

The pillars of international peace, security, human rights and development

The rule of law to build trust and peace

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ABOUT THE LESSON

OBJECTIVE

The **International Day of Peace (IDP)** is held on **September 21** and celebrated to strengthen the ideals of peace, through observing 24 hours of non-violence and cease-fire. Fostering peace contributes to achieve the Sustainable Development Goals (SDGs) and more peaceful, just, and inclusive societies, free from fear and violence. This year is particularly important because of the 75th Anniversary of the Universal Declaration of Human Rights and the *Convention on the Prevention and Punishment of Genocide*, and the 20th Anniversary of the of the UN Resolution on the *Programme of Action on a Culture of Peace*.

PREPARATION

On the day of the lesson, invite your students to think about the words peace, law and justice and identify at least five different connections. These might include:

1. one or more keywords or key concepts;
2. the account of one or more episodes they have heard about, witnessed or experienced;
3. people that have fought or are fighting for peace and against inequality;
4. the different forms peace might acquire.

1

BACK AT SCHOOL

Before the actual start of the lesson, invite your students to organise themselves in pairs and share their brainstorming. Are there any recurring ideas/concepts among the students?

2

WARM UP

Invite your students to take a look at the infographic on page 74 of *Your World* *#bethechange* and work in pairs to do exercise 1. Then, ask them to identify possible links between the infographic and the picture on page 74.

3

UNDERSTAND THE TOPIC

Once students have completed the *Warm up* activity, ask them to form three groups. Each group will be assigned a different paragraph to read and analyse:

GROUP 1	The rule of law	Read the text, do exercise 2 on page 75 and use the information it contains to create a summary (max. 2 minutes) of the paragraph.
GROUP 2	The rule of law and the 2030 Agenda for Sustainable Development	Read the text, do exercises 1 and 2 on page 76 and use the information you collect to create a summary (max. 2 minutes) of the paragraph.
GROUP 3	Martin Luther King	Read the text, do exercises 1 and 2 on page 77 and use the information you collect to create a summary (max. 2 minutes) of the paragraph.

When groups have completed their task, give each 2 minutes to share their summary with the rest of the class.

DELVE DEEPER INTO THE TOPIC (15 minutes)

Invite students to stay with the same groups/create three new groups and invite them to do the Comparing Perspectives activity on page 76. Give students at least 10 minutes to read the information about the United Nations International Schools (UNIS) and reflect on the following:

- 1. the meaning of these principles;
- 2. how these principles are promoted in your school;
- 3. what principles you think should be more respected in your school;
- 4. the principle(s) you might want to add to the list.

Ask them to share their reflections with the rest of the class.

TAKE ACTION

Share the following activities with your students and invite them to choose one of them to carry out as homework:

OPTION 1	WATCH the YouTube video <i>Martin Luther King Jr.'s 10-Year-Old Granddaughter Says She Has A Dream, Too</i> and complete exercise 2 on page 77.
OPTION 2	SHARE their ideas about King's statement and do exercise 3 on page 77.
OPTION 3	USE their creativity to organise an initiative to celebrate peace and complete exercise 4 on page 77.

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C I V I L E

LEZIONI PRONTE

Memoria, cittadinanza e sostenibilità

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