

The cover features a decorative graphic consisting of three blue circles of varying sizes, each with a lighter blue ring around its center. These circles are arranged along a diagonal line that runs from the top-left towards the bottom-right. The largest circle is at the top, a smaller one is in the middle, and a third, partially cut-off circle is at the bottom right. The background is white with thin blue lines extending from the top-left and bottom-right corners towards the center.

Educating Myself

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INTRODUCTION

This project has been realized during the 2008-2009 school year thanks to a paid study leave granted by the Catalan Department of Education (DOGC N°: 5168 de 08/07/2008).

The didactic materials that follow have been designed to meet the educational needs of second cycle students who are taking the compulsory subject Educació èticocívica, in here named as the CLIL project *Educating Myself*. This is a citizenship course that covers several disciplines and transferable skills bringing coherence and cohesion to the ESO curriculum. The learning strategies required by the project itself go beyond the subject core skills, that is to say, the pedagogical approach of the *Educating Myself* is aimed to promote critical thinking, cooperative learning strategies and the integration of basic human values to sustain a democratic society with responsible, collaborative and empathetic future citizens.

The project focuses on social and emotional aspects of the self and in relation to others through the study of certain historical events and everyday gestures that have shaped our way to perceive the world and the distinct people around us. It is about human values, the way we feel and react to different people's lives and customs, about the unforgettable history behind us, citizenship and ethics around the globe, multiculturalism, education and immigration.

The CLIL pedagogy is in line with the design of the contents and activities of the *Educating Myself* project. In other words, there is a double focus on its implementation which is to be minded all through the teaching process:

- Teaching the subject content of a non-language subject in a foreign language, in this case, English, putting the same emphasis on the content itself and to the language of communication.

The CLIL project being designed also takes into account the linguistic demands of our society in the new European framework and deals with closely social matters such as identity, culture, prejudice, discrimination, education inequalities, and lack of respect. So, vivid issues and a focus of controversy in today's multilingual and multicultural world.

The *Education Myself* compulsory course (35h) in second cycle of ESO students consists of three units, each to be implemented in the first, second and third terms respectively. Students will take one hour per week, so that the course will last approximately for 35h throughout the school year. These units are:

Unit I: *It's good to be me*, thought to cover 15 hours of teaching and dealing with:

- Identity
- Feelings
- Self-esteem
- Assertiveness
- Decision making
- Peer Pressure
- Ethical decisions

Throughout the first term, pupils should be able to think about how their identity has been created and what it means to them. They should learn how to act autonomously while minding identity, self-esteem, self-control, discernment and responsible decision making. Also, they should identify, express and manage their feelings and inner emotions while recognizing the otherness. Finally, they should be able to understand how feelings and behavior are closely linked.

Unit II: *Everyone makes a difference*, aimed to cover up to 12 hours of teaching and dealing with:

- Culture
- Prejudices
- Stereotypes
- Discrimination

Throughout the second term, the students should explore important real-life themes, such as the richness of cultural diversity and the concept of culture itself, the implications of stereotyping, the social gravity of prejudice and other related experiences that gradually end with many people's innocent perspectives of life. The essence of friendship, the acts of humanity, the uses and abuses of obedience and conformity, the development of prejudice in certain historical periods, and its destructive consequences are also contents to be dealt with.

Unit III: *Let's step into their shoes* is the last and maybe the most demanding unit to be taught as far as analysis, interpretation and writing are concerned. This last term unit is aimed to cover approximately up to 9 hours of teaching and deals with:

- Education
- Human Rights
- Religion
- Sexism
- Respect and trust

During the last months of class, pupils should 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.

These didactic materials are designed so that all the sessions can be run with a minimum of preparation. Each unit includes:

- **Teacher's guidelines:** It contains the lesson plan of the term with the aims of the sequence of activities, the teaching objectives and the outcomes of the lesson. Moreover, a deep explanation of each of the sessions being proposed (development of activities, groupings, timing, explanations and examples, solutions to exercises and a close guide to the materials needed and the resources to be used in class).
- **Student's book.** It contains the worksheets to be handed out to the students. Most of the activities can be directly done in these sheets.
- **Supplementary materials:** It is a zip archive containing video clips, power points, trailers, TV advertisements, diagrams and several pdf. documents to be read or consulted by the students. To unzip this archive is completely necessary to develop each of the sessions.

Basic requirements to implement the course

. Films

Needless to say that it is a basic requirement to have the original DVD's to watch the several films on which most of the contents of the course are clearly illustrated. These films are:

- *The Pursuit of Happiness* (Gabrielle Muccino) }
- *Juno* (Jason Reitman) } First Term

- *The Constant Gardener* (Fernando Meireilles) }
- *The Boy in the Stripped Pajamas* (Mark Herman) } Second Term

- *Freedom Writers* (Richard Lagravenese) } Third Term

. Classroom material

Also, an overhead projector to display all the visuals and explanatory materials is a basic tool to carry on with the sessions and to become comprehensible and fully approachable to the students.