

The human rights we fight for

For a world without discrimination

a cura di Mauro Spicci e Timothy Alan Shaw



ABOUT THE LESSON

OBJECTIVE:

December 10th is internationally recognised as **International Human Rights Day**. On this day, people of all countries are asked to stand against all forms of discrimination and promote concrete actions to implement a culture of equality and respect towards the inalienable rights that everyone is entitled to as a human being - regardless of race, colour, religion, sex, language, political or other opinion, national or social origin, property, birth or other status. If you want to be part of the change, here is a lesson plan for you and your students to organise a lesson using the materials taken from *Your world #bethechange* to celebrate women and their strength.

PREPARATION

On the day of the lesson, invite your students to think about the word *discrimination* 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/ experienced;
3. people that have fought/are fighting for equality and against discrimination;
4. the different forms gender discrimination might acquire.

LESSON 1

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 (5 minutes)

Invite your students to look at the infographic on page 8 and work in pairs to do exercise 1. Then, ask them to identify possible links between the infographic and the picture on page 8.

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	What is activism?	Read the text, do exercise 3 on page 9 and use the information it contains to create a summary (max. 2 minutes) of the paragraph.
GROUP 2	Do you want to be an activist? Just take action!	Read the text, do exercises 1 and 2 (Text 1) on page 10 and use the information you collect to create a summary (max. 2 minutes) of the paragraph.
GROUP 3	Youth activism and the United Nations	Read the text, do exercises 1 and 2 (Text 2) on page 10 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)

When groups have completed their task, give each 2 minutes to share their summary with the rest of the class. Invite students to stay with the same groups/create three new groups and invite them to do the *Comparing Perspectives* activity on page 11. Give students at least 10 minutes to read the pieces of advice to promote gender equality presented and reflect on the following:

1. The meaning of these principles;
2. How these principles are promoted/respected 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.

FOLLOW UP

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

OPTION 1	Read both texts on page 12 (the presentation of the singer and activist Alicia Keys and the World issue about planetary action) and do exercise 1 on page 13. Then, get ready to share your ideas about her and her engagement orally with the rest of your class.
OPTION 2	Watch the YouTube video <i>Alicia Keys Awarded the Ambassador of Conscience Award From Amnesty International</i> , answer the questions of exercise 2 on page 13 and say if you agree with her ideas. Then, get ready to share your ideas orally with the rest of your class.
OPTION 3	Search for the song <i>Underdog</i> by Alicia Keys. Read it and do exercise 3 on page 13. Then, get ready to share your ideas orally with the rest of your class..
OPTION 4	Search for the poem <i>The Hill We Climb</i> by Amanda Gorman. Read it and do exercise 5 on page 13. Then, get ready to share your ideas orally with the rest of your class.

LESSON 2

1

BACK AT SCHOOL

Invite your students to focus on the activity they have carried out at home. Ask them to summarise their main takeaways in one sentence and share them orally with the rest of the class. Use the following guiding questions to help them shape their thinking:

1. What is the most important message you learnt from the activity you did?
2. What “lesson” did the exercise you carried out give you?

2

TEAMWORK (50 minutes)

Ask your students to organise themselves into four groups. Then, invite them to follow the instructions in the *#bethechange session* on page 13 to create a human rights policy to be shared with the rest of the school community.

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C I V I L E

LEZIONI PRONTE

Memoria, cittadinanza e sostenibilità

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