

## Identification of the educational scenario

### Wusmed ES3

#### 1.1 Title of the scenario

**3: CITIZENSHIP**

#### 1.2 Creator

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**School: WUSMED**

#### 1.3 Topics or courses involved

Citizenship Education

Topics: Valuing human dignity and human rights.

#### 1.4 Educational level

**Primary**

**Secondary X**

**Second chance school**

**Reception class**

**Other**

### 1.5 Learning outcomes of the scenario

Based on the Council of Europe Framework, at the end of the course/ scenario, students are expected to have acquired the skills that will enable them to:

- Argues that human rights should always be protected and respected.
- Defends that no one shall be subjected to torture or to inhuman or degrading treatment or punishment.
  - Argues that all public institutions should respect, protect and implement human rights.
  - Expresses the view that all laws should be consistent with international human rights norms and standards.

### 1.6 Time-duration

Class time: 5 hours

Outdoor preparation: 1-2 hours

How many hours to be used in total: 6 - 7 hours

## **2. Development of the educational scenario**

## 2.1 General description

### First class

#### 1. Warm up (15')

**Stimulus:**

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



As an initial activity, we will purpose students to watch “The Box” trailer. After this 3 minutes video we will ask some questions in order to make students start thinking.

#### **Brainstorming**

What’s the trailer about?

If you were the person who received the box what would you do? Why?

Can you explain the advantages of opening the box? And the disadvantages?

Do you think you would regret your decision? Why?

#### **2. Discussion to explore (45')**

Students will watch three different videos that will help the teacher to guide a discussion about ignorance, responsibility and human rights.

1st video:



The goal of this video is to make the students think about the consequences of ignorance and how the lack of information makes us take wrong decisions.

**Dialectical Discussion to reveal meaning:**

- What's the video about?
- What's the girl complaining about?
- Which is the cause of the problem?
- Would her point of view change if she knew the meaning of "π"?
- Have you ever had a misunderstanding cause of ignorance?
- Which reflection can you get from this video?

2nd video:



The target of this video is thinking about the responsibility of our actions once we know the consequences of them. In this case the topic will be climate change.

**Dialectical Discussion to reveal meaning:**

- What's the tale about?
- What do you think about the final sentence "it's up to us how the story ends"?
- What kind of actions we can do to stop climate change?
- Do you think people doesn't do anything to stop climate change because they don't know about it?
- Who is the responsible of climate change?
- Who has to fight against it?

- Which reflection can you get from this video?

### 3rd video:



The target of this video is to make students think about human rights. Although we can have different opinions about a topic, there are inherent rights that have to be respected.

### Dialectical Discussion to reveal meaning

- What's happening on the video?
- Why do you think migrants try to arrive to Spain?
- Why do you think police is shooting them?
- Do you think people can have different opinions about immigration?
- Any of this opinions justify shooting people?
- Which reflection can you get from this video?

At the end of the class each student will write a little conclusion about what they have learnt and they comment it with their partners.

### 2nd class (60')

At the beginning teacher asks about the conclusions of the previous class.

Then the teacher will present a video about the holocaust in order to introduce Human Rights Universal Declaration origins.



### Dialectical Discussion to reveal meaning

- What's the video about?
- After WWII what did politicians decide in order to not repeat it again?
- What kind of agreements have they achieve?

### 3. Using Theatre techniques

After knowing that a Human Rights Declaration exist, students have to imagine in groups, which kind of right are included on it.

For doing this activity, they will have to work in groups. Each one, will choose a Right to be represented by image-theatre technique where they should create a physical image to be pictured in order to represent the right they have chosen.

The rest of the class, will be spent on discover what rights have been represented.

In the last part of the class, teacher will ask student why they have chosen these rights and no others. Then, teacher will present student some of the most important right of HRUD in order to see that, depending on the context we live, we assume or not some of the basic rights as inherents of the human conditions.

### 3rd and 4th class (120')

The target of this lesson is to make them focus on a Human Right article in order to study it deeply and see if it is respected all over the world. Moreover, throughout theatre students will have the opportunity of living the conflict and be an active part of the conflict resolution.

At the beginning pictures of the last class are shown in order to review some of the Human Rights and teacher asks them if they are respected.

Then students will choose one article. Using an interactive map they will have to choose one conflict in the world where this right is vulnerated.



Once they have focused on a conflict they should have to represent it using forum-theatre technique. In this technique, students in groups represent a short piece of theatre where the conflict is shown. During this representation, opposite opinions of each topic have to be shown by the characters.

Then, they will represent it again and the rest of the class will have the opportunity of become part of the scene in order to change it. In this second part dialectical discussion will be a must in order to find a solution based on peace culture and Human Rights.

(60 minutes will be necessary for introducing Human Rights vulneration, exploring the map and preparing the script and 60 minutes will be spend on representing forum-theatre scenes)

### **5th class (60')**

#### **Personalization**

The target of this class is to think about individual and collective actions which can be realized for fighting against humanitarian problems.

This session will start talking about the last day performances and discussing about all we can do to solve these situations.

#### **Dialectical Discussion to reveal meaning**

- Who can contribute to create a world that handle Human Rights?
- What can we do in our daily life?
- What do you think about the importance of:
  - ONGs
  - Protests
  - Voting
  - Voluntary service
  - Fairtrade
  - Daily acts
- What do you think is the meaning of this sentence: "think globally, act locally"?

Then, we will compare students solutions with some activists actions.

Finally we will see "The box" trailer again. Students will have to answer first day questions again in order to check if they are able to valuing human dignity and human

rights. They also will have to answer what have they learnt and if what we learn can modify in some sense their daily life attitude.



## Conclusions

For the topic to have a successful closure, is important to:

- Summarize the main topics that were discussed in order to clarify the concepts.
- Sensitize that Human Rights should be respected and protected.
- Take care of human dignity being able to show respect to all humans without restrictions.
- Assume ethical attitudes according to Human Rights

## 2.2 Worksheets & Resources

### **First class**

The box trailer: <https://www.youtube.com/watch?v=nSOjMkoBYYA>

Pi Pas video: <https://www.youtube.com/watch?v=H1v-bCyeIR4>

Climate change video: <https://www.youtube.com/watch?v=zMvWGT6I3II>

Ceuta's shooting: <https://www.youtube.com/watch?v=e6All1OzrO4>

### **Second class:**

Holocaust video: [https://www.youtube.com/watch?v=CDxX\\_OP0G1M](https://www.youtube.com/watch?v=CDxX_OP0G1M)

### **Third class:**

Human Rights interactive map: <http://mapamundi.portalpaula.org/>

### **Fifth class:**

Activist videos:

EKO camp: <https://www.youtube.com/watch?v=axiE1oFmUoU>

Greta Thunberg speech about climate change:

<https://www.youtube.com/watch?v=EAmUIEsN9A>

Fairtrade: <https://www.youtube.com/watch?v=PLKTGWH398Q>

Emma Watson speech about gender equality:

<https://www.youtube.com/watch?v=nlwU-9ZTTJc>

### 2.3 Infrastructure & Materials needed

- Computer with access to internet
- Slide projector
- Paper and pen
- Camera (for the pictures)
- Some laptops, tablets or mobiles (for exploring the map)

### 2.4 Versions-adaptations

Teacher can look for different video topics or materials depending on student's interest or cognitive abilities.

### 2.5 Challenges

The main challenge of this scenario is to change the way students react in front of Human Rights vulnerations, making it more sensitive and responsible.

## **3. Evaluation of the educational scenario**

1st class:

Initial evaluation through the brainstorming of "The box" trailer and summative evaluation from the final conclusion written by the student.

2nd class:

Co-evaluation and auto-evaluation of the image theatre activity.

3rd and 4th class:

Co-evaluation and auto-evaluation of the forum-theatre scene.  
Evaluation of the student's attitudes through of their discussions and arguments in the performance.

5th class:

Final evaluation where we can see if they have change the way they solve "The box" dilemma.

