

EMBRACING DIFFERENCES

COMMUNICATION

ICES

PREJUDICE

UNDERSTANDING

WORKSHOP COLLECTION

START THE CHANGE!

40 WORKING IDEAS WITH CHILDREN AND YOUNG
PEOPLE IN THE AREAS OF DIVERSITY

HUMAN RIGHTS

MEDIATION

VIOLENCE

DIALOGUE

SOCIAL INCLUSION

RESPECT

INTRODUCTION

The purpose of this Collection is to support you in your efforts to introduce a wide range of topics (organized here in three major areas – *personal and social development, civic education and volunteer projects*) – into your work with children and young people, both in and outside classrooms, as part of non-formal education.

SOCIAL

The introduction of these topics undoubtedly develops civic competencies – knowledge, skills and attitudes that characterize children and youth as active members of the community in which they live, and at the same time empower them to better know and express themselves and their identity. All this together, we believe, contributes to their better understanding of the complexity of the world we live in and develops in them the values of tolerance and celebration of diversity and a sense of deep mutual respect of all members of the planet Earth, including the planet itself as a unique network that connects us all. We also want to encourage you to study these topics more deeply and apply them in the context of education and to design and carry out various actions together with your students – actions that will make your environment a better, nicer, more enjoyable, more fun, more humane place... for all of you.

This is the third edition of the Collection and represents an adapted and refreshed version of the previous edition (from 2017) which is the result of the group of authors involved in the project "Start the Change" (2017 – 2019). We bring you a new version of the Collection within the new international project "Start the Change! – creating a generation of change makers through intercultural education and volunteering" (2020 – 2023) implemented by the Forum for Freedom in Education in partnership with organizations from Croatia, Portugal, Northern Macedonia and Belgium (Elementary School "Ivan Meštrović", Network of Education Policy Centers, Inova+, Agrupamento de Escolas José Estêvão, Macedonian Civic Education Center, State Municipal School "Nikola Karev" Strumica and SIRIUS Policy Network on Migrant Education).

SUPPO

Although the previous year 2020 brought us great global changes, the topics of this Collection are still relevant and, perhaps more than ever, require special attention. Given that in this project we are intensively dealing with the topic of supporting the voice of students, we draw your additional attention to the fact that you really use each activity as an opportunity to encourage students to their ideas and projects, to really make changes with them, not for them.

HATRED

The workshops are designed so that the course is described at the beginning of each workshop, followed by more information that can help you prepare and a kind of worksheet for students and / or more information for you. The upper right corner indicates the estimated age for which a particular unit is applicable, but we believe that you will know best what and when is applicable to the age and level of competencies of the children and young people you work with and know how to select and adapt the proposed content.

Bear in mind that the authors have explored the Croatian social context in some of the topics, the European in some other, while in most workshops each of you is left to explore the social context in which you find yourself, specific examples and other important information to help you develop a particular topic. And you can always do that with the students themselves – research work will further activate them and encourage them to get to know the world they live in.

ACTIVE CITI

Some of the topics covered may require additional hours for quality processing. Some of them, due to their specificity and comprehensiveness, will require your additional preparation, so here we encourage you to further research these topics, as well as to undergo continuous professional trainings in these areas.

Any change starts with each of us. Besides that, as Claude M. Steiner beautifully narrated in his "Warm Fuzzy Tale" – the only way for us to have more Fuzzies (warm words, love, humanity, understanding, tolerance...) is to share them freely with everyone around us. Sharing and giving, but also standing up for ourselves and others and our environment, this is what really starts the change. And to paraphrase one of the workshop titles – let it start from me, from you, from us!

Editors

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THIS IS ME!

Suitable for: **PSHE, SOCIAL STUDIES, ARTS, CITIZENSHIP, TUTOR TIME**

KEY WORDS: identity, roles, me, self-respect, self-image

STUDENTS WILL BE ABLE TO:

- increase their self-awareness
- understand different 'pillars' of identity
- get to know, accept and tell the difference between static and dynamic personality traits
- develop their self-respect
- express themselves creatively
- work well in a group and make connections.

WHAT YOU NEED: worksheet *This is me*, pencils, crayons.

STEPS:

In the beginning, the students should be given the following instruction:

Think about yourself and describe yourself in 10 words on a piece of paper.

After a few minutes, ask the students: *What did you think of first?*

Write down some of the answers and group them with your students. Did they talk about their appearance, personality traits, where they come from...?

Then continue: *Today, we will explore the concept of identity and start to understand how your identity was created and what it consists of. We will see whether it is static or changeable, and to what extent are you able to shape it. Your sense of self will be of great importance in your life and it will influence how you feel about yourself and your personality, as well as your self-respect and self-acceptance.*

Take your 'This is Me' worksheet and write down the things you consider most important about your identity – think about the big things, and the small things too. Focus on what really matters to you now.

After the students have finished, discuss in a group and check which traits, characteristics and roles they have used.

DISCUSSION QUESTIONS:

- *What did you list as your main personality traits (also called "pillars" of identity)?*
- *Have you ever faced stereotyping, or discrimination because of an aspect of your identity? Which one? What do you think about people who treat people badly because of their personality?*
- *What are your favourite parts of your identity?*
- *Which aspects of your identity do you take for granted and do not think about?*

Show students a list of components which make up identity (see worksheet '**What does identity consist of?**' on the following page), and ask them if there is anything missing from the list. You may be surprised by your students' answers!

What does identity consist of?

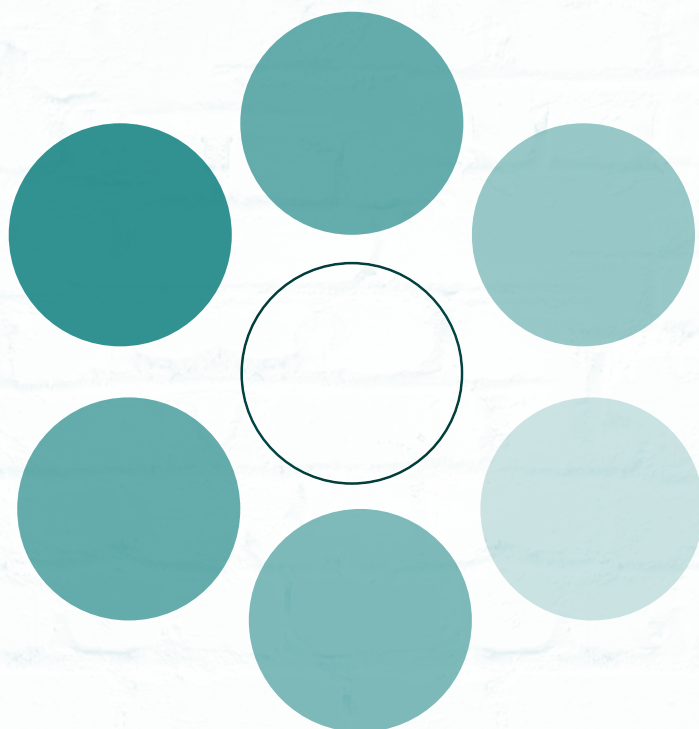
Our identity is greatly shaped by how we see ourselves. This image develops throughout our lives, particularly during childhood and adolescence. It consists of experiences, relationships, character traits and how we interpret these things. Some of the 'pillars', i.e. identity features, are listed here, and how important they are varies throughout our lives.

Age	School you attend	Personality traits
Sex	What you do	Behaviour and decisions
First and last name	Your neighbourhood	Hobbies, interests, lifestyle
Appearance: physical characteristics (height, weight, hair colour and style...), what we wear	Financial status	Values and goals (what is really important to you and what you are working towards)
Origin: your family, nationality, religion, language	Friendships	Hystorical and geographical context of the place you live in
	Relationships (boyfriend/girlfriend, partnerships)	
	Health and physical condition...	



WORKSHEET

THIS IS ME



MY COLLAGE

Suitable for: **ART, TUTOR TIME, SOCIAL STUDIES, CITIZENSHIP, PSHE**

KEY WORDS: collage, self-image, identity, self-awareness

STUDENTS WILL BE ABLE TO:

- perceive and strengthen their self-image
- develop awareness of their own identities and their classmates' identities
- strengthen group dynamics and relationships
- improve collage technique.

WHAT YOU NEED: plenty of colourful magazines for the collage (students can bring them themselves), scissors and glue / Sellotape, large format posters

STEPS:

Start with an introduction: *Each person is unique and one of a kind. We are different from everybody else and we also change with time. Today we are going to be creative and each person is going to make a poster depicting themselves. Show us who you are, what you love, what is important to you, what you like, and what your goals are. Use papers, magazines, share them. Use images and words. Name your poster. Finally, sign your name at the back.*

Ask students to pair up and show their poster to their partner. Make an exhibition and give students enough time to look at their classmates' posters and to ask each other questions if they wish.

You can display posters on a visible place in the classroom, and after some time make them all over again.

DISCUSSION QUESTIONS:

- *How did you feel making the poster? What did you like the most?*
- *How do you feel now? Do you like your poster?*
- *How did you make it? Did you automatically recognize images and words that you relate with, or did you think of a concept first and then started looking for images? Did you find it difficult to find images to represent your identity? What did you do then?*
- *Who would like to tell us more about their poster?*



Author: Greg Gossel, <http://www.greggossel.com/>

Source: <http://gabrielaazcorbe.blogspot.hr/2008/08/greg-gossel-retro-comics-americanos.html>

Greg Gossel is an artist born in 1982. in Wisconsin and lives in Minneapolis, USA. His multi-layer works illustrate visual history of change and processes that at the same time represent and condemn pop culture; he uses collages, screen printing and painting technique. His works are exhibited throughout the USA and Europe.

Depending on your students' age, you can show them examples of artists who focus on the topic of identity in their art.

IS IT COOL TO BE SPECIAL?

Suitable for: **TUTOR TIME, SOCIAL STUDIES, ART, CITIZENSHIP**

KEY WORDS: individuality, diversity, minority, majority, standing out, stereotype

STUDENTS WILL BE ABLE TO:

- identify if they belong to a minority and/or majority group and develop the confidence to express it
- understand and accept diversity
- strengthen self-respect
- confidently express themselves
- work well in a group and make connections.

WHAT YOU NEED: worksheet 'Is it cool to be special?', crayons, empty posters

STEPS:

Begin the workshop with a group activity. *Mosaic* - each group should think of and draw an object that has as many parts as there are students in a group. Afterwards, each student writes in their section some traits which make them stand out compared to the others in the group. Groups then share their mosaics with each other, getting to know each other better and discovering new things about their classmates.

Continue asking questions:

- *What makes you different from your classmates? Is being different a good thing?*
- *Do you like hanging out with people who are similar to you or different from you? Why? For example, if I ask you which three things you like the most, what would you say? Is there a chance that you have some things in common?*
- *Have you ever been part of a 'minority'? When?*
- *Have you ever been in a weaker position than someone else? What does it mean?*
- *In what ways can we belong to a 'minority'?*

Then continue: *using the worksheet, each of you should recognize the ways you are privileged (belonging to a majority or a more powerful group), but also the ways you are a minority, weaker than the rest. Write down how you deal with these features and how you accept them.*

Choose one of your characteristics which means you have more or less power in the group/ society. Sometimes, a certain characteristic can mean more or less power at the same time. Tell your classmate (or a small group) what it is and how you personally handle this characteristic.

Finally, discuss with your students how they felt during the activity and what they learned. Groups or pairs who wish to say something more about what they learnt can do so. Ask them whether a certain characteristic or a set of characteristics defines us as a person.

DISCUSSION QUESTIONS:

- *Have you ever been stereotyped or discriminated because of one of your character traits? Which one?*
- *What is your opinion of the people who behave badly towards other people because they are different? Why do you think they behave like this?*
- *How should we react when we meet a person who has prejudices against us? What happens when an entire society has a prejudice against people like us?*

Possible follow-up activity: in smaller groups, think of your own message, song or make a poster about accepting and appreciating diversity.

WORKSHEET

IS IT *COOL* TO BE SPECIAL?

Characteristics I share with most or many of my peers:

Characteristics which make me stand out:

How comfortable do you feel if you stand out? How would you like others to treat you?

FEEL THE FLOW

Suitable for: **TUTOR TIME, ART, ENGLISH, PSHE**

KEY WORDS: *the flow*, focus, concentration

STUDENTS WILL BE ABLE TO:

- develop their self confidence
- identify activities they enjoy the most
- share their interests with others
- strengthen self-respect
- strengthen their communication skills
- recognize and respect individual interests and values.

The concept of the *flow* was taken from the theory of flow experiences by Csikszentmihalyi (1996). It is characterized by complete absorption in what one does, and a resulting loss in one's sense of space and time. The *flow* described like this is taken as important for the total well being by psychologists.

WHAT YOU NEED: *This is it!* Worksheet, pencils, crayons

STEPS:

First, tell students what your favourite activity is and describe how you felt the last time you were doing it. It can be anything you are completely committed to while you are doing it, and ideally, it should be something that helps you grow as a person. Try to describe the feelings this activity inspires in you and, if possible, show them something related to it (an object you made or a skill you have) and encourage them to ask questions.

Afterwards, encourage your students to think about which activity absorbs them and which they enjoy doing. Give them a few minutes. If they want, they can write down the answers.

Then continue: *We all have some things in life we enjoy and which make us "forget ourselves". By this, we don't mean watching TV, sleeping, eating and similar things where we remain passive. It should be something we actively do. Psychologists call these experiences 'the flow' and they consider them very important for our psychological well-being and happiness.*

Ask them: *What is your favourite activity, when you are actively engaged?*

Write down what students said on the board, and briefly discuss.

Ask students: *Take the worksheet and draw how you feel while you are absorbed with this activity. Remember where you are, what you are doing, who you are with and what is best about it.*

Afterwards, in small groups, tell others about your 'flow' activity.

DISCUSSION QUESTIONS:

- *Is there an activity you have in common, which many of you enjoy?*
- *Do you experience the 'flow'? What do you think?*
- *Why are these experiences important?*
- *What happens if a person feels they don't have something like that in their life? What activities can they dedicate themselves to and what are the consequences?*
- *Do you sometimes feel like this in school – like you are completely absorbed with what you are doing?*
- *What should class with more 'flow' look like, according to you?*

WORKSHEET

THIS IS IT!

Choose and draw your favourite activity. Draw how you feel while you are doing it.

Tell your partner or your group how you feel while you are doing it and what makes it so enjoyable.

MY ELEMENT

Suitable for: **TUTOR TIME, PSHE**

KEY WORDS: skills, career choice, talent, personal development, recognizing own interests

STUDENTS WILL BE ABLE TO:

- develop awareness of their skills and capabilities
- better identify their interests and values
- develop self-awareness
- define life goals and skills
- empower themselves and recognize the importance of empowering others.

WHAT YOU NEED: worksheets 'Discover your element' and 'Holland's hexagram'.

STEPS:

Start with lead-in discussion: *Today we are going to talk about your talents! Do you think all of you have some talents? Why? How did you figure out what you are good at and what interests you? Did you figure it out? It is perfectly normal to be still searching at your age. Is there somebody among you with an active interest outside school? Tell us more about it.*

Introduce your students to 'Discover your element' worksheet and ask them to complete the exercise in pairs.

DISCUSSION QUESTIONS:

- *How easily did you find your element? Do you have more than one?*
- *What is your conclusion?*
- *If you had to choose between what you are good at and what you love, what would you pick?*
- *How many of you would choose a career only because of easier employment or better salary?*
- *Will you follow your parents' advice or your own interests and why?*
- *Which careers exist today that your parents haven't heard of?*
- *Where could your skills and talents lie? How would you group people's activities and careers?*

After discussion, introduce your students to Holland's career typology (or a similar concept related to talents/professions) and talk to them about it. Complete the exercise 'Holland's hexagram' (in the appendix). Emphasize the fact that in most contemporary professions it is important to have skills in several areas. If you wish, tell them about your path, i.e. your story about how you chose your career or developed a skill you have.

How can we help young people find their 'spark' or calling in life?

By:

1. recognizing and appreciating their 'spark';
2. creating possibilities for trying out different activities;
3. listening carefully when they are talking about what interests them;
4. showing support;
5. acting as a role-model and sharing our interests and 'sparks' and
6. including these activities in the curriculum.

(William Damon: The Path to Purpose: Helping Our Children Find Their Calling in Life. 2008.)

WORKSHEET 1

DISCOVER YOUR ELEMENT!

The concept of 'element' is based on the book *The Element: How Finding Your Passion Changes Everything* by Sir Ken Robinson (2010). The element is the point at which natural talent meets personal passion. It is here that people feel most themselves, inspired and able to achieve at their highest levels.



I love +	I am good at +	I am keen on +	I need help with = I have an opportunity to =

Write a few things into each column (things you love, things you are good at, things you are keen on doing and things you have support for), and find out where they overlap. What appears in most columns might be your element!

WORKSHEET 2

HOLLAND'S CAREER TYPOLOGY

Realistic – working with tools, products, food, mechanical objects, technical drawings, plants, animals, have physical skills



Investigative – understanding and solving scientific and mathematical problems



Artistic – theatre, painting, dance, music, writing, handicrafts



Social – helping others, teaching, caregiving, providing information



Enterprising – managing, persuading, selling ideas and products



Conventional – working with numbers, data, organization and editing



WORKSHEET 3

HOLLAND'S HEXAGRAM

In each part of the hexagram write down skills and experiences you have in that area:

1. **Realistic/Doers:** what are you skilful at?
2. **Investigative/Thinkers:** what kind of problems do you like solving?
3. **Artistic:** what do you like creating and how do you express yourself creatively?
4. **Social:** Who and how do you like helping?
5. **Enterprising:** which things do you start on your own, and others follow you?
6. **Conventional/Organizers:** In what ways are you tidy and well organized?



Take into consideration how important each of these activities is to you and how much you like it. Then try to choose up to three areas you feel are your strong suit. Which career would enable you to show all your qualities?

The Holland Hexagram is widely used to help people understand themselves and guide their choice of career. It was developed by American psychologist John L. Holland (1959).

FROM INSPIRATION TO ACTION

Suitable for: **TUTOR TIME, PSHE**

KEY WORDS: interview, encouragement, giving support, mentoring

STUDENTS WILL BE ABLE TO:

- get to know each other better
- practice active listening
- improve interviewing skills
- develop awareness of their own goals and choose priorities
- learn to plan.

WHAT YOU NEED: worksheets *Inspiration interview* and *My wishes and goals*

STEPS:

Part 1: The moment

Divide students into pairs and ask them to remember one great moment they had that year. It can be something they have achieved, they are proud of, or that they have worked on. It can also be something that made them very happy and what is important to them. Their task is to describe that moment to their classmate with as many details as they can, and their partner must listen to them carefully. Some students can share afterwards what it was like working together and what they learned.

As an introduction, tell students you will be dealing with personal planning, and setting and realizing goals which is an important life skill. Ask them why they think you are doing *The moment* activity. Emphasize that the activity can reveal a lot about the things we value and which matter to us and that is the foundation for setting important life goals, because we set goals for ourselves, not because of others.

Part 2: Inspiration interview

Continue working in pairs and give students a new task. Each student will set a goal, and their classmate will use the method of interview to help them plan in detail. If a student is indecisive about their goal, their partner can ask them some questions to find out what their focus is and what area they would like to work in. It can be something the student likes or cares about, or something they feel they lack and would like to do better / do more. It is important that there is motivation and that students feel strongly about their goal. Then, each pair proceeds with the interview, using **four questions from the following page**.

DISCUSSION QUESTIONS:

- How did you like working in pairs?
- What was it like asking questions, and what was like answering them and talking about yourself?
- What did you realize and learn?
- Do you think it is important to plan or just let things run their course? When is it desirable to do one way, and when the other?
- What can you do when you are not good at something and you have problems reaching your goal?

FOUR INTERVIEW QUESTIONS:

1. What is your goal at the moment? Choose one you would like to talk about today.
2. Imagine your ideal future! Keep imagining! How do you see yourself after achieving your goal? What exactly does it look like?
3. How are you getting there? What is your way of accomplishing it?
4. What will you do first (starting today or tomorrow) and who will help you?

Another way to start this workshop (depending on the amount of time you have) is the activity called *The river of learning*. This is a creative activity where students draw and colour a river which represents their life from birth until now on a large sheet of paper. Then, students use symbols, illustrations or words to mark important knowledge or skills they acquired, crucial moments and people they learned the most from.



WORKSHEET 1

INSPIRATION INTERVIEW

Work in pairs. Find out as much as you can about your partner and ask questions to help her/him define their goal and plan. Follow the four sections:

GOAL

What is the goal you would like to work on right now?

If your partner has problems defining their goal, ask them one of the following questions:

What do you enjoy the most? What makes you happy and what do you find interesting? Is there something you completely lose yourself in while you are doing it? When do you feel you are exactly where you should be? What are you best at? What others think is your strong suit? What do you think is your goal now?

VISION

Imagine your ideal future where you have achieved your goals completely! What does it look like? What are you doing, what do you look like, who is there? What is next?

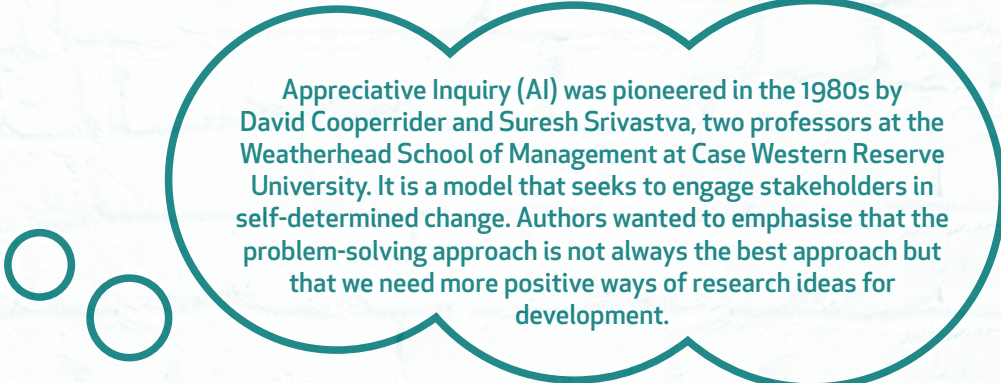
ACCOMPLISHMENT

Now make a plan – what is the most important thing to do to achieve your goal? What do you need to learn, do and practice to accomplish it? Which skills should you develop? What is your path and how do you really see yourself achieving your goal?

FIRST STEPS

And now - let's start! Think of the first steps you should take. What will you do first? Who can help you? Who should you talk to first? And what then? How much time will you need? What might be a challenge now, and what later? How will you resolve this?

Then, switch roles!



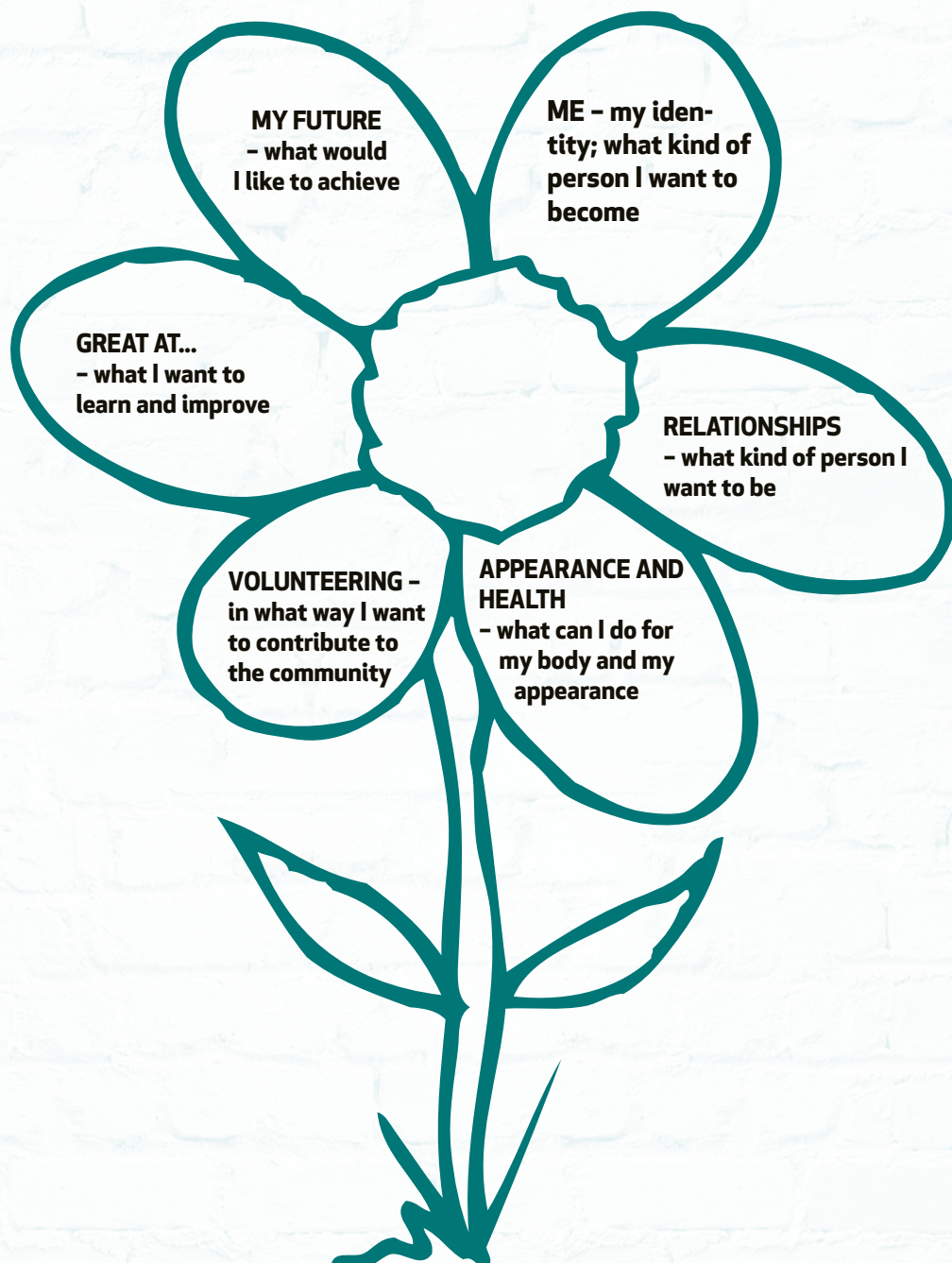
Appreciative Inquiry (AI) was pioneered in the 1980s by David Cooperrider and Suresh Srivastva, two professors at the Weatherhead School of Management at Case Western Reserve University. It is a model that seeks to engage stakeholders in self-determined change. Authors wanted to emphasise that the problem-solving approach is not always the best approach but that we need more positive ways of research ideas for development.

WORKSHEET 2

MY WISHES AND GOALS

Think about you and your life in the next five years. Study individual parts of your life and define several goals for each part! You can write in petals or in your 'secret' notebook.

Feel free to add extra petals (ideas: What I want to experience, see, how and where I want to live...)



AT EASE WITH EMOTIONS?

Suitable for: **TUTOR TIME, PSHE, ART, ENGLISH**

KEY WORDS: emotions, emotional intelligence, managing (handling) emotions, communication

STUDENTS WILL BE ABLE TO:

- become aware of their own emotions and the situations which cause them
- understand the importance and the role of emotions in well-being and relationships
- talk about themselves in a group and actively listen to others
- develop how they express and handle emotions.

WHAT YOU NEED: blank poster paper, colourful felt tip pens or pastels, worksheet *Dictionary of emotions*.

STEPS:

Tell your students a story about a boy (or a girl) who had a 'bad day'. He got a bad mark in school, had an argument with a friend, fell off his bicycle in front of everybody at school and found out that his brother took something of his without asking. Alternatively, you can tell students to work in groups and imagine a 'bad day' to see what events they find stressful and frustrating.

Talk to them about such events, ask them about similar things which might have happened recently, how they felt and what they did. State that feelings and how we handle them are your topic for the day. Ask them about the different ways people handle emotions and whether they know of examples where people have handled their emotions in a completely different way (for example they don't show them, don't express them or are completely overwhelmed and take things seriously, etc.) Discuss why this is important and what problems might arise from handling emotions poorly or from not understanding your feelings. You could even link this to the topic of partnership and first romantic relationships where emotional competences and communication skills play a crucial role.

Afterwards, divide students into small groups. Each group will be working with a different emotion. Group names are:

Sadness, Fear (or anxiety or worry), **Anger** and **Happiness**.

The task is to answer the following questions individually and then discuss with the group:

- What does this feeling mean to me? How strongly do I feel it?
- What do I find difficult about this feeling?
- What have I learnt about it so far?
- How can I understand this feeling and accept it as a part of my life?

Afterwards, students make posters about the feeling their group has been discussing. Each group should then present what they concluded and share their conclusions with their classmates.

DISCUSSION QUESTIONS:

- Did you like working in smaller groups?
- Were you able to be completely honest?
- What did you realize and learn?
- How can feelings help us, and how can they make things difficult?
- Which feelings do you know off apart from the four feelings we worked on?

Finally, show them the dictionary of emotions (worksheet) to show them how rich the human emotional experience is. You can also prepare several definitions of *emotional literacy* and you can briefly comment on it.

Watch clips from the cartoon *Inside Out*, or choose scenes from a popular film which show strong emotions and the way the main character handles them.

If you decide to give them an individual task or piece of homework, each student could randomly choose three emotions from *Dictionary of Emotions* and then write a story involving those feelings.

Prepare and examine with your students a list of interesting foreign language words (which exist only in individual languages), and which describe a complex or specific emotion. Examples: **Iktsuarpok** (an Inuit word that describes that feeling of anticipation that leads you to keep looking outside to see if anyone is coming), **Forelsket** (a Norwegian word for euphoria you feel when you first begin to fall in love), **Wabi-Sabi** (a Japanese word for finding beauty in imperfection and transience), **Saudade** (a Portuguese word describing melancholic longing for a person or thing that is absent), **Depaysement** (a French word describing the feeling of not being at home, in a foreign or different place), **Schadenfreude** (a German word describing satisfaction or pleasure felt at someone else's misfortune)...

Source: <http://thoughtcatalog.com/katie-mather/2015/07/45-beautiful-untranslatable-words-that-describe-exactly-how-youre-feeling/>



WORKSHEET

DICTIONARY OF EMOTIONS

I am feeling....

Abandoned
Scared
Nervous
Lonely
Shocked
Angry
Agitated
Uncomfortable
Apathetic
Lethargic
Humiliated
Disgraced
Worthless
Confused
Frightened
Frustrated
Hurt

Isolated
Curious
Sad
Depressed
Miserable
Desperate
Disappointed
Dissatisfied
Tired
Manipulated
Guilty
Helpless
Solitary
Jealous
Hysterical
Crazy
Deserted

Enthusiastic
Patient
Pleasant
Satisfied
Safe
Strong
Positive
Emotional
Grateful
Wanted
Adored
Gentle
Appreciated
Respected
Vulnerable
Incompetent
Shunned

Hopeless
Sick
Insane
Repulsive
Bad
Loved
Surprised
Excited
Calm
Creative
Fascinated
Diligent
Happy
Optimistic
Inspired
Accepted

STAND UP FOR YOURSELF!

Suitable for: **PSHE, TUTOR TIME**

KEY WORDS: communication, assertiveness, cooperation

STUDENTS WILL BE ABLE TO:

- improve communication skills
- learn what assertiveness is
- practice their reactions in stressful situations
- improve active listening
- understand the difference between aggressive, passive and assertive behaviour.

WHAT YOU NEED: worksheet *What will you do?*

STEPS:

To begin, choose a recent experience which made you stand up for yourself and when you had to choose your reaction. It could be an experience from your work, family, neighbourhood, or public transportation. Engage students by asking them how they think you reacted, what you did and what they would do in that situation. If you want to make discussion more lively, you could pick a recent situation from the school or class which attracted a lot of attention.

Tell them that the topic is the choice we always have of how we will react, and ask them if they can guess how most people react. Explain to students that people can take **passive** and **aggressive** approaches to situations and ask them if they understand what this means. Then describe the concept of **assertiveness** (appendix on the following page).

DISCUSSION QUESTIONS:

- Are passive and aggressive reactions good or bad? Why? When are they good and when are they bad?
- Do you know people who say nothing for a long time and then 'explode'? Why do such things happen? What problems might this person encounter if they do this all the time?
- Give an example of an aggressive reaction. What problems do aggressive people have?
- What options do we have if we want neither a passive nor an aggressive reaction?

Hand out worksheet *What will you do?* Tell students to choose one of the situations. Rehearse and role-play it in front of everybody, so that the main character demonstrates all the reactions: passive reaction, aggressive reaction and assertiveness. You can either choose 'personal situations' or 'social situations' depending on your focus, or tell each group to choose one personal and one social situation.

To introduce the topic of communication and cooperation with others in a fun way, you can start the activity *Balloon tower*. Divide students into smaller groups, where each group gets 10 balloons and 1-metre long adhesive tape. Each group has 10 minutes to make the biggest tower they can. In the end, compare the towers and choose the best. It might also be fun to get groups to tell a story about their towers and present it in a creative way. You can prepare a symbolic present for 'the winners'.

Assertiveness is a behaviour where we openly and honestly stand up for our rights, wishes, interests and needs. We are aware of our wishes in a certain situation and we are able to express them – by behaviour, attitude, in speaking or in writing. When we are assertive, we approach others and engage with them, and we express ourselves openly without fear. Assertive behaviour is completely different strategy from a passive or aggressive approach, mainly due to setting boundaries and respecting other people's boundaries. Passive people have weaker boundaries which allows aggressive persons to take advantage of them. Also, they are wary of trying to influence others. On the other hand, aggressive people don't respect other people's boundaries and often hurt them when they try to influence them. We can become assertive by overcoming the fear of expressing our own opinion and by trying to influence our surroundings in a way which respects other people.

Watch a clip from the movies such as 'Erin Brockovich', 'Brave' or similar film showing assertive characters.



WORKSHEET

WHAT WOULD YOU DO?

Study the following situations. What would you do?

PERSONAL SITUATIONS:

1. Your mum wants you to visit your relatives, and you don't feel like going. You have already told her this, to which she replied it was your uncle's birthday and he would be glad to see you.
2. You heard that your friend said something stupid about you to another friend.
3. You have a test the day after tomorrow and you are not ready. You are supposed to go to a birthday party (a friend's friend). A friend called you and is persuading you to go.
4. Your boyfriend /girlfriend made a slightly negative remark about your style in clothes.
5. You want to persuade your mum or dad to let you start an activity you are very keen on, although you already have several extracurricular activities. They say you can't.
6. You think your friend is down, but they don't want to talk about it and they withdraw.

SOCIAL SITUATIONS:

7. You have noticed injustice in school: you think some teachers give poorer grades to some students because of their origin or behaviour.
8. You feel that your school is not doing enough to prevent violence among students.
9. It bothers you to have too many tests in one day.
10. An important decision was made in school without consulting the students.

AND NOW WHAT...?

Suitable for: **PSHE, TUTOR TIME**

KEY WORDS: conflict resolution, group work, group problem-solving, communication

STUDENTS WILL BE ABLE TO:

- learn the basics of problem-solving and communication
- improve communication skills
- learn the basics of conflict resolution
- learn the difference between compromise and cooperation
- understand the difference between different conflict resolution styles.

WHAT YOU NEED: worksheet *And now what?*, text Conflict resolution styles, felt tip pens, A4 sheets

STEPS:

Tell students that today you will be resolving problems and conflicts together. Ask them who their role model is when it comes to conflict resolution and why. Talk about the different ways and most common approaches people use when they are working on a problem or resolving conflict.

Show them a model of five conflict resolution styles (appendix on the following page) and ask them whether they recognize themselves in some or in all of them, and which style they like the most. You can talk about the advantages and disadvantages of each style. Then tell them you will now work on a real-life situation.

If there is currently a conflict going on in the school or classroom, it would be ideal to use it for this workshop because it is an actual experience. However, if you choose not to use an actual experience (because it is a tricky situation or you find it hard to be neutral), invent several problem situations which might be challenging for a group of friends, colleagues, peers or family.

Possible examples you can use:

- In your classroom, some students support wearing school uniforms, and some don't.
- There is a new person in your group of friends. Some of them want to hang out with this new person, and some don't.
- A member of your family thinks they should have their room, and another member wishes that room to become a common study.
- ... (students can also provide examples and situations they find interesting and important)

Hand out worksheet 'And now what...?' to small groups. Students should comment on a chosen situation and then go through five conflict resolution styles and imagine a reaction in each style and what kind of solution it would provide. Check each style together and carefully check if students understood the point of each style or if they need additional explanations. You could also invite them to show or role-play a reaction in each style.

DISCUSSION QUESTIONS:

- Which style was the easiest to describe, and which the most difficult and why?
- What makes each style positive or negative?
- Do you know someone who is good at cooperating?
- What kind of a person is (s)he?
- Do you recognize other styles in people you know?

CONFLICT RESOLUTION STYLES

Do you know about the typical five ways groups and individuals handle conflict? We call them conflict **resolution styles**.

- 1. COMPETING** – there is someone or several people with strong influence and power and they are trying to achieve their solution in different way. They can even attack those who disagree with them and can occasionally be aggressive.
- 2. ACCOMMODATING** – such people are usually friendly and kind and it is important to them to keep everybody happy. They can adjust easily. They sometimes work against their own goals and don't think about their own needs so they can become very dissatisfied in time. Sometimes the issue is not important to them so they don't insist on their suggestion.
- 3. AVOIDING** – these persons avoid confrontation at all costs. They find it extremely tedious and unpleasant. If we choose this strategy, we will pretend the problem doesn't exist or is not serious at all.
- 4. COMPROMISING** – when the situation is not that important, and we still have to resolve a problem, then we negotiate and "trade" with the other party. Both sides bend a little to reach a solution which is acceptable to all, at least partly. This is sometimes necessary too.
- 5. COOPERATING** – this strategy values everyone equally and all participants actively work to find an ideal solution. The solution doesn't have to be perfect, but it should be good enough and acceptable to all. It usually takes a little longer to reach this result, and it requires communication of all people in the group. The solution makes everyone feel like they have won although they might have abandoned some of their demands, because each member is made to feel important.

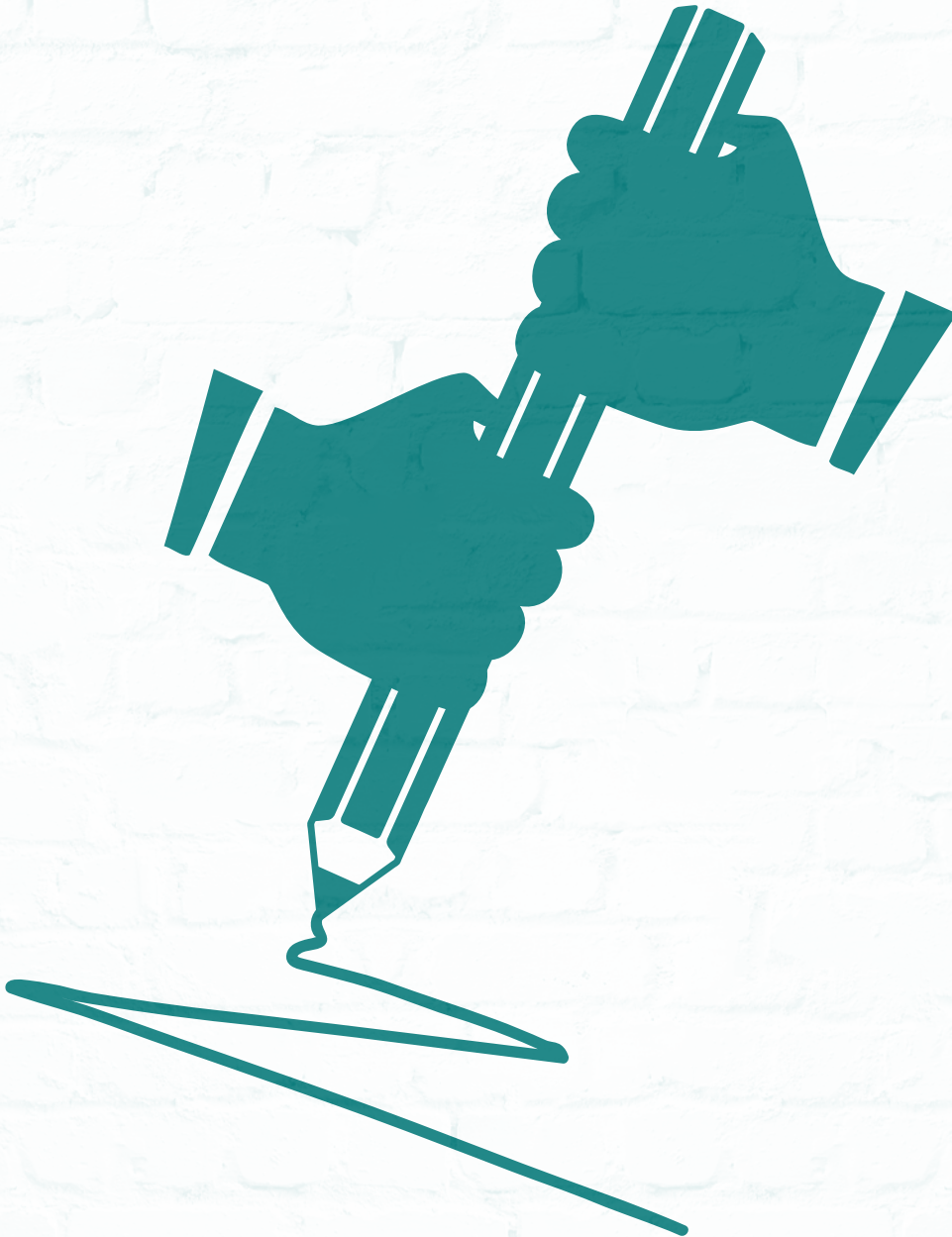
Each of these styles is sometimes necessary and positive, and cooperation style is generally considered the best for complex group problems, because 'two heads are better than one' and it is important to keep everyone happy in the long run. For this style, it is important to have everybody involved and to encourage them to take their stand!

Described conflict management styles are based on the model called the "Thomas-Kilmann model". It was designed in 1974. by two psychologists, Kenneth Thomas and Ralph Kilmann. It demonstrates how individuals choose the conflict styles when they handle conflict.



PERSONAL AND SOCIAL DEVELOPMENT/AND NOW WHAT...?

You can do an additional activity called **One pencil-two students**. Students should pair up. Each pair is given a sheet of paper and a felt tip pen. Their task is to draw a picture holding a pen together. It is important they draw in complete silence, without agreeing on what to draw. Give them one minute for this task. After doing the first part of the task, tell them that they should now draw a picture each, again in silence without a previous agreement, holding a pen together. They also get one minute for the second task. After they finish, ask them to show you both pictures and ask all pairs how they felt while they were drawing the first and the second picture. Was there any conflict, did they manage to agree (without being allowed to talk), did anyone impose their ideas, etc. Students will find this activity fun, although it is quite serious and is opening up a possibility for discussing how a person handles a conflicting or stressful situations when cooperating with others. If you are working with older students, you can suggest that they analyse their actions during drawing and try to define their behaviour in this potentially conflicting situation.



WORKSHEET

AND NOW WHAT...?

Choose a problem situation you would like to resolve or a situation from the previous list. Imagine you are one of the participants and you can choose one of the following reactions. Describe what you will do in each case.

Describe what you will say/do in each of these styles

1. Competing

2. Accommodating

3. Avoiding

4. Compromising

5. Collaborating

WHAT'S YOUR TRIGGER?

Suitable for: **TUTOR TIME, PSHE, CITIZENSHIP**

KEY WORDS: trigger, conflict, positive outcome, similarities, differences

STUDENTS WILL BE ABLE TO:

- recognize and understand their triggers
- conclude that conflict can have a positive outcome
- recognize the context of conflict in everyday life.

WHAT YOU NEED: A4 paper, worksheet

STEPS:

Divide students into pairs by pairing students who usually don't hang out together, so that they can get to know one another better and realize they are not as different as they may have thought. Hand out sheets and tell students they will use Venn diagrams to discover mutual differences and similarities by asking each other questions about hobbies, favourite food, family etc. (students put similarities in the section where circles overlap and each writes differences in the remaining part of their circle). Suggest students to share some examples with their classmates. The aim of this activity is to encourage awareness that we are all different, but share a lot of similarities as well.

Give your students food for thought: *What can we conclude based on this activity? Is there somebody in the class who didn't manage to find any similarities to their pair? Did you learn anything new about your class mate?*

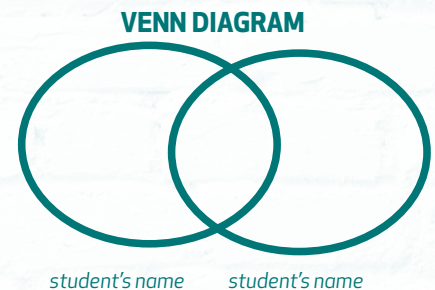
Today's topic is CONFLICT. What is conflict? (Encourage students to think of a definition together).

Continue with the following questions: *Do you think that conflict arises from similarities or differences?* (the desired answer is both: similarities – if we have the same needs at the same time, and differences – if we can't agree on values, needs, goals.)

What colour is conflict? Students should choose a colour which reminds them of conflict. Students will probably choose colours which they associate with negative outcome of a conflict (black, red). The aim is to encourage students to understand that all people tend to see conflict as something negative, and your task is to make them see that conflict can come in different colours and result in something positive. Encourage students to think of several examples of a conflict with positive outcomes (getting to know other people's needs better, knowing yourself better, working on communication skills, improving relationships with others).

We get into major and minor conflicts on a daily basis. Encourage your students to reflect on whether they have already had a conflict or disagreement that day. Tell students you will now be dealing with the immediate reason for conflict – our *triggers*. Question for students: *What do you think a trigger might be in a certain situation?* The aim is to become aware of our triggers in order to become aware of the emotions they cause so we can control our reactions. Explain to students that sometimes conflict arises from a trigger, and not an actual problem.

Hand out worksheets.



WORKSHEET

TRIGGERS

My triggers	How I feel
Which words are my <i>triggers</i> ?	
Which non-verbal signs are my <i>triggers</i> ?	
How do I know I am angry?	
Does it take much time to get angry or does it happen quickly?	

What can you do to control reactions caused by your *triggers*?

Confrontation can help us get to know another person, to talk about our problems, thoughts, needs, but it also helps us become more tolerant and aware of other people's needs. However, if a confrontation is not being resolved, it can lead to violence. Think of an example.

FAREWELL VIOLENCE! WELCOME TOLERANCE!

Suitable for: **TUTOR TIME, PSHE, CITIZENSHIP, SOCIAL STUDIES**

KEY WORDS: stereotyping, violence, subculture, cyberbullying, tolerance, diversity

STUDENTS WILL BE ABLE TO:

- understand the problem of stereotyping
- support diversity and notice similarities between children and adolescents
- work out suggestions for raising awareness about different forms of peer violence.

WHAT YOU NEED: whiteboard/blackboard, chalk, post it notes in 5 colours, A3 sheets and worksheet for students

STEPS:

Prepare post-it notes in 5 different colours so that their number is equal to the number of students in the classroom. On the same-colour papers write the names of commonly stereotyped groups in school (for example trendy kids, nerds, punks, EMOs, jocks, students with eating disorders, etc.) and fold papers to cover what is written. Each student selects a post-it note and they form groups according to colour. Tell them not to unfold papers just yet. Their task is to think of a definition for violence – how they interpret that concept. Then, they should think of the colour which in their opinion symbolizes violence (for example blue because of bruises, black because of sadness, etc.) and then explain their choice. Give them 5 minutes for discussion. One student from each group then presents their mutual conclusions. Now, the students should unfold the papers and read what is written. Explain they are now representatives of that stereotyped group and they should now think from their perspective (as if they really belong to the group). Each group is then handed a sheet of paper where they draw a comic depicting a negative situation they often encounter as a stereotyped group. Give them 10 minutes for this activity. Ask representatives of each group to display their comics and explain what they show. Encourage them to use first person when speaking. When all groups have finished their presentations, write the word *similarities* on the blackboard/whiteboard and ask them what all the presentations have in common. The desired answers are: negative emotions, prejudice, stress, powerlessness, violence, intolerance.

START A DISCUSSION BY ASKING THESE QUESTIONS:

- What forms of violence are there among peers?
- Why are some stereotyped groups not accepted?
- Do you often experience violence towards yourself or others? How do you react in such situations?
- Are you aware of 'cyberbullying'?
- Are you perhaps violent towards somebody without being aware of it?

Hand out worksheets.

Cyberbullying is bullying that takes place online.

Stereotyping is a generalization, usually exaggerated or oversimplified and often negative, that is used to describe or distinguish a group.

Students listen to Lanny Sherwin's song 'Everyone is different' and make a video for it. They should include as many students as they can to encourage everybody to think about the issue of peer violence and send a message that it's okay to be different.

WORKSHEET

Think:

1. Have I ever reached conclusions about a person based on other people's opinions?

YES NO

2. Have I ever made fun of a person just because others were doing it?

YES NO

3. Have I ever been in the company of a person who was exposed to physical/psychological violence and ignored the fact that this person needed help?

YES NO

4. Have I ever humiliated or insulted somebody on social network or took sides with those who did?

YES NO

5. Have I ever been psychologically violent towards somebody?

If you answered any question with YES, then your answer to the final question is also YES.

Colour the world with tolerance. Respect others and treat them the way we want to be treated.

Find out about the contest "Color the world!" <https://2017-2019.startthechange.net/italian-slovenian-uk-and-croatian-students-painted-the-world-with-celebrating-diversity/>

SUGGESTION FOR FURTHER ACTIVITIES:

Think what you can do to make those around you aware of peer violence. Interview people, write and publish an article. Suggest that the student council makes a flashmob aimed at raising awareness about different forms of peer violence. Find out what flashmob is and check how to plan and do a flashmob or a different kind of an action that attracts a lot of attention and raise awareness (e.g. guerrilla marketing).

THE HAPPINESS BOX

Suitable for: **PSHE, TUTOR TIME, ETHICS, RE, ART, ENGLISH, SOCIAL STUDIES**

KEY WORDS: happiness, non-material things, relationships, helping

STUDENTS WILL BE ABLE TO:

- describe their idea of happiness
- express visually their idea of happiness
- tell the difference between material and non-material things.

Do you know that 20th March 2013 was the first International day of happiness?

WHAT YOU NEED: a box with label Happiness, pencil, worksheet for students, coloured pencils/felt tip pens/pastels

PROCEDURES:

Show students a box and tell them happiness is inside the box. If you have younger students ask them: What is happiness? What does happiness look like? What colour is happiness? How big is happiness? Adjust questions if you have older students.

Hand out the first part of the worksheet and ask them to think about what they would do with a happiness box if they got one as a present (who would they share it with, where they would take it, where they would keep it, who would they show it to, etc). They can write their ideas on the paper.

If your students are very young, this activity can be oral. Tell students to draw or annotate their answers.

Ask students to read their answers. You can praise all students with applause at the end. You can make a book from the collected answers and then display it.

Having in mind that all people want to be happy, ask students if they can make a happiness box and what they would put inside. Follow up questions (adjust for older students):

- *When you are sad, what can make you feel better – a hug or candy?*
- *What would you prefer having – lots of toys or lots of friends?*
- *When were you happiest?*

Let students write or draw their suggestions in the drawing of the box on the second part of the worksheet.

Suggestions for further activities: with older students you can watch and comment on a video „What makes a good life? Lessons from the longest study on happiness“https://www.ted.com/talks/robert_waldinger_what_makes_a_good_life_lessons_from_the_longest_study_on_happiness

Find information about the study on happiness and well-being in your country and the world.

Play a game „Secret angel“. The rules are as follows: prepare a box or hat with each person's name written on a scrap of paper and folded up, so that each person can draw out one piece of paper with a classmate's name on it. She/he has to be a „secret angel“ to that classmate for the following week by doing small things to cheer them up, but they should not to be discovered. At the end of the week, you can reveal the names of „secret angels“!

IDEA FOR ACTIVITY

For students' birthdays, give them a happiness box made by their classmates.

WORKSHEET

You have received the happiness box! What will you do with it?



Draw a box which will symbolize THE HAPPINESS BOX. Students will use it to write or draw what happiness is for them and what should the box contain.



I DREAM ABOUT SCHOOL

Suitable for: **TUTOR TIME, SOCIAL STUDIES, CITIZENSHIP, PSHE**

KEY WORDS: dream school, happy school, wellbeing

STUDENTS WILL BE ABLE TO:

- develop critical thinking
- apply their creativity
- actively think about their school environment
- get to know each other better and cooperate

WHAT YOU NEED: worksheet Instructions, posters, crayons

STEPS:

1. DREAM SCHOOL - WHAT?

Tell students that today's topic is "I dream about school" - explain that you want to hear and see what kind of school they dream about: What kind of relationships are in that school - among students, students and teachers, teachers and parents, etc. ; What are the subjects and how students learn; What the school looks like; How they feel in it; What activities can they do, etc.

If someone is immediately inspired and wants to share their vision, start a short discussion. Write interesting ideas on the board, but also comment and ask: How come, why is it important to you? Is that feasible?

Also, let them think about current problems that they could start with in planning, and which the dream school would be deprived of, such as violence, prejudice, discrimination, lack of empathy and understanding.

Then divide them into smaller groups, give them blank posters and crayons / markers, and suggest that each group makes their own „Dream School“. Have each group present their work. During this time, you can summarize the common points of all the „dream schools“.

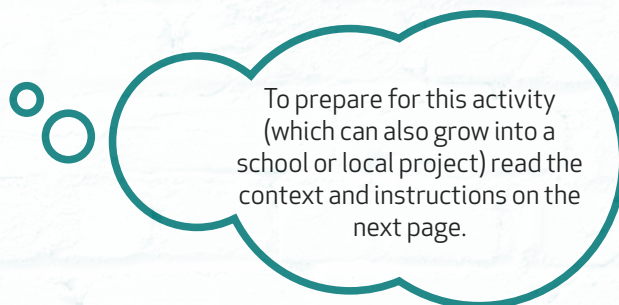
2. DREAM SCHOOL - HOW?

The second part of the workshop can be done in the second part of the class or even the next class. It refers to concrete ideas for achieving dream school visions. Ask them about their solutions, what they would do in order to achieve changes, eg. emphasize: peer learning, active participation, extracurricular activities, humanitarian and volunteer activities, etc.

After the workshop, if you wish, posters can be displayed in a visible place in the school for teachers and other students to see. Also, according to the instructions in preparation, consider promoting the works outside of school as well.

3. DREAM SCHOOL - ACTION

Make sure that ideas and visions do not stay only on the posters, but that they are the first step of real change.



CONTEXT:

In 2020, the whole world was hit by a coronavirus pandemic and everything we knew by then had changed. In this new situation, Forum for Freedom in Education sought to support students, teachers and schools during closures and on-line classes to think together about a better future: what we can do now to have a better life in the future. As education is the foundation for a better quality of life, it is crucial to support and educate children and young people to learn their rights, responsibilities and ways to influence change within societies.

The competition organized by the Forum at the time - "I dream about school" encouraged children and young people to actively participate in their school life through thinking about their school and dreaming about what a happy school would look like, thus empowering them to participate in creating a different future - starting with school. Through the competition, young people were given the opportunity to think and learn how to become an active citizen. Their ideas and solutions can be used as a basis for developing new school projects and potentially changing the school environment.

ADDITIONAL INSTRUCTIONS AND NOTES:

You can turn this activity into a school-level competition. Involve students in every step of planning and implementation: drafting competition rules, call, promotion, collection of works, analysis, assessment, etc. Let it be a school (student driven) project.

However, think first about the voice of the students in your school - how much is heard and taken into account. Check with other colleagues, with principal, to see if they consider such an initiative important. In order for this to be a really valuable and meaningful process for students, it is necessary for teachers to be ready to work on making students' ideas heard and respected, and even if they are not respected, to let students know about these reasons.

Consider promoting works, for example, you can publish them in online publications and promote them through the school's website, social networks or even in the local community by collaborating with the media or other public and private institutions.

It is best to do this activity with students at the end of the school year so that potential changes can be linked to the new school year. At the beginning of the next school year, you can promote all the works, and this can be the basis for the new school projects.

Start the change!

HUMAN RIGHTS FOR ALL

Suitable for: **SOCIAL STUDIES, PSHE, ETHICS, CITIZENSHIP, TUTOR TIME**

KEY WORDS: human rights, Universal Declaration on Human Rights, responsibility, value

STUDENTS WILL BE ABLE TO:

- distinguish some basic human rights
- interpret the meaning of human rights
- understand the importance of responsibility people have with those rights
- criticize the violation of certain human rights in their country and all over the world.

WHAT YOU NEED: whiteboard/blackboard, chalk, flipchart paper, worksheet for students

STEPS:

Ask students what the concept of *human rights* means to them. They should then write down on a piece of paper which human rights they have now.

After they have finished, write down on the board or flipchart paper which human rights your students have recognized in their life. Then, show them the definition of human rights. Check if they understand the meaning of the phrase *inherent dignity of each human being* (although people have different race, sex, language, religion, political and other beliefs, social background etc, all people have the same value and should have the same rights).

Afterwards, hand out the summary of The Universal Declaration on Human Rights

which you will find on the following page. Each student should read one article and mark which rights they have, and did not know that at the beginning of the lesson.

START A DISCUSSION WITH THESE QUESTIONS:

- Which rights you didn't write on your paper, but realized you had them after reading the summary?
- Do you think some human rights are understood and shouldn't be particularly stated in the Declaration?
- Do we take some rights for granted although they don't exist in some other parts of the world?
- Would you add a right you consider important, which is not stated in the Declaration? What is your opinion on human rights in our country? Do all people around the world have equal human rights? Who should respect those rights? Who do they refer to? (To countries, institutions, but first of all, to each person.)

The answer to the last question is introducing the topic of responsibility. After you have reminded your students that all people have the same value and the same rights, emphasize the importance of our respecting other people. Write in capital letters on the board: RIGHTS INCLUDE RESPONSIBILITIES and ask students what that sentence means. Lead them to conclude that we all have rights but we are also responsible for respecting other people's rights. Have we unconsciously violated another person's right and can we change that in the future? Emphasize the question: **What can I do?**

Human rights are fundamental rights without which people cannot live with dignity as human beings.

The most widespread document about human rights is The Universal Declaration on Human Rights, adopted by the United Nations General Assembly on 10 December 1948. It consists of 30 articles affirming inherent dignity and the equal and inalienable rights of all people.

Motivation for discussion:

The right to swing my fist ends where your nose begins

Suggestions for further activities: Let students make a video, a song, a theatre play or something similar to show that all people are the same regardless of where they live, what they look like, what language they speak, which religion they belong to. Alternatively, they can focus on the violation of human rights in their country. Students from other classes can give their opinion too. Plan a project for the entire school and mark Human Rights Day on 10 December.



WORKSHEET

UNIVERSAL DECLARATION ON HUMAN RIGHTS (summary):

Art 1 All human beings are born free and equal.

Art 2 Everyone is entitled to the same rights without discrimination of any kind, such as race, colour, sex, language, religion, political opinion, etc.

Art 3 Everyone has the human right to life, liberty and security.

Art 4 No one shall be held in slavery or servitude.

Art 5 No one shall be subjected to torture or cruel, inhuman or degrading treatment or punishment.

Art 6 Everyone has the human right to be recognized everywhere as a person before the law.

Art 7 Everyone is equal before the law and has the human right to equal protection of the law.

Art 8 Everyone has the human right to a remedy if their human rights are violated.

Art 9 No one shall be arrested, detained or exiled arbitrarily.

Art 10 Everyone has the human right to a fair trial.

Art 11 Everyone has the human right to be presumed innocent until proven guilty.

Art 12 Everyone has the human right to privacy and family life.

Art 13 Everyone has the human right to freedom of movement and residence within the state, to leave any country and to return to one's country.

Art 14 Everyone has the human right to seek asylum from persecution.

Art 15 Everyone has the human right to a nationality.

Art 16 All adults have the human right to marry and start a family.

Art 17 Everyone has the human right to own property.

Art 18 Everyone has the human right to freedom of thought, conscience and religion.

Art 19 Everyone has the human right to freedom of opinion and expression.

Art 20 Everyone has the human right to peaceful assembly and association.

Art 21 Everyone has the human right to take part in government of one's country directly or through free and fair elections and access to the public service.

Art 22 Everyone has the human right to social security and to the realization of the economic, social and cultural rights indispensable for dignity.

Art 23 Everyone has the human right to work, to just conditions of work, to protection against unemployment, to equal pay for equal work, and the human right to join a trade union.

Art 24 Everyone has the human right to rest and leisure.

Art 25 Everyone has the human right to a standard of living adequate for health and well-being, including food, clothing, housing, medical care and necessary social services.

Art 26 Everyone has the human right to education including free and compulsory elementary education.

Art 27 Everyone has the human right to participate freely in the cultural life and to share in scientific progress,

Art 28 Everyone is entitled to a social and international order in which these rights can be realized fully.

Art 29 Everyone has duties to the community.

Art 30 None of the human rights in this Declaration can be used to justify violating another human right.

Find out what year women gained suffrage in your country.

Do you know who *child soldiers* are and where they live?

Do you know who Malala Yousafzai is?

Look up!

HOW CINDERELLA GOT HER RIGHTS

**adjusted from the lesson plan made by Sanja Prister-Pejakić*

Suitable for: **ENGLISH, ETHICS, CITIZENSHIP**

KEY WORDS: human rights

STUDENTS WILL BE ABLE TO:

- develop awareness about their own rights and rights of others, as well as responsibilities
- develop creative writing by dramatizing a text.

WHAT YOU NEED: blackboard, chalk, worksheet, cd-player

STEPS:

Divide students into groups. Draw a mind map with the central word RIGHT. Their task is to try to define that word in groups and then think which rights and responsibilities they and other people have. Afterwards, write their definitions on the mind map and elaborate them if necessary.

After getting to know the concept of a right, students will now get a summary of a popular fairy tale Cinderella and make it into a play with an alternative ending where Cinderella fought for and got all her rights. Before looking at the text, students can recollect the fairytale they had heard before and try to remember all the rights that Cinderella didn't have. The worksheet contains a short version of the story with underlined parts. Students should pay a special attention to the underlined parts because they serve as a clue to determine which rights Cinderella was denied. They can add or throw out characters, adjust the situations and figure out an alternative ending or leave the original ending. After they have finished working on the text, students should perform their short role-plays. Other groups watch and then present their review of what they have seen and discuss the ways Cinderella got her rights. Reward each performance with applause and agree which group was the best.

You can use this lesson plan in correlation to movement – modify the main activity in the way that students in groups choose one (or more) human right and describe it through dance. They can come up with one move or dance for each right, but also create a dance story by combining more rights. Students could also use music. Finally, each group shows their dance and explains why they chose that particular right(s). After each performance, all groups give their critical opinion about coreographies and about the entire class.

Encourage students to plan a school project aimed at promoting human rights. Include student and parent councils, other teachers, even a local community!

WORKSHEET

HOW CINDERELLA GOT HER RIGHTS

Cinderella is a fairytale about a beautiful girl who was orphaned, and lived with a stepmother and two half-sisters – Anastasia and Grisella. They oppressed Cinderella. She did all the housework, but she wasn't allowed to sleep in a bed. She slept by the hearth next to the fire.

One day, in their empire, an announcement was made that the royal family was organizing a ball in prince's honour so that he might choose his future wife there. All the girls from the empire were invited. Cinderella was looking forward to the ball, but her stepmother did not let her go, and ordered her to do housework. Cinderella was devastated and cried while her step mother and half sisters went to the court. Shortly afterwards, a fairy godmother appeared in their house and made Cinderella a dress and glass slippers for the ball. She also made a beautiful carriage pulled by white horses. She warned Cinderella that the magic would last until the clock struck midnight for the last time. Cinderella went to the court and everyone was stunned by her beauty so the prince danced only with her all night. Hours passed and midnight came. Having remembered what the fairy had said, Cinderella ran from the court. In a hurry, she lost one of her glass slippers and it was left to the prince as his only reminder of her. He didn't even know her name.

Cinderella returned home before her stepmother and two sisters. They had no idea that the girl who was dancing with the prince all evening was in fact Cinderella. The prince couldn't forget about her. He searched through the entire empire carrying the glass slipper to find a girl whose foot would fit it. Her jealous stepmother did not want to admit she had step-daughter at first, but at the Prince's insistence, she called Cinderella to try the slipper. The slipper fit perfectly and the Prince recognized the one he fell in love with as the dirty girl with scruffy clothes. They got married and lived happily ever after.



Having in mind that the main character in this fairytale is a woman, use this text to discuss women's rights, socially acceptable behaviour and appearance of women and girls and the influence of fairytales on these social constructs. While working with fairytales, always be prepared to discuss what they teach us and which values they promote.

HUMAN RIGHTS IN OUR EYES

Suitable for: **ETHICS, CITIZENSHIP, SOCIAL STUDIES, TUTOR TIME**

KEY WORDS: human rights

STUDENTS WILL BE ABLE TO:

- revise human rights
- recognize the application of human rights in everyday situations
- discuss the relation of seeing a situation through an emotional (belief, values) prism and through a human rights prism.

WHAT YOU NEED: worksheet for students

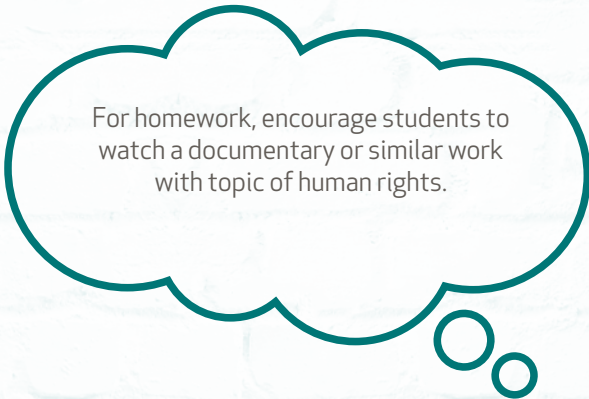
STEPS:

Before the activity, revise the topic of human rights by asking students what they know about the topic.

Divide students into groups. Give each group papers with three different situations. Their task is to observe each situation through *human eyes* (either personal or in a way someone they know would react) and through *human rights eyes*. People often interpret a situation through their emotions, experience and current state of affairs. However, human rights tend to be very universal, which means they are true for all people equally. The aim of this activity is to see the needs from both sides. Hand out worksheets *Human rights for all*.

It is important that students observe each situation subjectively, and then to try to observe it in relation to human rights. While they are working in groups, join each group for a little while and encourage cooperation, if necessary. Finally, representatives of each group should present their conclusions.

It is very important to stress that there are no right or unique answers for the situations described in the worksheet because each situation can be very controversial and can be interpreted in many ways.



For homework, encourage students to watch a documentary or similar work with topic of human rights.

WORKSHEET

SITUATIONS:



The owner of a construction company employs only strong men.

Parents don't want their children to learn about same-sex relationships.

Place for your example:

A Romani family has an unconventional lifestyle and their neighbours don't accept them.

A man who committed several murders should get the sentence he deserves. Which one?

A child with behavioural disorder is harassing other students. Parents are organizing a petition to move the student to another school.

Place for your example:

A job as *paparazzo* photographer

„Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.“
(Art 19 Universal Declaration on Human Rights)

The custom of arranged marriage

A group of women is starting a sports club which doesn't allow men to join.

„The right to swing my fist ends where your nose begins.“

A GALLERY OF HUMAN RIGHTS

Suitable for: **TUTOR TIME, HISTORY, ENGLISH, CITIZENSHIP**

KEY WORDS: human rights, history of human rights, generations of human rights

STUDENTS WILL BE ABLE TO:

- describe the evolution of human rights,
- list generations of human rights and learn to connect each right with a generation.

WHAT YOU NEED: worksheets, large format paper sheets, felt tip pens/markers

STEPS:

At the beginning, give a short introduction about the history of human rights. The aim of this activity is to teach students about the evolution of human rights, i.e. generations of human rights and milestones which led to their development. Divide the students into three groups and give each group one generation of human rights (one text from the worksheets).

Explain workflow. After they read the text on their own, they should in groups agree on how to present their text to other students. Each group is given a large sheet of paper and felt tip pens to make a poster which they will present to the rest of the class.

It is important to note that the texts intended for students to read are adapted from the following source: <http://www.coe.int/en/web/compass/the-evolution-of-human-rights>, https://www.law.muni.cz/sborniky/dny_prava_2009/files/prispevky/tvorba_prava/Cornescu_Adrian_Vasile.pdf so they are not original texts.

After they have finished, invite group representatives to present their posters. Watch presentations carefully and encourage discussion by asking additional questions or clarifying terms and concepts.

Finish this activity by revising the entire history of human rights, how they evolved and what were the important milestones in their evolution.

You can relate this final activity to the issue of new human rights emerging in the world right now, such as the right to internet access and the right to clean water as a fundamental human right, etc.

Posters made during this workshop can be displayed in school hallways to mark a significant date related to human rights. This will provide information to other students and encourage their interest in the topic.

WORKSHEET 1

FIRST GENERATION OF HUMAN RIGHTS

These rights began to emerge as a theory during the seventeenth and eighteenth centuries and were based mostly on political concerns.

It was recognised that there were certain things that the all-powerful rulers should not be able to do and that people should have some influence over the policies that affected them. The two central ideas were those of personal liberty, and of protecting the individual against violations by the state.

First-generation human rights, often called “blue” rights, deal essentially with liberty and participation in political life. They are fundamentally civil and political in nature: They serve negatively to protect the individual from excesses of the state. First-generation rights include, among other things, the right to life, equality before the law, freedom of speech, the right to a fair trial, freedom of religion and voting rights.

They were pioneered by the United States Bill of Rights and in France by the Declaration of the Rights of Man and of the Citizen in the 18th century, although some of these rights and the right to due process date back to the Magna Carta of 1215 and the Rights of Englishmen, which were expressed in the English Bill of Rights in 1689.

Civil and political rights today are set out in detail in the International Covenant on Civil and Political Rights (ICCPR) and in the European Convention for the Protection of Human Rights and Fundamental Freedoms (ECHR), and they include rights such as the right to participate in government and the prohibition of torture.

These rights have traditionally been regarded by many – at least in “the West” – as the most important human rights. We shall see in the next section that this is a false view.

Human rights are prone to political abuse. During the Cold War, the countries of the Soviet block were severely criticised for their disregard of civil and political rights. These countries responded by criticising the western democracies, in turn, for ignoring key social and economic rights, which we shall look at next. There was at least an element of truth in both criticisms. It also illustrates how human rights are prone to political abuse.

The shocking reality is that states and the international community as a whole continue to tolerate all too often breaches of economic, social and cultural rights which, if they occurred in relation to civil and political rights, would provoke expressions of horror and outrage and would lead to concerted calls for immediate remedial action.

WORKSHEET 2

SECOND GENERATION OF HUMAN RIGHTS

Second-generation human rights are related to equality and they are fundamentally economic, social, and cultural in nature.

They guarantee different members of the citizenry equal conditions and treatment. Secondary rights would include a right to be employed in just and favorable condition, rights to food, housing and health care, as well as social security and unemployment benefits.

Like first-generation rights, they were also covered by the Universal Declaration of Human Rights, and further embodied in Articles 22 to 28 of the Universal Declaration, and the International Covenant on Economic, Social, and Cultural Rights.

These rights are sometimes referred to as “red” rights. They impose upon the government the duty to respect and promote and fulfill them, but this depends on the availability of resources. The duty is imposed on the state because it controls its own resources. No one has the direct right to housing and right to education.

These rights concern how people live and work together and the basic necessities of life.

They are based on the ideas of equality and guaranteed access to essential social and economic goods, services, and opportunities. They became increasingly a subject of international recognition with the effects of early industrialisation and the rise of a working class. These led to new demands and new ideas about the meaning of a life of dignity. People realised that human dignity required more than the minimal lack of interference from the state as proposed by the civil and political rights. Social, economic and cultural rights are outlined in the International Covenant on Economic, Social and Cultural Rights (ICESCR) and also in the European Social Charter of the Council of Europe.

Social rights are those that are necessary for full participation in the life of society. They include at least the right to education and the right to found and maintain a family but also many of the rights often regarded as ‘civil’ rights: for example, the rights to recreation, health care, privacy and freedom from discrimination.

Economic rights are normally thought to include the right to work, to an adequate standard of living, to housing and the right to a pension if you are old or disabled. The economic rights reflect the fact that a certain minimal level of material security is necessary for human dignity, and also the fact that, for example, a lack of meaningful employment or housing can be psychologically demeaning.

Cultural Rights refer to a community’s cultural “way of life” and are often given less attention than many other types of rights. They include the right to participate freely in the cultural life of the community and, possibly, also the right to education. However, many other rights, not officially classed as “cultural” will be essential for minority communities within a society to preserve their distinctive culture: for example, the right to non-discrimination and equal protection of the law.

WORKSHEET 3

THIRD GENERATION OF HUMAN RIGHTS

Third-generation human rights are those rights that go beyond the mere civil and social, as expressed in many progressive documents of international law, including the 1972 Stockholm Declaration of the United Nations Conference on the Human Environment, the 1992 Rio Declaration on Environment and Development, and other pieces of generally aspirational “soft law”. Because of the present-day tilting toward national sovereignty and the preponderance of would-be offender nations, these rights have been hard to enact in legally binding documents.

The term “third-generation human rights” remains largely unofficial, just as the also-used moniker of “green” rights, and thus houses an extremely broad spectrum of rights, including: Group and collective rights, Right to self-determination, Right to economic and social development, Right to a healthy environment, Right to natural resources, Right to communicate and communication rights, Right to participation in cultural heritage, Rights to intergenerational equity and sustainability.

The idea at the basis of the third generation of rights is that of solidarity; and the rights embrace collective rights of society or peoples, such as the right to sustainable development, to peace or to a healthy environment. In much of the world, conditions such as extreme poverty, war, ecological and natural disasters have meant that there has been only very limited progress in respect of human rights. For that reason, many people have felt that the recognition of a new category of human rights is necessary: these rights would ensure the appropriate conditions for societies, particularly in the developing world, to be able to provide the first and second generation rights that have already been recognised. The specific rights that are most commonly included within the category of third generation rights are the rights to development, to peace, to a healthy environment, to share in the exploitation of the common heritage of mankind, to communication and humanitarian assistance.

There has, however, been some debate concerning this category of rights. Some experts object to the idea of these rights because they are ‘collective rights’, in the sense of being held by communities or even whole states. They argue that human rights can only be held by individuals. The argument is more than merely verbal, because some people fear such a change in terminology could provide a “justification” for certain repressive regimes to deny (individual) human rights in the name of these collective human rights; for example, severely curtailing civil rights in order to secure “economic development”.

There is another concern which is sometimes expressed: since it is not the state but the international community that is meant to safeguard third generation rights, accountability is impossible to guarantee. Who, or what, is supposed to be responsible for making sure that there is peace in the Caucasus or the Middle East, or that the Amazonian rainforest is not destroyed and that appropriate measures are taken against climate change?

DECIDING ON HUMAN RIGHTS

Suitable for: **CITIZENSHIP, TUTOR TIME**

KEY WORDS: human rights, competing human rights

STUDENTS WILL BE ABLE TO:

- analyse situations with violation of human rights or competing human rights
- identify principal arguments in human rights cases
- assess arguments through logic validity and importance.

WHAT YOU NEED: worksheet copies

STEPS:

In advance, choose a court case related to human rights or any public debate related to human rights in the form of a newspaper article.

Divide students into groups and hand out materials you found. Instruct them to fill in the worksheet after studying the materials.

On the worksheet, they should write the topic and which human rights it concerns, or, if the topic is competing human rights, which two or more rights are competing in the case.

Furthermore, the students are expected to identify key arguments of both sides in the case. Also, they should state what the court decided, if there was a court case, and the principal arguments for the decision that was made.

Finally, each student gives reasons for their opinion about the given case.

After all students finish, discuss each topic and focus on the arguments. It is important that students determine whether the arguments are valid and whether they are important and relevant for the overall case.



WORKSHEET

DECIDING ON HUMAN RIGHTS

MAIN ISSUE / TOPIC

WHICH HUMAN RIGHTS WERE VIOLATED / DENIED / COMPETING?

ARGUMENTS

SIDE A

SIDE B

COURT'S OPINION/DECISION

YOUR OPINION AND ARGUMENTS

POPULISM

Suitable for: **TUTOR TIME, HISTORY, ENGLISH**

KEY WORDS: populism

STUDENTS WILL BE ABLE TO:

- define populism
- list and identify the main “ingredients” of populism/populist speech
- notice examples of populism in the public arena.

WHAT YOU NEED: worksheet, flipchart paper, projector, speakers, computer, internet access

STEPS:

At the beginning, introduce the topic of populism. Ask students if they heard of the terms *populism*, *populist* and what it means to them. You can write some of their answers to the blackboard or a flipchart.

Watch a clip titled *What is Populism?* On the following link <https://www.youtube.com/watch?v=lwHhV7tyXkE> and instruct students to watch carefully and pay attention to important parts so you could complete the list you have started.

After watching, complete your list and group the contents as follows:

- **Rejecting institutions:** populists usually reject existing institutions and see them as main culprits for the current state.
- **Division of society:** populists divide society into “ordinary people” and “the elite”, where elite can be politicians, entrepreneurs, foreigners or any other targeted group.
Example: „local people” against newcomers, etc.
- **Exaggeration of social problems:** populists usually exaggerate particular problems to mobilize citizens; it usually happens that the stated social problem either doesn't exist or it isn't statistically relevant.
Example: emphasizing teen pregnancies, although they have been decreasing in recent years.
- **Identifying the enemy:** populists are very skilful in identifying the enemy – internal or external - in order to mobilize people.
- **Dominant role of the army:** populists usually stress the importance of investing in the army and generally, expansion of the army's role in society although there is no real need for it.
Example: increasing funds for the army at the expense of other social systems, without justification.
- **Attacks on media:** populists usually see media as a threat and therefore expose them to unfounded attacks.
Example: president Trump regularly dismisses media which don't report news according to his taste as „fake news”.

These are some of the dominant features of populism and they can be noticed with many politicians or public persons.

Next, together with students choose a public person and take a “populism test”.

Divide students into six groups and give each group one of the above-mentioned features of populism. Each group then browses the internet to find out what the chosen person says about institutions, certain social groups, army and the media, which social problems they address and whether they encourage respect or belittle some groups of people.

After they find quotations and fill in their worksheets, comment and assess whether and to what extent that person is populist.

As a final activity, remind students of what populism is by watching a short film in English titled *populism easily explained* (explainity@ explainer video) on the following link: <https://www.youtube.com/watch?v=jRZURSFV9hk>.

WORKSHEET

POPULISM TEST

Name and surname of the public person:

Importance of the person:

Duties and responsibilities they have:

Rejecting institutions

Division of society

Exaggerating social problems

Identifying the enemy

Dominant role of the army

Attacks on media

WHO ARE REFUGEES?

Suitable for: **HISTORY, GEOGRAPHY, CITIZENSHIP**

KEY WORDS: refugees, migrants, human rights

STUDENTS WILL BE ABLE TO:

- tell the difference between concepts of refugees and migration
- define refugees and migration
- describe the importance of the Universal Declaration on Human Rights
- develop empathy.

WHAT YOU NEED: A3 and A4 sheets, felt tip pens, computer, projector and internet connection

STEPS:

Divide students into groups. On an empty A4 sheet, students write down as many reasons as they can why people leave their homes and go to other cities, countries, continents.

After listing all the reasons, hand out worksheets with two columns. In the first column, the students have to write all the reasons why people leave voluntarily, and in the second column, reasons why people leave against their will. Each group should put previously written reasons in these two columns.

Groups then pin their posters on the blackboard and present them to the rest of the class.

In the same groups, students define the concept of a refugee in their words (worksheet). Each group then presents their definition to the class. In the following discussion, the entire class agrees on a common definition for a refugee.

A REFUGEE is an individual who is outside his or her country of nationality or habitual residence who is unable or unwilling to return due to a well-founded fear of persecution based on his or her race, religion, nationality, political opinion, or membership in a particular social group. A refugee is also a stateless individual outside their country of habitual residence who is unable or unwilling to return due to a well-founded fear. This is a common definition for all persons seeking some kind of protection.

As a final activity, show your students a UNICEF documentary about a refugee Syrian girl Aya called *Meet One of the Syrian Refugee Children* (<https://youtu.be/YS791D17jn8>). After watching the 2,5-minute clip, the students should take a sheet of paper and a pencil and write a letter to Aya. If your students are younger children, they can draw something. It is important to give them enough time and freedom to express themselves creatively.

Connect this topic to the importance of protection of human rights. Hand out text of the Universal Declaration of Human Rights and encourage your students to find article related to refugees and then explain how are human rights of refugees protected. (Articles 13 and 14 are particularly relevant in this context).

WORKSHEET

WHO ARE REFUGEES?

People sometimes leave their homes and go to other cities, countries and continents.

Do you perhaps know why? Some people leave freely, in search for a better life, and some are forced. Discuss all possible reasons with your classmates and present them to the rest of the class.

Reasons people go to other countries and continents voluntarily:

Reasons people go to other countries and continents against their will:

Do you know who refugees are? How would you define that concept?

A REFUGEE IS

WE ARE ALL CHILDREN OF THE WORLD

Suitable for: **HISTORY, GEOGRAPHY, CITIZENSHIP, SOCIAL STUDIES, PSHE**

KEY WORDS: refugees, diversity, refugee crisis, refugee camps

STUDENTS WILL BE ABLE TO:

- perceive that all people have differences but also similarities
- recognize their similarities to refugee girls
- develop empathy towards refugees.

WHAT YOU NEED: A4 sheets, felt tip pens, worksheet with pictures and stories of refugee girls, computer and internet connection for watching the suggested video materials

STEPS:

At the beginning of the lesson, divide students into pairs and give each pair an A4 sheet. Explain that they should, in the form of Venn's diagrams, find differences and similarities between themselves. Afterwards, a few students should read similarities / differences they found.

Ask students whether they found this task difficult and if they thought they would find some similarities between themselves and any of the classmates. During discussion, note that all people are different, but they also have a lot in common.

Then tell students they will do the same activity, but this time with a person they will „get“ on a piece of paper. Handout worksheets (1 or 2). On the back of the paper, students should draw Venn's diagrams and write down similarities and differences they recognize after reading the story. Afterwards, explain that each story is a true story of a refugee girl or refugee boy from Syria. Ask students if they are familiar with the concept of refugee and refugee crisis.

Let students read similarities / differences they found. Be prepared that some students will not be able to find similarities on their own, so it is up to you to help them find them through conversation or other students' examples: we are all human beings, we are children, we like our friends, our family, our town/country, we have hopes and plans; we feel frightened/powerless...

In conversation, encourage students to conclude that we should always try to understand the situation of another person, and to put ourselves in their shoes because we are all children/people with individual wishes, dreams, needs, fears, and rights. Encourage them to think of the ways they can help other children in need, in this case refugees. Put their suggestions on the whiteboard/blackboard.

If you would like to do additional work on understanding the problem of refugees and encouraging imagination and empathy, we suggest asking the following questions: *Can you imagine **a day in a refugee camp** of a boy or a girl your age? What would you miss? What would you do and how would you spend your day? What would you be unable to do?*

Encourage your students to do a small project in a group with the topic: *The life of children in a refugee camp*. They should share their findings with another group in the class/school. Tell them to write a letter to an important person(s) (the Prime Minister, ministers, European Commission, representatives in European Parliament, etc) who can do something to help refugee children.

MATERIALS AND SOURCES:

Web page United Nations Refugee Agency: www.unhcr.org

The content of worksheet 1 is taken from:

<http://jamiefrancis.com/blog/2013/11/17/syrian-refugees-school-girls-in-exile>
(choose the stories you find suitable for your students' age).

The content of worksheet 2 is taken from:

<https://www.unicef.org/stories/hope-their-hands-refugee-children-share-their-keepsakes>

If you have older students, we suggest watching a cartoon explaining the roots of refugee crisis (Youtube: The European Refugee Crisis and Syria Explained).

For additional motivation we suggest a UNICEF video Children are more than labels (duration 0,32 sec):

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

WORKSHEET 1

WE ARE ALL CHILDREN OF THE WORLD



I am Azzari. I'm 14-years-old. I was born in Homs in Syria. We came to Jordan Jan. 3, 2013 because of the war in Syria. I'm very sad because a lot of people were killed in my country and because I miss my friends. I can't feel any kind of happiness here in Jordan because many of my relatives and friends have been killed. Life is so hard.



I'm Julanar, from Syria. The thing I miss most since I've left Syria is my bird. I used to see and listen to it singing when it flew by my room. It was an amazing sound. I long for my friends and the time we spent playing and laughing. I am very sad. I'd like to be an engineer or an architect when I grow up. I want to help in the building of our beloved country. I am 14-years-old.



My name is Noor. I'm 14-years-old. I want to be a surgeon because I think it would be useful to my country and it seems important now to do something useful. We came to Jordan in February, 2013.

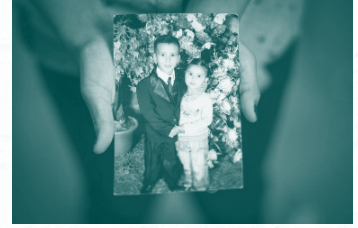


I am Daiana. I am 15-years-old from the besieged city of Homs. I long for my hometown, my street, my friends, my school. I used to spend most of my time with my friends, studying, playing and laughing. Foreignness is very difficult and no one can feel it except those who try it. My wish is that the war ends fast and we can return to Syria. I believe that we must learn to rebuild Syria and make it more developed, more fearless and more powerful. I like teaching so that's how I will help Syria to rebuild. I came here in the middle of 2012.

WORKSHEET 2

Many of us have a cherished childhood object. A keepsake. A reminder of something or someone we love. Even as violence continued to rage around them, Syrian children fleeing for safety found space among the necessities they carried for their own such items. For many of the nearly 44,000 Syrian children under age 5 at the Za'atari Refugee Camp in Jordan, these precious objects provide a connection to their past and bring comfort in a turbulent world. Each item comes with a story.

Hala, 11, keeps the photos she brought from Syria hidden, to protect them from damage. But she sometimes takes them out to look at them, to remind her of her former life. Her favourite: one of her and her brother. "It was a Friday. My mom had dressed me nicely for Friday prayer, then we went to the market and a restaurant," Hala says. "After that we went to a photographer's studio where this photo was taken. When I look at this photo, I remember those days again."



Qusai, 13, also has something he says he'll keep forever: his school backpack. "I'll tell my children my father gave this to me," he says. The bag is now too small for him, but he has been keeping it safe anyway because it reminds him of his father. "Also, it's from my country."



Yara, 10, holds her doll, a birthday gift from her father. She has named the doll Farah. "It got scary in Syria. There were shootings. Dad said get your stuff together, we're going," she says. "I wanted to bring [my] teddy bear, but my parents said no, it was too big, so I put Farah in my bag." Yara wants to return to Syria someday, and has pledged to bring Farah back with her. "I will dress her up and get her ready and we will go. But this time, I'm bringing all of my toys."



"My Ben 10 transforms into an alien from space and saves the world," says Omar, 11, referring to his teddy bear. Omar lost both of his brothers in the Syrian conflict. One of them, Abdulrahman, "bought [the bear] for me and told me to take care of it. We used to watch the [Ben 10] cartoon together." Omar's family had to leave most of their things in Syria, "but my mom packed Ben 10."



MYTHS AND FACTS

Suitable for: **HISTORY, GEOGRAPHY, CITIZENSHIP, PSHE**

KEY WORDS: refugees, asylum seekers, prejudices

STUDENTS WILL BE ABLE TO:

- recognize myths about refugee crisis
- understand and describe facts related to refugee crisis
- raise awareness of personal prejudices about refugees and migrants.

WHAT YOU NEED: A3 and A4 sheets, felt tip pens, worksheet

STEPS:

On one classroom wall pin an A3 sheet with I AGREE written on it, and on the opposite wall pin a sheet labeled I DISAGREE. Explain students they would hear a statement related to refugee crisis. Their task is to walk to one side of the classroom, depending on whether they agree or disagree with the statement. The statements (in other word myths) and their explanations (facts) can be found on the worksheets. After you read each statement and students walk to one or the other side of the classroom, ask some of them to give reasons for their decision. They can also change sides after hearing what others say. Make sure you also read the fact related to the previously read statement and explain they can change their position again if they wish. Do this until you run out of statements (myths) and related facts.

It is important to accept all opinions, by paraphrasing what is said, „clearing“ the language from offensive words and revising rules of communication in the classroom.

Develop discussion with students by asking the following questions:

How did you form your opinion? Based on what information? Where and from whom did you hear this information?

How do we usually form an opinion about something? Do we try to find out all information or do we create an opinion by listening to others?

Did you know about these facts? Were you surprised?

Why do you think people create such myths?

Are you aware of some other myths, such as that young people are lazy, the Great Wall of China can be seen from the Moon, bulls run after red colour (bulls are color blind, they react to bullfighter's emotions), etc?

How hard is it to dispel myths once they are accepted by a great number of people? Why?

Tell students to find out where asylum seekers live in your community. Also, encourage them to meet them and organize a mutual activity (food festival, listening to local music, storytelling, etc).

We suggest organizing an activity called Living Library where books are real people - visitors can "borrow" a person and spend time hearing their stories. Find out more about it online or from local organizations that work with refugees or asylum seekers.

After the workshop, you can summarize by watching a video called *The Wall* created by high school students of school Hrvatski kralj Zvonimir, from the island of Krk (Croatia): <https://www.youtube.com/watch?v=YZAIDl8ahP4>.

ADDITIONAL MATERIALS AND SOURCES:

Myths:

<http://www.dw.com/en/dispelling-myths-about-refugees/a-18680503>.



WORKSHEET

MYTHS AND FACTS

**These myths and facts refer to Croatia, find examples related to situation in your country.
This can either be a part of the activity, or you can prepare in advance.*

MYTH 1 Who are they and why are they here?

FACT: Asylum seekers seek shelter in other countries because either their lives are endangered or they have a well-founded fear of persecution on political, racial, religious, ethnic or other grounds in their home countries. They enter other countries seeking protection during wartime in their home countries, as well as a chance for a new beginning.

MYTH 2 Asylum seekers are liars who want to take advantage of our hospitality.

FACT: Asylum seekers have been forced to flee their homes in fear for their lives and safety. Running away from your home, coming to an unknown country and getting asylum is not easy. In order to be granted asylum, one must go through vetting (by the Ministry of the Interior and administrative courts), which consists of thorough background checks of their identity, flight reasons and viability of return to their home countries. Asylum seekers are hoping for safe and dignified living conditions and equal opportunities in their new countries of residence.

MYTH 3 Asylum seekers are here illegally.

FACT: Each asylum seeker is issued a residence permit and an identity document. Some asylum seekers did enter Croatia irregularly, however, after applying for asylum with the Ministry of the Interior, they were granted legal status and the right of residence in Croatia. The first step for an asylum seeker is to apply for asylum at the border control or a police station or department. This is followed by a complex asylum request vetting procedure by the Ministry of the Interior.

MYTH 4 Asylum seekers are taking our jobs.

FACT: Asylum seekers are only issued a work permit one year after they apply for asylum (if their asylum application is approved or denied in that time). Once the work permit is granted, they have the same rights to work as other foreign citizens, not as citizens of Croatia. Out of 100 persons granted any sort of protection in Croatia, only 6 have been able to find employment, which makes it neither statistically nor realistically possible to speak of any danger to the native work force. Considering that asylum seeker's knowledge of Croatian language is basic or non-existent, their employment opportunities are extremely limited.

MYTH 5 Asylum seekers are going to overwhelm Croatia and destroy our language and religion.

FACT: The number of asylum seekers in Croatia continues to grow annually, reaching 2230 persons who applied for international protection in 2016. According to the 2011 census, Croatia has 4.284,889 inhabitants, so we can conclude that the number of asylum seekers in 2016 was only 0.05% of the population. Asylum seekers in Croatia are a marginalized minority which poses no threat to Croatian language or religion. Most asylum seekers want to learn Croatian language to be able to communicate with Croatian citizens, find employment and become equal members of Croatian society. They are guaranteed freedom of worship under The Constitution of Croatia; it is also important to stress that there are followers of many faiths among them (including Christianity as well as Islam).

MYTH 6 Asylum seekers are a security threat (they travel in groups and don't speak our language).

FACT: This is simply not true; according to the Ministry of the Interior there has been no increase of crime rate in the communities where asylum seekers are housed. It is safe to conclude we are talking about subjective fears with no grounds in reality. Asylum seekers have their fingerprints taken on the arrival at the Shelter and great care is taken to protect security of all Croatian citizens. Asylum seekers are most commonly feared because they travel and spend time in groups. There is a very simple explanation for this – they feel safer like that since they neither speak Croatian language nor are sufficiently familiar with our society. Most of them want to learn from institutions and kind people and start feeling at home as soon as possible.

MYTH 7 Asylum seekers must adapt to our culture and our way of life.

FACT: Each person has the right to choose their own way of life and follow their own culture, as long as their choices don't jeopardize the rights of others. It is important that everyone, including asylum seekers, has the right to maintain, develop and express their own culture, promote and express their cultural identities and maintain their traditions. It is very hard to forget one's culture and to adapt to another, different one, especially in the very short time that asylum seekers spend at the Shelter.

MYTH 8 Asylum seekers bring new types of contagious diseases to Croatia.

FACT: This is false – asylum seekers healthcare is thoroughly regulated by The Asylum Act and The Asylum Seekers Health Exam Regulations. These acts stipulate a mandatory health care exam for each asylum seeker, followed by additional exams and scrutiny for persons from countries known to have high contagious diseases risk. There has been only one such case since 2004 – a single asylum seeker was found to have tuberculosis. In this case, stipulated measures have been taken to stop the contamination from spreading.

MYTH 9 Asylum is for animals.

FACT: Asylum is a protective measure of giving shelter to refugees as stipulated by The Constitution of Croatia. In legal sense, asylum is protection of a human being from persecution and danger. The word „asylum“ has roots in Greek language and means „shelter, refuge, sanctuary“. The origins of the right to asylum can be found in many ancient cultures, including Egyptian, Greek and Hebrew. These peoples recognized asylum as their (religious) duty which was not denied even to criminals or persons accused of crimes and which protected them, up to a point, from legal consequences. The concept of asylum is basically the concept of giving shelter which was also used to describe giving shelter to abandoned animals.

MYTH 10 Asylum seekers have more rights and better living conditions than us.

FACT: Asylum seekers have far fewer rights in comparison to Croatian citizens. During their stay in Croatia, asylum seekers are housed in group accommodations in The Asylum Seekers Shelter and given basic life necessities: three meals a day, clothes, hygiene supplies, urgent medical care and treatment, elementary and secondary education for children, monetary aid of 100 kuna per day, free legal advice, access to humanitarian aid and the freedom of worship and of religious education of children. The right to work is granted a year after the asylum application, in case the application was approved or denied in that time period. Spending time in cramped quarters with strangers, while enjoying the bare minimum of rights and financial means, can not be considered as dignified human living conditions. Safety, privacy and family life are often named by asylum seekers as things they miss the most.

MYTH 11 Asylum seekers are poor.

FACT: When a person is fleeing in fear for their life, they do not think about money, jewelry, laptops and other possessions – they are focused on getting away alive. Some do manage to bring some material possessions with them, others don't. It is impossible to make generalizations based on one group. There have been, admittedly few, individuals from wealthy families among the asylum seekers in Croatia. Their families provided them with financial help during their time spent here

MYTH 12 All the refugees are coming to Europe.

FACT: There are 59 million refugees worldwide. More than 80% of them have remained close to their countries of origin, either hoping to return home as soon as possible or due to the lack of means to flee further. Most refugees originate from the war zones in Syria, Afghanistan and Somalia, and are sheltered in the countries bordering Syria, in The Middle East. A million refugees entered Europe in 2015. and 370,000 asylum requests were received.

WHO WILL RULE THE CASTAWAYS?

Suitable for: **HISTORY, SOCIAL STUDIES, CITIZENSHIP, PSHE**

KEY WORDS: various forms of government, democracy, dictatorship, aristocracy

STUDENTS WILL BE ABLE TO:

- name pros and cons of each form of government
- differentiate democracy from other forms of government.

WHAT YOU NEED: worksheet

STEPS:

Start by reading the „Who Will Rule the Castaways?“ text (from the worksheet) to students.

Continue by dividing students into four groups corresponding to one of the roles from the worksheet. Give them 10 minutes to prepare arguments explaining why their characters and their preferred forms of government would be the best choice to rule the castaways. Make sure the students understand that this is a roleplaying exercise and that they are supposed to argue in favour of their assigned character's opinions regardless whether they personally agree with them or not.

After a group has finished presenting their role, other groups can ask them up to 3 questions. After each group has finished presenting their arguments and all the questions have been asked, have students abandon their assigned roles and cast a vote in favour of one of the characters. Write the votes on the blackboard and name which character won. Ask students if they know what the character's preferred forms of government are called. Are they surprised by how they voted? Discuss each form of government with students. Ask them if they know what form of government we live in. At this point, you can briefly explain the difference between dictatorship and democracy.

Teacher notes: Description of character's preferred forms of government

PETAR: argues in favour of **authoritarian (totalitarian) form of government**, perhaps even a dictatorship, with him wielding absolute power. It is important to discuss if age and physical strength are important in choosing a leader.

ANA: argues in favour of **pure (direct) democracy** in which everyone participates equally.

IVO: argues in favour of **representative democracy** in which citizens select representatives to make decisions on their behalf.

MARIJA: proposes that the right to decide be limited according to one's age and education. This implies establishment of **aristocracy**.

A possible additional activity (especially with younger students) could be to draw a „democracy tree“, with the benefits of democracy written in the branches and the values of democracy written in the roots.

WORKSHEET

WHO WILL RULE THE CASTAWAYS?

Twenty-six young people (six teenagers and twenty children) have survived a shipwreck. Their parents and all the crew have drowned. After floating in a lifeboat for five days, they were washed ashore a desert island. There is food and water on the island, but no people. What should they do in order to survive until they are rescued? Everybody agrees rules should be established to make sure they live safely and in good relationship. The question is who sets the rules? This is what some of the children suggest:



PETAR (17 years): „I am the oldest and the strongest and I know best how to protect us. Therefore, I should decide from now on!“



ANA (16 years): „Everybody, even the youngest kids should decide and agree with the rules. Their opinion matters too. We don't need anybody to boss us around!“



IVO (15 years): „There are too many of us to make common decisions! We will spend all our time discussing. It would be better to choose people to represent us. Anybody can represent us if they are chosen by others.“



MARIJA (14 years): „The kids are too young to make decisions. I suggest only teenagers should vote and make choices in children's names.“



Discussion questions:

1. What are the advantages and disadvantages of given suggestions?
2. Which suggestion do you personally agree with and why?
3. Which suggestion could be considered democratic?

WHERE AM I – DIFFERENT ROLES IN SOCIETY

Suitable for: **HISTORY, SOCIAL STUDIES, CITIZENSHIP, ETHICS**

KEY WORDS: stereotypes, prejudices, minorities, marginalized groups, social inequality

STUDENTS WILL BE ABLE TO:

- recognize different social roles and social inequality
- realize how different privileges and their absence influence the quality of our life
- understand what minorities and marginalized groups face in society.

WHAT YOU NEED: post-its, larger sheets for posters, different roles and role descriptions (worksheet for students), classroom or a space large enough for students to move around

STEPS:

Preparation: research which minority groups live in your community and study their position in the context of your country. Try to find as many details as you can which will help you prepare role descriptions in accordance with the situation in your country.

This can either be a part of the activity, or you can prepare it in advance.

In the beginning, ask students the following question: *How pronounced is inequality in society?* Students can answer by circling a certain number on a piece of paper you will hand out at the beginning of the lesson (use worksheet – part one). Tell them to keep the papers because they will use them again later.

Then divide students into pairs and give each pair one role with corresponding description (worksheet). They are not supposed to tell other students which role they got.

Students will have 10 minutes to discuss the following questions in pairs and find an agreement about the given role:

- What does your typical day look like?
- What are your biggest worries (fears)?
- What is your monthly income/allowance?

After finishing discussion, invite students to „stand in line“. Read the following statements. Those who considers that the statement relates to their role, should step forward.

List of statements:

1. You have a nice house with high speed internet and a car.
2. You are not afraid that you will be physically attacked on the street or verbally in media.
3. You can afford to go on a holiday at least once a year.
4. You believe the knowledge and skills you have are regarded highly in society.
5. You can afford to buy new clothes at least four times a year.
6. You are not afraid for the future of your children.
7. You know your future is safe.
8. You have health insurance.
9. You don't need to worry about spending money on daily basis.
10. Other people come to you for advice.
11. You have never faced discrimination.

CITIZENSHIP / WHERE AM I – DIFFERENT ROLES IN SOCIETY

After reading all statements and the students have taken their positions depending on their roles, ask each pair to say what role they were assigned. Other students should pay attention to the “position” of the role in relation to the starting line.

Next, invite students to form groups of 8 and to discuss how they felt during this activity and then to make a poster. You can ask the following questions to encourage discussion and to give them ideas for the poster:

- *How did you feel while you were playing your part?*
- *How do you feel compared to those around you?*
- *What did you learn from this exercise?*
- *What can I do, as an individual, to minimise inequalities in society?*

Invite students to present their conclusions, with emphasis on the last question.

Again, ask the question from the beginning of this workshop: *To what extent is inequality pronounced in the society?* (Students can use another colour to circle the answer, on the scale of 1 to 5. Compare this choice to the one from the beginning.)

You would like to talk more about social inequality, privilege and power? Do a similar workshop. Write the names of local and international celebrities and /or roles in society (use personal names – real people famous in your country, for example Barack Obama, Taylor Swift, Brad Pitt, as well as general names for representatives of certain groups, for example American student, Syrian refugee, pregnant teen, etc.) on post-it papers. Put the papers on students' backs (they are not supposed to know which role they were assigned).

After all students get their roles, they should talk to each other to figure out how important their role is in society and who they might be. Ask students to “stand in line” (with the most powerful on the right and the least powerful on the left). After they have taken their positions, they can check their role and reconsider their position on the “power scale”.

Ask them why they took their positions and what they really know about the people whose role they played.

ADDITIONAL MATERIALS AND SOURCES:

Web page Peace Learner – „Privilege Walk Workshop“
(<https://peacelearner.org/2016/03/14/privilege-walk-lesson-plan/>);

Compass: Manual for human rights education with young people (2012),

WORKSHEET PART 1

WHERE AM I – DIFFERENT ROLES IN SOCIETY

HOW PRONOUNCED IS INEQUALITY IN SOCIETY?

(on the scale of 1 to 5 – where 1 is „not pronounced at all“, 2 – „not pronounced“, 3 – „I am not sure“, 4 – „It is pronounced a little“, 5 – „It is pronounced a lot“)

1

2

3

4

5



WORKSHEET PART 2

ROLES AND DESCRIPTIONS:

Adapt each role description to the situation in your country.



Role: You are a 27-year-old homeless person

Role description: A homeless person is a person without a permanent dwelling, such as a house or apartment. People who are homeless are most often unable to acquire and maintain regular, safe, secure and adequate housing.



Role: You are a 19-year-old child of a farmer living in a remote area of your country.

Role description: You are a farmer's child. A farmer (also called an agriculturer) is a person engaged in agriculture, raising living organisms for food or raw materials. The term usually applies to people who do some combination of raising field crops, orchards, vineyards, poultry, or other livestock.



Role: You are a 20-year-old war refugee

Role description: A refugee, generally speaking, is a displaced person who has been forced to cross national boundaries and who cannot return home safely. The UN 1951 Refugee Convention adopted the following definition of "refugee" to apply to any person who: "owing to well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country; or who, not having a nationality and being outside the country of his former habitual residence as a result of such events, is unable or, owing to such fear, is unwilling to return to it."



Role: You are an illegal immigrant from Syria

Role description: Illegal immigrant is a person who crossed a country's border, in a way that violates the immigration laws of the destination country. The most common reasons for migration are war, political persecution or poor living conditions.

CITIZENSHIP / WHERE AM I - DIFFERENT ROLES IN SOCIETY

Role: You are a person with disability who can move only with a wheelchair

Role description: Disability is an impairment that may be cognitive, developmental, intellectual, mental, physical, sensory, or some combination of these. According to the World Health organization, it substantially affects a person's life activities and may be present from birth or occur during a person's lifetime.



Role: You are a homosexual from a very religious family

Role description: Homosexuality is romantic attraction, sexual attraction or sexual behavior between members of the same sex. Although the relationship of religion and homosexuality can vary substantially in different denominations, present day doctrines of the world's major religions have a predominantly negative view of homosexuality. Among those denominations that are generally negative towards these orientations, there are many different types of actions they may take: this can range from quietly discouraging homosexual activity, explicitly forbidding same-sex sexual practices and actively opposing social acceptance of homosexuality. Adherents of three major monotheistic religions usually hold that same-sex sexual relations are a transgression of the natural role and aim of sexual activity.



Role: Your father is the CEO of a big and successful international company

Role description: You are a child of the CEO of a big and successful company, which means you can have almost anything you want.



Role: You are the president of the youth wing of a leading political party

Role description: Youth wing is a subsidiary, autonomous, or independently allied front of a political party that is formed in order to rally support and allegiance for that organization's campaigns from members and potential members of a younger age. Youth wings are generally dealing with issues related to the younger generation, in particular family and education issues, student and university policy, social issues, and employment and housing.



CITIZENSHIP / WHERE AM I - DIFFERENT ROLES IN SOCIETY

Role: You are a child of an American ambassador in your country

Role description: Ambassador is an official envoy, especially a high-ranking diplomat who represents a state and is usually accredited to another sovereign state or to an international organization as the resident representative of their own government or sovereign or appointed for a special and often temporary diplomatic assignment.



Role: You are a model with anorexia

Role description: Anorexia is an eating disorder characterized by low weight, overwhelming fear of gaining weight, and a strong desire to be thin, resulting in food restriction. The cause of anorexia is not the loss of appetite, but omnipresent fear of gaining weight which doesn't go away even when the person is so thin it endangers their life. One of the most well-known cases is the model Jeremy Gillitzer who died of anorexia, weighing only 30 kilograms.



Role: you are in a romantic relationship with a heroin addict

Role description: You are in a romantic relationship with a heroin addict. Heroin is a natural, highly addictive drug, made from morphin. It is the strongest drug commonly available on the streets. Production and use of heroin are illegal in most countries. Heroin addicts are often sleepy, disinterested in people, including close family and friends and physically weak.



Role: You are a person with HIV/AIDS

Role description: According to UNAIDS report about AIDS pandemic for 2005, there are over 45 million people infected with HIV in the world. The speed of spreading the virus and its great ability for mutation are main reasons why epidemic is not slowing down. There are three ways how the virus is transmitted: sexual transmission, blood transmission and perinatal transmission (from mother to child). General awareness and knowledge of HIV/AIDS is insufficient, and the condition is still stigmatized, which requires a long-term process of raising citizens' awareness. It is important to educate young people and invest in the knowledge and health of future generations by implementing innovative and comprehensive approach in line with global trends of preserving and promoting health.



Role: You are a 16-year old permanently expelled from school

Role description: In Croatia, a student can be permanently expelled from school if their behaviour is unacceptable or if they have more than two percent of unjustified absences. The Principal decides on the expulsion within 30 days.



CITIZENSHIP / WHERE AM I – DIFFERENT ROLES IN SOCIETY

Role: You are an unemployed single parent

Role description: A single parent is a parent who is not married and does not live in extramarital partnership, and is raising a child on their own. The most common problems associated with single parenting are a difficult financial situation and problems with childcare. Employment of single parents is another issue because most employers are aware of their situation where parents have difficulties combining working and parenting and often don't choose to employ them.



Role: After finishing high school, you received a scholarship for studying in Australia

Role description: Each year, Australia is offering scholarships called „Endeavour Awards Scholarships” for different study programs. Almost all expenses are covered with this scholarship – transport, accommodation, tuition and books. You only have to provide for your allowance.



Role: You are an elementary school teacher in an island school in danger of closing down

Role description: You are a teacher in a school with only five students. There are community schools on islands with as few as 20 students each. Demographers often remind that schools in small communities usually mean life, and their closing down is irreversibly pushing the remaining inhabitants from rural areas.



Role: You are a child of a billionaire who had to flee the regime in his country with his family

Role description: Your father is a billionaire and you had a comfortable life. However, due to ideological issues, your father became undesirable and his life was threatened. Therefore, you had to flee the regime in your country and come to a new country without anything.



Role: You are a victim of domestic violence

Role description: Domestic abuse is defined as: „a pattern of behavior which involves violence or other abuse by one person against another in a domestic setting, such as in marriage or cohabitation. Intimate partner violence is violence by a spouse or partner in an intimate relationship against the other spouse or partner. Domestic violence can take place in heterosexual and same-sex family relationships, and can include violence against children or the elderly. It can take a number of forms, including physical, verbal, emotional, economic, religious, reproductive, and sexual abuse.



Role: You are a young person unrightfully detained for attending a party where some people took drugs

Role description: You were at a party where some people took drugs. The police came at one point and detained everybody who were there at the time. Because of this, you now have a criminal record and this might be a problem for your future college or employment.

GIVE US OUR... DAILY MEDIA

Suitable for: **ENGLISH, CITIZENSHIP**

KEY WORDS: media, television, radio, press, internet, mass media

STUDENTS WILL BE ABLE TO:

- define media
- list different types of media according to their functions
- understand key issues relevant to the deconstruction of media.

WHAT YOU NEED: paper, felt tip pens or crayons, projector, computer, speakers

STEPS:

Inform students that today's topic will be media, the definition of media and different types of media.

Since we are surrounded by media, we would like to discuss what media represent and what types of media are there. Instruct students to make four groups and to answer, as a group, the following questions.

- Group 1 and Group 2 should answer the following questions: *What are media? What is the definition of media?*
- Group 3 and Group 4 should answer the following question: *What different types of media are you familiar with?*

Give students 10 minutes to reach answers, then merge groups so that Group 1 and Group 2 have to agree on the common definition of media, while Group 3 and Group 4 have to agree on the common list of media types. After students agree on the final definition and types of media, have them read their definitions.

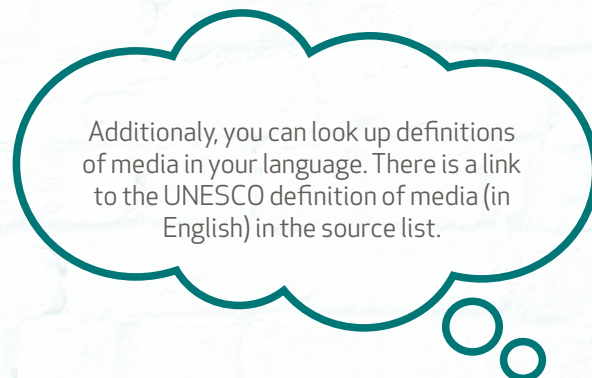
Present one of the official definitions of media in your country to students.

- *Media are: newspapers and other types of press, radio and television channels, news agency channels, electronic publications, teletext and other types of daily or periodic edited publications transmitted by recording, voice, sound or image. The following are not considered media: books, textbooks, bulletins, catalogues and other information carriers intended exclusively for educational, scientific and cultural purposes, advertising, business communication, operations of commercial companies, institutes and institutions, associations, political parties, religious and other organisations, school publications, official publications of local and regional municipalities and other official announcements, billboards, flyers, prospects and posters, video sites without live feed and other free announcements, unless otherwise provided by this Act. (Media Act, Article 2.)*
- *Media is message (Marshall McLuhan: Understanding Media)*

Check if your students' definition is similar to the official definitions. Afterwards, show them different types of media. You can prepare a list including the following: radio, television, newspapers, magazines, Internet, books, films, music, ads (including billboard ads), theatre, dance, brochures, blogs, personal ads...

Tell students that we are constantly exposed to media which can influence our opinions. Therefore, we can ask various questions in order to critically approach the content provided by media. Show an advertisement or, alternatively, a part of a reality show to the students. Having seen the video, instruct them to answer six questions in the worksheets you copied and handed out beforehand. Check answers and tell students to compare them with each other.

Conclude the lesson by informing students that we should always be aware of those six questions while consuming media content.



ADDITIONAL MATERIALS AND SOURCES:

- Grizzle, A., Wilson, A. *Media and information literacy: curriculum for teachers*. UNESCO: <http://unesdoc.unesco.org/images/0019/001929/192971e.pdf>, page 187
- McLuhan, M. *Understanding Media*



WORKSHEET

GIVE US OUR... DAILY MEDIA

Try answering the following questions based on the video or text you have seen.
Write your answers in the following table.

Question	Answer
Who is the message author? Who created it?	
What is the message goal? What is it intended to achieve?	
Who is the message intended for? Who is the target audience?	
What does it intend to say? What is its most important part?	
What techniques were used to convey the message? Was humour, colours, celebrities or something else used?	
Is there some information missing? If so, which?	

DIFFERENT VIEWS OF THE SAME STORY

Suitable for: **ENGLISH, ETHICS, SOCIAL STUDIES, CITIZENSHIP**

KEY WORDS: media, news, content creation, 5 WH questions

STUDENTS WILL BE ABLE TO:

- make definition of a news item
- list three sections of a news item
- explain the fact that different media have different views of the same information.

WHAT YOU NEED: paper, felt tip pen

STEPS:

Begin by informing students about the activity. Explain that they are going to be journalists writing a news item about civic education and training and political literacy of high school graduates. Before you start the exercise, inform students about the proper news item format. Begin by introducing them to the structure of inverted pyramid – which is to say that we start by presenting the most important information and continue with less important information as we proceed towards the end of the item. Continue by explaining the concept of lead (a sentence placed at the beginning of the item using 5 WH questions: Who? What? Where?, When?, Why?, How?).

To summarize, the first part of a news item is *lead*, the second part elaborates answers to 5 WH questions, while the third and the least important part consists of less important information.

Proceed by telling students that it is common for the middle section of a news item to contain a statement of a person who participated in the event (for example a statement by a student, a teacher, the principal, or anyone else who participated in the event, etc.). Find out which website contains the most information on 5 WH questions.

After introducing students to the theoretical framework of writing news items, divide them into four groups. Each student is a journalist employed at a media office. Each group represents a different type of media: information media; female media; *showbizz* media; human rights media; satirical media.

Distribute the same information to all students in „media offices“ – a summary of a research on the political literacy of young people ([find a relevant contemporary research conducted in your country](#)). Instruct them to read the summary and to collaborate on writing a news item from the position of the media office they are employed in. Each news item should consist of 10 sentences. Remind students that each news item should have a headline and a hand drawn „photograph“. You can also distribute a worksheet with the reminder of previously discussed topics.

After they have finished creating news items, ask students to present them to the class. After each presentation, ask all students to discuss. End by asking them the following questions: *How did you feel doing this exercise? What lessons did you learn from it? What have you noticed in the presented news items? Which parts of the items were similar and which parts were different depending on the „media office“ that presented them? Do you think that media manipulate information? If yes, in which way? If not, why not?*

You can conclude the exercise by presenting different examples of media manipulating photographs in order to create front pages and present news items in different ways (you can find examples by browsing the web with keywords such as *O.J. Simpson front page*, *Obama v. BP front page*).

The exercise can also be done in the following way - divide students into groups. One group is a „drama group“, while other groups are „media offices“ of various famous newspapers. Have „drama group“ perform a news item based on a newspaper article without using sounds or words. Have „media offices“ groups take notes during the performance. Each „media office“ group can ask one question. Each „media office“ group writes a news item based on the performance and presents it. Finish with „drama group“ performing the news item again, this time using sounds and words. Discuss the difference between news items presented by „media office“ groups and the actual event.



WORKSHEET

DIFFERENT VIEWS OF THE SAME STORY

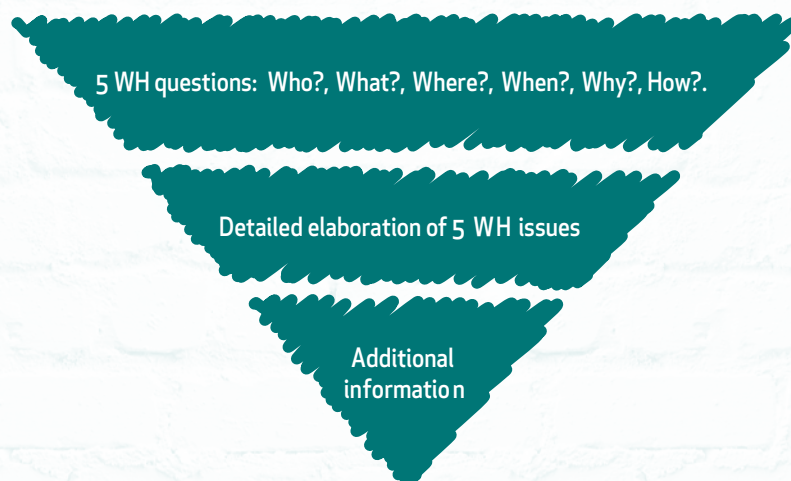
Working as a group, create a news item based on the summary you were given. Read the research summary and write a 10 sentence news item.

Reminder - a news item has three parts:

- introduction or lead which consists of one or two sentences answering the 5 WH questions: Who?, What?, Where?, When?, Why?, How?.
- middle part which consists of elaborating the answers to the 5 WH questions and of the statements of the event participants (students, teachers, principals, parents...)
- final part which contains less relevant information - for example: „Further research will be carried out in the future.“ Newspaper editors shorten news items in order to save space by cutting bottom parts of an item. Placing the least important information at the end of an item thus reduces the chance of losing important information..

Attention should be paid to the visual components of an item:

- headline – it is thought that a headline should consist of up to 5 words in order to be clear, concise and attractive
- photographs – it is recommended that an item contains a photograph or an illustration visually presenting the content



STEREOTYPES AND PREJUDICES IN MEDIA

Suitable for: **ENGLISH, ETHICS, SOCIAL STUDIES, CITIZENSHIP, MUSIC**

KEY WORDS: media, stereotypes, prejudices, music

STUDENTS WILL BE ABLE TO:

- define stereotypes and prejudices with focus on their media portrayal
- analyze a popular culture music video in order to spot stereotypes and prejudices
- raise awareness of the way stereotypes and prejudices in media influence one's opinion of a person.

WHAT YOU NEED: projector, computer

STEPS:

Start the lesson by informing students of its topic - stereotypes and prejudices. Explain that we all have stereotypes and prejudices that are usually formed by upbringing, socialization and media. Ask students if they know what stereotypes and prejudices are.

Once they reply, you can use the projector to show them the following answers taken from scholarly sources.

Stereotypes are:

- *ingrained, inflexible thoughts and opinions on a subject, a part of a reality comprising human actions, which gradually become blindly followed views of reality. (Lavić)*
- *schematic and biased views of a subject, a person, a thing within limits of human perception, combined with the acceptance of others' opinions on the subject before getting to know it first-hand. (Walter Lippmann)*
- *thought constructs containing simplified and often emotionally distorted views of reality which an individual adopts as a result of their personal experiences and socialization process. (Mikułowski-Pomorski)*

Prejudices are:

- *predominantly negative attitudes about a group or an individual as well as unjustified and excessive generalizations about them. (Croatian National Encyclopedia)*
- *hostile or negative attitudes about a recognizable group of individuals based exclusively on their belonging to the group. (Aronson, Wilson, Akert)*

CITIZENSHIP / STEREOTYPES AND PREJUDICES IN MEDIA

After defining what stereotypes and prejudices are, ask students to give some examples from their own environment. They can write down the examples in the worksheet. Once they finish with the task, elicit further examples to be used for a discussion.

Remind students that stereotypes can be both positive and negative, while prejudices are always negative.

Point out the big role media have in forming prejudices and stereotypes, thus widening the divide between different society groups. Stereotypes are visible in music videos, reality shows, films and also in news broadcasts. Stereotypes exist in different genres of media, so ask students the following questions:

- *Describe the portrayal of main characters-heroes in action films.*
- *Describe the portrayal of female characters in rom-coms.*
- *Describe the portrayal of male characters in adventure films.*
- *Describe the portrayal of reality show participants.*
- *Are the described portrayals accurate?*

Continue by informing students that they are going to do a stereotype-and prejudice-related exercise. The exercise is based on a famous TV show in which a boss selects their apprentice by eliminating one candidate in each episode. Students will take on the role of the boss selecting their apprentice. They should be looking for a person who is a mechanical engineer, has good communication skills and will assist them in building cities on each Milky Way planet. The selected apprentice must, therefore, be qualified for the job and possess communications skills necessary for explaining the project to the aliens.

Have students look at the seven names on their worksheet (part 2). They should immediately fire a person based only on their name.

CITIZENSHIP / STEREOTYPES AND PREJUDICES IN MEDIA

Continue by revealing candidate data to students in steps (for example, start with the last name and proceed with their photographs and personal traits and characteristics). Save their professional qualifications for the last step. The exercise can look like this:

Adapt these names to suit your social context!

Step 1:	Ali	Ivan	Hajrudin	Elena	(Fire a candidate!)
Step 2:	Al-Fatousi	Marić	Ahmetović	Kostanovska	(Fire a candidate!)
Step 3:	Candidate photographs				(Fire a candidate!)
Step 4:	Candidate traits and characteristics-sexual orientation, physical condition, possible impediments (for example disabilities)				(Fire a candidate!)
etc.					

Check with students which candidates were chosen for their apprentices. Start a discussion:

Which person did you choose? Why?

Was your choice guided by a stereotype or a prejudice based on the candidates' traits and characteristics? How about their sex? Physical appearance? Mental capabilities? Sexual orientation?

What are the possible consequences of portraying candidates in this way?

Why are such portrayals wrong?

Why are such portrayals commonly used in media?

Conclude the lesson by revising the basic stereotype and prejudice-related terms.

Our minds have a tendency to oversimplify, which is how stereotypes emerge – it is very easy to attach labels to persons and social phenomena. It is problematic never to question our thought processes and fail to see a complete picture of a person or, even worse, reach unfair conclusions about them based on their traits.

Additionally, you can discuss with students how teenage girls, boys, women and men are portrayed in popular magazines that target one of these groups.

ADDITIONAL MATERIAL AND SOURCES:

- Aronson, E., Wilson, T.D., Akert, M. 2005. *Social psychology*.
- Haralambos, M. 2002. *Sociology: themes and perspectives*.
- Giddens, A. 2007. *Sociology*.

WORKSHEET PART 1

STEREOTYPES AND PREJUDICES IN MEDIA

Think about the stereotypes and prejudices that exist in your environment. Write examples in the first column and list targeted groups or individuals and how you learnt about those stereotypes/prejudices (media, family, society, friends...) in the other two columns.

Prejudice or stereotype	Who does it target?	How did you learn about it?



WORKSHEET PART 2

STEREOTYPES AND PREJUDICES IN MEDIA

Here is a list of seven people. After each step, you will have to fire one of them. Listen very carefully to the teacher's instructions.

Ali	Ivan	Hajrudin	David	Adriana	Elena	Lovro
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MAKE YOUR FACE A HAPPY FACE

Suitable for: **TUTOR TIME, PSHE, ICT, ENGLISH**

KEY WORDS: abuse, social networks

STUDENTS WILL BE ABLE TO:

- identify pros and cons of using social media
- raise awareness about types of abuse on social networks
- learn how to behave in case of becoming a victim of social network abuse and how to prevent it.

WHAT YOU NEED: computer, worksheet, pens

STEPS:

Start the workshop by introducing students to the subject of online abuse.

- *Do you have social network accounts?*
- *Why did you create the accounts?*
- *How do you spend your time using social networks?*
- *Have you ever felt bad while using social networks?*

Divide students into small groups (decide on the number of groups based on the number of students). Each group will have the same assignment - identify pros and cons of using social networks. Distribute the first half of the worksheet to each group. Assignment goal is for students to become aware that social networks can be both fun and very dangerous at the same time. Have students write their own examples in the worksheet.

During the assignment, encourage students to think of as many examples as possible illustrating both pros and cons of using social networks. Ask the spokesperson of each group to present the group's conclusions. Recapitulate students' conclusions.

The goal of the next assignment is to discuss the concept of abuse on social networks. This assignment is very important since children are often unaware that they have been or can become victims of virtual abuse. The assignment is related to the examples given in the previous exercise, therefore it is important to encourage students to think of the examples of abuse and other dangers of using social networks.

The following questions can be helpful, especially if used related to the examples given in the previous discussion:

- *Now that we have discussed the pros and cons of using social networks, are any cons related to abusive behaviour?*
- *Name the types of social networks abuse!*
- *Do you know any victims of social network abuse?*

Then give each group second part of the worksheet. It is important that each of the suggestions in the assignment is discussed with students and thoroughly explained. For example, the visibility of each photograph and album on social media can be restricted by adjusting privacy settings. If students come up with this way of reducing danger, have them explain the way it can be done. It would be useful to do it on a computer. If they don't come up with it, give them some tips on privacy.

Start a campaign or an art work contest promoting and encouraging positive messages and benefiting the community.

WORKSHEET

MAKE YOUR FACE A *HAPPY* FACE

Think of all the **pros** of using social networks and write them down!

Think of all the **cons** of using social networks and write them down!



Think of the ways we can alleviate the cons of using social networks and defend ourselves from abuse on social networks. Write down your examples.

SAFE FLIGHT IN CYBER-WORLD

Suitable for: **TUTOR TIME, PSHE, ICT, ENGLISH**

KEY WORDS: cyberbullying, internet, violence

STUDENTS WILL BE ABLE TO:

- predict the consequences of online abuse
- confront *cyberbullying*
- condemn inappropriate social network behaviour.

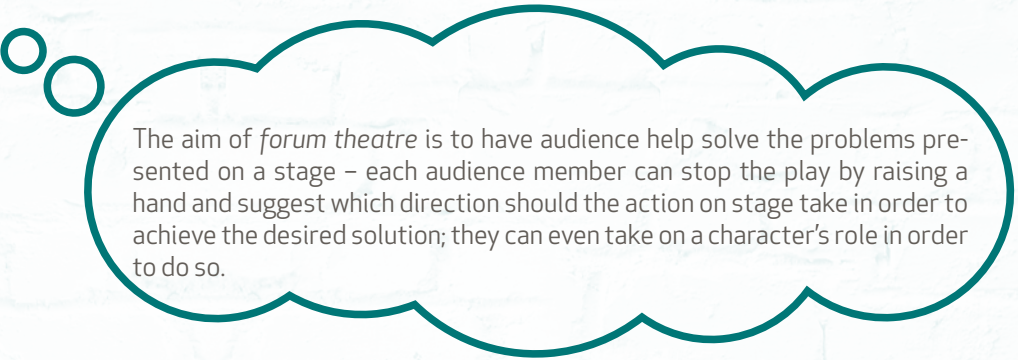
WHAT YOU NEED: A3 paper, felt pen, worksheet

STEPS:

Have students brainstorm and explain the meaning of *cyberbullying*. If they are not familiar with the term, use the explanations given below. Distribute A3 paper to students and divide them in groups; have each group draw a comic explaining *cyberbullying*. Focus on its negative consequences and the ways we can prevent it. Start a discussion.

The next activity requires a thorough preparation of both teachers and students. It is suggested that the previous lesson (or several lessons) are used to study the method of **forum theatre**. Browse the web for relevant literature, or consider joining a workshop or a seminar about the method. After students learn about *forum theatre* and its rules, have them prepare a presentation for this lesson.

Use the text on the back for further information on cyberbullying. Hand out worksheets to students. Once they read the story, ask them to reflect on it and write down the feelings and motivations of participants as they see them. Assign roles and scenes to students (it is suggested that you take time during the previous lesson to select students willing to perform on stage). Instruct students to come up with desired solutions themselves and present them on stage.



The aim of *forum theatre* is to have audience help solve the problems presented on a stage – each audience member can stop the play by raising a hand and suggest which direction should the action on stage take in order to achieve the desired solution; they can even take on a character's role in order to do so.

WORKSHEET

SAFE FLIGHT IN CYBER-WORLD

Explain the feelings of participants in the following situations:

1. Iva was shocked when she logged on her Tik - Tok account: Mark posted a video where she appears, as well, and tagged her. She had no idea she was being filmed and she would never allow this video to be shared online. Before she could do anything about it, Iva had already received many comments, some of them inappropriate. In Mark's opinion, the video was cool and he completely ignored Iva's request to remove it.

IVA: _____

MARK: _____

THE OTHER: _____

2. Maria has always been shy and found it hard to make friends. After moving to a new school, she was initially warmly welcomed by a group of girls. She thought she has finally made some new friends, but soon she started receiving inappropriate messages via Whats App. The person sending the messages obviously knew a lot about her. A few days later, she found out who had been bullying her after reading the comments on one of her new friends' Timeline.

MARIA: _____

THE GIRLS: _____

ADDITIONAL INFORMATION

Some examples of cyberbullying are:

- inappropriate messages
- posting inappropriate comments or photographs
- mocking others online
- ignoring others online
- tagging others on inappropriate social network photographs
- inappropriate discussions

Differences between cyberbullying and irl (in real life) violence

- the bully feels they can remain anonymous
- it can happen at any time and it is hard to avoid
- content shared in groups or public forums can reach a large audience and be impossible to remove

What can be done?

- exercise caution before posting any sort of content online (it can become permanent and we lose control of it)
- never retaliate or reply
- block bullies and adjust social network security settings
- report bullying to appropriate online service providers
- collect all evidence - do not delete text messages, e-mails and social network conversations
- talk to an adult you trust - a family member, a friend, a teacher...

SUSTAINABLE SCHOOL

Suitable for: **GEOGRAPHY, SCIENCE, TUTOR TIME, CITIZENSHIP, ETHICS**

KEY WORDS: sustainable development, public sector, business sector, civil sector

STUDENTS WILL BE ABLE TO:

- explain the purpose of sustainable development
- see the consequences of over exploitation of resources
- plan activities of sectors included in sustainable development
- propose a volunteer eco-project.

WHAT YOU NEED: whiteboard or *flipchart*, worksheet for students and teachers, pencil, computer, projector, a *Youtube* video „About sustainable development“

STEPS:

Ask half the students to leave the classroom. Tell those who stayed to explain **sustainable development** using pantomime. They are not supposed to use any tools and should use their body only. Now invite all students to the classroom and ask them not to start any activity until you say „Go!“. Emphasize they will work in pairs.

After pantomime, give a lead-in:


- *Have you recently read about or heard of overexploitation of natural resources?*
- *What steps are being taken to prevent that?*
- *What are the consequences of this overexploitation?*

Find a *Youtube* video explaining the concept of sustainable development in a concise way.

After watching the video, comment with students to make sure they understood the point of sustainable development. There is a short text on the worksheet about the concept of sustainable development to make it easier for teachers to organize a discussion with students.

Explain students the importance of sectors included in sustainable development: public sector, business sector and civil sector. The following task is dividing students in three groups (sectors). Students will have to plan an eco volunteer project in their school or neighbourhood.

Finally, each group presents their work.



The task for creative homework has an example from Croatia. Find interesting examples of socially responsible entrepreneurship in your country or local community and tell students about it.

SUSTAINABLE DEVELOPMENT

Sustainable development is the organizing principle for meeting human development goals while at the same time sustaining the ability of natural systems to provide the natural resources and ecosystem services upon which the economy and society depend. Climate change, frequently occurring natural disasters, depletion of natural resources, loss of biodiversity and the spread of poverty are only some of the challenges humanity is facing now, which will become even more relevant in the years to come. To tackle these challenges, „sustainable development has become global means for expressing the need to abandon the currently dominant models of development, which are incapable of finding balance between people’s needs and the planet “ (UNESCO, 2009:6).

(...) A well-known definition sees sustainable development as development that meets the needs of the present without compromising the ability of future generations to meet their own needs. The World Commission on Environment coined this definition in the document „Our Common Future“, (1987) which emphasizes consideration of long-term influence of our decisions and our responsibility towards our community and future generations.

Source:

Bajkuša, Mario. 2012. *Održivost u školama, održivost u društvu – Sažetak s preporukama*.
Zagreb: Forum za slobodu odgoja



WORKSHEET

SUSTAINABLE SCHOOL

CREATIVE HOMEWORK

Dear students,

Learn more about social organization called Humana Nova from Čakovec (Croatia) social cooperative which is encouraging the employment of the disabled and other socially-excluded persons through the production and selling of quality and innovative textile products made from ecological and recycled which is making creative garments and other products from recycled materials; English translation is available on the following link: <https://www.humananova.org/en/home/>.

Make a poster about socially aware entrepreneurship and display it on the prominent spot in your school.



GLOBAL GOALS FOR SUSTAINABLE DEVELOPMENT

Suitable for: **CITIZENSHIP, GEOGRAPHY, SOCIAL STUDIES, ENGLISH**

KEY WORDS: sustainable development, global goals

STUDENTS WILL BE ABLE TO:

- explain what global goals are in the context of sustainable development, why they are important and how they matter to them.

WHAT YOU NEED: worksheets 1, 2 i 3

PREPARATION: If possible, write or project global goals from the worksheet 1 in front of the entire class. Also, copy worksheets 2 or 3 as additional material for yourself and/or students. Get as many information and additional sources as you can on the following link <https://worldslargestlesson.globalgoals.org/>. Write down the following question: *What are the biggest problems humanity is facing in the world today?* Then prepare six different stations in the classroom which are covering different Global goals topics (worksheet 2). Display different information to introduce students to global goals – personal stories, studies, cases, photographs, graphs, etc. Information can be found on the above link.

STEPS:

As they come into the classroom, the students should see the following question on the board: *Which are the biggest problems humanity is facing in the world today?* Divide them into pairs and tell them to try to answer that. If they want, they can write down the answers, and after several minutes they should share their answers with the rest of the group. They might need additional support in seeing the problem from a different perspective and in effort to see the “whole picture”.

ALTERNATIVE LEAD-INS:

1. It might be better for some students to think about their country's problems first and then expand it to the rest of the world. With younger students, you can focus on identifying three to five problems and then tell students to think about them as if they were a president/prime minister.
2. In the classroom, display six photographs showing the topic of some global goals (find them on <https://worldslargestlesson.globalgoals.org/>) and ask students to take a walk, look at the photos and decide which photo corresponds to each global goal. Afterwards, they can stand next to the photo which they think deals with the biggest/most serious issue. They explain their choice. After hearing all the explanations, they can change groups/positions if they heard compelling arguments in favor of another problem.
3. Use Worksheet 3 which lists some of the issues and ask students to circle the ones they consider to be the most significant. This activity can be done in three levels - local community, state, world - and then compare if there are differences in their choices between levels.

CITIZENSHIP / GLOBAL GOALS FOR SUSTAINABLE DEVELOPMENT

How many problems did the students identify? Compare their lists with global goals which you can show them or give hand outs (worksheet 1). Highlight those which overlap. Afterwards, you can elaborate further about why some problems were recognized and some weren't.

Were there any goals nobody perceived as a problem? If the answer is yes, ask students why they think those goals were set.

Students can now watch the video *The World's Largest Lesson 2016 – with thanks to Sir Ken Robinson and Emma Watson* – on a big screen together or on smartphones/tablets in groups. You can find the video on the Internet (<https://vimeo.com/178464378>).

Why are these problems so serious? To answer this question well, students should visit previously set stations to widen their knowledge and understanding. They have 4 minutes for each station, and you can signal when to move on.

While at the station, each group should write at least one surprising fact. Also, they can choose something they would like to find out more about, which could be explored in future workshops or at home.

Alternatively, for each station, you can also prepare a set of questions (depending on the sources for each topic) which they need to answer. If you have limited time and space, you can give the students brief descriptions of some of the problems the Goals are trying to solve. Ask them to read them out and decide which of the Goals will help solve the problem. For this activity, use a Global Goal Booklet adjusted for children which you can find on the link above.

After going through all six stations, they decide about the most important goal and what its relation to other goals is. They can write a few sentences about their choice by using information they learned during their stay at the stations.

If your time is limited, students can do this for homework. For additional activity, they can cut out Goals from worksheet 1 and rank them, deciding on the most important. Also, they can create a diagram to show links and interdependencies between individual goals (using arrows or some other creative way).

Finally, ask your students to write a few sentences about their views on Global Goals and what they mean to them. Start the sentence: "Global goals are important because ..." or set a task to write the headline or an introduction to a newspaper article or tweet @theglobalgoals #globalgoals.

As a teacher, you have the power to direct their positive energy and you can help them believe they are not helpless, that change is possible and that they can lead the way.

ADDITIONAL SOURCE:

<http://www.dfeworld.com/SITE>

WORKSHEET 1

1 WORLD WITHOUT POVERTY



2 THE WORLD WITHOUT HUNGER



3 HEALTH AND FITNESS WELFARE



4 QUALITY EDUCATION



5 BIRTH EQUALITY



6 PURE WATER AND SANITARY CONDITIONS



7 AFFORDABLE AND CLEAN ENERGY



8 DIGNIFIED WORK AND ECONOMICS GROWTH



9 INDUSTRY, INNOVATIONS AND INFRASTRUCTURE



10 REDUCTION INEQUALITY



11 SUSTAINABLE CITIES AND THE COMMUNITY



12 SUSTAINABLE CONSUMPTION AND PRODUCTION



13 CLIMATE PROTECTION



14 PRESERVING WATER WORLD



15 PRESERVING LIFE ON EARTH



16 PEACE, JUSTICE AND PEACE STRONG INSTITUTIONS



17 PARTNERSHIPS TO GOALS



WORKSHEET 2

RESEARCH ON GLOBAL GOALS

STATION NAME	GOALS
Poverty	1. no poverty 10. reduced inequalities
Health and well-being	2. zero hunger 3. good health and well-being 6. clean water and sanitation
Education, skills and jobs	4. quality education 8. decent work and economic growth
A fair and safe world	5. gender equality 16. peace, justice and strong institutions
Sustainability	7. affordable and clean energy 9. industry, innovation and infrastructure 11. sustainable cities and communities 12. responsible consumption and production 17. partnerships for the goals
Environment	13. climate action 14. life below water 15. life on land



WORKSHEET 3

PROBLEMS PEOPLE FACE TODAY:

- poverty
- inequality between countries
- famine
- poor health and diseases
- polluted water
- poor sanitation
- poor education – some children are unable to go to school
- low wages and lack of work
- slow economic growth – countries don't earn enough money to afford everything the citizens need
- gender inequality – men and women are not treated equally and are not given the same possibilities
- war, conflicts and instability
- people do not feel safe
- violence between people
- corruption and injustice
- violation of human rights
- insufficient energy to provide comfortable life for all
- poor infrastructure, underdeveloped technology and communications
- unsafe cities
- unsustainable cities which consume more than the world can produce
- overexploitation of resources and insufficient recycling
- climate change
- polluted oceans and seas
- destroyed habitats
- limited access to technology, expensive smart phones and computers
- people no longer feel safe
- population growth
- obesity
- racism
- disintegration of communities

LET IT START FROM ME

Suitable for: **TUTOR TIME, ETHICS, RE, CITIZENSHIP**

KEY WORDS: positive experience, *good vibrations*, good deeds

STUDENTS WILL BE ABLE TO:

- express positive characteristics which encourage people to do good deeds
- recognize their own power for starting change in everyday life
- give arguments for social engagement.

WHAT YOU NEED: computer, projector, worksheet

STEPS:

Together with students form a circle holding hands. Explain that you will now send a good vibrations wave which they have to send forward (move your arms as if a wave entered your right arm, passed through your shoulders and continued moving through your left arm; a student next to you then accepts the ways and continues to send it in the same way). Now divide them into groups of five. In groups, students should think which character traits are necessary for doing good deeds (in the context of philanthropy and humanity). They should write their answers down on a piece of paper and afterwards, a group representative can present what they discussed within each group. Be prepared that students will probably (particularly older ones) state traits which are considered desirable in today's society, and which are not necessarily kindness, humanity, compassion, etc. Use this opportunity to draw attention to such contradictions in our society.

Then explain students that their next task is to remember one of their actions (or words) which helped another person. Ask if they remember how they felt afterwards. Give them a few minutes to write down their thoughts and feelings. After that encourage a few students to share their positive experience with the others.

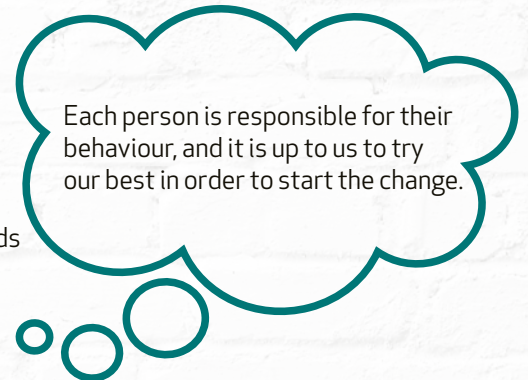
Find out if they think they encouraged some good deeds by doing something good themselves? Whether they think good deeds can spread like good vibrations from the first activity? Encourage a short discussion.

After discussion, show them a video called „Life Vest Inside – Kindness Boomerang – One Day“ (<http://www.youtube.com/watch?v=nwAYpLVyeFU>)

DISCUSSION QUESTIONS:

- What have we learned from this video?
- Do you think such chain reaction is possible?
- How would you react if a person next to you fell?
- Do we always see an opportunity to help others, to doing something good?
- Has anybody experienced something positive similar to what you saw in the video?
- Are we ready to start behaving in such a way?
- What is the worst thing that can happen if a person we did something for does not continue doing deeds?

At the end, hand out worksheets.



SUGGESTION FOR FURTHER ACTIVITIES: Suggest students to watch (or you can watch with them), a film by the director Mimi Leder: *Pay it forward*, 2000. During one of the following classes you can comment about what they saw. Get them to think about how they can start the change and encourage planning and realizing ideas.

WORKSHEET

The waves washed millions of starfish ashore during the night. Being unable to return to the sea, the starfish were slowly dying. A woman was walking along the shore and slowly, one by one, started returning starfish to the sea. Some people were passing by and they asked her:

„What are you doing, good woman?“

„I am returning these starfish to the sea.“

„It is futile work, because you will not be able to help all of them.“

„I will help those I return.“ the woman answered and continued returning starfish to the sea.

Source:

Bognar, L.; Ništ, M.; Tonković, Lj. (2004) *Miroljupci: priručnik mirovnog odgoja*. Osijek: Centar za mir, nenasilje i ljudska prava, Edukacijska kuća

1. Who decided to do something in this story?

2. Who just stood aside and did nothing?

3. Who needed help?

Who are *starfish* in your surroundings? Who are the people you can help but, like people in the story, you choose to do nothing because you think you can't help.

Think about the ways you can actually help.

Become an active member of society and don't ignore other people's problems because you never know whether you will be one of the starfish one day.

Would you like to help somebody, to make somebody happy or to brighten their day? By doing small things and investing just a bit of time and effort, we can make it easy for somebody. Think if there is a student in your neighbourhood, an elderly person or anybody who needs help, and if there is something you can do for them. Start the change! Find out, get yourself involved, let it start from you!

I'M CHANGING THE WORLD

Suitable for: **ENGLISH, MUSIC, TUTOR TIME, CITIZENSHIP**

KEY WORDS: change, social activity

STUDENTS WILL BE ABLE TO:

- learn how they can make the world a better place
- recognize how all people can start the change
- encourage people around us to think.

WHAT YOU NEED: computer, projector, large sheet of paper, worksheet

STEPS:

At the beginning of the lesson, ask students: *Can we change the world?* After short discussion, listen the song *Waiting on the World to Change* by John Mayer. Hand out worksheets so the students can follow the lyrics.

Start discussion by asking these questions:


What is the song about? Their task is to summarize in their own words the singer's message in each strophe. Give them 10 minutes for this activity.

Then divide them into groups of five. Each group needs a flipchart paper where they will first draw the outline of a mirror and then their reflection in situations where they are changing something in their environment and the world. They should prepare a presentation of *themselves in the mirror* as a good example for other people. You can display their works in a prominent place in the classroom.

After all students finish with their presentations, they can start thinking about a plan which will turn *mirror reflection* into reality and thus encourage others to start the change too.

Finally, connect the message of this song with Mahatma Gandhi's quotation: *Be the change you want to see in the world.*

What does this quotation mean? How can we relate it to the activity we did during the class?



For additional motivation, we suggest watching a video „Adéu, Barcelona!“ (<https://www.youtube.com/watch?v=zEpo4gExLT8>) which serves as a good incentive for **starting the change** and raising awareness that it takes so little to make someone's hour, day or maybe even life better.

WORKSHEET

Waiting On The World To Change by John Mayer

Me and all my friends
We're all misunderstood
They say we stand for nothing and
There's no way we ever could
Now we see everything that's going wrong
With the world and those who lead it
We just feel like we don't have the means
To rise above and beat it

So we keep waiting (waiting)
Waiting on the world to change
We keep on waiting (waiting)
Waiting on the world to change
It's hard to beat the system
When we're standing at a distance
So we keep waiting (waiting)
Waiting on the world to change

Now if we had the power
To bring our neighbors home from war
They would have never missed a Christmas
No more ribbons on their door
And when you trust your television
What you get is what you got
Cause when they own the information, oh
They can bend it all they want

That's why we're waiting (waiting)
Waiting on the world to change
We keep on waiting (waiting)
Waiting on the world to change
It's not that we don't care
We just know that the fight ain't fair
So we keep on waiting (waiting)
Waiting on the world to change

And we're still waiting (waiting)
Waiting on the world to change
We keep on waiting (waiting)
Waiting on the world to change
One day our generation
Is gonna rule the population
So we keep on waiting (waiting)
Waiting on the world to change
Now we keep on waiting (waiting)
Waiting on the world to change
We keep on waiting (waiting)
Waiting on the world to change
Waiting on the world to change
Waiting on the world to change
Waiting on the world to change

SUGGESTION FOR MORE ACTIVITIES: Learn about lives of young people who made their mark in the world. Get inspired by the online article "8 Young People Who Changed History and the World".

It is never too early to start the change!



TURN UP THE VOLunteering

Suitable for: **TUTOR TIME, ETHICS, RE, CITIZENSHIP**

KEY WORDS: volunteering, responsibility, self-respect, help, start a change

STUDENTS WILL BE ABLE TO:

- point to the importance of volunteering for the individual and community
- choose an area for volunteering
- support volunteering as a form of social activity.

WHAT YOU NEED: blackboard/whiteboard, chalk, A4 papers, worksheet

STEPS:

Introduce the students to the rules of the following activity: students should pair up and decide who takes the lead and who follows. The one who follows should close his/her eyes and put their hand on the shoulder of the student who leads. Each pair should then make 25 steps in different directions within school, remember where they ended and then switch places: the student who was following should now take the lead and vice versa. When pairs return to the classroom, hand out papers divided in two with these headlines: *When we need help, we feel...and When we are helping, we feel...* Explain students that their next task is comment on previous activity together and then write down how they felt during that activity: when they needed help and when they were helping. Expected answers are: *I felt helpless, dependent, frightened; glad to help, responsible, self-confident...* After they write their impressions on papers, they should pin them on the spot they reached after making 25 steps (on the wall, cabinet, window...) Goal is to have all other students in school keep finding pinned papers which might encourage them to realize it is normal to seek help, that we can all be in a situation when we need help or when we can give help.

Introduce volunteering as one of the ways we can help. If your students had no previous knowledge about volunteering, explain how the word originated and what it means (use explanations at the back). If your students already know something about volunteering, connect what they know to previous activity of giving/asking for help. Start a discussion on how we feel when we need someone's help, and how we feel when we help others.

Then ask the following question: *Would you feel just as good if you received/gave/got money or some other form of compensation? Would it make any difference? Together with students, try to conclude who volunteers are and where can students volunteer* (schools, different associations and organizations, animal shelters, refugee camps...) Find out if there is around you a person who volunteers and ask them to come to your class as a guest. This person can share their good experience in volunteering, which might encourage students to become active members of society. Finally, ask them: *What encourages people to start volunteering? What is their „pay“?* Write their answers on the blackboard.

Before you start this activity, warn your students to take care of their safety as well as their partner's. Check rules for *trust games* on the Internet.

For additional motivation find a video about volunteering in a community that you will show your students.

Find official documents with definitions of volunteering in your country and adapt the following texts accordingly.

WORKSHEET

Help for teachers!

What is volunteering?

Volunteering is generally considered an altruistic activity where an individual or group provides services for no financial gain but “to benefit another person, group or organization”. Volunteering is also renowned for skill development and is often intended to promote altruism and to improve quality of life. Volunteering may have positive benefits for the volunteer as well as for the person or community served. The reward for volunteering is not money, but feeling positive about oneself. Volunteers are people driven by different motives. However, what they all share is the belief that they have a mission. They get an opportunity to learn new things and meet new people, work with people with similar interests and beliefs. Also, they help make their community a better place to live, get to spend their free time in a creative way, which is the best cure for an everyday routine.



Help for students and teachers!

How to choose a volunteer program?

Think about your qualities and choose a place you think will be fulfilling. You will be able to put your knowledge and skills to use, and in return, you will get a new experience, new insight, skills and pleasure which will inspire you to keep doing it. For example, if you really love animals, you can work in an animal shelter. Such places always cope with different problems so they will welcome any help. You will be able to take care of animals in need of care and you will also enjoy while helping them. However, there are also many other ways you can help. If you are a fit person keen on sport and exercise, many special needs organizations need someone to help children with recreation and sport. You can transfer your knowledge to someone and help them be active and healthy. If you can play an instrument you can teach children new things through music or even teach them play an instrument and sing. There are many options for you to choose from.

How can I start?

Talk to your teacher or contact an organization where you would like to spend a few hours a week or month and help someone? If there is a local volunteer centre, contact them and find out which organizations need volunteers. Give yourself a chance as volunteering might make you feel happy. You will feel like you have really helped somebody by giving your free time.

ME, A VOLUNTEER!

Suitable for: **TUTOR TIME, ETHICS, RE, CITIZENSHIP**

KEY WORDS: volunteering, responsibility, care

STUDENTS WILL BE ABLE TO:

- support volunteering as one of the forms of social engagement
- plan their own volunteering
- group volunteering according to interest.

WHAT YOU NEED: board, chalk, worksheet

STEPS:

Write the following words in capital letters: NGOs (encourage students to remember various areas of interests), nursing home, animal shelter, children's home. Adjust explanations of these terms to your students' age. Start brainstorming by asking: *What do these institutions have in common?* Write their answers on the board (encourage them to reach the following answers: they provide care to those in need, compassion, help, elderly persons...)

Encourage students to remember some other institutions/organizations they could add to the list based on the listed criteria. Afterwards, tell students to choose one of the mentioned institutions/organizations they find the most interesting.

Ask the following questions:

- *What do you know about this organization's work?*
- *Who works in this institution/organization?*
- *Who is their work directed at?*
- *Have you had any experience with such institutions until now?*

Listen carefully to see whether they will mention volunteers as persons who work for these institutions/organizations. Ask students if they know who volunteers are. Have they encountered such term before? Have any of them volunteered? If most students answer they don't have volunteering experience, start with next activity: *Have I ever...*? Ask questions, and students should stand up instead of answering *yes* (if they answer is *no*, they remain seated).

- *Have I ever helped an elderly person carry heavy bags?*
- *Have I ever helped a person with a white cane cross the street?*
- *Have I ever spent my time helping somebody with learning?*
- *Have I ever, as part of school activities, done something to help others?*
- *Have I ever, in any way, done something for another person without expecting anything in return?*

After this activity tell students: *If you got up at least once, then you know what is volunteering like.*

Ask them how they felt while they were doing something for others in order to help them. Explain that doing something for another person because you feel the need to help and not for material gain, means to volunteer. Encourage them to think of their own definition of volunteering.

For more information
about volunteering, use
worksheet **TURN UP THE
VOLunteering**

WORKSHEET

VOLUNTEERING IDEAS (think about how you can help others more and talk to your teacher about making it happen)

	CHILDREN'S HOME	ANIMAL SHELTER	ORGANIZATION dealing with _____	NURSING HOME	NEW SUGGESTION: _____
HOW CAN WE HELP (list ideas)					

Read these volunteers' quotations and recognize the area they work in.

For me, volunteering is an opportunity to give a helping hand to somebody who is weak, small or forgotten. Every second invested in volunteering is rewarded in the eyes and a smile of a child who, perhaps for the first time, feels accepted. I volunteer because I need to believe in love and miracles! (Ivan, 26)

I used to feel sad every time I saw abandoned dogs. One day, I realized I could actually do something to help them. I found the number of a local shelter on the internet and asked if they needed volunteers. Now, I can't imagine a week without going there and spending some time with those creatures. The joy I can give them for a couple of hours of my time and the love I get in return is something words can't describe. (Tara, 23)

Volunteering helped me find something fulfilling for which I might not have got a chance otherwise. I met wonderful people and learned a great deal about responsibility we all have to give example to young people and to steer them towards building a brighter future. It demands time and effort, but the pleasure you get in return is priceless. (Vanja, 27)

1. A VOLUNTEER IN AN ANIMAL SHELTER

2. A VOLUNTEER IN AN EDUCATIONAL INSTITUTION

3. A VOLUNTEER IN A SPECIAL NEEDS ORGANIZATION

FROM NEEDS TO PROJECT IDEAS

Suitable for: **CITIZENSHIP, ETHICS**

KEY WORDS: mapping local community, identifying needs and problems, creating project ideas

STUDENTS WILL BE ABLE TO:

- analyse the needs of schools and local community
- define potential project ideas as an answer to perceived need/problem.

WHAT YOU NEED: worksheet, A3 and A4 sheets, felt tip pens

STEPS:

This workshop aims at helping students to recognize the needs for activities or volunteer projects in their school or local community. This way, students take themselves as a starting point, their view of the school and local community. Through conversation about perceived problems, students are encouraged to be active in finding the solution. Their feeling of ownership over the idea can optimise the entire project and ensure their full involvement.

Students should be divided into groups and led through the following steps:

Step 1. All groups get a worksheet and a task to discuss what problems they notice in their school and what they would like to change. The answers should be written around the section **school**. The following task for the groups is to map the main features of the local community where the school is located (names of neighbouring institutions, organizations, centres, parks, squares etc.) and talk about who in the local community might need their help and with whom they could cooperate.

Step 2. An A4 sheet with school name is pinned to the wall or blackboard with other A4 sheets placed around it where groups are instructed to write down problems perceived in the school. Also, the students should write the names of institutions, organizations, squares, etc. near the school. The entire process is done through a conversation – ask students about the answers they have written. Try to include as many students as you can.

Step 3. Ask students to look at what is on the wall and to think about which issues they would like to address through their volunteer project and why. It is important to talk with the full appreciation of every contribution, feeling and attitude. Together with the group, mark ideas (topics, users, problems) which currently seem the most important and valuable for the development of their project ideas.

Step 4. The students are now grouped according to interest in various project ideas and each group elaborates their idea by answering the following questions: *What is your personal gain in this project? Is the whole group interested in doing this project? What resources do you have? What do you need?* Students should think about what potentials they have (what are their talents, skills, who could they include, etc.).

Step 5. With teacher's support, groups organize a presentation of their ideas to some school bodies (e.g. a student council) and further plan the execution. It is important that the teacher writes down all project ideas and supports them in each step.

VOLUNTEER PROJECTS / FROM NEEDS TO PROJECT IDEAS

Deciding on a project idea is not simple. Sometimes it takes multiple workshops and creating many project ideas to be able to choose one. Development, planning and execution of a project idea can take a whole academic year.

ADDITIONAL MATERIALS AND SOURCES:

Documentary *Start the Change*

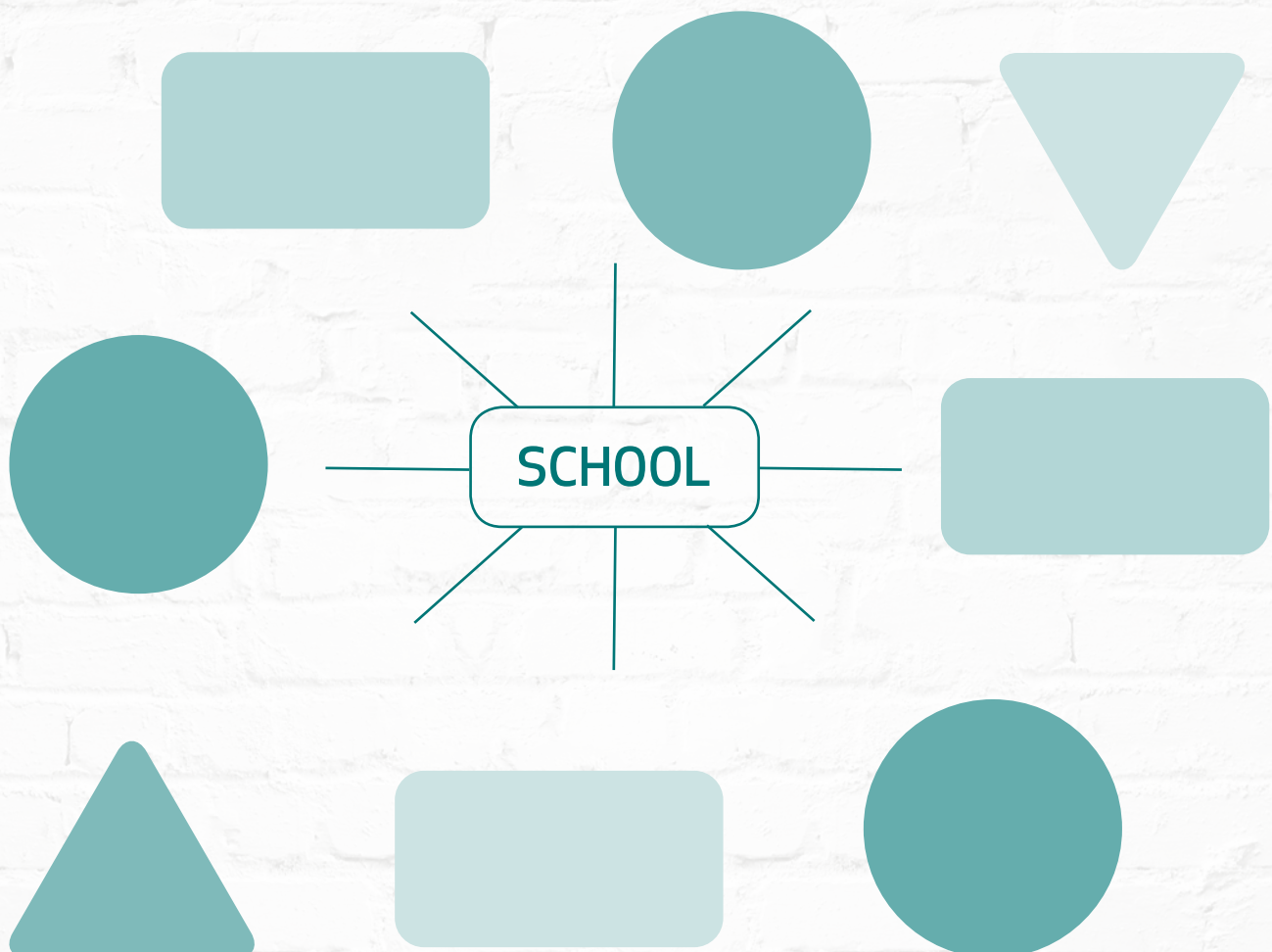
- with English subtitles - (35 min) about the volunteering of children and young people

:<https://www.youtube.com/watch?v=gXUXkxf52w>



WORKSHEET

Map local community where your school is. First consider which problems you notice in your school (facilities, student-teacher relations, peer conflicts, etc). Then think which institutions and organizations are there near you, whether there are potential partners and locations that might be of interest to children and young people.



TITLE

WORKSHOP COLLECTION "START THE CHANGE!"
40 working ideas with children and young people in the areas of diversity

PUBLISHER

Forum for Freedom in Education
Đorđićeva 8, 10 000 Zagreb
www.fso.hr
forum@fso.hr

FOR THE PUBLISHER

Eli Pijaca Plavšić

AUTHORS

Ana Munivrana, Domagoj Morić, Eli Pijaca Plavšić, Mario Bajkuša,
Milana Rastović, Vanja Kožić

PARTNERS IN THE "START THE CHANGE!" PROJECT:

FORUM FOR FREEDOM IN EDUCATION, Croatia
INOVA+ – INNOVATION SERVICES, Portugal
MACEDONIAN CIVIC EDUCATION CENTER (MCEC), North Macedonia
NETWORK OF EDUCATION POLICY CENTERS (NEPC),
SIRIUS Policy Network on Migrant Education,
Elementary School "Ivan Meštrović", Croatia
José Estêvão School Cluster, Portugal
State Municipal School "Nikola Karev" Strumica, North Macedonia

EDITORS

Marina Brkić
Vanja Kožić

GRAPHIC DESIGN AND PRINTING

ACT Printlab

Zagreb, 2021.

HOW TO QUOTE:

ed. Brkić, M. i Kožić, V. (2021). "Start the Change" workshop collection,
Zagreb: Forum for Freedom in Education



Co-funded by the
Erasmus+ Programme
of the European Union



GOVERNMENT OF THE REPUBLIC OF CROATIA
Office for Cooperation with NGOs



This publication is co-funded by the European Union Erasmus+ Programme.
The content of this publication is the sole responsibility of the Forum for
Freedom in Education and does not necessarily reflect the views
of the European Union.

This project is co-funded by the Office for cooperation with NGOs.
The sole responsibility for the views expressed in this publication lies
with the Forum for Freedom in Education.

This publication was prepared with the financial support of the City of
Zagreb. The contents of this publication are in the exclusive responsibil-
ity of the Forum for Freedom in Education and under no circumstances
can they be considered as reflecting the views of the City of Zagreb.

GENDER INEQUALITY

CONNECTION

INTERCULTURAL COMPETENCES

VIOLENT EXTREMISM

EMPHATY

PEACE BUILDING

COMMUNICATION

VOLUNTEERING

ARDS MINORITIES

NON-ACCEPTANCE

QUALITY

SHIP

INJUSTICE

DEMOCRATIC VALUES

UNDERSTANDING

RADICALIZATION