ol>	<ol style="list-style-type: none"> <li>1. He/she answers.</li> <li>2. He/she presents his/her opinion and prepares the poster.</li> </ol>

#### RESOURCES

- Human resources: teachers, NGOs dealing with immigrants, schools from other countries.
- Financial resources: not applicable.
- Possible partnerships with community actors: NGOs, associations of immigrants, experts who work with migrants.

## SETTING OF THE ACTIVITIES

### In classroom:

Students participate in the activities proposed by the teacher, including the online meeting with students from foreign countries. Preparation of mind map, presentations and questionnaire. Collection of results and implementation the service learning project based on the results.

### Outside the classroom:

Administration of the questionnaire to representatives of the community in which they live. Presentation of the results during a final event addressed to the local community.

## EVALUATION AND DISSEMINATION

### EVALUATION ELEMENTS

At the end of the Learning Unit, the student should be able to:

- Identify the existing different cultures, religions and ethnic groups
- Build tolerance and awareness
- Recognise the bias and prevent them
- Develop a multicultural dimension
- Put into practice what has been learnt and put oneself at the service of the community to achieve the common good.

### EVALUATION TOOLS

- Self-assessment questionnaire (**Annex 1**)
- Evaluation grid based on the Global Citizens Education Learning Objectives related to the age 5-9 years (**Annex 2**)

### DISSEMINATION ACTIVITIES

Final event in cooperation with the association who dealing with immigrants.

### DISSEMINATION TOOLS

Post and articles in school website and Social media channel, school newspaper.

**Annex 1**

**Area: IMMIGRATION**

**Learning Unit 08: One world, different nations; One school, different cultures**

**SELF-ASSESSMENT QUESTIONNAIRE**

Question		Answer
1.	Which are the different cultures, religions and ethnic groups existing in your community?	
2.	Where do you meet children from different cultures?	
3.	How do you feel when you interact with people from different countries?	
4.	How do you consider people from other countries?	
5.	Can you identify racially biased behaviours? List some of them.	
6.	What were common points and different points between you and the foreign students met online?	
7.	Which phase did you find most interesting or 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' evaluation.

**Annex 2**
**Area: IMMIGRATION**
**Learning Unit 08: One world, different nations – one school, different cultures**
**EVALUATION GRID<sup>6</sup>**
**Lower secondary education (5-9 years)**

Learning objective	Key Themes	Score (1 to 10)
<b>List key local, national and global issues and explore how these may be connected</b>	Issues affecting the local community (environmental, social, political, economic or other)	
	Similar or different problems faced in other communities in the same country and in other countries	
	Implications of global issues for the lives of individuals and communities	
	How the individual and the community affect the global community	
<b>AVERAGE SCORE</b>		
Learning objective	Key Themes	Score (1 to 10)
<b>Recognise how we fit into and interact with the world around us and develop intrapersonal and interpersonal skills</b>	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	
<b>AVERAGE SCORE</b>		
Learning objective	Key Themes	Score (1 to 10)

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





<b>Illustrate differences and connections between different social groups</b>	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	
<b>AVERAGE SCORE</b>		
<b>Learning objective</b>	<b>Key Themes</b>	<b>Score (1 to 10)</b>
<b>Distinguish between sameness and differences and recognise that everyone has rights and responsibilities</b>	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	
<b>AVERAGE SCORE</b>		
<b>Learning objective</b>	<b>Key Themes</b>	<b>Score (1 to 10)</b>
<b>Explore possible ways of taking action to improve the world we live in</b>	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	
<b>AVERAGE SCORE</b>		
<b>Learning objective</b>	<b>Key Themes</b>	<b>Score (1 to 10)</b>
<b>Discuss how our choices affect other people and the planet,</b>	Values of care and respect for ourselves, others and our environment	
	Individual and community resources (cultural, economic) and concepts of rich/poor, fair/unfair	



<b>and adopt responsible behaviour</b>	Interconnections between humans and the environment	
	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	
<b>AVERAGE SCORE</b>		
<b>Learning objective</b>	<b>Key Themes</b>	<b>Score (1 to 10)</b>
<b>Recognise the importance and benefits of civic engagement</b>	Benefits of personal and collective civic engagement	
	Individuals and entities that are taking action to improve the community (fellow citizens, clubs, networks, groups, organizations, programmes, initiatives)	
	The role of children in finding solutions to local, national and global challenges (within the school, family, immediate community, country, planet)	
	Forms of engagement at home, school, community as basic aspects of citizenship	
	Engaging in dialogue and debate	
	Taking part in activities outside the classroom	
	Working effectively in groups	
<b>AVERAGE SCORE</b>		
<b>TOTAL AVERAGE SCORE</b>		

## Learning Unit 09 – CINDARELLA WITHOUT BORDERS

### IDENTIFICATION

**TITLE** Cindarella without borders

**SCHOOL LEVEL** Primary school

**CONTEXT**

- The learning activities will be developed inside and outside the school.
- Age students: **9/10 years old.**
- Number of students: 2 classes of 15-18 students each.
- Number of teachers: 4-5

**NEED/PROBLEM TO BE TACKLED** Some people think their culture is 'better' than others. This concept promotes bias and lack of acceptance of foreign people living in our country. As a result, these people have no interest in getting to know other cultures, leading to a closed-mindedness that reflects negatively on the cognitive, emotional and affective development of both adults and children.

The benefits this learning unit can provide to the community are:

- The community/families will be encouraged to know and respect other cultures.
- The community/families will understand there are no cultures that are better than others as we are all human beings.
- Identify and describe actions to increase/improve immigrants' integration in the local community.

**TARGET GROUP INVOLVED**

- key players: teachers, students, immigrants
- stakeholders: NGOs, representatives of minorities and migrants associations
- beneficiaries: all the community, children's families

**METHODOLOGIES**

- Clinical interview
- Interviewing
- Brainstorming (individual & group)
- Cooperative learning
- Discussion
- Flipped classroom
- Role play

## PLANNING

<p><b>MAIN OBJECTIVES</b> (Learning objectives)</p>	<ul style="list-style-type: none"> <li>• To identify the existence of different cultures</li> <li>• To recognise the different reasons for immigration</li> <li>• Detect problems caused by the lack of respect of other cultures</li> <li>• Identify and describe actions to increase/improve immigrants' integration in the local community</li> <li>• To be able to conduct an interview</li> <li>• To be able to work in team</li> </ul>
<p><b>GLOBAL CITIZENSHIP LEARNING OBJECTIVES<sup>7</sup></b> (Service objectives)</p>	<p><b>Upper primary (9-12 years):</b></p> <ul style="list-style-type: none"> <li>• <i>Understand the interdependence and connections of global and local concerns</i> Issues affecting interaction and connectedness of communities at local, national and global levels.</li> <li>• <i>Develop skills for critical inquiry and analysis:</i> Underlying assumptions and power dynamics.</li> <li>• <i>Cultivate and manage identities, relationships and feelings of belongingness:</i> Different levels of identity.</li> <li>• <i>Share values and responsibilities based on human rights:</i> Different communities people belong to and how these are connected.</li> <li>• <i>Develop attitudes to appreciate and respect differences and diversity:</i> Difference and respect for diversity.</li> <li>• <i>Enact appropriate skills, values, beliefs and attitudes:</i> Actions that can be taken individually and collectively.</li> <li>• <i>Demonstrate personal and social responsibility for a peaceful and sustainable world:</i> Ethically responsible behaviour.</li> <li>• <i>Develop motivation and willingness to care for the common good:</i> Getting engaged and taking action.</li> </ul>
<p><b>KEY COMPETENCES FOR LIFELONG LEARNING</b></p>	<ul style="list-style-type: none"> <li>• Literacy</li> <li>• Multilingualism</li> <li>• Numerical skills</li> <li>• Digital and technology-based competences</li> <li>• Interpersonal skills and the ability to adopt new competences</li> <li>• Active citizenship</li> <li>• Cultural awareness and expression</li> </ul>

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

**SUBJECTS INVOLVED**

- Mother tongue/literature
- Geography
- History
- Physical education
- Civic education
- ICT
- Maths

**IMPLEMENTATION**

**DESCRIPTION OF THE ACTIVITIES**

**PHASE 0:**

Objective: **to identify students' knowledge on the topic of cultural and racial diversity**

What the teacher does	What pupil does
1. Teachers asks questions in order to understand the level of students' knowledge about the topic: <ul style="list-style-type: none"> <li>○ <i>What do you think about meeting children from different country?</i></li> <li>○ <i>Where do you meet people from other cultures?</i></li> <li>○ <i>How do you consider them?</i></li> <li>○ <i>How do you interact when you meet people from other countries?</i></li> <li>○ <i>How do you feel after talking to someone who does not have the same culture as you?</i></li> </ul>	1. He/she arranges in circle time and answers questions freely without being corrected by the teacher and without being forced to answer.
2. The teacher asks pupils to create a mind map with the questions and their answers.	2. He/she creates a mind map including the answers from all classmates.

**PHASE 1**

Objective: **to identify the existing different cultures and the related interconnections.**

What the teacher does	What pupil does
1. The teacher asks the class to divide into two groups and sets up a game activity (e.g. "BAFA BAFA") inviting a representative of a local organisation dealing with immigration to talk about the customs of two completely different cultures.	1. He/she divides into two groups, listens to the intervention of the expert and follows the instructions of the game.
2. Teachers starts a discussion aimed at understanding the students'	2. He/she takes part in the discussion and expresses his/her

<p>perception of the other culture and possible interactions</p>	<p>opinion while respecting the opinion of others.</p> <p>3. At the end of the discussion, he/she builds a map with the class summarising and representing the different opinions about the other cultures presented by the experts.</p>
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Example of game:

### **BAFA- BAFA**

#### **Preface**

How do you experience encounters with those who are different from you? In BAFA-BAFA everyone brings their ability to adapt to particular situations into play. When coming into contact with someone who is 'different' you have to deal with discomfort and difficulties in understanding each other, which, although physiological, are often the result of prejudices and stereotypes handed down by our society. On the other hand, behaviours that often seem strange have a meaning if they are placed in a precise cultural context. Welcoming the other person means beginning that journey, primarily interior, of opening up and lowering the defences that lock up relations with others, beginning that journey that sometimes goes against the attitudes of the dominant culture.

#### **Game**

The participants are divided into two groups, representing two communities with two different cultures, each with clearly defined rules of behaviour and roles. The two groups are placed in separate rooms and, after learning their own rules of conduct, listened to by an immigrant from that country, they start to enact their community life. Each player has the opportunity to go to the other society and try to get to know its rules. At the end of the visits, each group comes together to share their observations. In the final phase, in plenary, the speakers appointed by the two communities report on what they understood about the other culture and how they saw the visitors.

#### **Proceedings**

After dividing up, the two groups, supervised by two immigrants, learn their own behavioural rules. The life of the two communities is made up of exchanges, in which the rules of behaviour that each player has taken over must be respected. In turn, and possibly in pairs, the players visit the other society for about 5 minutes, trying to interact with the local population and understand what its rules of behaviour are. At the end of the visiting rounds, the activity ends and the discussion begins: first in separate groups and then in groups joined together.

## **PHASE 2**

Objective: **to identify differences and similarities in different cultures**

<b>What the teacher does</b>	<b>What pupil does</b>
1. The teacher chooses two versions of the Cinderella fairy tale from two different cultures. He/she divides	1. He/she divides into two groups and follows the teacher's instructions.

<p>the students into two groups and assigns each one a version.</p> <p>2. He/she asks the groups to analyse the assigned fairy tale and represent the following sequences through drawings:</p> <ul style="list-style-type: none"> <li>○ Expulsion of the protagonist</li> <li>○ Intervention of the helper and help mode</li> <li>○ Recognition of the protagonist</li> <li>○ Obstacles of the antagonist</li> <li>○ Triumph of the protagonist: punishment of the antagonist and happy ending</li> </ul> <p>3. Teacher asks to analyse the similarities and differences between the fairy tales.</p> <p>4. He/she starts a discussion aimed at understand the cultural diversities through the following questions:</p> <ul style="list-style-type: none"> <li>○ <i>How do we understand the different origin of two fairy tales?</i></li> <li>○ <i>Why are the fairy tales similar? What fosters the cultural exchange?</i></li> <li>○ <i>In cultural exchange, which elements remain unchanged, which ones change?</i></li> <li>○ <i>Why?</i></li> <li>○ <i>What does it mean that there are many Cinderellas in the world?</i></li> </ul>	<p>2. He/she carefully analyses the fairy tale, draws the different sequences according to the instructions given and presents his/her work to the class.</p> <p>3. Each group, after seeing and listening to all the others, writes down the similarities and differences of the different fairy tales in a table.</p> <p>4. He/she participates in the discussion and expresses its own opinion while respecting the opinion of others. He/she prepares a poster with the class summarising the answers and possible similarities between the different cultures.</p>
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### PHASE 3

Objective: **to be able to put themselves in the shoes of others: understand the challenges and difficulties of an immigrant**

What the teacher does	What pupil does
<p>1. The teacher proposes a meeting with a representative of a local NGO to discuss the topic of immigration (causes, effects on the country of birth and on the country of destination). He/she asks students to split into two groups and try to</p>	<p>1. He/she listens, takes notes and intervenes with questions. He/she divides into two groups and decides which objects to bring and justify their choice in writing.</p>



<p>put in the shoes of an immigrant. Each group can take one object each and put it inside a suitcase after writing a sentence next to each object to explain why they have chosen it.</p> <p>2. The teacher asks them to open the suitcases and compare the objects, identifying whether any of the choices are the same.</p> <p>3. The teacher proposes a guided conversation:</p> <ul style="list-style-type: none"> <li>○ <i>Which objects were chosen by both groups?</i></li> <li>○ <i>Why?</i></li> <li>○ <i>Which objects were chosen by only one group?</i></li> <li>○ <i>Why?</i></li> <li>○ <i>What do the same choices make you think?</i></li> <li>○ <i>What do different choices make you think?</i></li> </ul> <p>4. The teacher suggests interviewing immigrants in the neighbourhood to tell their story, what they had to leave behind and why.</p> <p>5. He/she asks to analyse the results of the interviews and share them through a conversation.</p>	<p>2. He/she observes the objects in the suitcases and groups together those that are the same.</p> <p>3. The pupil participates in the discussion, expressing his own opinion while respecting those of others. He/she summarises with the rest of the class the opinions expressed on a poster with a mind map.</p> <p>4. The pupil prepares interview questions with the class and carries them out.</p> <p>5. He/she analyses and summarises the answers; participates in the conversation</p>
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#### PHASE 4

Objective: **meta-cognition**

What the teacher does	What pupil does
<p>The teacher proposes the analysis of the work done so far and a meta-cognition with acquisition of the cognitive, affective and emotional increase through the reformulation of the questions proposed in phase 0.</p>	<p>He/she reviews the work done, and answers again the questions from phase 0. He/she reports the answers in a mind map and compare it with the first one (created in the phase 0) observing the differences.</p>



### PHASE 5

Objective: **Being able to work for the benefit of the community**

What the teacher does	What pupil does
<ol style="list-style-type: none"> <li>The teacher proposes to transfer what has been learned from the meetings with NGO' experts to the local community by administrating questionnaire to be submitted among people living in their area.</li> <li>The teacher asks to analyze the results and to carry out what emerged from the questionnaire.</li> </ol>	<ol style="list-style-type: none"> <li>He/she prepares the questionnaire and administers it among the local community.</li> <li>He/she analyzes the results, organizes, plans, designs and implements the service learning project in groups, involving the community.</li> </ol>

### PHASE 6

Objective: **developing awareness and tolerance towards different cultures and races**

What the teacher does	What pupil does
<ol style="list-style-type: none"> <li>The teacher provides a self-assessment questionnaire with the following questions: <ul style="list-style-type: none"> <li><i>Did the work seem interesting to you? Why yes / why not</i></li> <li><i>Which phase did you find most interesting or least interesting and why?</i></li> <li><i>What would you have liked to have done differently?</i></li> <li><i>What message did you hear the most?</i></li> <li><i>Do you think it can be useful about your life?</i></li> <li><i>In what ways?</i></li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>He/she answers.</li> </ol>

### RESOURCES

- Human resources: teachers, NGOs dealing with immigrants, immigrants.
- Financial resources: not applicable.
- Possible partnerships with community actors: NGOs, associations of immigrants, experts who work with migrants.



<b>SETTING OF THE ACTIVITIES</b>	<p><b>In classroom:</b> Students participate in the activities proposed by the teacher, including the meeting with representatives from local NGOs. Preparation of mind map, presentations and questionnaire. Collection of results and implementation the service learning project based on the results.</p> <p><b>Outside the classroom:</b> Interview to immigrants in the neighbourhood. Administration of the questionnaire to representatives of the community in which they live. Presentation of the results during a final event addressed to the local community.</p>
<b>EVALUATION AND DISSEMINATION</b>	
<b>EVALUATION ELEMENTS</b>	<p>At the end of the Learning Unit, the student should be able to:</p> <ul style="list-style-type: none"> <li>○ Identify the cultures existing in the pupils' area and the related interconnections</li> <li>○ be able to indentify differences and similarities in a number of cultures</li> <li>○ Recognise the challenges and difficulties faced by immigrants</li> <li>○ Develop a multicultural dimension</li> <li>○ Conduct an interview and report the results</li> <li>○ Put into practice what has been learnt and put oneself at the service of the community to achieve the common good.</li> </ul>
<b>EVALUATION TOOLS</b>	<ul style="list-style-type: none"> <li>○ Self-assessment questionnaire (<b>Annex 1</b>)</li> <li>○ Evaluation grid based on the Global Citizens Education Learning Objectives related to the age 9-12 years (<b>Annex 2</b>)</li> </ul>
<b>DISSEMINATION ACTIVITIES</b>	<p>Writing articles in the school and local newspaper.</p>
<b>DISSEMINATION TOOLS</b>	<p>School website and Social media channel, school newspaper, local newspaper.</p>

**Annex 1**

**Area: IMMIGRATION**  
**Learning Unit 09: CINDARELLA WITHOUT BORDERS**

**SELF-ASSESSMENT QUESTIONNAIRE**

Question		Answer
1.	Which are the different cultures and ethnic groups existing in your community?	
2.	Are there any interconnections between different cultures? Please list some of them	
3.	What are the main differences you detected among cultures existing in your area?	
4.	What are the main similarities you detected among cultures existing in your area?	
5.	What are the main challenges immigrant faced?	
6.	Are there some actions you can provide for helping them to improve their situation?	
7.	Which phase did you find most interesting or 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' evaluation.

**Annex 2**

**Area: IMMIGRATION**  
**Learning Unit 09: CINDARELLA WITHOUT BORDERS**

**EVALUATION GRID<sup>8</sup>**  
**Lower secondary education (9-12 years)**

Learning objective	Key Themes	Score (1 to 10)
<b>Investigate the reasons behind major common global concerns and their impact at national and local levels</b>	Global changes and developments and their impact on people’s daily lives	
	Global issues (climate change, poverty, gender inequality, pollution, crime, conflict, disease, natural disasters) and the reasons for these problems.	
	Connections and interdependencies between global and local issues.	
<b>AVERAGE SCORE</b>		
Learning objective	Key Themes	Score (1 to 10)
<b>Differentiate between fact/option, reality/fiction and different viewpoints/perspectives</b>	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)	
<b>AVERAGE SCORE</b>		
Learning objective	Key Themes	Score (1 to 10)
<b>Examine different levels of identity and their implications for managing relationships with others</b>	How the individual relates to the community (historically, geographically and economically)	
	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	

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



	Empathy, solidarity, conflict management and resolution, preventing violence, including gender-based violence, and bullying	
	Negotiation, mediation, reconciliation, win-win solutions	
	Resisting negative peer pressure	
	Regulating and managing strong emotions (positive and negative)	
<b>AVERAGE SCORE</b>		
<b>Learning objective</b>	<b>Key Themes</b>	<b>Score (1 to 10)</b>
<b>Compare and contrast shared and different social, cultural and legal norms</b>	Different cultures and societies beyond own experience and the value of different perspectives	
	Rule-making and engagement in different parts of world and among different groups	
	Notions of justice and access to justice	
	Recognizing and respecting diversity	
<b>AVERAGE SCORE</b>		
<b>Learning objective</b>	<b>Key Themes</b>	<b>Score (1 to 10)</b>
<b>Cultivate good relationships with diverse individuals and groups</b>	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)	
<b>AVERAGE SCORE</b>		
<b>Learning objective</b>	<b>Key Themes</b>	<b>Score (1 to 10)</b>
<b>Discuss the importance of individual and collective action and</b>	Connection between personal, local, national and global issues	
	Types of civic engagement for personal and collective action in different cultures and	



<b>engage in community work</b>	societies (advocacy, community service, media, official governance processes such as voting)	
	Roles played by voluntary groups, social movements and citizens in improving their communities and in identifying solutions to global problems.	
	Understanding that actions have consequences	
<b>AVERAGE SCORE</b>		
<b>Learning objective</b>	<b>Key Themes</b>	<b>Score (1 to 10)</b>
<b>Understand the concepts of social justice and ethical responsibility, and learn how to apply them in everyday life</b>	What it means to be an ethically responsible and engaged global citizen	
	Personal perspectives of fairness and issues of global concern	
	Demonstrate decision-making skills and responsible behaviours in personal, school and community context	
<b>AVERAGE SCORE</b>		
<b>Learning objective</b>	<b>Key Themes</b>	<b>Score (1 to 10)</b>
<b>Identify opportunities for engagement and initiate action</b>	Engaging in projects and written work	
	Participating in community-based activities	
	Participating in decision-making at school	
<b>AVERAGE SCORE</b>		
<b>TOTAL AVERAGE SCORE</b>		

## Learning Unit 10 – A WORLD WITHOUT WALLS!

### IDENTIFICATION

**TITLE** A world without walls!

**SCHOOL LEVEL** Lower secondary school

**CONTEXT**

- The learning activities will be developed inside and outside the school.
- Age students: **12-14 years old.**
- Number of students: min. 10 max 20.
- Number of teachers: 2-3

**NEED/PROBLEM TO BE TACKLED** Nowadays there are more than 70 border walls in the world. They are barriers used to contain migration flows to richer countries. Beyond these barriers, which are mainly based on political issues, there are still "mental walls" in the communities we live in that create prejudice and barriers towards foreign people coming to our country.

The learning unit aims to raise students' awareness of breaking down the wall of prejudice towards immigrants, through the education of an awareness and identity that can be shaped by the strengths of different cultures. Through this objective the concept of global citizenship and equality between peoples and cultures will be enhanced.

**TARGET GROUP INVOLVED**

- key players: teachers, students, immigrants
- stakeholders: NGOs, representatives of minorities and migrants associations
- beneficiaries: all the community, children's families

**METHODOLOGIES**

- Clinical interview
- Interviewing
- Brainstorming (individual & group)
- Cooperative learning
- Individual and group analysis
- Discussion
- Flipped classroom
- Role play

## PLANNING

### MAIN OBJECTIVES (Learning objectives)

- To identify the dynamics of migratory flows over time and the effects they have had in the countries of arrival/departure of migrants.
- To recognise 'walls' or barriers faced by migrants
- To analyse prejudices against migrants and the consequences on their lives
- Identifying and describing actions to improve migrants' integration in the local community
- To develop own identity that can be shaped and improved by different cultures
- To know how to plan and design
- to put what we learned at the service of the community to achieve the common good

### GLOBAL CITIZENSHIP LEARNING OBJECTIVES<sup>9</sup> (Service objectives)

#### Lower secondary (12-15 years):

- *Understand the interdependence and connections of global and local concerns*  
Issues affecting interaction and connectedness of communities at local, national and global levels.
- *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
- Multilingualism
- Numerical skills
- Interpersonal skills and the ability to adopt new competences
- Active citizenship
- Cultural awareness and expression

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





**SUBJECTS INVOLVED**

- Mother tongue
- Geography
- History
- Civic education
- ICT
- Maths

**IMPLEMENTATION**

**DESCRIPTION OF THE ACTIVITIES**

**PHASE 0:**  
 Objective: **to identify students' knowledge on the topic of immigration flows**

What the teacher does	What pupil does
1. Teachers asks questions in order to understand the level of students' knowledge about the topic: <ul style="list-style-type: none"> <li>○ <i>What is a migration?</i></li> <li>○ <i>How many types of migration are there?</i></li> <li>○ <i>Why do we have migrations?</i></li> <li>○ <i>When did migration start?</i></li> <li>○ <i>What are the causes of migration?</i></li> <li>○ <i>What are the consequences?</i></li> </ul>	1. He/she arranges in circle time and answers questions freely without being corrected by the teacher and without being forced to answer.
2. The teacher asks pupils to summarise the answers in a mind map and show the results	2. He/she creates a mind map including the answers from all classmates.

**PHASE 1**

Objective: **to recognise the dynamics of migrant flows**

What the teacher does	What pupil does
1. The teacher proposes to carry out a research to gather material on migration flows, summarising them in a thematic map.	1. He/she follows the instructions and carries out the research.
2. He/she proposes a consideration on the research through some questions such as: <ul style="list-style-type: none"> <li>○ What are the causes that lead to migration?</li> <li>○ How many migrations exist and which types?</li> <li>○ What criteria are used to classify migration?</li> </ul>	2. He/she takes part in the discussion and expresses his/her opinion while respecting the opinion of others.



3. He/she asks students to compare different thoughts by using the thematic map.	3. He/she compares and provides some assumptions.
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**PHASE 2**

- Objective: **To recognise 'walls' or barriers faced by migrants**

What the teacher does	What pupil does
1. He/she introduces and explains the instructions for the game "The Cursed Circle".	1. He/she listens to instructions and takes part in the game
2. He/she launches a discussion using the following guiding questions: <ul style="list-style-type: none"> <li>○ <i>How did you feel when you could not enter the circle?</i></li> <li>○ <i>How did you feel when you had to stop someone else from entering the circle?</i></li> <li>○ <i>What would you have liked to do differently?</i></li> <li>○ <i>Why?</i></li> </ul>	2. He/she answers questions while respecting the time and opinions of others.
3. He/she talks about the issue of "walls" or barriers: divide the students into five groups and assign each of them a "wall" on which they have to prepare a presentation to the rest of the class.	3. He/she divides into 5 groups, reads, reflects, discusses with the group its point of view; designs and makes a presentation to the class
4. He/she ask the students to think about this through stimulus questions.	4. He/she joins the discussion, respecting the time and opinions of others.
5. He/she invites the students to summarise their conclusions and main findings on a poster.	5. He/she cooperates in making the poster.

**THE CURSED CIRCLE**

This game can be used to start a discussion on the issue of closing borders to foreigners; the discussion can of course be developed and deepened during the lesson, using texts, contributions and schemes, or even other more challenging games.

The leader asks a volunteer to move a few metres away and invites all the other students to stand up and form a circle that does not allow any intruder to enter. At this point, the boy who had stood aside becomes the "unwanted guest" and tries to get inside the circle in the way that suits him best: by using his powers of persuasion; by playing with cunning and dexterity; or, in the worst cases, by force (tickling and hitting are forbidden).

The game allows for variations: there can be several 'unwanted guests' at the same time, for example two or three, and the circle can be opened using a 'key'. The "key" consists of touching a "magic point" in the circle (which can be easily reached from the outside) that determines its automatic opening: this "magic point" can be a clothes, a button, a watch, an earring, or any other visible object worn by any of the students forming the circle, chosen by them, at the beginning of the game turn, without the knowledge of the... strangers.

### PHASE 3

Objective: **Analysing past and present prejudices about migration and the consequences for the lives of migrants**

What the teacher does	What pupil does
1. He/she divides the pupils into groups and delivers articles and historical materials on prejudices about immigrants in the past and present and asks them to identify the main points.	1. He/she divides into groups, reads, reflects and cooperates to identify what is required.
2. Then he/she asks each group to present what they have produced.	2. Explains in a timely manner and respecting the opinions of others
3. He/she proposes the de-briefing with stimulating questions.	3. Participates in discussion
4. Invites one or more immigrants from a local NGO dealing with immigration to tell their stories.	4. listens and asks question
5. Asks to reflect on the meaning and consequences of prejudices on people's lives. Asks to prepare a presentation including the main findings.	5. Elaborates a PowerPoint in cooperation with the group and presents it to the class

### PHASE 4

Objective: **To develop personal identity that can be shaped and improved by different cultures**

What the teacher does	What pupil does
1. He/she divides the class into groups and invite them to look for articles relating to migrants' rights in legislative documents and to identify how these are not respected.	1. He/she divides into groups, looks for materials, discusses with the group, summarises the findings on a poster.

<p>2. Asks them to prepare a poster to display to the class.</p> <p>3. Opens a debate on the findings</p> <p>4. He/she divides the pupils into two groups and asks them to present positions defending the prejudices linked to migration and positions opposing them. The teacher proposes that the two groups present their points of view, respecting the given timeframe and alternating the presentation.</p> <p>5. The teacher stops the discussion and proposes the De briefing with stimulus questions.</p>	<p>2. Exposes their work</p> <p>3. Participates in the debate</p> <p>4. divides into groups, reflects and cooperates to identify what is required. Exhibits in respect of time and the opinions of others Each member can leave his group and join the other if the arguments have convinced him.</p> <p>5. Participates in the discussion</p>
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#### PHASE 5

Objective: **meta-cognition**

What the teacher does	What pupil does
<p>The teacher proposes the analysis of the work done so far and a meta-cognition with acquisition of the cognitive, affective and emotional increase through the reformulation of the questions proposed in phase 0.</p>	<p>He/she reviews the work done, and answers again the questions from phase 0. He/she reports the answers in a new poster and compare it with the first one (created in the phase 0) observing the differences.</p>

#### PHASE 6

Objective: **to put what learned at the service of the community to achieve the common good**

What the teacher does	What pupil does
<p>1. The teacher proposes to transfer what has been learned to the local community by administrating questionnaire to be submitted among people living in their area.</p> <p>2. The teacher asks to analyze the results and to carry out what emerged from the questionnaire.</p>	<p>1. He/she prepares the questionnaire and administers it among the local community.</p> <p>2. He/she analyzes the results, organizes, plans, designs and implements the service learning</p>





<b>EVALUATION ELEMENTS</b>	<p>At the end of the Learning Unit, the student should be able to:</p> <ul style="list-style-type: none"> <li>○ identify the dynamics of migratory flows over time and the effects they have had in the countries of arrival/departure of migrants</li> <li>○ recognise 'walls' or barriers faced by migrants</li> <li>○ Identify and describe actions to improve migrants' integration in the local community</li> <li>○ develop own identity that can be shaped and improved by different cultures</li> <li>○ Develop a multicultural dimension</li> <li>○ Put into practice what has been learnt and put oneself at the service of the community to achieve the common good.</li> </ul>
<b>EVALUATION TOOLS</b>	<ul style="list-style-type: none"> <li>○ Self-assessment questionnaire (<b>Annex 1</b>)</li> <li>○ Evaluation grid based on the Global Citizens Education Learning Objectives related to the age 12-15 years (<b>Annex 2</b>)</li> </ul>
<b>DISSEMINATION ACTIVITIES</b>	<p>Writing articles in the school and local newspaper.</p>
<b>DISSEMINATION TOOLS</b>	<p>School website and Social media channel, school newspaper, local newspaper.</p>

**Annex 1**

**Area: IMMIGRATION**  
**Learning Unit 10: A WORLD WITHOUT WALLS!**

**SELF-ASSESSMENT QUESTIONNAIRE**

Question		Answer
1.	What is a migration? How many types of migration are there?	
2.	What are the causes of migrations?	
3.	What are the consequences of migration flows on the migrants lives?	
4.	What are the main “walls” or barriers faced by migrants?	
5.	What are the actions can you do to improve the life of migrants in your country?	
6.	Which phase did you find most interesting or 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' evaluation.

**Annex 2**

**Area: IMMIGRATION**  
**Learning Unit 10: A WORLD WITHOUT WALLS!**

**EVALUATION GRID<sup>10</sup>**  
**Lower secondary education (12-15 years)**

Learning objective	Key Themes	Score (1 to 10)
<b>Assess the root causes of major local, national and global issues and the interconnectedness of local, national and global factors</b>	Shared local, national and global concerns and their underlying causes	
	Changing global forces and patterns and their effects on people's daily lives	
	How history, geography, politics, economics, religion, technology, media or other factors influence current global issues	
	How decisions made globally or in one part of the world can affect current and future well-being of people and the environment elsewhere	
<b>AVERAGE SCORE</b>		
Learning objective	Key Themes	Score (1 to 10)
<b>Investigate underlying assumptions and describe inequalities and power dynamics</b>	Concept 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 (locate main ideas, gather evidence, compare and contrast similarities and differences, detect points of view or bias, recognise conflicting messages, assess and evaluate information)	
<b>AVERAGE SCORE</b>		
Learning objective	Key Themes	Score (1 to 10)

<sup>10</sup> "Global Citizenship Education: Topics and Learning Objectives" Published in 2015 by the United Nations Educational, Scientific and Cultural Organization - UNESCO



<b>Distinguish between personal and collective identity and various social groups and cultivate a sense of belonging to a common humanity</b>	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	
<b>AVERAGE SCORE</b>		
<b>Learning objective</b>	<b>Key Themes</b>	<b>Score (1 to 10)</b>
<b>Demonstrate appreciation and respect for difference and diversity, cultivate empathy and solidarity towards other individuals and social groups</b>	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	
	Commitment to promoting and protecting difference and diversity (social and environmental)	
<b>AVERAGE SCORE</b>		
<b>Learning objective</b>	<b>Key Themes</b>	<b>Score (1 to 10)</b>
<b>Debate on the benefits and challenges of difference and diversity</b>	Importance of good relationships between individuals, groups, societies and nation states	
	How diverse identities and other factors influence our ability to live together	
	Challenges of living together and what may cause conflict	
	How individuals and groups of different identities and membership engage collectively on issues of global concern to bring about improvements worldwide	
	Practicing dialogue, negotiation and conflict management skills.	
<b>AVERAGE SCORE</b>		
<b>Learning objective</b>	<b>Key Themes</b>	<b>Score (1 to 10)</b>
<b>Examine how individuals and groups</b>	Defining the roles and obligations of individuals and groups in taking action	



<b>have taken action on issues of local, national and global importance and get engaged in responses to local, national and global issues</b>	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.	
<b>AVERAGE SCORE</b>		
<b>Learning objective</b>	<b>Key Themes</b>	<b>Score (1 to 10)</b>
<b>Develop skills for active engagement and take action to promote the common good</b>	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 opportunity	
	Social entrepreneurship	
	Adopting positive behaviour	
	Networking	
<b>AVERAGE SCORE</b>		
<b>TOTAL AVERAGE SCORE</b>		

## Learning Unit 11 – TOGETHER!

### IDENTIFICATION

<b>TITLE</b>	Together!
<b>SCHOOL LEVEL</b>	Secondary school
<b>CONTEXT</b>	<ul style="list-style-type: none"> <li>○ The learning activities will be developed inside and outside the school.</li> <li>○ Age students: <b>15-16 years old.</b></li> <li>○ Number of students: min. 10 max 20.</li> <li>○ Number of teachers: 2-3</li> </ul>
<b>NEED/PROBLEM TO BE TACKLED</b>	<p>Intercultural awareness is, quite simply, having an understanding of one's own and other cultures, and in particular of the similarities and differences between them.</p> <p>In a multicultural world, most of us need at least some intercultural awareness every day. In particular, new generations, who grow up in close contact with people from other cultures such as immigrants, need to develop intercultural awareness through knowledge of the history of migration, breaking down stereotypes and developing respect for those from countries other than our own.</p> <p>Students, families and communities will obtain the following advantages through the implementation of this learning unit:</p> <ul style="list-style-type: none"> <li>● Better cooperation between students and families of different countries</li> <li>● A deeper sense of belonging to the society</li> <li>● A stronger feeling of respect for cultural diversity</li> <li>● Increasing tolerance and decreasing discrimination</li> <li>● Finding common points between families from different countries</li> </ul>
<b>TARGET GROUP INVOLVED</b>	<ul style="list-style-type: none"> <li>- key players: teachers, students</li> <li>- stakeholders: NGOs, representatives of minorities and migrants associations</li> <li>- beneficiaries: all the community, students' families</li> </ul>
<b>METHODOLOGIES</b>	<ul style="list-style-type: none"> <li>● Brainstorming</li> <li>● Cooperative learning</li> <li>● Individual and group analysis</li> <li>● Discussion</li> <li>● Role play</li> </ul>

## PLANNING

### MAIN OBJECTIVES (Learning objectives)

- To know the meaning of migration and its role along the world' history
- To fight stereotypes related to the migrants
- To be able to observe the phenomenon from different points of view
- To develop respect towards different cultures and habits
- To develop an intercultural awareness
- To feel an important part of a community

### GLOBAL CITIZENSHIP LEARNING OBJECTIVES<sup>11</sup> (Service objectives)

#### Pre-primary & lower primary (15-18+ years):

- *Develop skills for critical inquiry and analysis:*  
Underlying assumptions and power dynamics.
- *Cultivate and manage identities, relationships and feeling 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
- Numerical skills
- Digital and technology-based skills
- Interpersonal skills and the ability to adopt new competences
- Active citizenship
- Entrepreneurial
- Cultural awareness and expression

<sup>11</sup> “Global Citizenship Education: Topics and Learning Objectives” Published in 2015 by the United Nations Educational, Scientific and Cultural Organization - UNESCO



**SUBJECTS INVOLVED**

- Citizenship
- Geography
- History
- Languages
- ICT
- Maths

**IMPLEMENTATION**

**DESCRIPTION OF THE ACTIVITIES**

**PHASE 0:**

Objective: **to identify students' knowledge on the topic**

What the teacher does	What pupil does
<ol style="list-style-type: none"> <li>1. He/she introduces the topic of migration and intercultural awareness and asks the students to get into circle time.</li> <li>2. He/she distributes among students a post-it note where they have to write one or two key-words concerning the "migration". All post-it notes will be attached to a poster organised by semantic groups.</li> <li>3. He/she distributes a questionnaire to the students with the following questions:               <ul style="list-style-type: none"> <li>○ <i>Who migrates?</i></li> <li>○ <i>Where?</i></li> <li>○ <i>Why?</i></li> <li>○ <i>What historical period do you connect the phenomenon of migration to?</i></li> <li>○ <i>Try to explain the difference between emigration and immigration.</i></li> <li>○ <i>Do you think the following words all have the same meaning: Foreigner/clandestine/irregular/extracommunity /immigrant/refugee</i></li> </ul> </li> <li>4. The teacher asks some students to read out some answers to make a first moment of sharing and comparison.                This activity will be repeated in the final phase of the learning unit in order to verify the possible change of</li> </ol>	<ol style="list-style-type: none"> <li>1. He/she arranges in circle time and listens.</li> <li>2. He/she writes one or two key-words in the post-it note.</li> <li>3. He/she fills in the questionnaire.</li> <li>4. He/she shares his/her answers and thoughts and participates to the discussion.</li> </ol>

approach and vision of the students on their perception of migrants.	
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**PHASE 1**

**Objective: to recognise and fight the stereotypes related to the migration**

<b>What the teacher does</b>	<b>What pupil does</b>
1. He/she divides the class into groups of 4 pupils and hands out material such as magazines, newspapers, articles.  2. He/she explains to the pupils that each group will have to make a collage to represent their idea of a migrant person, with their own suitcase, based on their own thoughts and newspaper pictures. Explain to the pupils that the suitcase represents the material objects they consider indispensable for the journey, but also the cultural baggage of the individual.  3. He/she listens to the groups' presentations and takes notes.  4. He/she discusses the presentations with the students, introducing the concept of cultural identity and stressing the risk of falling into cultural stereotypes without considering the aspects, dynamism and changeability of everyone's identity.  5. He/she presents statistical data/tables on current immigration that give a real overview of the phenomenon, and asks students to reflect on whether data refute or confirm the different presentations of the pupils.	1. He/she listens and asks for explanations. Joins the group and collaborates in the creation of the poster collage.  2. The representative of each group gives a presentation to the class and the teacher, explaining the group's choices. The others support him/her.  3. He/she listens, asks questions.  4. He/she participates to the discussion.  5. He/she reflects, compares and suggests arguments which refute and confirm the previous presentation.



## PHASE 2

- Objective: **To identify different types of migration**

What the teacher does	What pupil does
<p>1. He/she invites an immigrant to tell about his/her migration experience.</p> <p>2. He/she splits the class into 3 groups and gives 3 life stories to read. At the end of each story, he/she asks the students to write down the key words of the read passage in their notebooks and shows the related multimedia content.</p> <p>3. At the end of the readings, the teacher invites the students to prepare a map containing the key words recorded by the 3 groups. He/she asks students to discuss them and give appropriate definitions based also on the elements that emerged from the readings/testimonies, taking up the key words from Phase 0 (Foreigner/ clandestine/irregular/ extracommunity/ immigrant/refugee/refugee...)</p> <p>4. With reference to the life stories and key words, the teacher invites pupils to reflect on the specific causes and motivations of migration and to draw up a summary map.</p> <p>5. he/she asks each group to present their map and to summarise it into a single one, negotiating everyone's opinions.</p>	<p>1. He/she listens and asks questions. Identify key words</p> <p>2. The 3 groups read the 3 stories, write down some key words in their exercise book. They watch/listen to the multimedia content.</p> <p>3. He/she prepares his/her own presentation. He/he listens to the other groups and expresses his/her point of view by responding to the prompts.</p> <p>4. He/she listens and elaborates the map as a group.</p> <p>5. He/she explains, listens and elaborates the map collectively.</p>

## PHASE 3

Objective: **to know the meaning of migration and its role along the world' history**

What the teacher does	What pupil does
<p>1. The teacher shows the maps representing the migratory</p>	<p>1. He/she observes and represents the migratory flow using a different</p>

<p>movements and asks the students to graphically present what they have observed and comment on them.</p> <p>2. The teacher divides the class into 5 groups, assigning each group a piece of literature or a historical source on the theme of departure and travel related to the migration of their own country between the 1800s and 1900s. The teacher asks each group to summarize the content of the texts read and to express a reasoned judgment on the reading.</p> <p>3. The teacher proposes watching a film on immigration in their own country and at the end opens a guided discussion focusing on:</p> <ul style="list-style-type: none"> <li>- System of reception/rejection of migrants</li> <li>- new living conditions</li> <li>- professions</li> </ul> <p>4. He/she divides the class into groups. Each group is assigned a document with articles and/or satirical comics of the time. The students are asked to describe in their preferred manner what perception they have of migrants and display it in class.</p>	<p>colored thread for each movement and expresses his/her own point of view respecting the times and opinions of others.</p> <p>2. He/she reads, summarizes and discusses</p> <p>3. He/she watches the film and participates in the discussion contributing his/her own opinions respecting the times and the different points of view.</p> <p>4. He/she reads and reflects on the articles, represents his/her own perception and presents it to the class answering questions if necessary.</p>
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#### PHASE 4

Objective: **To be able to observe the phenomenon from different points of view**

What the teacher does	What pupil does
<p>1. The teacher, with the support of an NGO representative or another teacher/educator, divides the class into two groups, which in the first phase will work in two different classrooms.</p> <p>Proposes a role-playing game, in order to make the students measure themselves with real</p>	<p>1. He/she follows the instructions given by the teacher and identifies with the game.</p>



<p>situations in which the ability to choose is crucial, referring to the principles of decentralization. The teacher distributes the parts to be assigned to each pupil, starts the game and intervenes to regulate the timing of the various phases of the game.</p> <p>2. At the end of the game, he/she invites the students to reflect on how the game proceeded, through the use of stimulus questions.</p>	<p>2. He/she responds to the teacher's prompts and compares himself/herself to his/her classmates.</p>
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### PHASE 5

Objective: **meta-cognition**

What the teacher does	What pupil does
<p>1. The teacher proposes the analysis of the work done so far and a meta-cognition with acquisition of the cognitive, affective and emotional increase through the reformulation of the questions proposed in phase 0.</p>	<p>1. He/she reviews the work done, summarises it in a flowchart and answers again the questions from phase 0. He/she reports the answers by using a mind map and compare it with the first one (created in the phase 0) observing the differences.</p>

### PHASE 6

Objective: **to feel like an important part in a community**

What the teacher does	What pupil does
<p>1. The teacher proposes to transfer what has been learned to the local community by administrating questionnaire to be submitted among people living in their area.</p> <p>2. The teacher asks to analyse the results and to carry out what emerged from the questionnaire.</p>	<p>1. He/she prepares the questionnaire and administers it among the local community.</p> <p>2. He/she analyses the results, organizes, plans, designs and implements the service learning project in groups, involving the community.</p>

### PHASE 7

Objective: **self-assessment**

What the teacher does	What pupil does
1. The teacher provides a self-assessment questionnaire with the following questions: <ul style="list-style-type: none"> <li>○ <i>Did the work seem interesting to you? Why yes / why not</i></li> <li>○ <i>Which phase did you find most interesting or least interesting and why?</i></li> <li>○ <i>What would you have liked to have done differently?</i></li> <li>○ <i>What message did you hear the most?</i></li> <li>○ <i>Do you think it can be useful about your life?</i></li> <li>○ <i>In what ways?</i></li> </ul>	1. He/she answers.

**RESOURCES**

- Human resources: teachers, NGOs dealing with immigrants, immigrants.
- Financial resources: not applicable.
- Possible partnerships with community actors: NGOs, associations of immigrants, experts who work with migrants.

**SETTING OF THE ACTIVITIES**

**In classroom:**  
 Students participate in the activities proposed by the teacher, including researches, groups work, preparation of mind map, presentations and questionnaire, meeting with a local immigrant. Collection of results and implementation the service learning project based on the results.

**Outside the classroom:**  
 Administration of the questionnaire to representatives of the community in which they live. Presentation of the results during a final event addressed to the local community.

**EVALUATION AND DISSEMINATION**

**EVALUATION ELEMENTS**

At the end of the Learning Unit, the student should be able to:

- know the meaning of migration and difference between emigration and immigration
- identify the migration' role along the world' history and its impact on the people lives
- recognise the stereotypes related to the migrants and to be able to fight them
- observe the phenomenon from different points of view



- develop respect towards different cultures and develop an intercultural awareness
- feel an important part of a community
- Put into practice what has been learnt and put oneself at the service of the community to achieve the common good.

**EVALUATION TOOLS**

- Self-assessment questionnaire (**Annex 1**)
- Evaluation grid based on the Global Citizens Education Learning Objectives related to the age 15-18+ years (**Annex 2**)

**DISSEMINATION  
ACTIVITIES**

Writing articles in the school and local newspaper.  
Final event inviting local immigrants, associations of migrants and community.

**DISSEMINATION  
TOOLS**

School website and Social media channel, school newspaper, local newspaper, flyer for invitation to the final event.

**Annex 1**

**Area: IMMIGRATION**  
**Learning Unit 11: TOGETHER**

**SELF-ASSESSMENT QUESTIONNAIRE**

	<b>Question</b>	<b>Answer</b>
1.	What is a migration and what is the difference between emigration and immigration?	
2.	What is the role of migration along the cultures and people history?	
3.	How have migration flows affected the lives of both people who have migrated and those who have hosted migrants?	
4.	What are some stereotypes related to the migration which we should overcome?	
5.	How can you develop more respect towards different cultures and habits?	
6.	Which phase did you find most interesting or 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' evaluation.

## Annex 2

### Area: IMMIGRATION Learning Unit 11: TOGETHER

#### EVALUATION GRID<sup>12</sup>

#### Lower secondary education (15-18+ years)

Learning objective	Key Themes	Score (1 to 10)
<b>Critically assess the ways in which power dynamics affect voice, influence, access to resources, decision-making and governance</b>	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	
<b>AVERAGE SCORE</b>		
Learning objective	Key Themes	Score (1 to 10)
<b>Critically examine ways in which different levels of identity interact and live peacefully with different social groups</b>	Personal identities and memberships in local, national 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 (personal and collective interests, attitudes, values and skills)	
	Commitment to the promotion and protection of personal and collective well-being	
<b>AVERAGE SCORE</b>		
Learning objective	Key Themes	Score (1 to 10)

<sup>12</sup> “Global Citizenship Education: Topics and Learning Objectives” Published in 2015 by the United Nations Educational, Scientific and Cultural Organization - UNESCO

<b>Critically assess connectedness between different groups, communities and countries</b>	Rights and responsibilities of citizens, groups and states in the international community	
	Concept of legitimacy, rule of law, due process and justice	
	Promoting wellbeing in the community and understanding threats to, and potential for, well being at a global level	
	Promoting and defending human rights for all	
<b>AVERAGE SCORE</b>		
<b>Learning objective</b>	<b>Key Themes</b>	<b>Score (1 to 10)</b>
<b>Develop and apply values, attitudes and skills to manage and engage with diverse groups and perspectives</b>	Mutual interdependence and challenges of living in diverse societies and cultures	
	Values and attitudes of empathy and respect beyond groups to which you belong	
	Engaging in actions for social justice (local, national and global levels)	
<b>AVERAGE SCORE</b>		
<b>Learning objective</b>	<b>Key Themes</b>	<b>Score (1 to 10)</b>
<b>Develop and apply skills for effective civic engagement</b>	Analysing factors that can strengthen or limit civic engagement	
	Selecting the most appropriate way for obtaining information, expressing opinions and taking action on important global matters	
	Skills for effective political and social engagement (assessing evidence, making reasoned arguments, planning and organising action, working collaboratively, learning from successes and failures)	
<b>AVERAGE SCORE</b>		
<b>Learning objective</b>	<b>Key Themes</b>	<b>Score (1 to 10)</b>
<b>Critically assess issues of social justice and ethical responsibility and take action to challenge discrimination and inequality</b>	How different perspectives on social justice and ethical responsibility influence political decision-making and civic engagement	
	Challenging injustice and inequalities	
	Demonstrating ethical and social responsibility	
<b>AVERAGE SCORE</b>		



Learning objective	Key Themes	Score (1 to 10)
<b>Propose action for and become agents of positive change</b>	Learning to be active global citizens and how to transform one's self and society	
	Contributing to the analysis and identification of needs and priorities that require action/change at local, national and global levels	
	Actively participating in the creation of a vision, strategy and plan of action for positive change	
	Exploring opportunities for social entrepreneurship	
	Practicing communication, negotiation, advocacy skills	
	Obtaining information and expressing their opinions about important global matters	
	Promoting positive societal behaviour	
<b>AVERAGE SCORE</b>		
<b>TOTAL AVERAGE SCORE</b>		