



TEACHING GUIDELINES

BLOC III *LET'S STEP INTO THEIR SHOES*

Lesson Plan

Session 1 International conflicts and geography

Session 2 Geography of illiteracy and misery

Session 3 The declaration of Human Rights

Session 4 Education and peace in the world

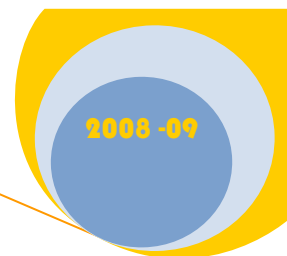
Session 5 Education and Religion

Session 6 Gender equity in Education

Session 7 Gender equity in Education

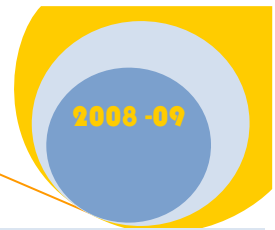
Session 8 Freedom Writers

Session 9 Freedom Writers

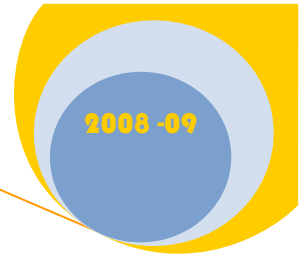


Let's step into their shoes

<p>TOPIC: Let's step into their shoes</p>	<p>SUBJECT CORE SKILLS</p> <p>Pupils will be able to reflect upon the importance of education and to view education as a vehicle to promote social responsibility, dialogue and values to encourage peace in the world. Also, they will be able to make connections between education, religion, gender inequality, poverty, intolerance and racism.</p>
<p>SUBJECT: - Education -Human Rights -Religion -Sexism -Respect and Trust</p>	
<p>LEVEL: 3rd /4th ESO</p>	<p>TRANSFERABLE SKILLS</p> <p>Communicative skills:</p> <p>Pupils will be able to give their opinions and practice giving their reasons, as well as just saying what they think.</p> <p>Methodological skills:</p> <p>Pupils will be able to apply geographical knowledge to subject maps. Also, they will learn to make inferences and comments out of some texts and images; they will learn to match causes and consequences; preparing a list of criteria to judge an event, indicating priorities and ratings; writing a summary/report of an event and finally writing and organizing an essay on a specific topic/question.</p> <p>Personal skills:</p> <p>Pupils will be able to design, organize and develop individual and collective activities or projects with creativity, confidence, responsibility and critical thinking.</p>
<p>TIMING: 9 Horus</p>	
<p>AIMS:</p> <ul style="list-style-type: none"> - To construct a mind map on education to illustrate and relate selected information. - To earn respect and trust to live in peace in society. - To knowledge the problems derived from the inequalities of education. - To view or overcome personal and academic adversities, if this is the case, brought by their personal experiences. - To encourage the students to start writing their own daily diary, in which they chronicle important experiences and emotions. Just like <i>The Freedom Writers Diary</i>. - To take the lead to help others. 	



TEACHING OBJECTIVES	LEARNING OUTCOMES	COMMUNICATION	CULTURE/CITIZENSHIP
A. CONTENT	A. CONTENT	Language of learning	
<p>-To explore the concept of “<i>Human Rights</i>” and “<i>Education</i>” within the <i>Universal Declaration of Human Rights</i>.</p> <p>-To teach what does it mean to receive a complete and enriching education in today’s world.</p> <p>-To help young adolescents viewing education as a fundamental tool to the human condition and its proper development.</p>	<p>By the end of the lesson students should be able to:</p> <p>-Explore and understand the relationship between poverty and illiteracy regarding education.</p> <p>-Analyse and determine the importance of education, knowledge and culture to avoid war and social injustice.</p> <p>-Recognise and understand the necessary balance between rights and responsibilities. Wherever there are rights, responsibilities also exist.</p>	<p>Key vocabulary:</p> <p>Education and human rights: <i>child labour, slavery, exploitation, misery, illiteracy, human rights, wealthy, healthy, manipulation, weakness.</i></p> <p>Religion and war: <i>worship, believe in, pray, atheist, agnostic, commit a sin, faith, philosophy, truth, war, conflict, weapons, battle, fighting, attack, commit a crime, murder.</i></p> <p>Respect and trust: <i>tolerance, intolerance racism, ethnic groups, achieves a goal, succeeds in life, succeed at school, adversity, endure, overcome, violence, gang, hate.</i></p> <p>Language for learning</p> <p>-Synthesis verbs: <i>allow, help, develop, take part in, promote, consolidate, and increase.</i></p> <p>-Connectives and linking expressions: <i>also, because, then, this brings up, as a result, as a consequence.</i></p> <p>-Essay writing instructions:</p> <ol style="list-style-type: none"> organization /outline language tips linking words <p>Language through learning</p> <p>-Body language</p> <p>-Sentences, expressions and speech words that will come across throughout the lesson.</p> <p>-Classroom language routines</p>	<p>Pupils will taste and watch an account of the importance of education through a real life experience of an American teacher: Erin Gruwell. They will investigate the key factors that determine future professional success and the facts that prevent this from happening.</p> <p>This bloc is designed to raise awareness of the several actions people can take as individuals to help others in need of academic or personal support.</p>
B. COGNITION	B. COGNITION		
<p>To teach students examine the importance of receiving a proper education and what does it imply regarding economic development, religion, gender and tolerance among other factors.</p>	<p>To understand the effects of education on religious beliefs, the geography of illiteracy and the inequality of opportunities regarding gender and individual differences (race, ethnic groups).</p>		



ASSESSMENT CRITERIA:

Throughout the lesson, students will be assessed on a daily basis as far as active participation and personal commitment are concerned.

They will hand in diagrams and reading comprehension activities on Education and Human rights. Also, they will have to hand in a compulsory questionnaire on the film *Freedom writers* as a synthesis activity. To develop these activities, they will have to take into account previous activities, procedures and information provided.

TEACHING GUIDELINES

TITLE: Let's step into their shoes	SESSION 1: International conflicts and geographical inequality.
<p>TEACHING NOTES: After the terrible things that happened during the Second World War, the United Nations decided to make a list of rights that everybody on the planet should have, no matter where they were from, what colour or religion they were. Everyone was equal. However, international conflicts did not let many human rights emerge as it was intended. Peace was not achieved after the war, many international conflicts came up so far and this meant poverty, lack of social and economical stability and no progress at all. In this session, students will examine how certain countries in the world lack of socio-economic development and personal welfare as a consequence of international conflicts. These countries are those commonly known as the third world areas. Students will establish connections between these factors.</p>	
<p>MATERIALS:</p> <ul style="list-style-type: none"> - Overhead projector - Power point on international conflicts and its consequences (Supplementary material). - International conflicts and geographical inequality (Student's book). - 	
GROUPING: 25 students	TIMING: 1h

ACTIVITIES:

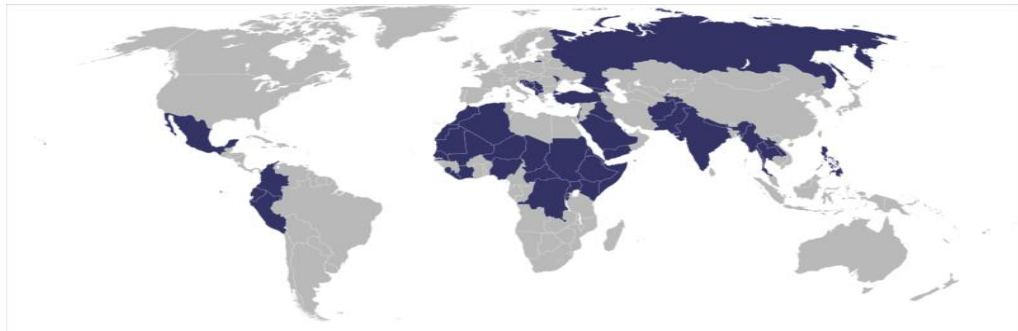
- Warm up activity: (Slide 1) Display some images depicting *war, hunger, bombings, poverty, misery, child labour, underdevelopment, illiteracy and no education*. Let the students brainstorm the connection between these factors while eliciting the vocabulary above. (Exercise 1 Worksheet)
 - 1. Show the students the explanatory diagram linking the intended vocabulary so that they copy it in their worksheets. (Exercise 2 worksheet)
 - 2. Show them the second slide of the power point, a graph with data on some post World War II conflicts. Make them reflect under the ideas of: inequality of conflicts and areas in the world and inequality of education as a consequence of war, misery and underdevelopment. (Exercise 3 worksheet)
- Raise some questions such as:

-Is war distributed equally everywhere in the world? Do these conflicts happen everywhere? Is there a balance between world geography and areas at war?
-In which continents does war mostly occur?
-Can you remember other international conflicts happening between 2001-2009? Can you name them?

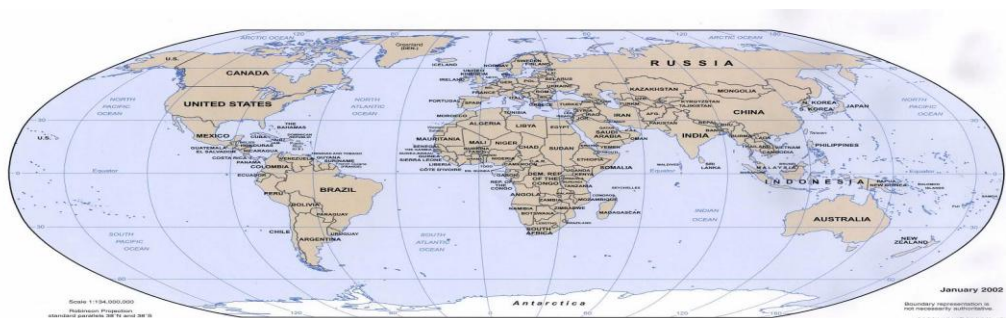
Possible answers

2003 Iraq War
 2004 War in North-West Pakistan
 2004 Yemen insurgency (Yemen and Saudi Arabia)
 2005 Fourth Civil War of Chad (Africa)
 2006 Mexican drug War (Central America)
 2006 Lebanon War (Lebanon and Israel)
 2007 Ingushetia Civil War (Chechnya, Russia)
 2008 Gaza War (Gaza and Israel)
 2009 War in Somalia (Africa)
 2009 Islamic insurgency in Somalia

So that they locate the continents and the countries we are talking about, ask them to have a look at the slides **4** (conflicts and countries located on a map), **5** (continents where most wars occurred between a certain period) **and 6** (political map of the world). Tell them they already have the maps in their worksheets, where they can have a close look and analyse the data and the geography of wars in detail.



Wars and conflicts 1990-2009



Political map of the world

TEACHING GUIDELINES

TITLE: Let's step into their shoes	SESSION 2: The geography of illiteracy and misery
TEACHING NOTES: This session approaches the students to the inequalities of education around the world, showing how the poorest and weakest continents coincide with those suffering from illiteracy and real educational misery.	
MATERIALS: <ul style="list-style-type: none">- Overhead projector- Power point: The geography of illiteracy (Supplementary material).- Illiteracy worksheet (Student's book).	
GROUPING: 25 students	TIMING: 1h

ACTIVITIES:

- Warm up activity: Display an image of some children working hard in the fields, in factories and smashing rocks. They do not have access to education at all and as we saw in the previous session, this doesn't happen everywhere in the world in a balanced way. (Slide 1 of the Power point)

Review some vocabulary of the previous session and elicit some new words and clauses such as: *slavery, child labour, inequality of education, misery and socio economic weakness, exploitation, illiteracy.*

Key questions:

- Are the children in the images working because they want to? Do you think they have any option to choose?*
- Who may ask them to do it? Or, oblige them? Why? What is the name we give to people who are forced to work by a chief/boss who doesn't pay them at all?*
- Working too much, in extremes, has a name. It starts by E (referring to EXPLOITATION). Can you guess it?*

1. Build up a vocabulary list on the words above and complete an incomplete text explaining the fatalistic causes and consequences of illiteracy. (Student's book)
Solutions of the text: *underdeveloped, work, child labour, work, slavery, access to education, illiteracy, easily manipulated.*
2. Matching activity on the continents and the rates (%) of illiteracy in the world. See how these rates and distribution of illiteracy coincide with the poorest and most conflictive countries in the world.
3. Synthesis activity. Make the students reflect upon the causes and consequences of illiteracy and educational misery through the diagram in Slide 2: the replacement of schooling for child labour and children exploitation, lack of mature citizenship in terms of culture and development, poor intellectual preparation causing no critical thinking and easily manipulated people...

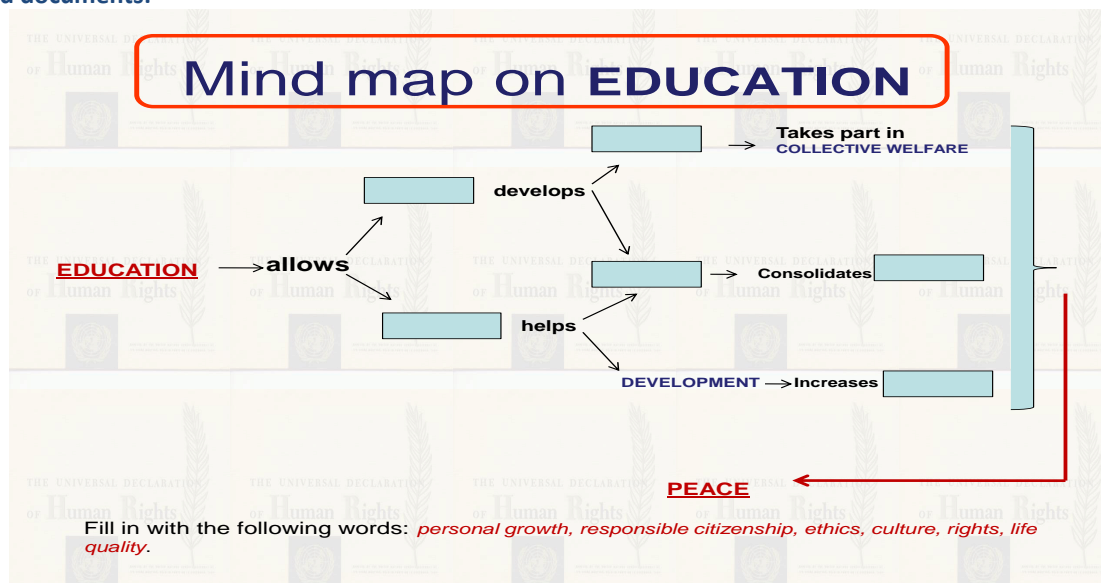
TEACHING GUIDELINES

TITLE: Let's step into their shoes	SESSION 3: The Declaration of Human Rights and Education
TEACHING NOTES: This session is aimed to approach the students to what human rights are, on what do the Declaration of Human Rights consist and to pay specific attention in the article 26, standing for the right to education.	
MATERIALS: <ul style="list-style-type: none"> - Overhead projector - Power point: Text on the Declaration of Human Rights (Supplementary material). - The Declaration of Human Rights worksheet (Student's book). 	
GROUPING: 25 students	TIMING: 1h

ACTIVITIES:

1. Ask the students to read individually the text on the Declaration of Human Rights in their worksheets.
2. Display the text on the overhead projector and work on the words and expressions the students may have problems understanding.
3. Ask the students to answer the questions of the worksheet provided. Tell them you will take their comments and writings at home and that you will assess their level of comprehension and writing synthesis.
4. Set homework. Ask the students to fill in the blanks with the words in italics below the diagram. Also, ask them to prepare a logical explanation of the relationship established between *Education* and *Peace*. Finally, ask them to read some of the articles on the Declaration of Human Rights and synthesise the idea behind. (Student's book)

Attached documents:



Article 21 (1) Everyone has the right to take part in the government of his country, directly or through freely chosen representatives. **The Right to**

Article 22. Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

Article 23 (1) Everyone has the right to work, to free choice of employment, to just and favorable conditions of work and to protection against unemployment. (3) Everyone who works has the right to just and favorable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.

Article 25 (1) Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services....
.....

Article 26 (1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages.

Article 28 Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

TEACHING GUIDELINES

TITLE: Let's step into their shoes	SESSION 4: Education and Peace in the world.
TEACHING NOTES: This session is aimed to revise the facts linking education and peace in the world.	
MATERIALS: <ul style="list-style-type: none">- Overhead projector- Power point: Text on the Declaration of Human Rights (Supplementary material).- The Declaration of Human Rights worksheet (Student's book).	
GROUPING: 25 students	TIMING: 1h

ACTIVITIES:

Warm up activity: Homework correction.

- **Mind Map completion:** Education allows personal growth and culture. On the one hand, personal growth and culture develop a responsible citizenship and ethics, which at the same time promote collective welfare, consolidate rights and increase life quality. It altogether ensures Peace in the world.

-Synthesis activity:

Art. 21: The Right to participate in the elections.

Art. 22: The Right to receive social support and recognition.

Art.23: The Right to a safe working place and to dignity at work as far as salary and social protection are concerned.

Art. 25: The Right to a healthy and wealthy life conditions.

Art. 26: The Right to a free primary education.

Art. 28: The Right to claim for social and international freedom as established in the Universal Declaration of Human Rights.

Finally, tell them that after half a century of this universal proclamation, many of these rights are not nearly approached to many human beings in the world. Without respecting these basic rights, humanity will never reach the welfare and the knowledge pursued by culture, education and peace in worldly life.

TEACHING GUIDELINES

TITLE: Let's step into their shoes	SESSION 5 : Education and Religion in the world
TEACHING NOTES: This session is aimed to have a quick look at the spread of the 5 main religions of the world over the centuries and the existing main differences between them. These religions are Christianity, Judaism, Islam, Hinduism and Buddhism. Students will reflect upon questions such as how do they know what to believe, the truth of the origins of the world, and will search for an explanation on how a religious upbringing can lead to a belief in God.	
MATERIALS: <ul style="list-style-type: none"> - Overhead projector - Power point: Religions of the world (Supplementary material) - Worksheet: Religions of the world (Student's book) 	
GROUPING: 25 students	TIMING: 1h

ACTIVITIES:

Warm up activity: Brainstorm what Religion is to them and elaborate a common definition to be copied in their worksheets. Help them to find words related to RELIGION by means of a set of distinct definitions. Ask them to read and consider each definition and write down the best words defining what do they understand by RELIGION. (Supplementary material) slide 2

1. *The beliefs, attitudes, emotions, behavior, etc., constituting man's relationship with the powers and principles of the universe, especially with a deity or deities; also, any particular system of such beliefs, attitudes, etc.*
2. *"Any specific system of belief and worship, often involving a code of ethics and a philosophy."*
3. *"What the individual does with his own solitariness."*
4. *Karl Marx: "Religion is the sigh of the oppressed creature, the heart of a heartless world, and the soul of soulless conditions. It is the opium of the people."*
5. *The processes by which mankind tries to find meaning in a chaotic universe."*
6. *Wikipedia defines religion as: "... a system of social coherence based on a common group of beliefs or attitudes concerning an object, person, unseen being, or system of thought considered to be supernatural, sacred, divine or highest truth, and the moral codes, practices, values, institutions, traditions, and rituals associated with such belief or system of thought."*

1. Ask them on what do people rely or believe to practice one religion or another, to be agnostic or atheist or a devote practitioner. Give them clues on the possible questions people reflect upon when they are asked about God, the truth of the world and the origins of life.(slide 3)
2. Provide them with a general overview of the 5 major religions of the world and ask them to complete the grid in their corresponding worksheet.
3. Finally, ask them to think about some problems derived from religion. The words/concepts they

should come up with are: *war, prejudices, inequality, sexism, racism.*

- 4. Set homework:** Have a look at the diagram on ***the purpose of Religion*** and say if you agree or not and why. Also, have a look at ***the spread of the major religions graph*** in the world and write down a scale going from the most influential (or more practitioners or adds up) to the least. (Student's book)

Exercises 3 and 4 of the Worksheet on Religions of the World can be set as homework for the next session.

TEACHING GUIDELINES

TITLE: Let's step into their shoes	SESSION 6/7 : Gender equity in education
TEACHING NOTES: This session presents an overview of where, why, how and in what conditions girls are denied access to primary education. Many obstacles such as the daily realities of poverty, political instability, regional conflict, geography, cultural and traditional values stand between girls and their prospects for education. Students will learn that educating girls is essential to the development and prosperity of nations and peoples.	
MATERIALS: <ul style="list-style-type: none">- Internet connection- Worksheet: Gender equity in education (Student's book)- Power point on <i>How to write an essay</i>. (Supplementary material)- Essay writing linguistic support worksheet. (Student's book)	
GROUPING: 25 students	TIMING: 2h

ACTIVITIES:

DAY I

Warm up activity: Homework correction on the religions of the world.

- 1- Show the students the following symbol and ask them if they know what it stands for.



A generic symbol for gender equality

Go on, explaining that **gender equality** is defined as a human right, especially women's rights, and is whatsoever linked to economic development. The United Nations Population Fund declared gender equality "first and foremost, a human right."

Promoting gender equality is seen as an encouragement to greater economic prosperity. For example, nations of the Arab world that deny equality of opportunity to women were warned in a 2008 United Nations-sponsored report that this disempowerment is a critical factor crippling these nations' return to the first rank of global leaders in commerce, learning and culture.

- 2- Provide the students with the following essential questions and ask them to organize themselves in groups and find out information on the topic questions. Questions a) and b) can be answered with the help of the reading *Gender inequality in education and employment* by Geeta Sharma. (Student's book). Questions c), d) and e) can be answered through the Internet search of the following pages:

* <http://www.unicef.org/crc/>

* actionaid.org.uk/doc_lib/aamdg.pdf (Women's Rights and the Millennium Development Goals)

* Google: United nations and gender equality / UNESCO / UNICEF

- a) Identify the many circumstances that perpetuate gender inequality in educational environments. (In some parts of the world, political, religious and social barriers stand in the way of girls and education.

- b) Discuss the importance of educational opportunities for females in developing nations. (There are many ways that education for girls can help individuals, families and communities build a better future). Some gender roles have existed in cultures for thousands of years.
- c) Examine the Convention on the Rights of the Child, the Millennium Development Goals and the role of the United Nations in promoting educational opportunities for all. (Primary education is considered a human right that should be granted to everyone).
- d) Explain the work of United Nations Educational, Scientific and Cultural Organization (UNESCO) and the United Nations Children's Fund (UNICEF).
- e) Assess the impact of international efforts to promote gender equality in education. (Who are the responsible ones, who can bring about a change in the cultural and societal factors and provide girls and women, better opportunities for education? What kind of initiatives, that don't solely depend on the government initiatives, can help create this change?)

DAY II

1. Ask the students to write a short essay of approximately 150 words or a diagram /mind map giving answers to one of the questions above. They will have already gathered the information required to write an essay or design a clear diagram.

(Provide clues on how to organise an essay, linking words and expressions and paragraph organisation. Also, remind them of the purpose and design of a diagram) Supplementary material.

Throughout the session, provide them with dictionaries and help them organise their essays. To begin with, display and help them interpret the power point on *How to write an essay* (Supplementary material) and go on with the linguistic practice and support given in their student's book (Worksheet on Essay writing linguistic support).

Linking words worksheet correction:

To believe in God or not to believe, that is the question.

Many citizens nowadays doubt about the existence of a supernatural powerful God who knows it all and who leads our lives. **However**, many theories on his existence torment our minds.

To begin with, scientific arguments emerge around this topic. Cosmological and evolutionary theories contradict many religious arguments. **Therefore**, how the universe came into being and how living things came to be like they are today, correspond to proved scientific evidence. **For example** the Big- Bang theory and Charles Darwin's "Origin of the Species".

Secondly, religions have their own ideas about all this. **For instance**, the Bible says things were created following a certain order in six days, and humankind descended from Adam and Eve.

Also, the fact of believing or not is for some people based on a personal religious experience or something more indirect. **Possibly**, it starts with your family experience or a search for meaning. **Nevertheless**, the nature of truth is something questionable.

While some people look for religious truth in sacred writings and religious leaders, others base the truth of the world in scientific and historical truth. **In conclusion**, these are two controversial resources.

Consequently, we observe that religion is a matter of faith, believers believe in God **despite** the fact that not real evidence exist. And non believers rely mostly on the theory of evolution or Darwinism and the cosmological theory of the Big Bang. **For this reason**, we certainly believe that there is no possible harmony between scientific and religious ideas.

(Therefore, Moreover, Secondly, In conclusion, However, Possibly, To begin with, For example, For instance, Also, Nevertheless, Despite, For this reason)

TEACHING GUIDELINES

TITLE: Let's step into their shoes	SESSIONS 8/9 : Freedom Writers (an example on how to pursue education in high school)
TEACHING NOTES: These last sessions of the bloc are aimed to synthesise some of the contents the students have been going through throughout the subject. The students will watch an account of an American teacher's true experience that touches on powerful themes such as self-reflection, tolerance, facing adversity striving for success and trust.	
MATERIALS: <ul style="list-style-type: none">- Overhead projector- Film: <i>Freedom Writers</i> by Richard LaGravenese (Based on the book <u><i>The Freedom Writers Diary</i></u> by The Freedom Writers with Erin Gruwell)- Freedom Writers questionnaire. (Student's book)	
GROUPING: 25 students	TIMING: 2h

ACTIVITIES:

Tell the students they are going to watch a film closely linked to the importance of education. Explain them they need to pay close attention to it because they will be required to answer several questions and hand them in as a final course task.

Final task or synthesis activity: Reflective questionnaire completion on the film *Freedom Writers*. This is going to be set as a final compulsory activity and will be used to evaluate their progress, both linguistically and content achievement. The students will be required to complete the questionnaire at home, with the help of their coursework material, personal notes and dictionaries.