

CITIZENSHIP



M. Grazia Maglione

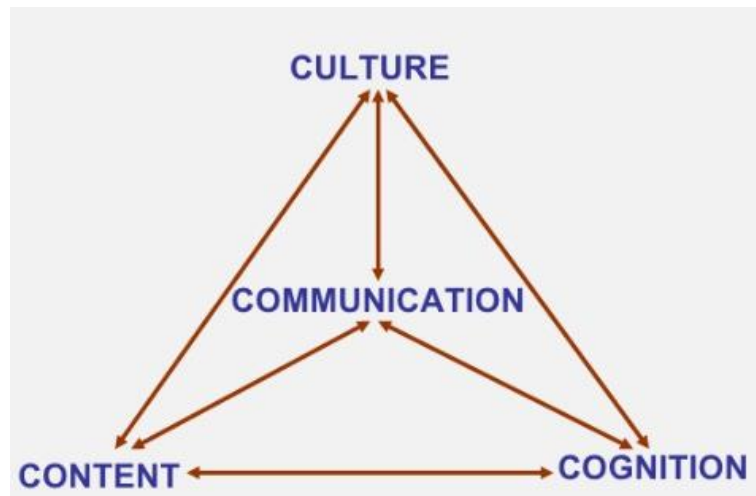
Rome, 18-19 November 2019

WHY?



- Examining the 4 C's
- Developing intercultural awareness and plurilingual education
- Creating a learning community
- Promoting active citizenship
- The 2030 Agenda for Sustainable Development
- SDG 4 Quality Education: inclusive and equitable education, human rights, global citizenship
- "Competences for democratic culture. Living together as equals in culturally diverse democratic societies" EU 2016

The 4 Cs



Content is the subject or the project theme. It is linked to the acquisition of knowledge, skills and understanding.

Communication goes beyond the grammar system. The formula learning to use language and using language to learn is applicable here.

Cognition is related to challenging learners to think, review and engage in higher order thinking skills. Learners construct their own understanding.

Culture is the key for discovering self and fostering international understanding.

(Coyle, 2005)

Example 1

Martin Luther King



His birthplace



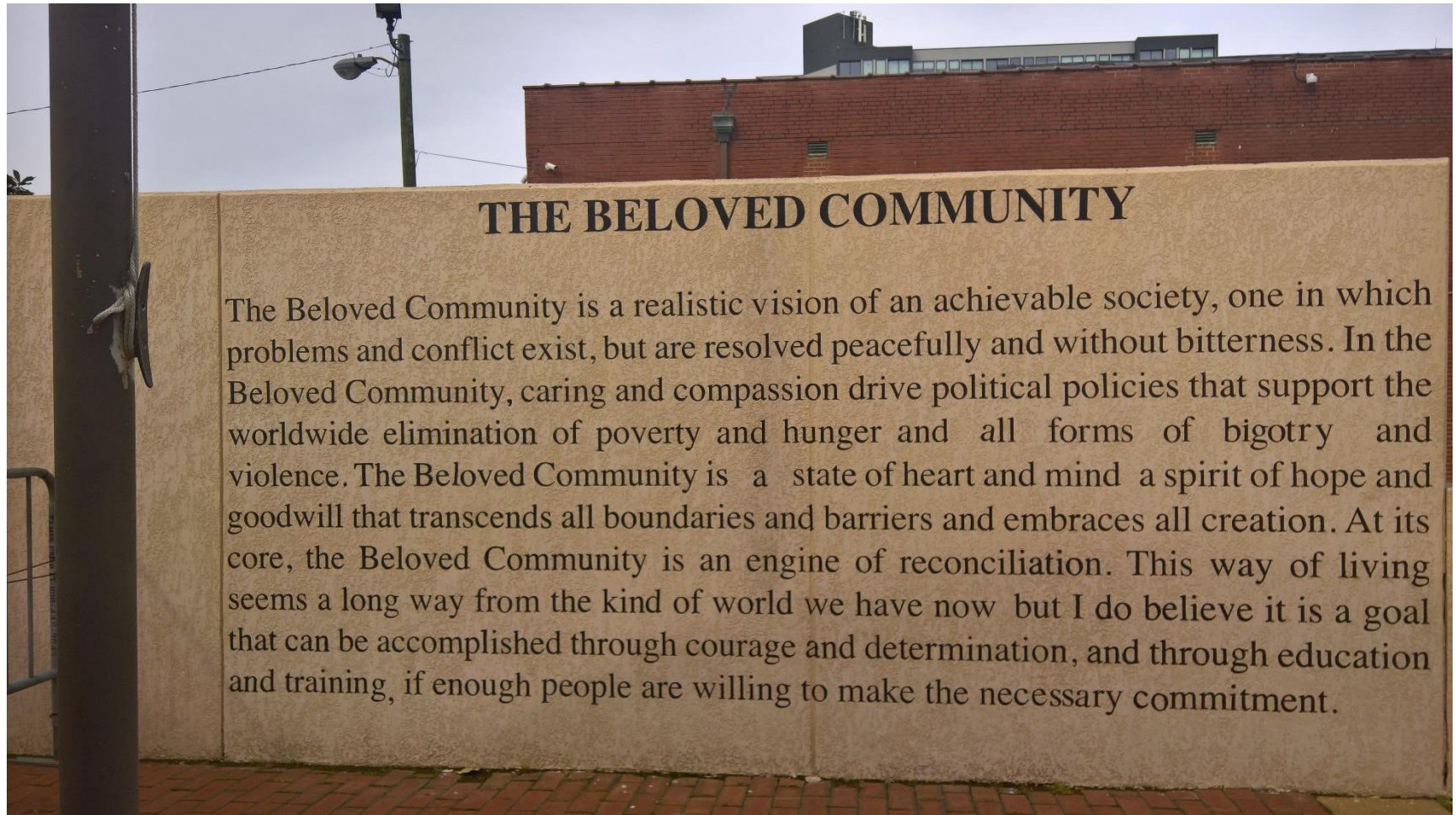
His Baptist church



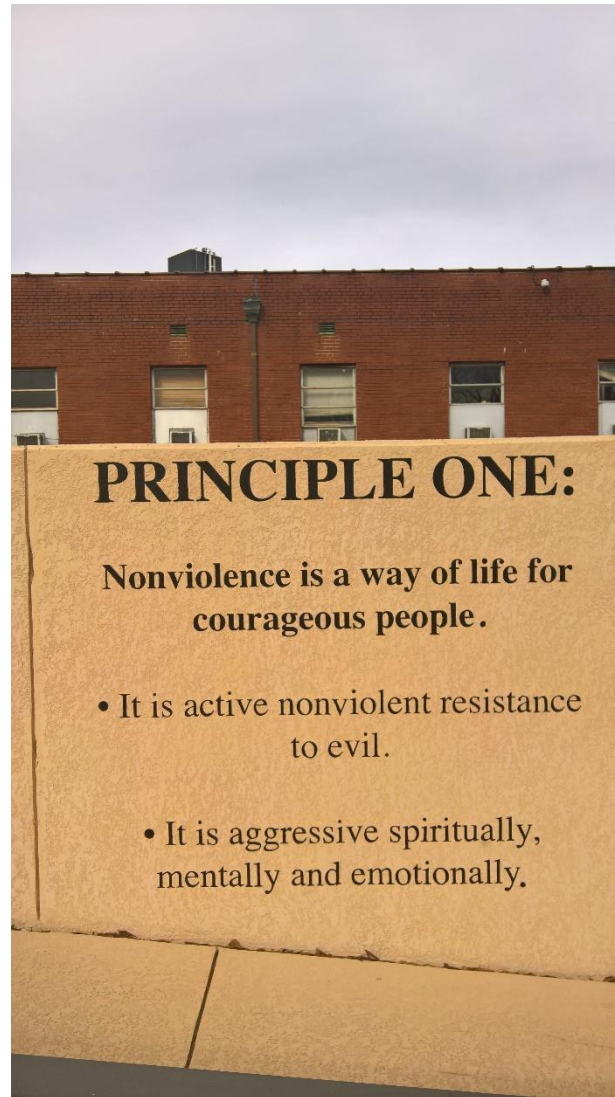
His tomb



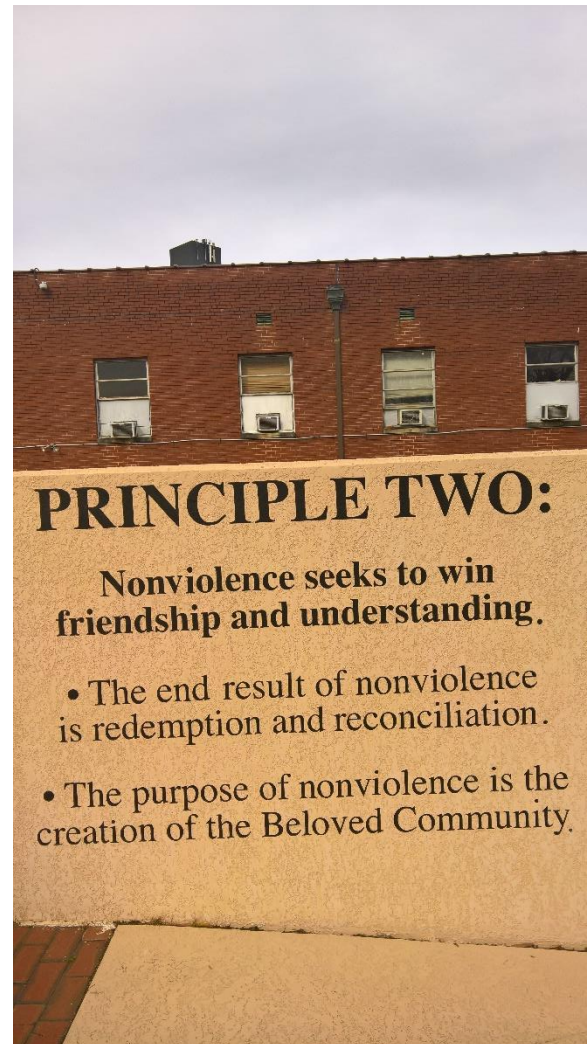
The Beloved Community



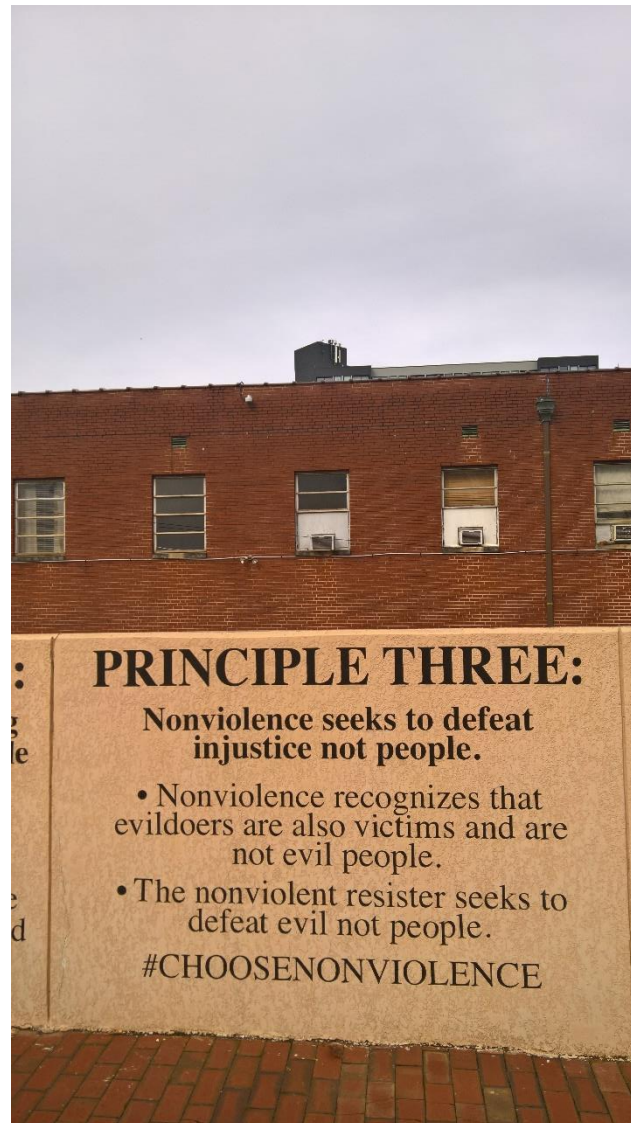
The Six Principles of Non-Violence #1



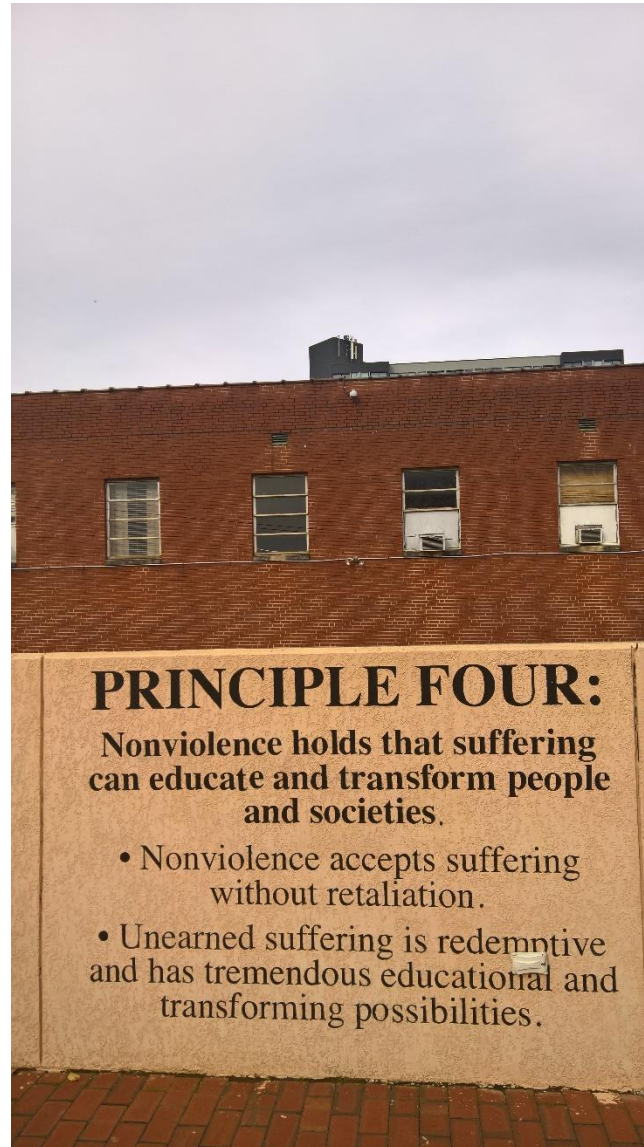
The Six Principles of Non-Violence #2



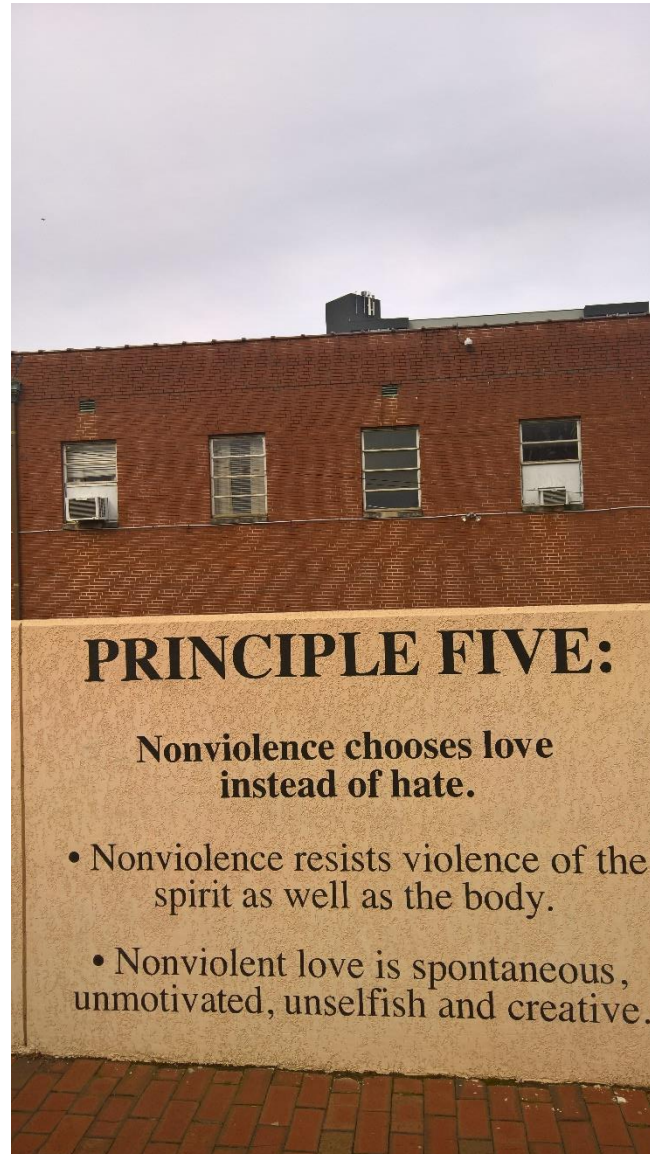
The Six Principles of Non-Violence #3



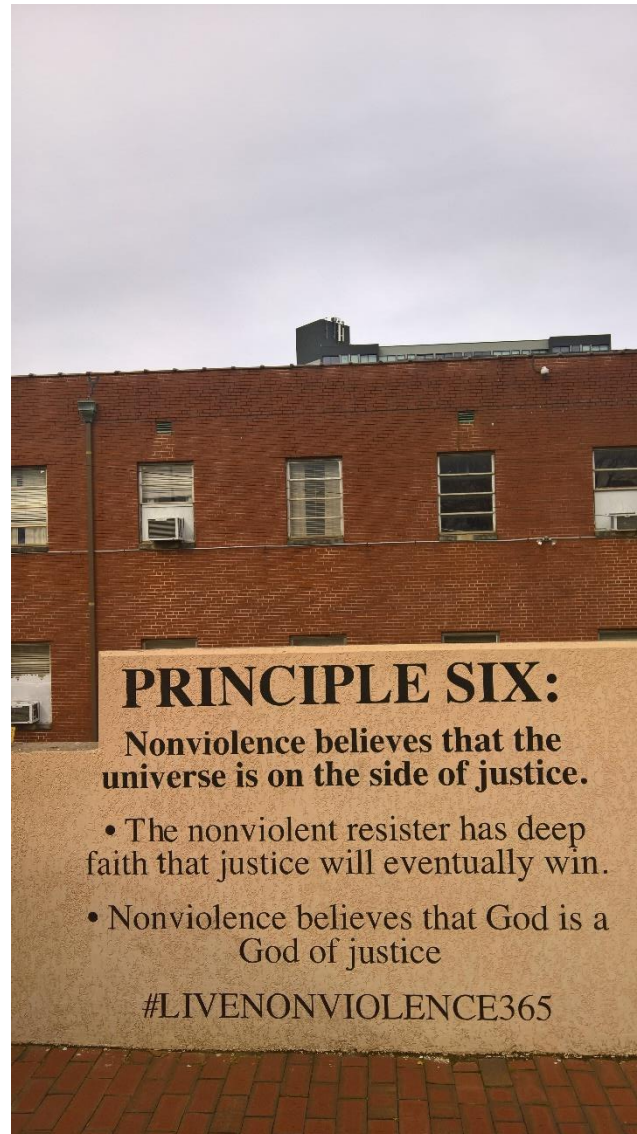
The Six Principles of Non-Violence #4



The Six Principles of Non-Violence #5



The Six Principles of Non-Violence #6





The Six Principles of Non-Violence

Principles

1. Nonviolence is a way of life for courageous people.
2. Nonviolence means seeking friendship and understanding among those who are different from you.
3. Nonviolence defeats injustice, not people.
4. Nonviolence holds that suffering can educate and transform people and societies.
5. Nonviolence chooses loving solutions, not hateful ones.
6. Nonviolence means the entire universe embraces justice.

Steps

1. **Gather Information**
Learn all you can about the problems you see in your community through the media, social and civic organizations, and by talking to the people involved.
2. **Educate Others**
Armed with your new knowledge, it is your duty to help those around you, such as your neighbors, relatives, friends and co-workers, better understand the problems facing society. Build a team of people devoted to finding solutions. Be sure to include those who will be directly affected by your work.
3. **Remain Committed**
Accept that you will face many obstacles and challenges as you and your team try to change society. Agree to encourage and inspire one another along the journey.
4. **Peacefully Negotiate**
Talk with both sides. Go to the people in your community who are in trouble and who are deeply hurt by society's ills. Also go to those people who are contributing to the breakdown of a peaceful society. Use humor, intelligence and grace to lead to solutions that benefit the greater good.
5. **Take Action Peacefully**
This step is often used when negotiation fails to produce results, or when people need to draw broader attention to a problem. It can include tactics such as peaceful demonstrations, letter-writing and petition campaign.
6. **Reconcile**
Keep all actions and negotiations peaceful and constructive. Agree to disagree with some people and with some groups as you work to improve society. Show all involved the benefits of changing, not what they will give up by changing.





Ideas to develop in the classroom

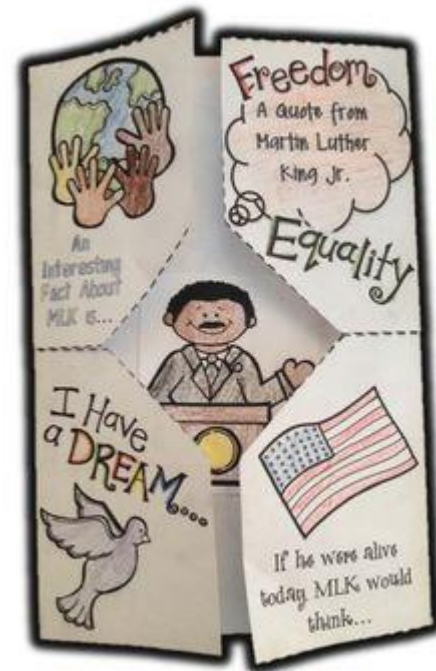
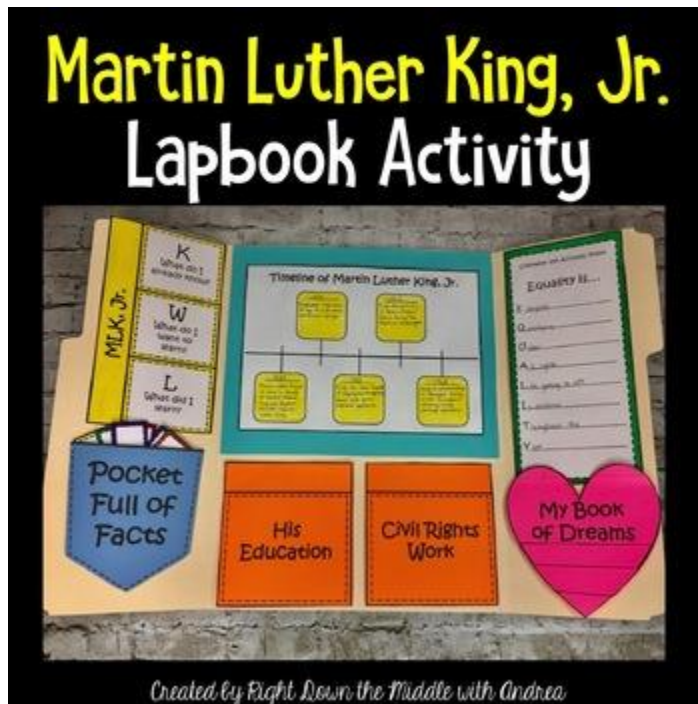
Poster with M.L.King's best quotes



“If I cannot do great things, I can
do small things in a great way.”

-Martin Luther King, Jr.-

Ideas to develop in the classroom Lapbook to celebrate M.L.King's Day



Ideas to develop in the classroom

'I have a dream' box



<http://www.artmuseums.com/dream.htm>

We all do have a dream. We have dreams for the world, our community, our families, and ourselves.

Each student will create a dream box and insert their dreams and goals into the box. They will also list ways in which the goals can be accomplished.

Provide students with recycled boxes, old books, multi media materials for decorating, and colored paper and pens or paint.

The World Rose Peace Garden



Each year an annual contest is held and students from local, national, and global schools submit poems of peace. Winning poems are selected and installed in the rose garden for the period of a year.

Ideas to develop in the classroom

A Poem Contest



Ideas to develop in the classroom

MY HERO PROJECT



Create a story

<https://myhero.com/Peacemaker>

https://myhero.com/ml_king

https://myhero.com/ml_king2

https://myhero.com/M_King2_emis_US_2013_ul

Ideas to develop in the classroom 1/2/3-min speeches



I HAVE A DREAM...

I HAVE A DREAM that one day there will be a fairer world with happier women and men.

I HAVE A DREAM that one day no woman will feel inferior.

I HAVE A DREAM that one day women will no longer be stalked, raped, murdered.

I HAVE A DREAM that one day all women will have the strength to speak up.

I HAVE A DREAM that one day we will be equal at last.

Example 2

Civil and human rights



Example 2

Civil and human rights



Where are human rights defined

In the UDHR, based on major religious and legal texts

Human rights standards and principles appear in all major religious texts and the founding documents of many countries—from the Magna Carta and the French Declaration on the Rights of Man to the US Constitution and the more recent constitutions of India, South Africa, and other nations.

On December 10, 1948, drawing on cultural, religious, and legal traditions from around the world, the United Nations adopted the Universal Declaration of Human Rights (UDHR)—a Bill of Rights for all humankind.

The UDHR established the principle that human rights are universal—they apply to everyone, everywhere, at all times—and made governments collectively responsible for protecting them.

The 30 articles of the UDHR are also indivisible: they come as a complete set, not a menu to choose from, and they must be respected regardless of a country's political, economic, or cultural system.

The UDHR challenged long-standing ideas about how governments treat their people. Its principles became the guiding light for those who champion freedom and inspired individuals and movements around the world.

The UDHR laid the foundation for a range of international human rights laws, which governments must obey. These laws primarily focus on a government's responsibilities to its people, but these laws also make governments responsible for protecting individuals from abuse by others. The UDHR also states that every individual should "promote respect for these rights and freedoms."

Sadly, as global headlines today attest, the standards of the UDHR are not always followed. The UDHR framework provides, however, an essential benchmark to evaluate government actions and hold leaders accountable when they fall short.



The first session of the drafting committee that would create the Universal Declaration of Human Rights, Lake Success, New York, 1947. From left: P.C. Chang of China; Henri Laugier of France; Eleanor Roosevelt of the United States; John P. Humphrey of Canada; Charles Malik of Lebanon; and Vladimir M. Korensky of the USSR.

UN 44022

Example 2

Civil and human rights



The Universal Declaration of Human Rights

Focus on the 30 articles
summarised by political and civil
rights and social, economic and
cultural rights

<https://www.ohchr.org/EN/NewsEvents/Pages/DisplayNews.aspx?NewsID=23871&LangID=E>

WHAT are the rights?

There's a list of 30 "articles"

The Universal Declaration of Human Rights contains 30 carefully crafted articles, each explaining a human right. Here are the rights, summarized by category, in plain language.

CIVIL AND POLITICAL RIGHTS

A person cannot be:

- > Discriminated against because of gender, skin color, religious beliefs, or any fundamental characteristic of who they are
- > Tortured or mistreated
- > Held in prison without a reason
- > Enslaved
- > Condemned as a criminal without a fair opportunity to present his or her case in a court

A person must be able to:

- > Live in freedom and safety
- > Be protected by laws
- > Vote in fair elections
- > Think and speak freely
- > Enjoy personal privacy
- > Choose a mate and have a family
- > Own property
- > Move to a different place
- > Flee government persecution
- > Meet with others without government interference

SOCIAL, ECONOMIC AND CULTURAL RIGHTS

A person must have the opportunity to:

- > Seek gainful employment
- > Have adequate food and shelter
- > Get a decent education
- > Have access to medical care

Example 2

Civil and human rights



The UN Convention on the rights of children



Do kids have rights?

A "bill of rights" for young people

Since young people cannot vote and often do not have a voice in the decisions that affect their lives, world leaders created the UN Convention on the Rights of the Child. It outlines the goals every nation should achieve for its young people, including rights to:

- > Freedom from violence, abuse, dangerous employment, exploitation, abduction or sale into slavery
- > Adequate nutrition and health care
- > Special protection in times of war or conflict and age limits on when they can begin serving in the military
- > Time for recreation
- > Access to information they need to play an active role in society
- > A say in what happens to them
- > The right to express their opinions

Ideas to develop in the classroom

What are human rights



TED TALK

<https://ed.ted.com/lessons/what-are-the-universal-human-rights-benedetta-berti>

Ideas to develop in the classroom

Slogans / Posters / Lapbooks



<https://humanrightsday2018.blogspot.com/2018/12/human-rights-day-2018-slogan.html>



HUMAN RIGHTS

Human Rights Day 2018

Ideas to develop in the classroom

Organize the Human Rights Day



<http://www.un.org/en/events/humanrightsday/>



Thanks for your attention!

