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TOGETHER

Education for
Democratic Citizenship

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TOGETHER

Education for
Democratic Citizenship

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Dear teachers,
Dear students,

We are very happy that you have decided to find out more about Democratic Citizenship and to use *Together* as your coursebook.

Let us start with a quick question. Why do you think we chose the title: *Together*?

Education for Democratic Citizenship, a central concept of the 21st century, is a set of practices and activities, which seek to help you, young people and adults, to participate actively and responsibly in the decision-making processes in your communities: school, neighbourhood, town, country and beyond. Participation is key to the promotion and strengthening of a democratic culture based on awareness and commitment to shared fundamental values, such as human rights, responsibilities and freedoms, equality of difference and the rule of law.

With these materials you will learn about citizenship: concepts, individuals and institutions which support democratic citizenship, you will become aware of your rights and also your responsibilities as human beings and members of your communities. You will develop life skills and competences such as independence of learning, participation, negotiation and consensus building and you will be part of the democratic processes within your school and the wider environment. You will not only learn about the contemporary world but be part of it.

You will be exposed to authentic case studies from Romania and from other countries of the world and to different perspectives on the same issue. We would like you to be informed, to think freely and analyse critically other people's experiences and your own and to form your views about the themes under discussion.

Before you begin have a look at the overview of contents. The syllabus is organised along the general competences and themes in the national curriculum for the educational classes strand in Romanian schools. The inclusion of specific competences for democratic citizenship is a feature of the National Curriculum for Citizenship Education in the UK.

A particular focus is given here to the systematic development of communication for democratic citizenship as a specific competence. It informs understanding of the way we interact socially and is an essential aspect of democratic citizenship. There is reference in each lesson to the guidelines and useful language for a particular situation. Teachers, please ensure that all the students in your class receive a copy of the Communication for Democratic Citizenship section at the back of the materials before the beginning of the course.

The material in the lessons can be used at upper secondary levels, grades 9 to 12. There is indication of the age of the students the lessons are appropriate for.

The lessons include:

- a teacher page with details of the time needed, purposes, procedure and key to the activities. There is also systematic reference to specific Articles in the Convention on the Rights of the Child.
- student pages with the activities that need to be photocopied for classroom work.

The lengths of the lessons vary and there are suggestions about the time needed to cover the themes. In a few cases the material in the lessons can be extended to two classes.

Democratic Citizenship is about communicating and sharing, about learning, living and working with other people with whom we already have or are trying to reach shared understanding of the values we believe in: participation, partnership, access, equity, responsibility and solidarity.

We hope you have a better idea now of what we mean by the title of this coursebook and you are willing to go further.

So let's travel *Together*!

Good luck to all!

THE AUTHORS

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¹ Competences for democratic citizenship are expressed in terms of: (i) cognitive competences, (ii) ethical competences and (iii) social competences.

Theme

1

SELF AWARENESS AND PERSONAL DEVELOPMENT



Lesson 1

Me and others



| | |
|-----------------------|--|
| Suggested time | 40 minutes |
| Target groups | 15-16 year olds |
| Purpose | <ul style="list-style-type: none"> • To make students aware of the importance of valuing interpersonal relationships for themselves and the community. • To develop students' communication skills for social interaction. |
| Preparation | <ul style="list-style-type: none"> • Photocopy the student pages for all the students in your class. |
| Procedure | <ul style="list-style-type: none"> • Hand out the photocopies. • Activity 1 Ask students to read the text and then have a class discussion in which they explain how the text applies to them. (10 minutes) • Activity 2 (a + b) Arrange students in groups of 4 or 5. Ask students to read texts A-C and do tasks a. and b. Ask group spokespersons to report to the class. (20 minutes) • Activity 3 Do this as a whole-class discussion. (10 minutes) <p>Key to activity 2.b.:</p> <p>Text A: CRC, Article 29 (a) and (d) Text B: CRC, Article 29 (d) Text C: CRC, Article 29 (d)</p> |
| Focus on | <p>CRC, Article 29</p> <ol style="list-style-type: none"> 1. States Parties agree that the education of the child shall be directed to: <ol style="list-style-type: none"> (a) The development of the child's personality, talents and mental and physical abilities to their fullest potential; (b) The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations; (c) The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own; (d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin; (e) The development of respect for the natural environment. |

1 Read the text on the right and explain what it says:

“If a man is called to be a street sweeper, he should sweep streets even as Michelangelo painted, or Beethoven composed music, or Shakespeare wrote poetry. He should sweep streets so well that all the hosts of heaven and earth will pause and say, here lived a great street sweeper who did his job well.”

Martin Luther King, Jr. (1929–1967), one of the main leaders of the American Civil Rights Movement

2 a. Read texts A - C below and work in groups to explain how they connect to:

• *self-respect* • *respect for the others* • *love* • *duty* • *consideration*

Refer to the [Communication for Democratic Citizenship](#) section, mainly to ‘Expressing opinions’.

A. THE MOST IMPORTANT LESSON

During my second month of college, our professor gave us a quiz. I was a conscientious student and had breezed through the questions, until I read the last one: “What is the first name of the woman who cleans the school?” Surely this was some kind of joke. I had seen the cleaning woman several times. She was tall, dark-haired and in her 50s, but how would I know her name? I handed in my paper, leaving the last question blank. Just before class ended, one student asked if the last question would count toward our quiz grade. “Absolutely,” said the professor. “In your careers, you will meet many people. All are significant. They deserve your attention and care, even if all you do is smile and say ‘hello’.” I’ve never forgotten that lesson. I also learned her name was Dorothy.

B. ALWAYS REMEMBER THOSE WHO SERVE

In the days when an ice cream sundae cost much less, a 10-year-old boy entered a hotel coffee shop and sat at a table. A waitress put a glass of water in front of him. “How much is an ice cream sundae?” he asked. “Fifty cents,” replied the waitress. The little boy pulled his hand out of his pocket and studied the coins in it. “Well, how much is a plain dish of ice cream?” he inquired. By now more people were waiting for a table and the waitress was growing impatient. “Thirty-five cents,” she brusquely replied. The little boy again counted his coins. “I’ll have the plain ice cream,” he said. The waitress brought the ice cream, put the bill on the table and walked away. The boy finished the ice cream, paid the cashier and left. When the waitress came back, she began to cry as she wiped down the table. There, placed neatly beside the empty dish, were two nickels and five pennies. He couldn’t have the sundae, because he had to have enough left to leave her a tip.

C. THE OBSTACLE IN OUR PATH

In my class at school I learnt this story. In ancient times, a King had a boulder placed on a roadway. Then he hid himself and watched to see if anyone would remove the huge rock. Some of the king’s wealthiest merchants and courtiers came by and simply walked around it. Many loudly blamed the king for not keeping the roads clear, but none did anything about getting the stone out of the way. Then a peasant came along carrying a load of vegetables. Upon approaching the boulder, the peasant laid down his burden and tried to move the stone to the side of the road. After much pushing and straining, he finally succeeded. After the peasant picked up his load of vegetables, he noticed a purse lying in the road where the boulder had been. The purse contained many gold coins and a note from the king indicating that the gold was for the person who removed the boulder from the roadway.

(received by e-mail on 21st April 2005 and adapted)

b. Work in groups to identify what part of Article 29 of the CRC each of the texts above illustrates:

CRC, ARTICLE 29

1. States Parties agree that the education of the child shall be directed to:
 - (a) The development of the child's personality, talents and mental and physical abilities to their fullest potential;
 - (b) The development of respect for human rights and fundamental freedoms;
 - (c) The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own;
 - (d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;
 - (e) The development of respect for the natural environment.

- 3 a. Are you taught *self-respect, respect for the others, love, duty, consideration* at school? Give examples.
- b. Does the school have a role in teaching students these values? Or should the family do it? Or family and school in partnership? How should this happen?



Lesson 2

Responding to rules

Teacher

| | |
|-----------------------|---|
| Suggested time | 45 minutes |
| Target groups | 17-18 year olds |
| Purpose | <ul style="list-style-type: none"> • To make students aware of some of the rules and regulations in their school. • To make students aware of their own reactions to these rules and regulations. • To allow students to express their opinions regarding school life. • To involve students in setting up a code of behaviour in the school. • To develop students' communication skills for social interaction. |
| Preparation | <ul style="list-style-type: none"> • Photocopy the student page for all the students in your class. • Draw the grid on the blackboard for the class survey. |
| Procedure | <ul style="list-style-type: none"> • Hand out the photocopies. • Organise Activity 1 as individual work. (10 minutes) • Make a class survey after Activity 1: ask students to fill in the grid on the blackboard by writing the number of rules each agrees to and obeys, agrees to but disobeys, and so on. Discuss conclusions: e.g. most of the students agree to the rules and obey them – a very well-disciplined class, but low on independent thinking, for example. (15 minutes) • Organise Activity 2 as a class discussion. (5 minutes) • Organise Activity 3 as pair-work. (5 minutes) • Make a list of the rules suggested by your students in Activity 4 (10 minutes) and show the list to the other teachers. |
| Focus on | <p>CRC, Article 12</p> <ol style="list-style-type: none"> 1. States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child. 2. For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law. <p>CRC, Article 28</p> <ol style="list-style-type: none"> 2. States Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention. |

Lesson 2

Responding to rules

Student

- 1 Have a look at these rules. Show your attitude to them and your behaviour in the grid below by writing the number of the rule in the appropriate column:

| agree to and obey | agree to but disobey | disagree with but obey | disagree with and disobey |
|-------------------|----------------------|------------------------|---------------------------|
| | | | |

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. The school uniform / colour-code is compulsory. 2. Cutting classes is forbidden. 3. Drinking alcoholic beverages is forbidden on the school premises. 4. Copying is forbidden. 5. Students are expected to be on time for classes. 6. Smoking is forbidden on the school premises. 7. Students are to stand up when addressing a teacher. 8. Students are to use only the entrance door designated to them. 9. Students are forbidden to use foul / offensive language with either colleagues or staff. 10. Dumping litter is forbidden on the school premises. 11. Students can take complaints / suggestions to the head teacher through their form teacher only. | <ol style="list-style-type: none"> 12. Piercings are forbidden in school. 13. Dyeing your hair is forbidden. 14. Students are not to purchase food and beverages other than from the shop inside the school. 15. Students are forbidden to organize or participate in strikes. 16. Gambling is forbidden on the school premises. 17. Weapons of any kind are strictly forbidden on the school premises. 18. The use of mobile phones is not allowed during classes. 19. Pets are not allowed on the school premises unless at the teacher's request. 20. Video/audio recording of class activities is allowed with the teacher's agreement only. |
|--|---|

- 2 Answer these questions:

a. How did you feel while filling in the different columns in the grid? Choose from the words bellow or suggest others:

| | | |
|-------------|----------------|-------------|
| frustrated | ashamed | smart |
| good | embarrassed | responsible |
| revolted | assertive | complying |
| angry | self-confident | conformist |
| comfortable | cowardly | nerdy |
| proud | cool | good |

b. What did you learn about yourself while doing this activity?

- 3 Read Article 12 in the CRC and work in pairs to explain how this article is being applied in your school.

CRC, ARTICLE 12

1. States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.
2. For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law.

- 4 Suggest at least one rule (from the list above or other) you would like to see obeyed by everybody in your school. Refer to the Communication for Democratic Citizenship section, mainly to 'Expressing opinions'.

Lesson 3

We are all good at something

Teacher

| | |
|-----------------------|--|
| Suggested time | 40 minutes |
| Target groups | 15-16 year olds |
| Purpose | <ul style="list-style-type: none"> • To make students' aware of the theory of multiple intelligences. • To develop students' awareness of their individuality. • To encourage students to respect diversity. • To develop students' communication skills for social interaction. |
| Preparation | <ul style="list-style-type: none"> • Photocopy the student pages for all the students in your class. • Prepare the computer room for the students to take the test. |
| Procedure | <ul style="list-style-type: none"> • Hand out the photocopies to the students before taking the test. You can choose to have the whole lesson in the computer room or you can ask the students to take the test by themselves. • Discuss Activity 1 in plenary. (3 minutes) • For Activity 2, allow some time for the students to read the information and discuss it in plenary. Talk to students about the diversity of intelligences. Underline that each individual is intelligent in his/her own way and what we must do is to identify our own talents. Mention the role of the school in shaping personalities and helping students find out more about themselves. (10 minutes). • For Activity 3, you need to use the Computer Room. (17 minutes) • Do Activity 4 in plenary. (10 minutes) |
| Focus on | <p>CRC, Article 29</p> <p>1. States Parties agree that the education of the child shall be directed to:</p> <p>(a) The development of the child's personality, talents and mental and physical abilities to their fullest potential.</p> |

Lesson 3

We are all good at something

Student

CRC, ARTICLE 29

1. States Parties agree that the education of the child shall be directed to:
 - (a) The development of the child's personality, talents and mental and physical abilities to their fullest potential;

1 What do you think this picture represents?

2 Read the information below and try to answer question 1 again. Refer to the Communication for Democratic Citizenship section, mainly to 'Reporting ideas and information'.

Multiple Intelligences Theory was developed by Howard Gardner. His thesis was that individuals do not have just one type of intelligence, such as might be measured by an IQ test, but several. Gardner identified the first 7 intelligences in his book *Frames of Mind* and has since added two more.

He defined "intelligence" in the following ways:

- the ability to create an effective product or offer a service that is valued in a culture;
- a set of skills that make it possible for a person to solve problems in life;
- the potential for finding or creating solutions for problems, which involves gathering new knowledge.

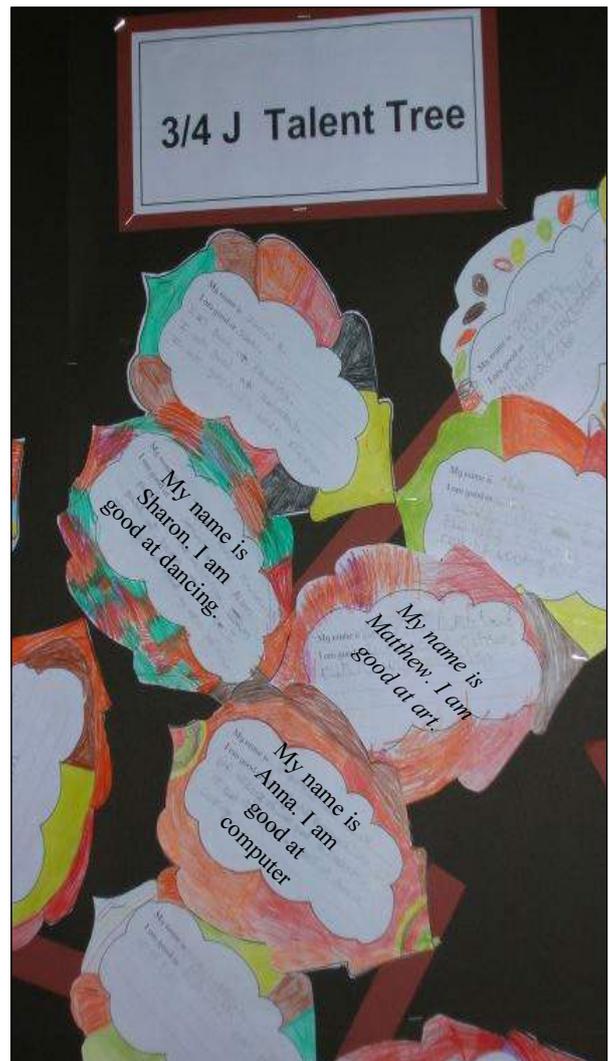
He stated that:

- all human beings possess all nine intelligences in varying amounts
- each person has a different intellectual composition;
- these intelligences are located in different areas of the brain and can either work independently or together;
- people do not learn in the same way at the same time.

3 Find out more about your intelligences by taking the test on the computer. Insert the following address: <http://www.mitest.com/omitest.htm>. You can also search for the Howard Gardner test on Google and then click on Multiple Intelligence Test for Children. Read the results of the test on the computer.

4 Read the table on the next page and then answer the questions:

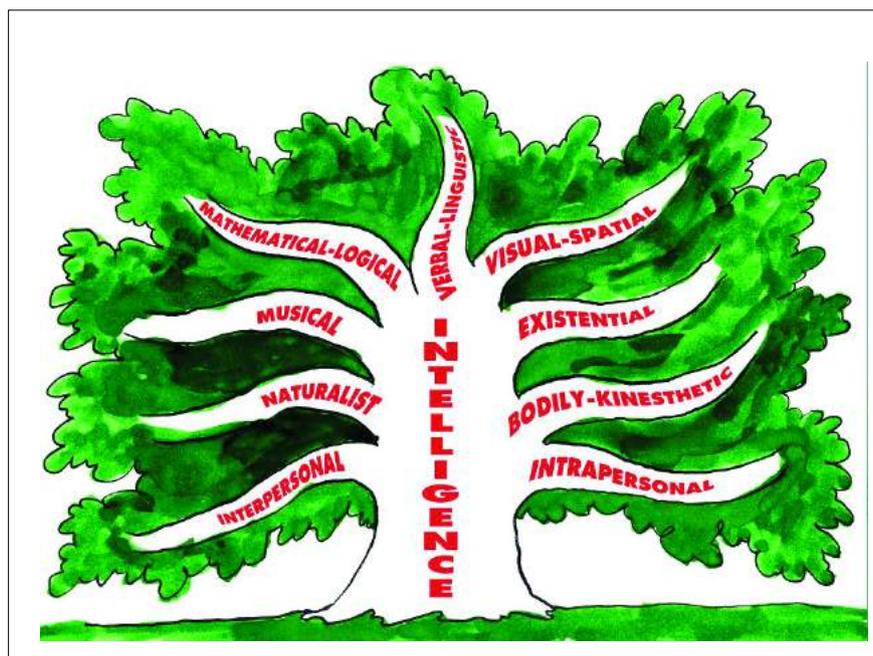
- a. Do you think that the scores you made are true for you?
Exchange scores with your desk-mate and decide whether his/hers corresponds to your opinion of him/her.
- b. How useful can these tests be? Explain.
- c. Do you believe in such theories and tests? Give arguments for your answer.



THE 9 INTELLIGENCES OF MULTIPLE INTELLIGENCES THEORY

| | Intelligence | Skills and Career Preferences |
|----|---|---|
| 1. | Verbal-Linguistic Intelligence Well-developed verbal skills and sensitivity to the sounds, meanings and rhythms of words | Skills - Listening, speaking, writing, teaching. Careers - Poet, journalist, writer, teacher, lawyer, politician, translator |
| 2. | Mathematical-Logical Intelligence Ability to think conceptually and abstractly, and capacity to discern logical or numerical patterns | Skills - Problem solving (logical & math), performing experiments Careers - Scientists, engineers, accountants, mathematicians |
| 3. | Musical Intelligence Ability to produce and appreciate rhythm, pitch and timbre | Skills - Singing, playing instruments, composing music Careers - Musician, disc jockey, singer, composer |
| 4. | Visual-Spatial Intelligence Capacity to think in images and pictures, to visualize accurately and abstractly | Skills - puzzle building, painting, constructing, fixing, designing objects Careers - Sculptor, artist, inventor, architect, mechanic, engineer |
| 5. | Bodily-Kinesthetic Intelligence Ability to control one's body movements and to handle objects skillfully | Skills - Dancing, sports, hands on experiments, acting Careers - Athlete, PE teacher, dancer, actor, firefighter |
| 6. | Interpersonal Intelligence Capacity to detect and respond appropriately to the moods, motivations and desires of others | Skills - Seeing from other perspectives, empathy, counseling, co-operating Careers - Counselor, salesperson, politician, business person, minister of religion |
| 7. | Intrapersonal Intelligence Capacity to be self-aware and in tune with inner feelings, values, beliefs and thinking processes | Skills - Recognize one's S/W, reflective, aware of inner feelings Careers - Researchers, theorists, philosophers |
| 8. | Naturalist Intelligence Ability to recognize and categorize plants, animals and other objects in nature | Skills - Recognize one's connection to nature, apply science theory to life Careers - Scientist, naturalist, landscape architect, gardener |
| 9. | Existential Intelligence Sensitivity and capacity to tackle deep questions about human existence, such as the meaning of life, why do we die, and how did we get here | Skills - Reflective and deep thinking, design abstract theories Careers - Scientist, philosopher, theologian |

(<http://facultyweb.cortland.edu/andersmd/learning/MI%20Table.htm> – accessed on June 2006)



Lesson 4

What makes a citizen?

Teacher

| | |
|-----------------------|--|
| Suggested time | 40 minutes |
| Target groups | 15-16 year olds |
| Purpose | <ul style="list-style-type: none"> To make students aware of the different citizenship policies across States and of the necessity for States to recognise nationality. To develop students' communication skills for social interaction. |
| Preparation | <ul style="list-style-type: none"> Photocopy the student pages for all the students in your class. |
| Procedure | <ul style="list-style-type: none"> Hand out the photocopies. Ask students to work in pairs to rephrase Articles 7 and 8 of the CRC in their own words. (5 minutes) Divide the students in groups and ask them to read the text from Activity 2 and find arguments used by states to justify their citizenship policies, then select a spokesperson who presents their group's arguments in class. (15 minutes) For Activity 3 ask your students to read the three texts, and discuss the similarities and differences. In plenary, check the understanding of the policies of the three States by listening to the spokespersons' lists. (20 minutes) |
| Focus on | <p>CRC, Article 7</p> <p>1. The child shall be registered immediately after birth and shall have the right from birth to a name, the right to acquire a nationality and, as far as possible, the right to know and be cared for by his or her parents. 2. States Parties shall ensure the implementation of these rights in accordance with their national law and their obligations under the relevant international instruments in this field, in particular where the child would otherwise be stateless.</p> <p>CRC, Article 8</p> <p>1. States Parties undertake to respect the right of the child to preserve his or her identity, including nationality, name and family relations as recognized by law without unlawful interference. 2. Where a child is illegally deprived of some or all of the elements of his or her identity, States Parties shall provide appropriate assistance and protection, with a view to re-establishing speedily his or her identity.</p> |

Lesson 4

What makes a citizen?

Student

- 1 Read the following Articles in the Convention of the Rights of the Child, and in your own words say what Articles 7 and 8 are about:

| | |
|---|--|
| <p>CRC, ARTICLE 7</p> <ol style="list-style-type: none"> 1. The child shall be registered immediately after birth and shall have the right from birth to a name, the right to acquire a nationality and, as far as possible, the right to know and be cared for by his or her parents. 2. States Parties shall ensure the implementation of these rights in accordance with their national law and their obligations under the relevant international instruments in this field, in particular where the child would otherwise be stateless. | |
| <p>CRC, ARTICLE 8</p> <ol style="list-style-type: none"> 1. States Parties undertake to respect the right of the child to preserve his or her identity, including nationality, name and family relations as recognized by law without unlawful interference. 2. Where a child is illegally deprived of some or all of the elements of his or her identity, States Parties shall provide appropriate assistance and protection, with a view to re-establishing speedily his or her identity. | |

- 2 Read the following text and in groups find arguments on why States choose one citizenship policy over another? Present your arguments in class. Refer to the Communication for Democratic Citizenship section, mainly to 'Reporting ideas and information'.

HOW DO STATES JUSTIFY CITIZENSHIP POLICIES?

States justify citizenship policies with national security, economic, and public health concerns. Since September 11, 2001, the situation has further deteriorated with governments using the threat of terrorism. Asylum seekers may also become or remain stateless by choice to enhance their prospects for admission to a country.

A problem in some countries is that of discrimination on the basis of gender. Where rights of citizenship are restricted to the children of male nationals, female citizens are discouraged from marrying men of a particular race or nationality because their children would be denied citizenship. That is, in some countries *jus soli* (soil/earth/land) governs, and citizenship is determined by place of birth. In other countries, citizenship is determined according to *jus sanguinis* (blood ties), whereby a legitimate child takes citizenship from the father and an illegitimate child takes citizenship from the mother. It has been estimated that some 50 million births per year alone go unregistered globally.

Problems arise when children of migrant workers are born in foreign territories. Authorities in the host country may refuse to register the birth, and the home country also may have a policy of granting citizenship based on the territory of birth, in which case the children of migrant workers will be denied citizenship a second time. Statelessness may also arise when children are abandoned for political or economic reasons. For example, the citizenship rights of an illegitimate child born to members of United Nations peacekeeping troops and a female national has not yet been determined.

3 Read the following examples on how nationality is granted in Romania, the UK, and Japan. What are the differences and similarities?)

Romania. According to Law 21 from 1991, Romanian citizenship is obtained at birth, through adoption, or by request. The children whose both parents (or only one parent) are Romanian citizens and who are born in Romania automatically are Romanian citizens. If they are born abroad, those children must have at least one Romanian parent to automatically receive Romanian citizenship. Also, if adopted by Romanian citizens (or if at least one parent is Romanian), the child is said to have Romanian citizenship. Thirdly, Romanian citizenship is obtained if one lives in Romania for at least seven years or if one is married to a Romanian and lives here for five years. These people must show that they speak Romanian, know Romanian history and civilization, have loyalty for the Romanian state and know the Romanian Constitution.

The UK. There are six types of people who have British nationality. All of them can have a British passport. The largest group is British citizens, who have the ‘right of abode’. Most children born in the UK become British citizens when they are born. Until the law was changed at the start of 1983, everyone born here became a citizen unless their parents were here as foreign diplomats when they were born. However, since 1983, children only become citizens if the parents are settled in the UK when the child is born. If the parents still have a time limit on their stay or have no permission to be here when the child is born, the child does not become a citizen. However, the child will be able to become a British citizen if their parents settle here later, or if they spend their first ten years in this country. Anyone who becomes a British citizen in the UK can pass on citizenship to their child born abroad. British citizens have rights to travel freely and to work in the countries of the European Union. Other people who live in the UK need permission from other European countries if they want to work there. People born abroad who become British citizens because their parents are British citizens cannot pass on their citizenship to their own children born abroad.

(www.clsdirect.org.uk/legalhelp/leaflet21.jsp?section=11&lang=en – accessed on 20 February 2006)

Japan. Japan follows the bilinear *jus sanguinis* principle (Latin for “law of the blood”). A child shall be a Japanese national when, at the time of birth, the father or the mother is a Japanese national. The father then, must acknowledge the child *before* birth. Japanese laws are such that the father’s act of recognition (by submitting to authorities an acknowledgement of paternity) is necessary to gain Japanese nationality. Many of the Japanese men who have sexual relations with foreign women refuse to recognize the children born of these relationships, often because they are already married and do not want to risk divorce. As mentioned above however, even if the father does acknowledge the child *after* its birth, it is too late, unless the parents marry. If the child of a Japanese national is born outside Japan, s/he will automatically lose her or his right to Japanese nationality unless a reservation is filed within *3 months* of birth. Limiting the time period of registration to three months makes it difficult for the mothers of Japanese-Filipino children to protect their child’s right to Japanese nationality. They often are not even aware of this strict rule, and by the time they find out about it, it is too late. The Japan Federation of Bar Associations has recommended the extension of the period of submission of declaration for reservation till at least the age of 20. The NGO Group for the Convention on the Rights of the Child has recommended that the laws be revised to extend the time period “in accordance with reality.”

(www.hrschool.org/doc/mainfile.php/lesson21/85 – accessed on 20 February 2006)

| | |
|-----------------------|---|
| Suggested time | 45 minutes |
| Target groups | 17-18 year olds |
| Purpose | <ul style="list-style-type: none"> • To make students aware and sensitise them to the issue of stateless children/people and the necessity for nationality to be recognised by states, as stated in Articles 7 and 8 of the CRC. • To develop students' communication skills for social interaction to make students aware of the importance of valuing interpersonal relationships for themselves and the community. • To develop students' communication skills for social interaction. |
| Preparation | <ul style="list-style-type: none"> • Photocopy the student pages for all the students in your class. |
| Procedure | <ul style="list-style-type: none"> • Hand out the photocopies. • Ask students to work in pairs to rephrase Articles 7 and 8 in the CRC. (5 minutes) • Organise and monitor the discussion from Activity 2. (20 minutes) <p>Background information: Stateless persons are just one category of the world's 175 million so-called non-citizens that include refugees and asylum-seekers, migrants, immigrants who have entered a new country for reasons other than employment (e.g., family reunification), non-immigrants (foreign students, business visitors, temporary foreign workers, and unsuccessful asylum-seekers), trafficked persons, and undocumented individuals. UNHCR reports statistics are hard to compile because: 1) unclear citizenship or nationality is often disputed; 2) the concept of statelessness is surrounded by ambiguities; 3) there is a reluctance of governments to collect or disseminate information; 4) some people prefer to remain stateless rather than to be given a nationality not to their preference; 5) there is little information about stateless persons in detention centres; 6) UNHCR and other agencies have limited operational involvement; and 7) this issue is not yet an international priority. Based on evidence available, Refugees International estimates the low end estimate to be over 11 million. <small>(source: www.refugeesinternational.org/section/publications/stateless_nationality/ – accessed in February 2006)</small></p> <ul style="list-style-type: none"> • Organise the students in pairs to read one text each and then discuss Activity 3. (20 minutes) |
| Focus on | <p>CRC, Article 7</p> <p>1. The child shall be registered immediately after birth and shall have the right from birth to a name, the right to acquire a nationality and, as far as possible, the right to know and be cared for by his or her parents. 2. States Parties shall ensure the implementation of these rights in accordance with their national law and their obligations under the relevant international instruments in this field, in particular where the child would otherwise be stateless.</p> <p>CRC, Article 8</p> <p>1. States Parties undertake to respect the right of the child to preserve his or her identity, including nationality, name and family relations as recognized by law without unlawful interference. 2. Where a child is illegally deprived of some or all of the elements of his or her identity, States Parties shall provide appropriate assistance and protection, with a view to reestablishing speedily his or her identity.</p> |

- 1 Read the following articles in the **Convention of the Rights of the Child**, and in your own words say what **Articles 7 and 8** are about:

CRC, ARTICLE 7

1. The child shall be registered immediately after birth and shall have the right from birth to a name, the right to acquire a nationality and, as far as possible, the right to know and be cared for by his or her parents.
2. States Parties shall ensure the implementation of these rights in accordance with their national law and their obligations under the relevant international instruments in this field, in particular where the child would otherwise be stateless.

CRC, ARTICLE 8

1. States Parties undertake to respect the right of the child to preserve his or her identity, including nationality, name and family relations as recognized by law without unlawful interference.
2. Where a child is illegally deprived of some or all of the elements of his or her identity, States Parties shall provide appropriate assistance and protection, with a view to re-establishing speedily his or her identity.

- 2 **Brainstorm reasons why children could be denied the right to a nationality or are/become stateless. Then read the following text to check your reasons.**

The word **nationality** (membership in a nation) is often, although not always, used synonymously with **citizenship** (member of a state).

- Both are categories states use to define membership.
- Both also provide a legal connection between an individual and a state, serving as a basis for certain rights, including the state's right to grant diplomatic protection and representation on the international level.

A **stateless person** is someone who, under national laws, does not have the legal bond of nationality with any state. Where possible, naturalization, the process by which non-nationals receive citizenship, is the key to reducing the problem of statelessness. It enables people to secure employment, utilize public services including access to education and health services, participate in the political process, move about freely, avoid labor exploitation, and have access to the judicial system.

Statelessness can occur as a result of one or more of these complex factors:

- political change;
- targeted discrimination, often due to race or ethnicity;
- differences in the laws between countries;
- transfer of territory;
- law relating to marriage and birth registration;
- expulsion of people from a territory;
- nationality based solely on descent, often only that of father;
- renunciation of nationality (without prior acquisition of another nationality);
- working conditions;
- abandonment;
- lack of financial ability to register children;
- citizens of former colonies or protectorates living abroad at the time of their country's independence.

(www.refugeesinternational.org/section/publications/stateless_nationality – accessed in February 2006)

- 3 Work in pairs, each member should read one text about one stateless population. Then share the information with your partner and discuss why some whole populations can be stateless. How could such situations be prevented/be solved? Make notes, then share your ideas with the rest of the class. Refer to the Communication for Democratic Citizenship section, mainly to ‘Reporting ideas and information’.

A. The Kurds

The Kurds live primarily in the mountains and uplands where Turkey, Iraq, and Iran come together. About half of the world’s 25 million to 30 million Kurds live in Turkey (about 20 per cent of Turkey’s population); six to seven million Kurds live in Iran (about 10 per cent of the population); 3.5 to four million Kurds live in Iraq (about 23 percent of the population), and 1.5 million live in Syria (of whom some 200,000-300,000 are arbitrarily deprived of Syrian citizenship, prohibited from working in the public sector, and considered foreigners.) There are also Kurdish communities in Lebanon and Armenia. Kurds in the former Soviet Union are said to number some 500,000. They also live in Europe and the United States. Before World War I, the Kurds led a nomadic life; afterwards, the Kurds were promised an independent state by the 1920 Treaty of Sèvres¹, but in the end they found themselves divided among Turkey, Iran, and Iraq

B. The Roma

Among Europe’s stateless people is some part of the region’s eight million Roma. Since they first entered Europe from the east some 500 years ago, the Roma have been persecuted. In the last century, Nazis tried to exterminate the group, and around 500,000 were killed. During the Cold War², communist governments tried to abolish the Roma identity by employing methods such as forced sterilization. In Bulgaria during the 1970s and 1980s, the government forced Roma to change their names and did not allow them to speak their language (Romani) in public. While the breakup of Yugoslavia violated the rights of many ethnic groups, it also exacerbated the loss of Roma rights. They were forcibly evicted and placed in camps. Roma fled to other countries and became *de facto* stateless. Some are now being forced back to the republics they left years ago. They lack health care, social services, education, housing, and are unable to exercise economic and political rights, as a result of their status. Today, the EU Parliament has its first Roma deputy.

(www.refugeesinternational.org/section/publications/stateless_nationality – accessed on 10 February 2006)



¹ The Treaty of Sèvres was signed in 1920 between the Allied Powers and Turkey. The Treaty dissolved the Ottoman Empire and established Turkey’s borders.

² The Cold War was the geopolitical, ideological, and economic struggle that emerged after World War II between the global superpowers of the Soviet Union and the United States, supported by their alliance partners. It lasted from about 1947 to the period leading to the dissolution of the Soviet Union on December 25, 1991.

Theme 2

LEARNING TO LIVE TOGETHER



Lesson 6

Parents and children

Teacher

| | |
|-----------------------|---|
| Suggested time | 40 minutes |
| Target groups | 15-16 year olds |
| Purpose | <ul style="list-style-type: none"> To develop students' awareness of some controversial issues in respect of relations between parents and children. To develop students' communication skills for social interaction. |
| Preparation | <ul style="list-style-type: none"> Photocopy the student pages for all the students in your class. |
| Procedure | <ul style="list-style-type: none"> Hand out the photocopies. Activity 1 Organise 5 groups and distribute each group one family card. Ask students to discuss some family problems and to write a 3-4 days diary in which to emphasise the way they are affected by the problems their families/ parents have to face. (25 minutes) Each group presents the daily notes. Activity 2 + Activity 3 Conduct a class discussion on relationships between parents and children. (15 minutes) |
| Focus on | <p>CRC, Article 9</p> <p>1. States Parties shall ensure that a child shall not be separated from his or her parents against their will, except when competent authorities subject to judicial review determine, in accordance with applicable law and procedures, that such separation is necessary for the best interests of the child. Such determination may be necessary in a particular case such as one involving abuse or neglect of the child by the parents, or one where the parents are living separately and a decision must be made as to the child's place of residence.</p> <p>CRC, Article 12</p> <p>1. States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.</p> |

Lesson 6

Parents and children

Student

1 Imagine that you are a child in one of the families presented below.

Family # 1

Your father often comes home drunk.

Family # 2

Your mother has just lost her job and can't find a new one.

Family # 3

Your little sister is a spoiled child.

Family # 4

Your parents are authoritarian; they do not let you watch TV.

Family # 5

You are living with parents and grandparents in the same small house.

You have a diary and think critically about some family issues, such as:

- parents problems at their jobs;
- changes in parents' jobs;
- family income;
- responsibilities at home;
- looking after little brother and/ or sister;
- family rules;
- children's friends;
- children school life;
- family fights/ discussions.

Work in groups to write the diary during a weekend. One person from each group will read the diary in front of the class.

2 Discuss the relationships between children and parents, answering the following questions:

- What contributes to a good relationship with your parents?
- What are the major differences between your diary groups?
- How different would be your dairy if you lived in another country?
- What are some problems in the relationships between children and parents?

Refer to the Communication for Democratic Citizenship section, mainly to 'Participating in a controversial issues or rights-in-conflict situation'.

3 What rights and responsibilities have children in the family? What responsibilities have the parents towards their children? Link your answers to the CRC.



Lesson 7

What is a family?

Teacher

| | |
|-----------------------|---|
| Suggested time | 40 minutes |
| Target groups | 17-18 year olds |
| Purpose | <ul style="list-style-type: none"> • To encourage students' awareness of the controversies in respect of different family models. • To encourage open-mindedness and balanced judgment in approaching controversial issues. • To develop students' communication skills for social interaction. |
| Preparation | <ul style="list-style-type: none"> • Photocopy student pages. |
| Procedure | <ul style="list-style-type: none"> • Distribute the student pages. • Activity 1 + Activity 2 Ask students to reflect and discuss the differences between marriage and family and to describe an "ideal family". (15 minutes) • Activity 3 Ask them to look at some cases and discuss models of family life. (25 minutes) |
| Focus on | <p>CRC, Article 7</p> <ol style="list-style-type: none"> 1. The child shall be registered immediately after birth and shall have the right from birth to a name, the right to acquire a nationality and, as far as possible, the right to know and be cared for by his or her parents. |

Lesson 7

What is a family?

Student

- 1 How would you define a family? Read the sentences below and discuss the differences between marriage and family.

A family is a group of people related to one another, or otherwise connected.
The marriage is the legal union between a man and a woman as husband and wife.

- 2 How would you describe an “ideal family”? Work in groups and come out with a short description of what an “ideal family” could be.

- What are some common qualities your class considers an “ideal” family has?
- What are major differences between your opinions in respect with what a family should be?
- How close to or far from are families you know from the “ideal family”?

- 3 Read the cases below. Which one would you name “family”? Explain.

Discuss the listed opinions below in respect with the traditional family unit. Refer to the Communication for Democratic Citizenship section, mainly to Participating in a controversial issues or rights-in-conflict situation. The names mentioned are not real.

The Lone Parent

P.E., 34, is a lone parent and lives with her five-years-old son Michael. She works for a national charity. She has brought up Michael on her own since he was three weeks old. She says the only reason she survived was the constant support of her parents. ‘If you’re not in an area where you have a lot of families and friends to support you I don’t know how you would survive’.

The Step Family

J. is married to Tom. His sons live with them. J., 32, who works in marketing, has known her stepsons for nine years, although they have not always lived together.

The Unmarried Couple

C., 36, has been with her partner N. for 10 years. They have two children and see no reason to get married. C. works as a part-time graphic designer, which gives her more time to spend with the children. ‘We have been together for a long time now and we have never been interested in the wedding thing. It is partly because we have seen lots of our friends get married and some of them go through the path of divorce, which hasn’t encouraged us to think about marriage. Our children come first and our lives are built around them and being married would not make any difference to that.’

The Married Couple

J. and B. are married with two children. They were married in church and since the children were born have arranged their lives to fit in with school hours and holidays. B., 33, works for a charity in London. ‘Children need to be protected and research has shown that marriage is the best environment in which to bring up children.’

The Gay Couple

W. and M. have been in a relationship for 20 years. M. has a daughter by artificial insemination. ‘It doesn’t matter whether children are brought up by a heterosexual married couple or a gay couple as long as they are happy and well cared for.’ (Adapted from: *The Independent*, 5th November 1998)

The Empty Nesters

M. and G. have been married for 30 years. Two years ago, their son John got married and moved in his own house. ‘Children are growing too fast’, M. said. ‘I miss the time when my son and I worked together in the kitchen, read a story or bicycled in the park.’

Lesson 8

Family attachments

Teacher

| | |
|-----------------------|--|
| Suggested time | 40 minutes |
| Target groups | 17-18 year olds |
| Purpose | <ul style="list-style-type: none"> • To develop students' awareness of the controversies in respect of different family models. • To challenge statistics. • To develop students' communication skills for social interaction. |
| Preparation | <ul style="list-style-type: none"> • Photocopy student pages. |
| Procedure | <ul style="list-style-type: none"> • Distribute the student page. • Activity 1 + Activity 2 Ask students to read the texts and discuss the different views on the importance of the family. (20 minutes) • Activity 3 Organise a class debate. Ask students to come with up with arguments for and against the idea that statistics can be used to demonstrate whatever people want. (20 minutes) |
| Focus on | <p>CRC, Article 18</p> <p>1. States Parties shall use their best efforts to ensure recognition of the principle that both parents have common responsibilities for the upbringing and development of the child. Parents or, as the case may be, legal guardians, have the primary responsibility for the upbringing and development of the child. The best interests of the child will be their basic concern.</p> |

1 How important is the family for you?

2 Read the article below and discuss what images the authors of the study have about the family.

How important is the family?

Canadians have differences of opinion about what constitutes a family and whether or not one family arrangement is better than another. However, they are nearly unanimous in emphasizing the importance of the family.

- 97% say that the family is essential to personal well-being.
- 97% also agree that the family is essential to instill values that are needed for interpersonal life.
- 95% say the family is essential to healthy communities.
- 95% also think the family is essential to a healthy nation.

In probing what the family means to people across the country, we asked, “*What is the single most important thing your family adds to your life?*” The top five responses in descending order were: companionship (8%), happiness (9%), stability (9%), support (13%) and—number one—love (29%).

Mothers and fathers have been central to family life for the majority of Canadians. For the most part, they are viewed as having been good role models, though not perfect.

- The numbers slip a bit further when respondents are asked if their parents provided *good models for marriage* – to 77% for mothers and 72% for fathers. This also means that 1 in 4 Canadians *do not* think their parents provided good marriage role models.

The survey findings point to a very different conclusion. The traditional family with its two parents and one or more children continues to be by far the most widely recognized family form. Particularly telling is the finding that, when asked if there is one ideal family arrangement, most Canadians cite either “the traditional family or nothing.” That is to say that about six in ten people see the conventional family as ideal while most of the remaining four in ten take “a pluralistic posture,” indicating that there is no one ideal form. Although different family forms are acknowledged and accepted, very few people indicate that common-law relationships or single parenthood represent ideal family arrangements.

(Source: Vanier Institute of Family 2003 survey)

How important is family for Romanian teenagers?

The survey entitled “The Values of Romanian Teenagers” conducted in 2006 as part of the “Oricum” project showed that teenagers consider family the most important values in their personal hierarchy. 97% also agree that the family is essential to instill values that are needed for interpersonal life.

- 73.8% from a group of 99 teenagers interviewed said that family means financial and moral support.
- 23.1% consider that family affected their personal development.
- 38.5% declare they spend a lot of time at home, in the family.
- 29.5% consider that at home is the best place to be.
- 53.1% state that they are with their parents because of respect and moral obligation.

The teenagers from small cities consider that friends and family are the most important things in their lives.

(Source: One perspective of the Values of Romanian Teenagers, 2006, at www.britishcouncil.ro and www.oricum.ro – accessed on February 2007)

3 Debate: Statistics are used to demonstrate whatever people want. Refer to the Communication for Democratic Citizenship section, mainly to ‘Debating’.

Lesson 9

Speaking for ourselves!

Teacher

| | |
|-----------------------|--|
| Suggested time | 50 minutes |
| Target groups | 15-16 year olds |
| Purpose | <ul style="list-style-type: none"> • To make students aware of their needs in their relationships with adults. • To raise students' awareness of their responsibilities towards adults. • To develop students' communication skills for social interaction. |
| Preparation | <ul style="list-style-type: none"> • Photocopy handouts of the Student's page for all the students in your class. |
| Procedure | <ul style="list-style-type: none"> • Hand out the photocopies. • Activity 1.a. Arrange students in groups of 4 or 5. Ask them to make two lists: requests for the parents and requests for the teachers. (15 minutes) • Activity 1.b. Allow 5 min for this activity and discuss conclusions with the whole class. (10 minutes) • Activity 2 Organize this as individual work. Ask 2 or 3 students to read aloud their poems. (5 minutes). Have all the poems displayed in the classroom. (20 minutes) |
| Focus on | <p>CDR, Article 12</p> <p>1. States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.</p> <p>CDR, Article 19 (selection)</p> <p>1. States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.</p> |

- 1 a. Read the text below and work in your groups to choose the requests you would like to see granted by:
- your parents;
 - your teachers.

10 CHILD COMMANDMENTS TO ADULTS

1. I'm still young; please don't expect perfection whenever I make a bed, draw a picture or throw a ball.
2. My eyes have not seen the world as yours have; please let me explore safely. Don't restrict me unnecessarily.
3. Let me help you. Work will always be there. Please take time to explain things to me about this wonderful world and do so willingly.
4. My feelings are tender; please be sensitive to my needs. Don't nag me all day long. Treat me as you would like to be treated.
5. I am a special gift; please treasure me, holding me accountable for my actions and giving me guidelines to live by.
6. I need your encouragement to grow. Please go easy on the criticism; remember, you can criticize the things I do without criticizing me.
7. Please give me the freedom to make decisions concerning myself. Permit me to fail, so that I can learn from my mistakes. Then someday I'll be prepared to make the kinds of decisions that life requires of me.
8. Please don't do things over for me. Somehow that makes me feel that my efforts didn't quite measure up to your expectations.
9. I also have a voice and I want to be listened to.
10. Choose your punishments carefully.

(Author unknown, circulated on the Internet, 2004)

- b. Decide how the poem answers the requirements of Articles 12 and 19 in the CRC (see below). Refer to the Communication for Democratic Citizenship section section, mainly to 'Expressing opinions'.

CRC, ARTICLE 12

1. States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.

CRC, ARTICLE 19

1. States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.



- 2 Write a similar text about the rights of teachers with the title: 10 TEACHER COMMANDMENTS TO STUDENTS.

| | |
|-----------------------|--|
| Suggested time | 50 minutes |
| Target groups | 17-18 year olds |
| Purpose | <ul style="list-style-type: none"> • To explain the concept of bully / bullying and to suggest ways students can stand up to bullying. • To explain links between bullying, self-esteem and violence to develop students' communication skills for social interaction. • To develop students' communication skills for social interaction. |
| Preparation | <ul style="list-style-type: none"> • Photocopy the lesson for all the students in the class. |
| Procedure | <ul style="list-style-type: none"> • Hand out the photocopies. • Activity 1 Ask students to give their understanding of the term "bully" and compare it to the one in the Oxford Dictionary. (10 minutes) Background Information Sometimes young people get so sick of being Victims, that they become the "Bullies." They feel badly about themselves and think that controlling someone else will make them feel better, distract them from their own problems. The bully is, generally speaking, angry about something, someone hurt him/ her in the past. S/ He needs to feel better about him/ herself in order to change/ stop bullying. • Activity 2 Read the two poems coming from victims of bullies. They represent the way in which those bullied understood to respond to the act of bullying, aserting their self-esteem and decision to stand up to their tormentors. Ask the students to comment upon this method of facing bullies. Ask for further suggestions concerning ways of fighting bullies. (15 minutes) • Activity 3 Allow students to talk freely about incidents of bullying they have witnessed/heard of. (10 minutes) • Activity 4 Starting from the quote from Alice Mary Hilton, introduce the concept of self-esteem as outlined in the poem. Ask the students to express their views on this quote. It is evidently connected to the phenomenon of bullying since most of the victims of bullies reach the stage when they doubt their own self and enter depression. (5 minutes) Advice to witnesses of violent acts. Advise the students to read the paragraph. In the current circumstances of increased incidence of violent acts, student should rest assured that they will find a friendly ear in the person of any school counselor. • Activity 5 Debate: A good opportunity for students to discuss friendship and attitudes towards friends who are in need. The role of a counsellor and the helping hand of grown ups should be outlined by teacher. (10 minutes) |
| Focus on | <p>CRC, Article 19</p> <ol style="list-style-type: none"> 1. State Parties shall take appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury and abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child. |

1 What is a bully?

- Give characteristics of a “bully” as you understand the term.
- Compare your understanding of the term “bully” with this definition:
bully – a person who deliberately intimidates or persecutes those who are weaker (*Oxford Advanced Dictionary*).

2 Here are some poems written by young teenagers bullied in school /in the community. Read and comment on the validity of their points of view.

“We may be different from the rest,
 But who decides the test,
 Of what is REALLY best?”
 Who DID decide these things?
 Don’t let others put you down and try to make you into what they are because THEY decided
 that “best” way - the only way.
 It is not.
 YOU decide what is best for you, and then - so it is! So be it.
 Just BE.

(www. bullying.co.uk – accessed on 2 February.2007, sent by Katie, a young lady who was bullied)

WHY

Why do you laugh at me,
 And why do you make fun?
 I am an ordinary person,
 Just like everyone.

Please tell me today,
 I would like to know,
 Why you point and stare,
 And make me your show?

You laugh at me,
 Then call me names.
 Hurting me deeply,
 When you think it’s a game.

But I can’t help it,
 It is who I am,
 I can’t ever be cured,
 medicine like that isn’t known to man.

Stop for a minute,
 And recall what you said.
 All those poisonous words,
 You programmed into my head.

Words can kill,
 More often than thought.
 And from those words,
 Grave actions are sought.

When someone is different,
 Please let them be.
 For your unfortunate wish,
 Could cause their destiny.

So I ask you again,
 Just one last time;

Why do you laugh at me,
 And why do you make fun?
 I am an ordinary person,
 Just like everyone.

(www.bullying.co.uk – accessed on 1 February 2007)

- 3** Have you heard of instances of bullying? Share them with the class. Refer to the Communication for Democratic Citizenship section, mainly to ‘Reporting ideas and information’.
- 4** Self-Esteem. Do you agree or not with the following quote? Can you see any connection between it and the phenomenon of bullying?

“A person’s worth is contingent upon who s/he is, not upon what s/he does, or how much he has. The worth of a person, or a thing, or an idea, is in being, not in doing, not in having.” (Alice Mary Hilton)

ADVICE TO WITNESSES OF VIOLENT ACTS

If you start feeling unsafe at school, talk to a trusted adult. That person could be a teacher, parent, school counsellor, or religious leader. It can be difficult to report violence- after all, we are taught not to tell tales on others. But lots of schools have set up ways to report bullying or the possibility of violence anonymously. Maybe your school has (or could set up) an anonymous hotline so people can share concerns without worrying that they may be found reporting another student's behavior.

If you’ve witnessed or experienced violence of any kind, not talking about it can make feelings build up inside and cause problems. There's even a condition, called post-traumatic stress disorder (PTSD for short) that can develop in some people who have lived through a traumatic event, such as a serious accident, physical or sexual abuse, or a shooting.

You don’t have to be hurt to experience PTSD- for some people, simply watching a traumatic event or being threatened with a great physical harm is enough to trigger it. Any event that can cause a person to feel fear, helplessness, horror, and a sense that life or safety is in danger puts a person at risk for posttraumatic stress. That's why it's important to get help. School counselors can be a good place to start- they're familiar with the issues in your school and can help you put things in perspective.

(www.againstviolence.com – accessed on 12 February 2007)

- 5** **Debate:**
Many troubled teens think it is shameful to reveal their worries and problems to adults (parents, teachers, counsellors) and would much rather talk to a friend or not talk to anyone. Is this the best option? Can friends always offer the best advice? What should a friend do if s/he notices problems in the life of his/her peer? Would you find counseling useful? Give examples of teenagers you have/have not sought counselling and the outcome of their problem.



| | |
|-----------------------|--|
| Suggested time | 50 minutes |
| Target groups | 17-18 year olds |
| Purpose | <ul style="list-style-type: none"> • To make students think about the different aspects of violent attitudes and behaviours surrounding us. • To sensitize students to warning signs of violence which overlooked could cause big problems. • To familiarise students with ways of preventing and dealing with violent behaviour in school and outside it. • To develop students' communication skills for social interaction. |
| Preparation | <ul style="list-style-type: none"> • Photocopy the lesson for all the students in the class. |
| Procedure | <ul style="list-style-type: none"> • Hand out the photocopies to the students. • Activity 1 Students are encouraged to think of ways of preventing violence in the (immediate) school environment. (5 minutes) • Activity 2 Ask students to share with the class an incident which could have been prevented. Encourage the students to think what measures could have been taken for the outcome to be different. (10 minutes) • Activity 3 Students read the given information on warning signs for violence in order to tick in the boxes besides each rubric the instances he/she has encountered; discuss them. They grade in order of danger and discuss the most dangerous aspects as well as the prevention methods. (15 minutes) • Activity 4 Solidarity with the perpetrator or social responsibility are in fact the key ideas which have to be debated on in the situation presented. The teacher should monitor the discussion. (20 minutes) |
| Focus on | <p>CRC, Article 28</p> <p>2. State Parties shall take appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention.</p> |

- 1 Imagine that you are the principal of a middle school. You are concerned with student violence. What kind of prevention programme would you adopt? Why?
- 2 Do you think it is possible to foresee a violent incident? What do you understand by the phrase “a tragedy waiting to happen”? Do you know any such incident? Share with the class.
- 3 Read the text below and tick those situations you have encountered in the boxes on the left side

Next, on a scale from 1-11, rank the signs in order of the danger they represent. Discuss the differences between your assessment and that of your peers. Try to reach consensus. Share with the class the situation you ticked as being the most dangerous. Why?

ARE THERE ANY WARNING SIGNS FOR VIOLENCE?

It is not always possible to predict behavior that will lead to violence... A good rule of thumb is to assume that these warning signs, especially when they are presented in combination, indicate a need for further analysis to determine an appropriate intervention.

The following early warning signs are presented with the following qualifications: They are not equally significant and they are not presented in order of seriousness.

- Social withdrawal.** In some situations, gradual and eventually complete withdrawal from social contacts can be an important indicator of a troubled child...
- Excessive feelings of rejection.** In the process of growing up, and in the course of adolescent development, many young people experience emotionally painful rejection. Children who are troubled often are isolated from their mentally healthy peers... Some aggressive children who are rejected by non-aggressive peers seek out aggressive friends who, in turn, reinforce their violent tendencies.
- Being a victim of violence.** Children who are victims of violence – including physical or sexual abuse – in the community, at school, or at home are sometimes at risk themselves of becoming violent toward themselves or others.
- Feelings of being picked on and persecuted.** The youth who feels constantly picked on, teased, bullied, singled out for ridicule, and humiliated at home or at school may initially withdraw socially. If not given adequate support in addressing these feelings, some children may vent them in inappropriate ways – including possible aggression or violence.
- Expression of violence in writings and drawings...** Many children produce work about violent themes that for the most part is harmless when taken in context. However, an overrepresentation of violence in writings and drawings that is directed at specific individuals (family members, peers, other adults) consistently over time, may signal emotional problems and the potential for violence. Because there is a real danger in misdiagnosing such a sign, it is important to seek the guidance of a qualified professional.
- Uncontrolled anger.** Everyone gets angry; anger is a natural emotion. However, anger that is expressed frequently and intensely in response to minor irritants may signal potential violent behaviour toward self or others.
- History of discipline problems.** Chronic behavior and disciplinary problems both in school and at home may suggest that underlying emotional needs are not being met...

- **Past history of violent and aggressive behavior.** Unless provided with support and counseling, a youth who has a history of aggressive or violent behavior is likely to repeat those behaviors. Aggressive and violent acts may be directed toward other individuals, be expressed in cruelty to animals, or include fire setting.
- **Intolerance for differences and prejudicial attitudes.** Membership in hate groups or the willingness to victimize individuals with disabilities or health problems also should be treated as early warning signs.
- **Possession of, and use of firearms.** Children and youth who inappropriately possess or have access to firearms can have an increased risk for violence. Research shows that such youngsters also have a higher probability of becoming victims. Families can reduce inappropriate access and use by restricting, monitoring, and supervising children's access to firearms and other weapons. Children who have a history of aggression, impulsiveness, or other emotional problems should not have access to firearms and other weapons.
- **Serious threats of violence.** Idle threats are a common response to frustration. Alternatively, one of the most reliable indicators that a youth is likely to commit a dangerous act toward self or others is a detailed and specific threat to use violence. Recent incidents across the country clearly indicate that threats to commit violence against oneself or others should be taken very seriously.

(www.againstviolence.com – accessed on January 2007)

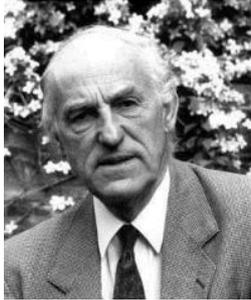
4 In groups discuss the following situations. Refer to the Communication for Democratic Citizenship section , mainly to 'Participating in a controversial issues or rights-in-conflict situation' and 'Mediating'.

1. You are the ONLY witness of an act of violence committed by your friend. What are you going to do? Are you going to try to stop him / her; try to mediate / watch without interfering?
2. Should a student who notices signs of imminent violent behaviour among his / her peers notify anybody or try to show solidarity with his / her colleague and hush the signs up?
3. If the student-witness decides to notify somebody and, as a consequence, loses his / her friend, how should he / she cope with this situation?



| | |
|-----------------------|--|
| Suggested time | 30 minutes |
| Target groups | 15-16 year olds |
| Purpose | <ul style="list-style-type: none"> • To understand one's own identity in terms of team work. • To raise awareness of the variety of skills and roles people can play in a team. • To manage own strengths and weaknesses. • To encourage cooperation. • To develop students' communication skills for social interaction. |
| Preparation | <ul style="list-style-type: none"> • Each group (4-8 students) will receive the following materials: 2 sheets of A4 paper, 4 straws, a scotch tape, 5 paper clips, 2 strips of crepe paper. • Photocopy the STUDENT pages for all. |
| Procedure | <ul style="list-style-type: none"> • Hand out the photocopies to all the students. • Activities 1 and 2 Work in plenary. (7 minutes) • Activity 3 Ask students to sit in groups of 4-8 around the table. Distribute the handouts. Ask students to work in groups and build the tallest construction possible. Give each group the same materials to complete the task. Ask each group to select one member as an observer. This student has to assess the contribution of each member, and whether there were any relationships (hierarchy) established among the workers. She/ He will then give feedback to the team. When the constructions are finished, decide which one is the tallest and congratulate the group for working so well together. Try to find positive points for each of the constructions. Allow the observers to present their conclusions and encourage all students to have a say if they want to. Moderate the feedback session. Emphasise that people have different abilities, and diversity is essential in achieving the tasks of life. You may also comment on the duty that we have in identifying what we can do best for ourselves and for the community we live in and in learning new skills. (13 minutes) • Activity 4 Work in plenary. (5 minutes) • Activity 5 Discuss answers in plenary. (5 minutes) |
| Focus on | <p>CRC, Article 13</p> <ol style="list-style-type: none"> 1. The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice. 2. The exercise of this right may be subject to certain restrictions, but these shall only be such as are provided by law and are necessary: <ol style="list-style-type: none"> (a) For respect of the rights or reputations of others; or (b) For the protection of national security or of public order (ordre public), or of public health or morals. |

- 1 Have you ever heard of Meredith Belbin and his theory of team-roles? If not, read the information below about him.



Raymond Meredith Belbin (b. 1926), educator, father of team-role theory and author of books:

- *Management Teams: Why They Succeed or Fail* (1981, nonfiction)
- *The Job Promoters: A Journey to a New Profession* (1990, nonfiction)
- *Team Roles at Work* (1993, nonfiction)
- *The Coming Shape of Organization* (1996, nonfiction)
- *Changing the Way We Work* (1997, nonfiction)
- *Beyond the Team* (2000, nonfiction)
- *Managing without Power* (2002, nonfiction)

- 2 Why do you think that people are interested in studying the way a team functions?
- 3 Work in groups to build a construction. The team which builds the tallest construction will be the winner. Choose one person to be the observer of your team-work. At the end of the activity he/ she will give feedback to and discuss with the rest of the group. Refer to the **Communication for Democratic Citizenship** section, mainly to ‘Giving and receiving feedback’.

A group spokesperson will present the conclusions to the whole class.

How did you feel while building the tallest construction?

- 4 Read this information below and identify the roles you had in building “The Tallest Construction”.

What is a team role?

A team role as defined by Dr Meredith Belbin is:

“A tendency to behave, contribute and interrelate with others in a particular way.”

Belbin team roles describe a pattern of behaviour that characterises one person’s behaviour in relationship to another in facilitating the progress of a team. The value of Belbin team-role theory lies in enabling an individual or team to benefit from self-knowledge and adjust according to the demands being made by the external situation.

The nine team roles are:

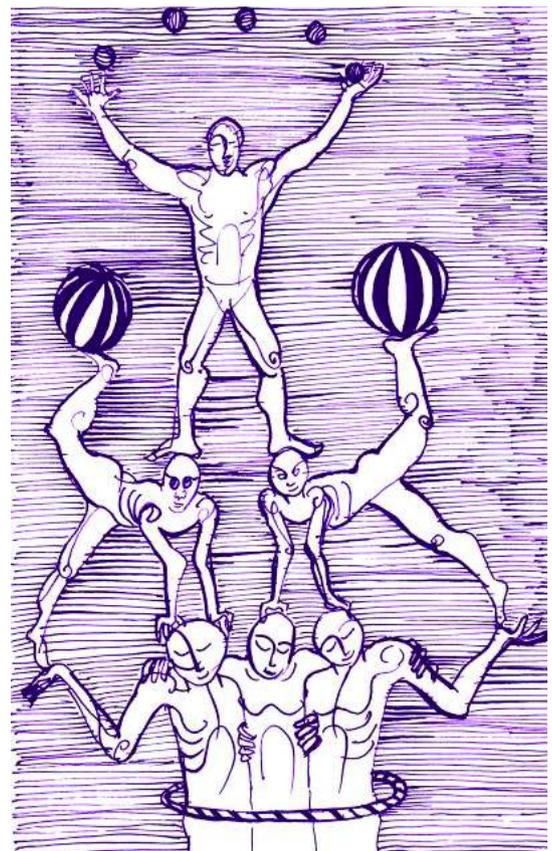
- **action-oriented roles** – Shaper, Implementer, and Completer-Finisher;
- **people-oriented roles** – Co-coordinator, Team worker and Resource-Investigator;
- **cerebral roles** – Plant, Monitor-Evaluator and Specialist.

| BELBIN Team-Role Type | Contributions | Allowable Weaknesses |
|--------------------------|---|---|
| PLANT | Creative, imaginative, unorthodox. Solves difficult problems. | Ignores incidentals. Too pre-occupied to communicate effectively. |
| CO-ORDINATOR | Mature, confident, a good chairperson. Clarifies goals, promotes decision-making, delegates well. | Can often be seen as manipulative. Off loads personal work. |
| MONITOR EVALUATOR | Sober, strategic and discerning. Sees all options. Judges accurately. | Lacks drive and ability to inspire others. |
| IMPLEMENTER | Disciplined, reliable, conservative and efficient. Turns ideas into practical actions. | Somewhat inflexible. Slow to respond to new possibilities. |
| COMPLETER FINISHER | Painstaking, conscientious, anxious. Searches out errors and omissions. Delivers on time. | Inclined to worry unduly. Reluctant to delegate. |
| RESOURCE INVESTIGATOR | Extrovert, enthusiastic, communicative. Explores opportunities. Develops contacts. | Over-optimistic. Loses interest once initial enthusiasm has passed. |
| SHAPER | Challenging, dynamic, thrives on pressure. The drive and courage to overcome obstacles. | Prone to provocation. Offends people's feelings. |
| TEAMWORKER | Co-operative, mild, perceptive and diplomatic. Listens, builds, averts friction. | Indecisive in crunch situations. |
| SPECIALIST | Single-minded, self-starting, dedicated. Provides knowledge and skills in rare supply. | Contributes only on a narrow front. Dwells on technicalities. |

(<http://www.belbin.com/belbin-team-roles.htm> – accessed on 2 June 2006)

5 Each role is equally important in a team. Discuss what might happen in a team where:

- one role is missing;
- there are several people who take the same role(s);
- all the members have the same role;
- one member is assigned a role and does not fulfil it.



Lesson 13

Working in a team



| | |
|-----------------------|---|
| Suggested time | 40 minutes |
| Target groups | 17-18 year olds |
| Purpose | <ul style="list-style-type: none"> • To make students aware of their relationships with each other. • To make students aware of their rights and responsibilities as members of a team. • To develop students' communication skills for social interaction. |
| Preparation | <ul style="list-style-type: none"> • Photocopy handouts of the Student page for all the students in your class. |
| Procedure | <ul style="list-style-type: none"> • Distribute the handouts. • Do Activity 1 and Activity 2 (a + b) with the whole class. (15 minutes) • Organise Activity 3 as pair work (10 minutes). Monitor the activity and the way students give and receive feedback. Key: Forming – 4, Storming – 5, Norming – 2, Performing – 3, Mourning – 1 • Organise Activity 4 as a whole-class discussion. (15 minutes) |
| Focus on | <p>CRC, Article 15</p> <ol style="list-style-type: none"> 1. States Parties recognize the rights of the child to freedom of association and to freedom of peaceful assembly. 2. No restrictions may be placed on the exercise of these rights other than those imposed in conformity with the law and which are necessary in a democratic society in the interests of national security or public safety, public order (ordre public), the protection of public health or morals or the protection of the rights and freedoms of others. |

Lesson 13

Working in a team

Student

1 Read these definitions and decide what you are as a class: a group or a team?

group - several people that are all together in the same place, sharing certain attributes in common and having a leader

team - a group of people who have been chosen to work together under a leader to do a particular job within a certain time

2 a. Read this joke and say whether it is about a group or a team:

Everybody, Somebody, Anybody and Nobody were working together. Something of great importance had to be solved and so **Everybody** was asked to do it. **Everybody** was certain **Somebody** was going to do it. **Anybody** could have done it, but **Nobody** did. That's why **Somebody** got very upset because **Everybody** should have done the job. They all thought **Anybody** would, yet **Nobody** realized that **Everybody** would find an excuse not to. In the end, **Everybody** blamed **Somebody**, seeing that **Nobody** had done what **Anybody** should have been able to.

(Source unknown)

b. Which is more efficient: the team or the group? Why?

3 Building a team usually takes 5 stages, as shown in the diagram on the right. Work in pairs to match texts 1-5 below to these stages. One ("Performing") has been done for you. At the end of the activity give each other feedback on your way of working in a pair. Refer to the Communication for Democratic Citizenship section, mainly to 'Giving and receiving feedback'.

FORMING (_)



STORMING (_)



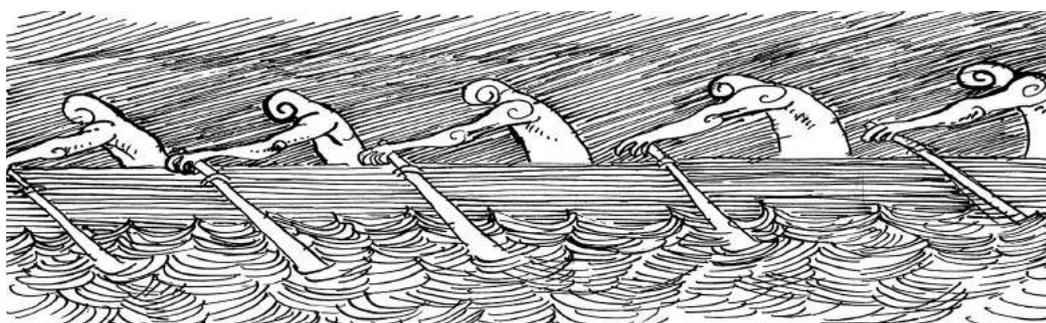
NORMING (_)



PERFORMING (3)



MOURNING (_)



1. Team members sometimes fail to show up at the team meetings. Talks tend to be long, boring and pointless. Some of the members quit. The atmosphere gets tense from time to time.
2. A sense of balance becomes apparent: you know now what the role of each one of you is going to be, what the identity of the team is. Decisions are made together. What conflicts there might still be, they can be worked out among you. You are fully aware of your own team rules and you work according to them.
3. The team has clear rules and a plan. It has become efficient in solving tasks.
4. You get to know each other, you decide what role each of you is going to perform, what tasks you have to solve, what the rules are and how you are going to work together. You might not know the steps to be taken to solve the task yet. One of you is beginning to act as a leader.
5. Now you disagree and fight each other as many of you have different points of view on the same issue. There is also a fight going on as to who will be the leader. Some of you may have emotional outbursts or may refuse to cooperate for no apparent reason. Yet, what the contribution of each of you will be in the team is becoming more and more clear.

4 a. When did you last work in a team? Was it successful? Why (not)? What did you find out about yourself and the others?

b. What responsibilities do you have when you work in a team?

Lesson 14

Dealing with conflict

Teacher

| | |
|-----------------------|---|
| Suggested time | 90 minutes (45 minutes + 45 minutes) in two classes |
| Target groups | 17-18 year olds |
| Purpose | <ul style="list-style-type: none"> • To teach students conflict resolution methods so as to avoid violence and violent behaviour in class and outside it. • To introduce the concept of peer mediation as the best way of avoiding conflict. • To teach students the importance of tolerance, understanding, negotiation and respect in avoiding conflict situations. • To develop students' communication skills for social interaction. |
| Preparation | <ul style="list-style-type: none"> • Photocopy the lesson for all the students in the class. |
| Procedure | <p>Hand out the photocopies to the students.</p> <ul style="list-style-type: none"> • Activity 1 Discussion points emphasise the rising incidence of conflict situations in the school environment. Ask students to talk about causes which they believe lead to these incidents. Discuss the fact that some grown ups are better prepared to counsel youths. Encourage them to refer to an adult mediator/ counsellor if needed. (5 minutes) • Activity 2 Ask students to share with the class incidents they have been part of /heard of /have witnessed and to express their opinions on the "goals of violence". (5 minutes) • Activity 3 <ul style="list-style-type: none"> – Divide the students into 4 groups assigning each group one of the four causes for generating violent behaviour: retribution; compliance; defence; promotion of one's image. – Monitor activity. – Declare "freeze frame" at the point you feel the course of the action could be changed to peaceful resolution. – Discuss the cause – effect relationship in each of the four cases. – Elicit answers regarding ways of preventing violence from breaking out in each of the four cases. (35 minutes) • Activity 4 Ask students to read and express opinion on the conflict resolution programmes outlined. (15 minutes) • Activity 5 Act out and mediate 2 class/school situations of conflict. On the board draw a list of qualities a good student mediator must possess. (30 minutes) |
| Focus on | <p>CRC, Article 19 (selections)</p> <ol style="list-style-type: none"> 1. State Parties shall take all appropriate [...] measures to protect the child from all forms of physical or mental violence [...]. 2. Such protective measures should, as appropriate, include effective procedures for the establishment of social programmes to provide necessary support for the child and for those who have the care of the child, as well as for other forms of prevention and for identification, reporting, referral, investigation, treatment and follow-up of instances of child maltreatment described heretofore, and, as appropriate, for judicial involvement. |

Lesson 14

Dealing with conflict

Student

1 Discussion points:

1. In your opinion, is violence an integral part of human nature?
2. How can a conflict lead to violence? What are some links in the chain of cause and effect?
3. Who do you think are better qualified to resolve youth conflicts: young people or adults?

2 Read the abstract below to answer the following:

- a. Do you (dis)agree with the statement of the specialists in the text below?
- b. Give examples you know/ have heard of/ have encountered for each of the 4 situations mentioned.

“I don’t understand what’s happening with our kids today,” a tearful mother lamented after a 14 year-old used a shotgun to shoot out the front doors of his high-school. In this incident no one was hurt. Increasingly, though, tales of tragic school shootings dominate media headlines. Each incident brings a sense of despair and bewilderment. Why is this happening? Can violence be stopped?

Specialists cite four goals of students’ violent behaviour:

1. **Retaliation** – punishing the “offender” for something he or she did
2. **Compliance** – convincing the “offender” to stop an offensive behavior or course of action
3. **Defense** – self-defense or defending others
4. **Promotion of one’s image** – by saving face, defending one’s honor, or enhancing or maintaining one’s reputation

(Patricia Hill, Extension Agent, family and Consumer Sciences, Richland County, Ohio.edu www.violenceonline.com – accessed on 21 November 2006)

3 Work in 4 groups. In your group think of a situation to reflect one of the goals for violent behaviour.

Prepare the roles for the characters in your story.

Act out the scene in front of the class.

Stop when the teacher indicates “freeze frame” at the moment violence is about to start.

Use the freeze frame technique at the end of your act to:

- talk about cause – effect in each of the four cases;
- discuss solutions for each case.

4 Read the abstracts below and discuss:

- the validity / usefulness of such programmes and methods;
- the existence of such programs and conflict resolution methods in our country. Give examples.

Conflict Resolution Programs. Most conflict resolution programs are based on the premise that people can control emotions that arise out of conflict and lead to violent action. These programs are usually designed to provide people with skills they need to deal with conflict *as it unfolds*. Most conflict resolution programs focus on developing strong communication and problem-solving skills. The primary goal of conflict resolution is to deal with the problem of violence, to keep individuals safe, healthy, and alive. But conflict resolution also encourages young people to peacefully address cultural and racial differences – skills that are necessary for survival in a multicultural world.

Peer Mediation. Mediation relies on a neutral third party to help groups or individuals deal with conflict. Peer mediation is in western countries one of the most beloved forms of conflict resolution. Peer mediation is particularly effective in dealing with conflict between young people. Today’s school-based, peer mediation programs got their start in the 1980s. They were part of a response to the increase in violence that affected many middle and high schools.

Student mediators are taught conflict resolution techniques. Mediators can use these techniques to help fellow students settle disputes without having to turn to a teacher, counselor, or principal. Peer mediation programs work well in schools because young people usually connect better with each other than with adults.

Negotiation. In negotiation, there is no independent third party: individuals or groups in conflict use agreed-upon ground rules that allow them to work toward an agreement. In order for negotiation to succeed, both parties must want to find a solution. Neither side must try to win. And both sides must be willing to move away from their original, conflicted position. At the same time, both parties must learn to stand up for their own needs, even if they have to change their position. Strong communications skills are critical in negotiation, so that both sides can clearly express and understand each other's feelings, needs, and desires. Most important, the parties in conflict must set down and follow guidelines. These guidelines must describe shared interests, for example, "We both need to be able to come to school." As each party suggests possible solutions to the problem, they can evaluate them by determining if they fall within the guidelines for shared interest.

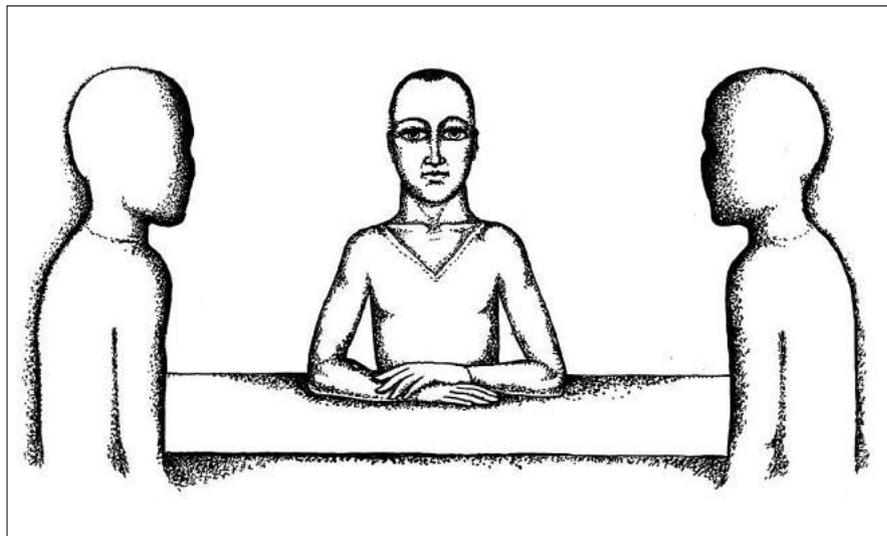
(www.againstviolence.com – accessed on January 11 2007)

5 With the class divided into two groups solve two school situations of conflict.

Choose a mediator for each group. Each group presents its situation of conflict and tries to solve it by making use of conflict resolution methods. **Refer to the Communication for Democratic Citizenship section, mainly to 'Participating in a controversial issues or rights-in-conflict situations' and 'Mediating'.**

As a class, decide which the best role play and conflict resolution method was.

Decide who the best student mediator was. Give reasons. On the board write the features of a successful mediator.



Theme 3

LEARNING TO LEARN



| | |
|-----------------------|---|
| Suggested time | 60 minutes (35 minutes + 25 minutes) in two classes |
| Target groups | 15-16 year olds |
| Purpose | <ul style="list-style-type: none"> • To make students aware of their rights and responsibilities during classes. • To highlight some of the standards of high quality education. • To develop students' communication skills for social interaction. |
| Preparation | <ul style="list-style-type: none"> • Photocopy the student page for all your students. |
| Procedure | <p>Hand out the photocopies.</p> <ul style="list-style-type: none"> • Activites 1-2 Organise students in groups of 5 or 6 to do the task. (35 minutes) Ask students to volunteer to merge the group lists for the next educational class. • Activity 3 Ask students to volunteer to carry out a survey among students in other classes (during school breaks). • Activities 4-5 Encourage the discussion of the outcomes of the survey in the next educational class. (25 minutes) |
| Focus on | <p>CRC, Article 12</p> <p>1. States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.</p> <p>CRC, Article 13</p> <p>1. The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice.</p> <p>2. The exercise of this right may be subject to certain restrictions, but these shall only be such as are provided by law and are necessary:</p> <p>(a) For respect of the rights or reputations of others; or</p> <p>(b) For the protection of national security or of public order (<i>ordre public</i>), or of public health or morals.</p> |

Lesson 15

The ideal class

Student

1 a. Think of an ideal class and work in groups to fill in the grid below. Refer to at least the following points. Add any others you think are important:

- getting / giving feedback
- getting / checking homework
- showing respect
- interacting
- taking notes under dictation
- creating a relaxed atmosphere (e.g. jokes)
- using multimedia teaching aids
- giving lectures

| A. REQUESTS: <i>We would like our teachers (not) to...</i> | B. COMMITMENTS: <i>We need to.../ We must...</i> |
|---|---|
| | |

b. Read Articles 12 and 13 of the CRC and work in your groups to explain how your lists of REQUESTS and COMMITMENTS are connected to Articles 12 and 13 of the CRC:

CRC, ARTICLE 12

1. States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.

CRC, ARTICLE 13

1. The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice.
2. The exercise of this right may be subject to certain restrictions, but these shall only be such as are provided by law and are necessary:
 - (a) For respect of the rights or reputations of others; or
 - (b) For the protection of national security or of public order (*ordre public*), or of public health or morals.

- 2 Appoint a colleague to collect all the groups' lists, collate them and present the final lists in your next educational class. Refer to the Communication for Democratic Citizenship section, mainly to 'Reporting ideas and information'.
- 3 Make a survey to see to what extent students in other classes agree with your list.
- 4 Are you going to present your final lists to the Students' Council? Why / Why not?
- 5 Are you going to forward the version of the lists to the School Board? Why / Why not? If you are, write the introductory letter to the School Board and have it signed by the class.

| | |
|-----------------------|--|
| Suggested time | 50 minutes |
| Target groups | 15-16 year olds |
| Purpose | <ul style="list-style-type: none"> • To analyse some of the causes of violence in schools. • To make students aware of the importance of respect, co-operation and understanding in school relationships. • To outline some of the features of democratic schools. • To develop students' communication skills for social interaction. |
| Preparation | <ul style="list-style-type: none"> • Photocopy the lesson for all students in the class. |
| Procedure | <p>Hand out the photocopies of the students' pages to all the students in the class.</p> <ul style="list-style-type: none"> • Activity 1 Encourage students to discuss the diversity of types of violence in the society / schools nowadays. Outline the different types of violence and ask students to give examples of situations they came across or heard about. (5 minutes) • Activity 2 Divide the class into 5 groups. Ask each group to discuss one of the statements. Tell students that there might be different views about the same statement. A spokesperson for each group presents the results of their debate to the class. (15 minutes) Ask students to identify a common topic of the statements. Key: causes of violence. • Activity 3 Ask students to work in the same groups to discuss further the causes of violence among Romanian teenagers and to find methods of prevention. (10 minutes) • Activity 4 Ask students to read the extract from the newspaper article and to find the causes of violence and the prevention methods referred to in the text. The students will then compare the two lists: the one with the results of the group work and the one based on the text. As a class the students agree on three main causes of violence and three methods of prevention that they consider more important. (15 minutes) • Activity 5 Ask students to comment on the last sentence of the paragraph. Point out the crucial importance of mutual respect in society nowadays. (5 minutes) |
| Focus on | <p>CRC, Article 3</p> <p>3. State Parties shall ensure that the institutions, services and facilities responsible for the care or protection of children shall conform with the standards established by competent authorities, particularly in the areas of safety, health, in the number and suitability of their staff, as well as competent supervision.</p> |

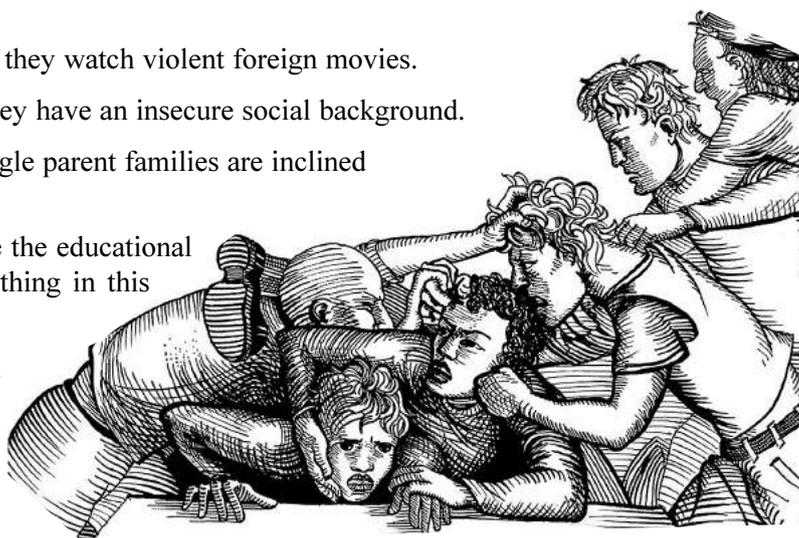
Lesson 16

A violent world – anyone responsible?

Student

- 1 Is violence an aspect of your school life? Expand. If “yes”, mention forms in which violence manifests itself (physical violence, verbal violence / abuse, psychological violence, bullying...). Do you think violence is an escalating phenomenon?
- 2 Work in 5 groups. Choose one of the statements below. Organise a debate around your group statement. Then report to the class. Refer to the Communication for Democratic Citizenship section, mainly to ‘Debating’ and ‘Participating in controversial issues or rights-in-conflict situations’. Find a common topic for all statements.

- a. Romanian teenagers are violent because they watch violent foreign movies.
- b. Romanian teenagers are violent when they have an insecure social background.
- c. Romanian teenagers who come from single parent families are inclined to violence.
- d. Romanian teenagers are violent because the educational institutions and authorities do not do anything in this respect.
- e. Single parent families and educational institutions are responsible for the escalating violence among teenagers worldwide.



- 3 In groups discuss:
 - a. the causes you think are behind violence in schools;
 - b. ways of preventing violence.
- 4 Compare your findings with the causes and methods of prevention in the paragraph below. After the class discussion try to reduce the list to 3 causes and 3 methods of prevention that you all consider important.

The increasing number of violent incidents in Romanian schools confirm the disarray into which the Romanian educational system was thrown after 1990. The students grew ever more distant to learning, while forced to keep on learning many things that proved useless in real life. The teachers resigned to their paycheques, or took more lucrative jobs. The trade union leaders quietly hibernated. The education authorities did not want or just did not know what to change inside the system in order to keep it properly running. The final results could not be other than the collapse of respect. For school, for teachers, for education. In other countries, respect is taught in schools. Just like any other subject matter. Students have the obligation to learn how to respect their colleagues, their teachers, families and neighbours. And they must also put into practice what they learned. Here though, even the lesson in respect is optional. It is the worst thing as far as the education and society’s future are concerned. Without prominent students in math, chemistry... we can hold on one way or another. But without education and respect, we are going down beyond any doubt.

(L. Ciocazanu, “So, Is this Tomorrow’s Romania?”, *Evenimentul zilei*, 6 December 2005)

- 5 Comment on the validity of the last sentence in the paragraph above. Explain why you (dis)agree with it.

| | |
|-----------------------|--|
| Suggested time | 40 minutes |
| Target groups | 15-16 year olds |
| Purpose | <ul style="list-style-type: none"> • To make students explore the values and standards that school teaches. • To alert students to the informal rules of the school. • To make students responsible for their social environment. • To encourage students to be responsible for their social environment. • To develop students' communication skills for social interaction. |
| Preparation | <ul style="list-style-type: none"> • Photocopy handouts of the Student page for all the students in your class. |
| Procedure | <p>Distribute the handouts.</p> <ul style="list-style-type: none"> • Activity 1 Ask students to work in groups of 5 or 6 and choose the spokespersons of 2 or 3 groups to present the group's conclusions. (10 minutes) • Activity 2 Allot one set of questions to each group. If your class is a large one, you may have to allot the same set of questions to 2-3 groups. Allow 5 min for each group to work out their answers and ask the spokespersons of 2-3 groups (different from those in Activity 1) to presents the answers to the class. (20 minutes) • Activities 3 and 4 Organise a whole-class discussion. (10 minutes) |
| Focus on | <p>CRC, Article 29</p> <p>States Parties agree that the education of the child shall be directed to:</p> <ol style="list-style-type: none"> (a) The development of the child's personality, talents and mental and physical abilities to their fullest potential; (b) The development of respect for human rights and fundamental freedoms; (c) The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own; (d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin; (e) The development of respect for the natural environment. |

- 1 Read Article 29 in the CRC as well as the definition of the hidden curriculum and work in groups to say what the two texts have in common:

CRC, ARTICLE 29

States Parties agree that the education of the child shall be directed to:

- The development of the child's personality, talents and mental and physical abilities to their fullest potential;
- The development of respect for human rights and fundamental freedoms;
- The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own;
- The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;
- The development of respect for the natural environment.

The *hidden curriculum* is the values and standards students adopt as a result of studying in a certain (high) school. Because, in its daily routine, the school adopts certain values and standards, it sends (in)direct messages to its students. Such messages may have a strong impact on your beliefs and behaviour. These messages will (not) teach you "self-respect", "respect for others" and "manners".

- 2 Work in groups to answer one of the sets of questions below about the hidden curriculum in your school:

| | |
|-------------------------|---|
| Relationships | <ol style="list-style-type: none"> Are there teachers in your school you could go to for help in personal matters? Do you know your form-teacher's name? Phone number? Do teachers address you by your first name or by your last name? How do you feel? What can you see on the walls of your classroom? Maps? Portraits of famous people? Students' project work? Is the school kept clean? Who does the cleaning? Do you know their names? Is bullying an issue in your school? Who should solve such a problem? |
| The curriculum | <ol style="list-style-type: none"> Do you feel it's ok to say you haven't understood something and ask for more explanations / clarifications? Why/ Why not? Are you encouraged to ask questions in class? Which class(es)? Do you always get answers to the questions you ask your teacher in class? Are tests announced in advance? Is homework mandatory? Who has chosen the optional subjects you are studying? Do you perceive a hierarchy of subjects in your school? Explain. |
| Double standards | <ol style="list-style-type: none"> Are some students treated differently in school? In what way? Are gender or ethnic minorities (e.g. Roma children) treated differently? If you are late for a class, what happens? If a teacher is late for a class, what happens? Do teachers speak on their mobile phones during classes? Do you? Do you always queue at the tuck shop? Does everybody? Teachers included? How do teachers refer to / address the administrative staff? How does the head teacher speak to the students and to staff? The same? Differently? How do the administrative staff speak to students? Are there separate entrance doors for teachers and students in your school? Would you change that? Why? |

- 3 Does the Students' Council have a real say in school matters? Which is the latest request of the Students' Council that has been granted?
- 4 Make a class list of the proposals you would like to be taken to the Students' Council. What do you think will happen? Refer to the Communication for Democratic Citizenship section, mainly to 'Persuading for a public cause'.

Lesson 18

Education for life

Teacher

| | |
|-----------------------|--|
| Suggested time | 35 minutes |
| Target groups | 17-18 year olds |
| Purpose | <ul style="list-style-type: none"> • To make students aware of some of the criteria used for judging the quality of education they receive. • To make students aware that they have a right to receive quality education. • To develop students' communication skills for social interaction. |
| Preparation | <ul style="list-style-type: none"> • Photocopy the student page for all the students in your class. • Photocopy the Gallup poll results, one copy for each group. |
| Procedure | <ul style="list-style-type: none"> • Hand out the photocopies. • Activity 1 Organise as individual work. (3 minutes) • Activity 2.a Organise as individual work. (2 minutes) • Activity 2.b Organise as group-work. (5 minutes) • Activity 3 Organise as a class discussion. (5 minutes) • Activity 4 Organise as a class discussion. (20 minutes) |
| Focus on | <p>CRC, Article 29</p> <p>1. States Parties agree that the education of the child shall be directed to:</p> <ol style="list-style-type: none"> (a) The development of the child's personality, talents and mental and physical abilities to their fullest potential; (b) The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations; (c) The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own; (d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin; (e) The development of respect for the natural environment. |

Quality of Education

To what extent do you agree with the following statements?

Totally disagree
 Rather disagree
 Rather agree
 Totally agree

| | | | | |
|---|----|----|----|----|
| What is taught in Romanian schools is useful in life. | 7 | 30 | 42 | 19 |
| The extra-curricular activities organized by the school are interesting and useful. | 18 | 28 | 29 | 16 |
| The contents of the school textbooks and curriculum are modern and adapted to the market needs. | 16 | 35 | 34 | 10 |
| The assessment system accurately evaluates the knowledge of high school students. | 15 | 39 | 35 | 9 |
| The teaching methods actively involve high school students in the learning process. | 18 | 38 | 30 | 10 |

●● **BRITISH COUNCIL**
 ●● Romania

| PUPILS | STUDENTS | ELEMENTARY GRADUATES | SECONDARY GRADUATES | UNIVERSITY GRADUATES |
|--------|----------|----------------------|---------------------|----------------------|
| + | - | + | + | |

| | | | | |
|---|---|---|---|--|
| + | - | + | + | |
|---|---|---|---|--|

| | | | | |
|---|---|---|---|--|
| + | - | + | + | |
|---|---|---|---|--|

| | | | | |
|--|---|---|---|--|
| | - | + | + | |
|--|---|---|---|--|

| | | | | |
|---|---|---|---|--|
| + | - | + | + | |
|---|---|---|---|--|

+ Significantly higher % of "rather than in total sample
 - Significantly higher % of "rather disagree" than in total sample

THE GALLUP ORGANIZATION
 Romania

(www.britishcouncil.ro – accessed in September 2006)

- 1 Read Article 29 (1) of the Convention on the Rights of the Child and underline those phrases or sentences that, according to this document, show the content of a good education:

CRC, ARTICLE 29

1. States Parties agree that the education of the child shall be directed to:
 - (a) The development of the child's personality, talents and mental and physical abilities to their fullest potential;
 - (b) The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations;
 - (c) The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own;
 - (d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;
 - (e) The development of respect for the natural environment.

- 2 a. Read the following statements taken from a Gallup poll on education in Romania entitled 'Being Young in Romania' (see next page). Tick (✓) your own opinion in the grid below:

| | Totally disagree | Rather disagree | Rather agree | Totally agree |
|--|------------------|-----------------|--------------|---------------|
| 1. What is taught in Romanian schools is useful in life. | | | | |
| 2. The extra-curricular activities organized by the school are interesting and useful. | | | | |
| 3. The contents of the school textbooks and curriculum are modern and adapted to the market needs. | | | | |
| 4. The assessment system accurately evaluates the knowledge of high school students. | | | | |
| 5. The teaching methods actively involve high school students in the learning process. | | | | |

b. Explain in your groups why you have answered the way you did. Refer to the Communication for Democratic Citizenship section, mainly to 'Expressing opinions'.

- 3 The Convention on the Rights of the Child is a universal document whereas the Gallup poll gives a national perspective on education. Answer these questions:
- Which of the ideas in statements 1-5 are among the things you have underlined in Article 29 of the CRC?
 - Which of the ideas in statements 1-5 are added to Article 29 of the CRC?
- 4 Compare your answers in activity 2 with those given by 1,004 Romanian respondents aged 15-35 who took part in the Gallup market research in 2004 (see next page). Answer these questions:
- How do your opinions differ from those of the respondents?
 - How does the education YOU receive compare with that of the majority of the Gallup poll respondents?
 - How can you improve things?

| | |
|-----------------------|--|
| Suggested time | 50 minutes |
| Target groups | 17-18 year olds |
| Purpose | <ul style="list-style-type: none"> • To encourage discussion on the issue of image for teenagers, their life choices and responsibilities. • To challenge prejudices about personal image and lifestyle. • To emphasise the necessity of a safe environment. • To exercise own value system within the CRC. • To develop students' communication skills for social interaction. |
| Preparation | <ul style="list-style-type: none"> • Photocopy the student pages for all the students in your class. |
| Procedure | <p>Hand out photocopies.</p> <p>You can bring some pieces of music of different styles, play them and ask for the students' opinions. You can also bring photos with teenagers wearing different outfits, show them and ask for opinions.</p> <p>Discuss Activity 1 in plenary. Encourage students to express themselves freely. Ask them to refer to factors of influence such as: peer pressure, commercials, media, parents, and authority figures. Emphasise however that dressing can also be a form of respect shown to others. (7 minutes).</p> <p>In Activity 2 help students to identify the two issues: the tragedy itself and the prejudice regarding Goths. Emphasise that the issues under discussion cannot be treated superficially and that the root cause of the case should be identified: if teenagers have too easy access to guns, what should be done about that? (10 minutes).</p> <p>In Activity 3 ask students to concentrate on the issue of safety in schools, how it can be improved and how the problems can be solved without forgetting to respect the students' identity. (5 minutes).</p> <p>In Activity 4 students work in groups of 4 and present their conclusions in plenary. (15 minutes)</p> <p>For Activity 5 students work in the same groups. Tell students they may refer to their own school regulations. (13 minutes).</p> |
| Focus on | <p>CRC, Article 13</p> <ol style="list-style-type: none"> 1. The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice. 2. The exercise of this right may be subject to certain restrictions, but these shall only be such as are provided by law and are necessary: <ol style="list-style-type: none"> (a) For respect of the rights or reputations of others; or (b) For the protection of national security or of public order, or of public health or morals. |

19 Lesson

Being yourself; keeping safe

Student

“Clothes make the man. Naked people have little or no influence in society.”
Mark Twain (1835-1910), American humorist, satirist and writer

1 Answer the following questions:

- Have you ever judged anyone according to first impressions? Give examples. Have you always been right?
- Which are some of the factors that influence our choices in dressing and behaving?
- What did Mark Twain point to in the above quotation?

2 Discuss the following idea. Refer to the Communication for Democratic Citizenship section, mainly to ‘Debating’.

The way we dress, the music we listen to, the language we use tell others who we really are.

3 Read the excerpt below and explain its title.

Friday, April 23rd, 1999

SCHOOL TRAGEDY SHOULD SPARK DEBATE ON GUNS, NOT CLOTHES

On April 20, two students walked into Columbine High School in Littleton, Colorado and opened fire on their fellow students. By now, the entire country has heard about this tragedy. Normally, we on The Hoya editorial board like to stick to on-campus issues. After all, we’re just kids. But it was kids who did this, and it was kids who died. [...]

The national media seems to have already given its answer. [...] They were described as being part of “small clique of boys who always wore black trench coats and spent their adolescence deep inside the morose subculture of Gothic fantasy.” [...]

“Trench Coat Mafia”: Two boys who spent their time dressed in black, playing Dungeons and Dragons. It is so simple; therefore, the media will just lap it up like dogs. They were Goths; that’s why they killed. No thinking is required. Everyone can sleep easier at night because they now know the equation: Gothic + Dungeons and Dragons = killer. These are the signs to look out for; stop those and you stop violence.

The media, from The Post to television, have been quick to point out that the killers were made fun of by the athletes and other groups in the school. One student’s quote stated, “They were kind of the freaks in the school.” [...]

Every 16-year-old is attempting to find his or her identity and place in the world. This teen angst usually causes anger, depression and confusion. Sometimes, as we all know, there is violence. Nothing we would consider appalling – just a fistfight in the cafeteria or a shouting match in the hallway. With all the confusion and anger adolescence brings, this can happen. At the very worst, someone gets a black eye and the next day, everything has calmed itself down.

But what happens if you put a gun in the hand of that same teenager? [...]

Right now, the media is unconcerned with guns. They are more concerned with secondary issues. What did the killers wear? What music did the killers listen to? And so on. [...]

We don’t know what caused these two teenage boys to open fire in their high school. We may never know. But we do know how they opened fire on their fellow students: They had guns. We can deal with the other issues (their dress, their lifestyle, etc.) later, but that topic is secondary. It may be people who kill people, but guns certainly help. [...]

(<http://www.thehoya.com/editorials/042399/edit1.htm>

– accessed on 2 June 2006)

4 Discuss the following issues:

- Do you think such an incident could have happened in a Romanian school? Why/ Why not?
- How do you think the incident could have been avoided in the American school?

5 Work in groups:

- a. Make a list of dangers in Romanian schools.
- b. In what way do you think the following two pieces of statistics are relevant to your school?

Public Health Department of the Timis county conducted a survey on alcohol, tobacco and drugs consumption among teenagers.

Out of the surveyed group:

- 25% first got drunk at the age of 15-16.
- 60% drink alcoholic beverages.
- 37% of them had their first cigarette when they were under 15.
- 37, 2% are frequent smokers.
- 6, 5% are drug addicts. The most frequent drugs are: marijuana (84%) and ecstasy (21, 2%).

A national study carried out in 2004 by Save the Children Romania in partnership with the Faculty of Sociology and Social Assistance of the University of Bucharest revealed the following in connection with drugs consumption within the 11 - 22 age group:

- 2,5% tried marijuana at least once;
- 0,4 % - heroine; 0,3% - ecstasy, 0,2% - cocaine; 0,1% - LSD;
- 0, 1% declared that they are permanent consumers of marijuana and 0, 1% of cocaine.

From "Children's rights between principles and reality", 2005, co-ordinated by Gabriela Alexandrescu and Daniela Munteanu (<http://www.roportal.ro/discutii/ftopic84.html> – accessed on 2 June 2006)



- c. Identify the three most serious dangers for your own school.
- d. Compare your answers with rest of the class.

CRC, ARTICLE 19

1. States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.
2. Such protective measures should, as appropriate, include effective procedures for the establishment of social programmes to provide necessary support for the child and for those who have the care of the child, as well as for other forms of prevention and for identification, reporting, referral, investigation, treatment and follow-up of instances of child maltreatment described heretofore, and, as appropriate, for judicial involvement.

- 6** What would you do to improve safety in schools without infringing anybody's rights? Make a list of at least five rules and try to introduce them in your school. Take Article 19 from CRC into the consideration.

| | |
|-----------------------|--|
| Suggested time | 50 minutes |
| Target groups | 17-18 year olds |
| Purpose | <ul style="list-style-type: none"> • To introduce the right to privacy as a human right. • To develop students' communication skills for social interaction. |
| Preparation | <ul style="list-style-type: none"> • Photocopy the student pages for all the students in your class. |
| Procedure | <ul style="list-style-type: none"> • Hand out the photocopies. • Activity 1 Ask students to work in pairs to rephrase Articles 12, 15, 16, and 19 in the CRC and then decide on a class version. (10 minutes) • Activity 2 Divide the students in groups of 4 and ask them to read the article and answer the questions. Encourage them to express their ideas freely and respect other views which may be different. (15 minutes) • Activity 3 In the same groups, ask students to read the article from the Romanian school regulations and see what their rights and responsibilities are under them. (15 minutes) • Activity 4 Ask students to interview another eight-ten students in their class about school regulations, then report their findings in plenary. (10 minutes) |
| Focus on | <p>CRC, Article 12</p> <ol style="list-style-type: none"> 1. States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child. 2. For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law. <p>CRC, Article 15</p> <ol style="list-style-type: none"> 1. States Parties recognize the rights of the child to freedom of association and to freedom of peaceful assembly. 2. No restrictions may be placed on the exercise of these rights other than those imposed in conformity with the law and which are necessary in a democratic society in the interests of national security or public safety, public order (ordre public), the protection of public health or morals or the protection of the rights and freedoms of others. <p>CRC, Article 16</p> <ol style="list-style-type: none"> 1. No child shall be subjected to arbitrary or unlawful interference with his or her privacy, family, home or correspondence, nor to unlawful attacks on his or her honour and reputation. 2. The child has the right to the protection of the law against such interference or attacks. <p>CRC, Article 19</p> <ol style="list-style-type: none"> 1. States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child (selection) |

1 Read the following CRC Articles and in your own words say what they are about:

CRC, ARTICLE 12

1. States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.
2. For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law.

CRC, ARTICLE 15

1. States Parties recognize the rights of the child to freedom of association and to freedom of peaceful assembly.
2. No restrictions may be placed on the exercise of these rights other than those imposed in conformity with the law and which are necessary in a democratic society in the interests of national security or public safety, public order (ordre public), the protection of public health or morals or the protection of the rights and freedoms of others.

CRC, ARTICLE 16

1. No child shall be subjected to arbitrary or unlawful interference with his or her privacy, family, home or correspondence, nor to unlawful attacks on his or her honour and reputation.
2. The child has the right to the protection of the law against such interference or attacks.

CRC, ARTICLE 19

1. States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.

2 Divide into groups, and read the following newspaper article. Discuss which rights are involved. Are they in conflict? Then answer the following questions:

- a. What are the rights and responsibilities of the school children in the article?
- b. What could the students do to counteract the increase in crime rate if they oppose the solution found by their high school?

Refer to the **Communication for Democratic Citizenship** section, mainly to **‘Participating in a controversial issues or rights-in-conflict situation’** and **‘Mediating’**.

September 21, 2005 (New York Times)

PROTEST OVER METAL DETECTORS GAINS LEGS AS STUDENTS WALK OUT

By FERNANDA SANTOS

The first rumors started swirling last spring [...] Metal detectors were coming to DeWitt Clinton High School in the Bronx. By the time the summer school term began, students were noticing the newly installed surveillance cameras along DeWitt Clinton’s stairwells and the shell of a metal detector perched beyond a side door. [...] Students were

complaining about the changes that awaited them – and, eventually, organizing a protest.

Two days ago, all the planning became a reality. For the first time in recent memory, 1,500 New York City high school students skipped classes, marched for two miles and got what they wanted: a sit-down meeting with school administrators, who have agreed

to meet with students again and listen to their demands.

How they got to this point is a lesson in modern-day democracy that blends teenage angst and the Internet; a show of force borne out of disagreement and frustration among the students of one of the city's most traditional and toughest high schools.

The Education Department installed the metal detectors because of DeWitt Clinton's high crime rate, one that is 60 percent higher than the citywide average for schools of the same size [...]. The DeWitt Clinton of today, which had 13 major crimes during the 2003-4 school year, counts many celebrities among its graduates. It is the alma mater of the actor Burt Lancaster, the fashion designer Ralph Lauren and the cartoonist Stan Lee.

The protest started to gather steam on Sept. 14, six days after the school year began. That morning, at each of the 10 periods of gym class, school safety officers explained to the students how the process would work: [...]

Last Thursday, he (José David, 17) circulated a petition against the lunchtime confinement and the metal detectors. "In 46 minutes, I got 266 signatures," he said. On Friday, Mr. David posted a message on the Sconex.com site and invited students

to join him in a protest on Monday. The plan was to gather south of the school and stand there, silently, until the end of the first period of classes. [...]

By 11:30 a.m., they (the students) numbered 1,500, said Mr. David. [...] Three hours later, the protesters arrived at the Department of Education's office at Fordham Plaza, two miles away, carrying banners and demanding to be heard. Four students were eventually invited in. They asked that the metal detectors and security cameras be removed, that they be allowed to have lunch outside the school, and that an earlier ban on cellphones be lifted.

None of the new rules were eliminated, but officials agreed to keep listening. Guidance counselors are to meet today to select a team of student representatives who will present the student demands and negotiate with the administration. But in the meantime, there has been a change: the line to get into the school yesterday morning moved faster because school safety officers used three of the four metal detectors at the school, instead of two, as they did on Monday. [...]

"This is just the beginning," said Anthony Stafford, a student. "The protest was just to get the word out that we're serious about being heard."

(www.privacy.org/ – accessed on 15 February 2006)

3 Read Article 97 from the Romanian school regulations and Articles 12, 15, 16 and 19 from CRC, then discuss how students can take action if they disagree with a decision taken by their school board?

**Secțiunea a 3-a: Drepturile elevilor
CRC, ARTICLE 97**

1. Elevilor din învățământul preuniversitar de stat și particular le este garantată, conform legii, libertatea de asociere în cercuri și asociații științifice, culturale, artistice, sportive sau civice care se organizează și funcționează pe baza unui statut propriu, aprobat de directorul unității de învățământ.
2. Exercițarea dreptului la reuniune, conform art. 15 alin. (2) din Convenția cu privire la drepturile copilului, nu poate fi supusă decât acelor limitări care sunt prevăzute de lege și care sunt necesare într-o societate democratică, în interesul siguranței naționale, al ordinii publice, pentru a proteja sănătatea și moralitatea publică sau drepturile și libertățile altora.
3. Dreptul la reuniune se exercită în afara orarului zilnic, iar activitățile pot fi susținute în unitatea de învățământ numai cu aprobarea directorului, la cererea grupului de inițiativă. Aprobarea pentru desfășurare a acțiunilor va fi condiționată de acordarea de garanții privind asigurarea securității persoanelor și a bunurilor de către organizatori.
4. În cazul în care conținutul activităților care se desfășoară în unitatea de învățământ de stat și particular contravine principiilor susmenționate, directorul unității de învățământ poate suspenda sau interzice desfășurarea acestor activități.

4 Interview eight-ten students from your class to find out whether they can name two or more rights and responsibilities they have under the Romanian school regulations. Report your findings to the class.

| | |
|-----------------------|---|
| Suggested time | 45 minutes |
| Target groups | 15-16 year olds |
| Purpose | <ul style="list-style-type: none"> • To discuss the controversy over body image and fashion in the context of beauty pageants. • To develop students' communication skills for social interaction. |
| Preparation | <ul style="list-style-type: none"> • Photocopy the Students' pages for all the students in your class. |
| Procedure | <ul style="list-style-type: none"> • Hand out the photocopies • Activity 1 Ask students to work in pairs to compare the text of Article 17 with its summary. (5 minutes) • Activity 2 Ask students to read the bubbles and discuss them in groups (10 minutes) • Activity 3 Organise a class discussion. The students opinions may differ, but basically the answers should include points connected with the influence of the media on personal choices, together with a desire for a healthy life. The text presents a man's point of view, to show the place of gender in this discussion. (15 minutes). • Activity 4 Encourage your students to prepare three-minute speeches on the issue of body image and fashion, then in plenary, listen to two or three speeches. If time permits, ask the rest of the class to comment on the ideas and structure of the speeches. (15 minutes) |
| Focus on | <p>CRC, Article 17 (selection)</p> <p>States Parties recognize the important function performed by the mass media and shall ensure that the child has access to information and material from a diversity of national and international sources, especially those aimed at the promotion of his or her social, spiritual and moral well-being and physical and mental health. To this end, States Parties shall:</p> <ol style="list-style-type: none"> Encourage the mass media to disseminate information and material of social and cultural benefit to the child [...]; Encourage international co-operation in the production, exchange and dissemination of such information and material from a diversity of cultural, national and international sources [...]. |

21 Lesson

Body image and fashion

Student

- 1 Read the following article in the Convention on the Rights of the Child and say whether its summary is a good reflection of the original text.

CRC, ARTICLE 17

States Parties recognize the important function performed by the mass media and shall ensure that the child has access to information and material from a diversity of national and international sources, especially those aimed at the promotion of his or her social, spiritual and moral well-being and physical and mental health. To this end, States Parties shall:

- (a) Encourage the mass media to disseminate information and material of social and cultural benefit to the child [...];
- (b) Encourage international co-operation in the production, exchange and dissemination of such information and material from a diversity of cultural, national and international sources [...].

CRC, ARTICLE 17

The State Parties encourage the children to watch any media in the world, and to this effect the media is asked to provide materials important for the children. (summary)

- 2 Read the following opinions of people who took part in beauty pageants and discuss them in groups. What is your opinion of beauty pageants? Refer to the Communication for Democratic Citizenship section, mainly to 'Participating in a controversial issues or rights-in-conflict situations'.

I think beauty pageants only encourage students to miss classes; I can't see any benefit from them.

I won the first prize ("Mister Boboc"), and I can say everybody worked very hard. There were many things to do even in the last moment. We were very excited about the contest and we forgot all about the jury and spectators, and we did our best. The preparatins worked out well.

I dieted three months for the beauty pageant in my school, but didn't win. Instead I started having health problems...

I think they encourage people to judge others based only on their physical appearance. It's not fair.

- 3** Read the following text and discuss: a) to what extent the issue of body image is a creation of the media and to what extent it is a personal choice; b) how much is it connected to a person's gender and to their desire to stay healthy?

Brad Pitt is a beautiful man. I'm a male, I'm straight, and I don't mind admitting that Brad's body, especially in "Fight Club," is an impressive sight. [...] But while I'm cool with thinking those guys are fine, I'm bothered by my occasional inability to see them, *Men's Health* magazine [...] without honestly believing that unless I have three percent body fat, a hairless torso and washboard abs, I'm a sorry human being. [...] After a long time believing I run, lift, bike, hike and try to "eat right" in the interest of being fit, I've realized my motivations are more superficial than healthy. Instead of seeking true mental and physical fitness, I worry about appearances—about what I'm convinced I should look like, based on magazines, movies and MTV. [...] The thing is, I'm actually in pretty decent shape [...] and relatively solid. I don't lift much, but I do a lot of pushups, pullups and crunches, and I run and bike about 80 miles a week. Most of the time, I usually eat whatever I want, and while I'm working some back fat and a little extra around the middle, I'm not doing too bad. [...]

But what are my standards? [...] My head just about explodes trying to find a balance between what women want to see, what constitutes fitness, and how much (and why) I actually care. It's tough to observe my own standards when they never stay the same, and when they're manipulated by forces I don't always comprehend. [...]

I don't want to say it, but it's true. It's like I'm a woman. My sense of self-esteem too often depends on how I see my body, and my body image is increasingly affected (infected?) by a continuous, arbitrary onslaught of images and messages that dictate the rights and wrongs of physical appearance. And I'm not the only guy going through it... [...] Then I realized something: they (women) don't want to see those models, they want to be them. Somebody way smarter than me figured that out a long time ago and started making serious cash selling women images and ideas that breed dissatisfaction and self-doubt. Men are also consumers, and we're just as receptive to the suggestive sell. Now, somebody's making money off our insecurity, too [...] Why do so many people obsess about body image? Do we want to look good for other people, or for ourselves? Are we trying to attract a mate, or prove our dominance over the competition? Do conflicting messages breed insecurity and self-abuse? Or are magazines and movies just mirroring a culture that values style over substance, looking good over feeling good, and what sells over what's right?

One thing I do know: Body image is no longer an exclusively female problem. In fact, men now have 10% of all eating disorders. Body image isn't limited by race, culture, religion, social or financial status, education or geography either. It's a human problem, and it runs remarkably deep. And since we caused it, I'd like to believe we have the ability to fix it.

Where do we start?

(<http://www.adiosbarbie.com> – accessed on 13 February 2006)

- 4** Prepare a three-minute speech, in which to present your views on the matter. Then deliver your speech in front of your class mates.

| | |
|-----------------------|--|
| Suggested time | 45 minutes |
| Target groups | 15-16 year olds |
| Purpose | <ul style="list-style-type: none"> • To make students aware of the issue of consumerism. • To develop students' communication skills for social interaction. |
| Preparation | <ul style="list-style-type: none"> • Photocopy the Students' page for all the students in your class. |
| Procedure | <ul style="list-style-type: none"> • Hand out the photocopies. • Activity 1 Ask the students to work in pairs to find ideas in Article 17 that can be related to advertising. (5 minutes) (Possible answers: truthfulness, benefit, ethics, physical and mental health.) • Activity 2 Ask the students to work in pairs to match the principles of advertising with their explanations. (Key: a-1, b-8, c-6, d-2, e-3, f-5, g-4, h-7) (5 minutes) • Activity 3 Divide the students into two teams, each having to prepare arguments for or against the motion, then have the students choose three representatives from each team and have the debate, followed by a class discussion of the best arguments. (20 minutes) • Activity 4 Organise the discussion in groups of three-four students, then ask the spokesperson of each group to present their opinions in plenary. (15 minutes) <p>Background information William Jefferson "Bill" Clinton (born on August 19, 1946) was the forty-second President of the United States, serving from 1993 to 2001.</p> |
| Focus on | <p>CRC, Article 17</p> <p>States Parties recognize the important function performed by the mass media and shall ensure that the child has access to information and material from a diversity of national and international sources, especially those aimed at the promotion of his or her social, spiritual and moral well-being and physical and mental health. (selection)</p> |

- 1 Read the following article in the **Convention on the Rights of the Child**, and say how you can connect its ideas to the act of advertising.

CRC, ARTICLE 17

States Parties recognize the important function performed by the mass media and shall ensure that the child has access to information and material from a diversity of national and international sources, especially those aimed at the promotion of his or her social, spiritual and moral well-being and physical and mental health. To this end, States Parties shall:

- (a) Encourage the mass media to disseminate information and material of social and cultural benefit to the child [...];
- (b) Encourage international co-operation in the production, exchange and dissemination of such information and material from a diversity of cultural, national and international sources [...];
- (c) Encourage the development of appropriate guidelines for the protection of the child from information and material injurious to his or her well-being.

- 2 a. Fill in the following gaps in the definitions of advertising principles with the key words:

a. truth; b. substantiated; c. comparisons; d. bait advertising; e. guarantees and warranties; f. price claims; g. testimonials; h. taste and public decency

1. Advertising should tell the, and should reveal significant facts, the omission of which would mislead the public.
2. Advertising should not offer products or services for sale unless such offer constitutes a bona fide effort to sell the advertising products or services and is not a device to switch consumers to other goods or services, usually higher priced. This type of advertising is called
3. Advertising of should be explicit, with sufficient information to apprise consumers of their principal terms and limitations or, when space or time restrictions preclude such disclosures, the advertisement should clearly reveal where the full text of the guarantee or warranty can be examined before purchase.
4. Advertising containing should be limited to those of competent witnesses who are reflecting a real and honest opinion or experience.
5. Advertising should avoid which are false or misleading, or saving claims which do not offer provable savings.
6. Advertising should refrain from making false, misleading, or unsubstantiated statements, claims or about a competitor or his/her products or services.
7. Advertising should be free of statements, illustrations or implications which are offensive to good.....
8. Advertising claims should be by evidence in possession of the advertiser and advertising agency, prior to making such claims.

(adapted from <http://www.aaf.org/about/principles.html> – accessed on 7 February 2006)

- b. Think of one or several advertisements and discuss to what extent they reflect the advertising principles that you studied in this activity.

3 Debate. Work in two groups. Refer to the Communication for Democratic Citizenship section, mainly to ‘Debating’.

a. In your group read the texts on the next page and prepare arguments for or against the recognition of advertising as commercial speech.

The United States Constitution, through the First Amendment, places constraints on government repression of speech. Advertising is recognized by the courts as a form of “commercial speech”, that is speech “which does no more than propose a commercial transaction.”

Although many of the criticisms aimed at advertising cannot be regulated by government, the US Supreme Court declared that commercial speech can be regulated in the following way:

1. You must tell the truth and not mislead consumers.
2. The claims you make must be substantiated before they are made.
3. And you must not engage in unfair practices - that is advertising or marketing that causes substantial, unavoidable consumer injury without offsetting benefits to competition or consumers.

b. Then debate the following motion:

“Advertising is legalized lying.”

(H.G. Wells, quoted in Michael Jackman, *Crown’s Book of Political Quotations*, 1982, New York: Crown Publishing Inc., p. 2.)

4 Read the following steps taken by President Clinton on the issue of advertising, then discuss whether the instances described and others that you may have heard of, when politicians or governments intervene in the regulation of the advertising industry, can be considered censorship or care for the public good.

- President Clinton condemned hard-liquor companies for their efforts at advertising their products on television. He called for the companies to stop, and for a study to be conducted to determine whether the ads cause young people to drink (1997).
- President Clinton attacked the fashion industry for using models that have the appearance of being drug addicts; a look known as “heroin chic.” Clinton alleged this represents a “glorification of heroin” that results in damage to our culture and our society (1997).
- President Clinton proposed sweeping regulations of tobacco advertisements as a means of protecting children. His proposal includes banning t-shirts and caps with tobacco brand logos on them. The tobacco and advertising industries immediately responded with lawsuits that challenge the First Amendment rights affected by the President’s plan (1995).



23 Lesson

Reality shows

Teacher

| | |
|-----------------------|--|
| Suggested time | 35 minutes |
| Target groups | 17-18 year olds |
| Purpose | <ul style="list-style-type: none"> • To reflect on the process of making life choices. • To explore the issues of privacy and fame. • To develop students' communication skills for social interaction. |
| Preparation | <ul style="list-style-type: none"> • Photocopy the student pages for all the students in the class. |
| Procedure | <ul style="list-style-type: none"> • Hand out the photocopies. • Activity 1 Discuss the questions in plenary. Underline the diversity of Reality Shows, from “Big Brother” to “The Apprentice”, or “Amazing Race”. (5 minutes) • Activity 2 (10 minutes) and Activity 3 (20 minutes) Organise the students in groups of 4. Allow time for students to read the texts and discuss in groups. Ask opinions in plenary after discussions in groups. You can conclude by asking the students about the world they live in: how similar or different it is from the reality of the texts presented in the lesson. |
| Focus on | <p>CRC, Article 16</p> <ol style="list-style-type: none"> 1. No child shall be subjected to arbitrary or unlawful interference with his or her privacy, family, home or correspondence, nor to unlawful attacks on his or her honour and reputation. 2. The child has the right to the protection of the law against such interference or attacks. |

“We accept the reality we are presented with.”
Christof, character in *The Truman Show*

1 Answer these questions:

- Do you think young people are influenced by what they see on screen? In what way? What about you?
- What are “Reality shows”? Give examples of such programmes.
- Do you think people’s behaviour is authentic in a reality show? Why?
- If you were asked to participate in a reality show, would you accept? Give your reasons.

2 Read the opinions of some 15-16 year old students from “George Coşbuc” National Bilingual College in Bucharest about reality shows.

- Identify the issues that appear most often. Which right(s) is/are indirectly mentioned?

Reality shows are popular... but I wouldn't participate, as they are in contradiction with my values. There are some situations that must remain private.
Diana S.

I really liked some shows, like BB. It was fun and I learnt a lot. Participants met new people and they discovered themselves.
Ioana C.

I don't like all reality shows. I don't like BB. I think it doesn't respect your privacy and this is why I wouldn't participate. When you're an outsider, those moments when you're shown in the bathroom seem very cool. I don't understand why people take part. Being famous is not a good reason for me.
Alina L.

In my opinion people accept to take part in reality shows because they want fame. They want to be known, to be asked for autographs, to be seen on TV. But they don't realise that they are often ridiculous.
Roxana B.

There are many people desperate to earn some money, or meet celebrities and influential people. They can easily give up their privacy.
Sorana D.

Reality Shows are more common than books in a library nowadays. The reason? People crave for what they can't have: adventure (Survivor), or extravagancy (Ozzy Osborne).
Iulia V.

I would never ever ever participate in a Reality Show. Why? Because I think they're stupid and a total waste of time. You don't learn anything, you don't find out anything interesting or funny. Those who accept want money, or they like being in the spotlight. Privacy? Some of them even like showing everything.... I guess it all depends on education...
Sabina L.

- In what way are these opinions similar or different from yours? Discuss. **Refer to the Communication for Democratic Citizenship section, mainly to ‘Participating in a controversial issues or rights-in-conflict situation’.**

3 Read the opinion of an American teacher about reality shows, as well as the summary of the film he mentions and, using the ideas mentioned, decide whether you agree or not with Christof's words at the beginning of the lesson.

a. The problem with reality television programmes, in general, is that they encourage us not to value our individual privacy. Such programmes promise their participants –and, vicariously, their audiences – a brief moment of fame in exchange for their right to witness every personal and private moment. Similarly, we live in a global culture that encourages us to surrender our individual privacy for perpetual inter-connectedness. Tracking cookies count the web-site that we visit and remember our pass-words. GPS chips locate us via satellites on individual streets and tell us in which direction we should turn. Credit card data is instantly transmitted thousands of miles to clerks in another country. The possibility that for even a moment, we might not be immediately available to anyone and everyone via cellular phones, instant messages, electronic mail services, beepers, pagers, and/or PDAs, seems almost impolite. Thus it often feels that, without quite realizing it, we already star in six billion separate versions of *Truman Show*. (John W. Evans)

b. The idea of the movie *The Truman Show* takes this concept of reality television and pushes it further onto another level: a programme about a person who has absolutely no idea that he is appearing on television. Truman Burbank is an ordinary man, living in a small American seaside town called Seahaven, and happily married to a nurse named Meryl. At least, this is what the poor man thinks. What he doesn't know is that he is the central character in a soap opera and that his whole life is a fiction. The company he works for does not exist. Neither does Seahaven, the island it stands on and the surrounding ocean. They are simply part of a gigantic set, especially created for the programme. Everyone in Truman's life are nothing else but actors playing out their roles.

Truman has accepted his world unquestioningly for 30 years, when a series of incidents make him doubt. Members of the cast make desperate attempts to keep him ignorant, but he decides to try and explore the world outside Seahaven. All his efforts are doomed to fail, and the movie ends with poor Truman trying to break free from the cardboard scenery. (CF)



24 Lesson

Freedom (and) rules

Teacher

| | |
|-----------------------|--|
| Suggested time | 35 minutes |
| Target groups | 17-18 year olds |
| Purpose | <ul style="list-style-type: none"> • To encourage students to be aware of the meaning and limitations of “freedom” in social life. • To develop students’ communication skills for social interaction. |
| Preparation | <ul style="list-style-type: none"> • Photocopy the student page for all the students in your class. |
| Procedure | <ul style="list-style-type: none"> • Hand out the photocopies. • Activity 1 Facilitate a class discussion on the concepts of freedom and rule based on the questions. (10 minutes) • Activity 2 Ask students to read Article 13 of the CRC and discuss the relationship between freedom, rules and human rights. (15 minutes) • Activity 3 Ask students to work in groups to continue the discussion on freedom and rules based on the example in the text. (10 minutes) |
| Focus on | <p>CRC, Article 13</p> <ol style="list-style-type: none"> 1. The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child’s choice. 2. The exercise of this right may be subject to certain restrictions, but these shall only be such as are provided by law and are necessary: <ol style="list-style-type: none"> (a) For respect of the rights or reputations of others; or (b) For the protection of national security or of public order, or of public health or morals. |

24 Lesson

Freedom (and) rules

Student

1 Look at the title above and explain what it says.

- What do you understand by “freedom rules”? And by “freedom and rules”?
- Are “freedom” and “rules” inseparable? Explain.

2 Read Article 13 of the *Convention on the Rights of the Child* and answer these questions:

- What does Article 13 (1) say about “freedom”?
- What “restrictions” does Article 13 (2) mention? Do you agree? Why (not)?
- Which of these restrictions to the use of freedom would apply to school life?

CRC, ARTICLE 13

1. The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child’s choice.
2. The exercise of this right may be subject to certain restrictions, but these shall only be such as are provided by law and are necessary:
 - (a) For respect of the rights or reputations of others; or
 - (b) For the protection of national security or of public order, or of public health or morals.

3 Answer these questions. Refer to the *Communication for Democratic Citizenship* section, mainly to ‘Participating in controversial issues or rights-in-conflict situations’ and ‘Mediating’.

- a. What may happen if freedom is exercised in excess? Give examples.
- b. What may happen when there are rules in excess? Give examples.

4 Read the text below and decide which of the two questions above it answers and in what way:

FIVE YEAR PHASE-IN PLAN FOR “EUROENGLISH”

The European Commission have just announced an agreement whereby English will be the official language of the EU, rather than German, which was the other possibility. As part of the negotiations, Her Majesty’s government* conceded that English spelling had some room for improvement and has accepted a five year phase in plan that would be known as “EuroEnglish”.

In the first year, “s” will replace the soft “c”. Certainly, this will make the sivil servants jump for joy. The hard “c” will be dropped in favour of the “k”. This should klear up konfursion and keyboards can have 1 less letter.

There will be growing publik enthusiasm in the sekond year, when the troublesome “ph” will be replaced with the “f”. This will make words like “fotograf” 20% shorter.

In the third year, publik akseptanse of the new spelling can be expekted to reach the stage where more komplikated changes are possible.

Governments will enkorage the removal of double letters, which have always ben a deterrent to akurate speling. Also, al wil agre that the horrible mes of the silent “e”s in the language is disgraseful, and they should go away.

By the 4th year, peopl wil be reseptiv to steps such as replasing “th” with “z” and “w” with “v”.

During ze fifz year, ze unesesary “o” can be dropd from vords kontaining “ou” and similar changes vud of kors be aplid to ozer kombinations of leters. After zis fifz year, ve vil hav a realy sensibl riten styl. Zer vil be no mor trubls or difikultis and evrivun vil find it ezi to understand each ozer

ZE DREAM VIL FINALI KUM TRU!

*the government of the United Kingdom

Theme 4

CAREER GUIDANCE



| | |
|-----------------------|--|
| Suggested time | 50 minutes |
| Target groups | 15-16 year olds |
| Purpose | <ul style="list-style-type: none"> • To raise awareness of the importance of a correct choice in the students' professional career. • To underline the necessity of self-knowledge and self-assessment in career choice. • To discuss the different criteria one must take into consideration when making informed career choices. • To develop students' communication skills for social interaction. |
| Preparation | <ul style="list-style-type: none"> • Photocopy the student's page for all the students in your class. |
| Procedure | <ul style="list-style-type: none"> • Hand out the photocopies. • Activity 1 Warm-up discussion on student's daily activities and future plans, allow as many students to express their ideas openly as possible. (10 minutes) • Activity 2 Elicit ideas related to the four key words: work, profession, career and occupation. Discuss with the students the similarities and differences between the four terms and ask them how they see their future development in relation to these notions. Ask for reasons. (10 minutes) • Activity 3 Ask students to work individually and answer the series of questions about themselves. Encourage them to be sincere and emphasise the importance of self-knowledge and self-assessment for succeeding in the future. (10 minutes) • Activity 4 Ask students to form groups of four and share their thoughts about their own personality and their plans for the future. Encourage them to listen to each other and to give appropriate and constructive feedback. (10 minutes) • Activity 5 Ask students to write a paragraph about their career path as seen from the perspective of their current roles, likes and dislikes as well as from a good understanding of their own potential and abilities. (10 minutes) |
| Focus on | <p>CRC, Article 29</p> <ol style="list-style-type: none"> 1. State Parties agree that the education of the child shall be directed to: <ol style="list-style-type: none"> (a) The development of the child's personality, talents and mental and physical abilities to their fullest potential; |

1 a. Describe a normal week in your life. Make sure you mention friends / family / leisure / learning / work.

b. What would you imagine your life to be like in ten years' time? Think about these areas of your life: family, leisure, learning and work. Share with your classmates and find out whether they, knowing you, believe your dreams are realistic or not. Refer to the Communication for Democratic Citizenship section, mainly to 'Giving and receiving feedback'.

2 a. What do you associate work with? You can choose from:
satisfaction / boredom / frustration / obligation / pleasure / self-fulfillment / fun...

b. Read the following definitions and explanations and find similarities and differences between the terms.

JOB

A job is a specific duty or responsibility you perform on a regular basis which can be paid or unpaid. It also refers to status within an organisation.
e.g. He got a job as a librarian at the city library

OCCUPATION

An occupation is the work that makes up most of your time and is typically identified by a job title.
e.g. She is a Maths teacher.

WORK

Work is a conscious effort to produce socially acceptable benefits for yourself and others. "It represents the human need to do, to achieve, to be someone and to know it makes a difference that you exist."
e.g. He spent the afternoon working in the garden.

CAREER

A career is the totality of your life's work in the chosen domain of activity. A job or series of related jobs that you do, especially a profession that you spend a lot of your working life in.
e.g. She has just started out on a teaching career.

3 Before choosing your future path have a look at yourself.

a. What are some of the **roles** you might have during your life? Make a list of your current and future roles. One example has been filled in for you.

Current

son / daughter

.....

Future

husband / wife

.....

b. What are the **priorities** in your life? List your three current priorities and three priorities you think will be top in your priorities list in ten years' time

Current

1.....

2.....

3.....

Future

1.....

2.....

3.....

c. What are your favourite **pastimes**. List activities you enjoy.

During my leisure time

During my time with family

While with friends

d. Which, of the interests you listed, might most influence your occupational choice?

e. Would you describe your **personality**? Are you motivated? Do you panic under pressure?

f. Do you have natural **talents** or aptitudes? What are they?

g. Describe the **skills** you have developed during your life. Which are the strongest? What other skills would you like to learn or improve?

(Think about abilities such as speaking another language, solving maths problems as well as physical abilities such as playing sports).

4 Work in groups. Refer to the Communication for Democratic Citizenship section, mainly to ‘Giving and receiving feedback’.

- a. How might your personality traits, natural talents, current and future skills impact on your lifelong career?
- b. Why is correct self-assessment important for the choice of career?



5 Write a paragraph that describes what you think is the ideal career path for you.

| | |
|-----------------------|---|
| Suggested time | 50 minutes |
| Target groups | 15-16 year olds |
| Purpose | <ul style="list-style-type: none"> • To evaluate opportunities for education, leisure and employment in one's home environment. • To make students aware of their rights and responsibilities in relation to self-actualization and to community development. • To develop students' communication skills for social interaction. |
| Preparation | <ul style="list-style-type: none"> • Photocopy the student's page for each student. |
| Procedure | <ul style="list-style-type: none"> • Hand out the photocopies. • Activities 1 and 2 Discuss in plenary. Ask students to compare ideas in the text with their life today. (10 minutes). • Activity 3 Divide the class in three groups. Each group receives one of the three slips of paper A, B, C. Ask the groups to answer the questions, and choose a spokesperson to present the results of the discussions in front of the class. Discussions may follow regarding the variety or scarcity of opportunities. Allow your students to express freely. Ask them what they would do if their home-place does not provide them with what they need for their free time and for their education and career. Students in big cities may not be aware of the scarcity of opportunities other young people have in smaller places. Draw attention to this and encourage students to come up with real solutions to improve the situation. For example, a small family business can be a solution. Analyse what would be of interest to people in a small community, so that their business can be profitable. (15 minutes). • Activity 4 Ask students to work in groups to read the texts and then discuss in plenary aspects of teenagers' life in the US and in Romania. (10 minutes). • Activity 5 Ask students to decide on what they would like to change in their home-place, why and how they would make the change, as well as the expected results of their change. Their conversation can involve the Mayor, education authorities, TV reporters, local newspaper columnists, or others. (15 minutes) |
| Focus on | <p>CRC, Article 28</p> <ol style="list-style-type: none"> 1. States Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular: <ol style="list-style-type: none"> (a) Make primary education compulsory and available free to all; (b) Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate measures such as the introduction of free education and offering financial assistance in case of need; (c) Make higher education accessible to all on the basis of capacity by every appropriate means; (d) Make educational and vocational information and guidance available and accessible to all children; <p>CRC, Article 31</p> |

“A wise man will make more opportunities than he finds.”

Sir Francis Bacon (1561–1626), English philosopher, statesman and essayist

- 1 Read the quotation from Francis Bacon and say what you think it means.
- 2 Here is some information about the way children spent their free time in 19th century London. Discuss similarities and differences with your life today.

London was an exciting city for children. Many spent much of their day on the streets where there was always some form of music and entertainment to enjoy, including organ grinders, acrobats and jugglers. Until 1868 children could even join the crowds watching the public hanging of criminals outside Newgate prison.

Wealthier children with more leisure time could visit the zoo, museums, exhibitions and art galleries and from 1894 enjoy a ride on the revolving Great Wheel at Earls Court. At Christmas time they may have been taken to the theatre to watch a pantomime. At home they played with a range of toys from wax dolls to toy soldiers and train sets. There were many toy shops in London including Hamley’s ‘Noah’s Ark’ Toy Warehouse. In the Strand there was even a specialist toy arcade called Lowther’s lined with many small toy shops selling a range of both expensive and cheap, mass-produced toys.

(www.museumoflondon.org.uk/learning/features_facts/world_city_6.html – accessed on 3 June 2006)

- 3 Work in groups to answer the questions. Choose a spokesperson to present your answers to the whole class:

| A. SPARE TIME | B. EDUCATION | C. JOB OPPORTUNITY |
|---|---|---|
| <p>Which are the most popular ways of spending your time?</p> <p>How often do you go out?</p> <p>Who accompanies you?</p> <p>What kind of opportunities are offered where you live for spending your free time?</p> <p>Are you satisfied with what is on offer?</p> | <p>Do you plan to continue your education after you have graduated from high-school? Talk about your plans.</p> <p>Can you follow your choice in your home environment (home town/ village) ?</p> | <p>Do you think that where you live offers you the chance to work in the field you choose? Explain.</p> <p>From what you know, are there many unemployed people where you live? What do you think are the reasons for this?</p> |

- 4 Read the following information from the US and compare it with your answers. What conclusions can you draw from this?

Children and the Internet

Whether at home or in school, the Internet has become a permanent fixture in children’s lives. Sixty-one percent (61%) of households with kids ages 6-17 have Internet access, as do 90% of American schools. However, with this emerging new media comes several concerns regarding children’s safety and privacy online. In fact, one out of five parents with children ages 2 to 17 cite the Internet as the media influence of greatest concern in raising their children, second only to television. For parents of older children, ages 12 to 17, the Internet is viewed with equal concern as television.

(<http://www.mediascope.org/pubs/ibriefs/ci.htm> – accessed on 2 June 2006)

Teen Hangouts

Number one on the list of things to envy about teens has to be their free time. But when no appealing options are available for this highly social set to congregate, suddenly youth can seem like quite a drag. Teens looking for this “third place” – a place other than home or work where they can gather to relax – have flocked to coffee houses and cybercafes. But they still yearn for establishments that truly cater for them, which is why the mall has remained a favorite. “Research shows one of teens’ favorite ways to spend their time is hanging out with friends,” says Kelli McNamara. “Malls have kids their own age, music shops, films, fast food, their kind of clothing stores.”

Financial Aid / College Planning

Getting into the college of your dreams has never been a walk in the park, but with rising numbers of students heading there, competition is fiercer than ever. The National Center for Education Statistics reports the total enrollment in degree-granting institutions increased 17 percent from 1988 to 2000; and between 2000 and 2013, total enrollment is projected to increase another 19 percent, to 18.2 million. Students and their parents are realizing that time and care are essential in planning for college. [...] Families spend \$5 billion annually researching and applying to colleges.

(<http://www.entrepreneur.com/article/0,4621,318067,00.html> – accessed on 2 June 2006)

- 5** What would you like to change where you live? Improvise a conversation between you and somebody you think may be of help, suggesting improvements and asking for support. Use the information provided by Articles 28 and 31 from the CRC. Refer to the **Communication for Democratic Citizenship** section, mainly to ‘Persuading for a public cause’.

CRC, ARTICLE 28

1. States Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:
 - (a) Make primary education compulsory and available free to all;
 - (b) Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate measures such as the introduction of free education and offering financial assistance in case of need;
 - (c) Make higher education accessible to all on the basis of capacity by every appropriate means;
 - (d) Make educational and vocational information and guidance available and accessible to all children;

CRC, ARTICLE 31

2. States Parties shall respect and promote the right of the child to participate fully in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity.

| | |
|-----------------------|---|
| Suggested time | 80 minutes (40 minutes + 40 minutes) in two classes |
| Target groups | 17-18 year olds |
| Purpose | <ul style="list-style-type: none"> • To sensitise the students to the issues of career choice, labour force and fluctuations of the labour market. • To advise students on ways of making an informed career choice. • To develop students' communication skills for social interaction. |
| Preparation | <ul style="list-style-type: none"> • Photocopy the Students' page for all the students in your class. |
| Procedure | <ul style="list-style-type: none"> • Hand out the photocopies. Organise students in groups. • Activity 1 Refer students to the statistics and to the questions and ask them to discuss their preferences for careers and jobs. Take answers to the questions from group spokespersons. (15 minutes) • Activity 2 Refer students to the statistics and to the questions and ask them to discuss the importance of skills development for meeting the demands of the labour market. Emphasise the importance of correct self-assessment in career choice. Take quick answers to the questions from group spokespersons. (15 minutes) • Activity 3 Ask students to read the data in the table and the questions and to discuss the relationship between the quantity and quality of our work and work satisfaction. Also bring to their attention the issue of life-work balance as an important aspect of their future working life. Take quick answers to the questions from group spokespersons. (10 minutes) • Activity 4 Ask students to discuss factors that may influence their career / job choices. Take quick answers to the questions from group spokespersons. (15 minutes) • Activity 5 This group discussion is a round up to the theme of career choice. Ask students to share their plans for future jobs based on their previous discussions and to rank their preferences. The spokespersons will present the group results to the class. Organise a class survey by bringing together the group results. Ask students to present their class list of the most favoured career / job choices. Encourage them to express their findings in percentages. (25 minutes) |
| Focus on | <p>CRC, Article 28</p> <p>State Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall in particular:</p> <ul style="list-style-type: none"> (c) Make higher education accessible to all on the basis of capacity by every appropriate means; (d) Make educational and vocational information and guidance available and accessible to all children; |

WHAT I WANT TO BE

Top career choices of students

Male

| | |
|-------------------------------|-----|
| business | 27% |
| computer software development | 26% |
| engineering | 21% |
| computer hardware development | 16% |
| law school | 10% |

Female

| | |
|-------------------|-----|
| communication /PR | 21% |
| law | 17% |
| banking | 16% |
| tourism | 16% |
| teaching | 12% |
| medical doctor | 8% |
| nursing | 7% |

(www.statistici.ro – Accessed on 23 May 2007)

1 WHAT I WANT TO BE

Work in groups. Study the information in the diagram on the left.

Why do you think business, teaching, medicine and engineering have been the top four career choices for many years?

What conclusions about gender preferences can you draw based on the percentages shown?

Do you agree with the finding that males show a stronger interest in engineering and computer hardware and software development than females do? Why / Why not?

Why do you think females prefer careers in teaching and medicine? Do you have evidence for your reasons?

Are there any much desired careers which you think are not in the diagram?

Is career choice dependent on the job market and social changes?

SKILLS IN DEMAND

Over half of top executives say a rising level of skills needed 'to maintain a competitive edge' is outpacing their workers. Skills they find most needed:

| | |
|-------------------|----------------------|
| Foreign language: | 33% men 26% women |
| Interpersonal: | 17% men 9% women |
| Administrative: | 13% men 7% women |
| Management: | 9% both |
| Technical: | 18% men 14% women |
| Basic computer: | 17% men 9% women |
| Problem solving: | 15% men 9% women |

(www.statistici.ro – accessed on 21 May 2007)

2 SKILLS IN DEMAND /SKILLS FOR SUCCESS

Work in groups.

1. What factors do you think influence the demand for the specific skills mentioned in the diagram on the left?

2. Are some skills more valuable than others? If so, which ones, and why? Add skills you think important to the list on the left hand side.

3. What can businesses do to help their employees maintain a competitive level in today's increasingly demanding work force?

4. Do you agree or not with the idea that men tend to lack interpersonal skills while women tend to lack technical skills?

5. How does a person's skill level affect his or her career choices, as well as his or her career options?

6. How would you rate your own level of skills/abilities for each of the categories listed in the diagram?

7. What kind of skills and traits do you think a competent manager should possess?

8. Is a foreign language acquisition a must for a Romanian manager? What other characteristics should a manager have in order to lead a successful business?

HARD WORK SATISFYING ?

Workers who feel their workload is about right are the most satisfied with their jobs. But many who feel overworked are still happy, and many who are underworked are unhappy.

| Perceived workload | Satisfied |
|-----------------------------|-----------|
| Much too much | 53 % |
| Too much | 15 % |
| About right | 12 % |
| Too little, much too little | 20 % |

(www.statistici.ro – accessed on 16 March 2007)

3 THE QUALITY AND QUANTITY OF OUR WORK. IS HARD WORK SATISFYING?

Work in groups. Study the information in the diagram on the left to answer the following:

1. What conclusions about employees' workloads can you draw based on the percentages shown?
2. Why do you think individuals who indicate that they have "too much" work, rate themselves more satisfied than workers who feel they have too little to do?
3. How might enjoyment of one's job contribute to higher productivity and worker satisfaction levels?
4. How does occupational choice affect a worker's level of satisfaction?
5. How do other factors, such as: workplace environment, the nature of one's job, an individual's personality or the management style influence worker satisfaction? Explain.
6. Do you think that creative people make better employees? Why/ Why not?
How might recreational painting, dancing, singing or acting help people succeed in careers in law, finance, medicine...?

YOUNG WORKERS LOOK FOR FUTURE

Of the following what full or part-time workers 18-29 year olds say is most important in a job or a career

| | |
|--|-----|
| Advancement opportunity | 20% |
| Benefits (health insurance, vacations, etc.) | 16% |
| Money | 38% |
| Being own boss | 11% |
| Flexible hours | 10% |
| Number of hours | 5% |

(www.statistici.ro – accessed on 16 March 2007)

4 YOUNG WORKERS LOOK FOR FUTURE

Work in groups.

1. What do the percentages in the graphic tell you about the factors that adults ages 16–29 consider to be most important in a job or career? Do you agree with them?
2. Why do you think opportunity for advancement and employee benefits, e.g., paid vacations, health insurance, etc., are more important to these individuals than money?
3. What other factors do you think are important that are not on this list? Why?
4. How do you think these percentages would change if individuals aged 12–17 were surveyed? Ages 45–59? Would the categories change, too?
5. Is it customary for Romanian students to hold part-time jobs? Why / Why not?
6. Do Romanian parents encourage this phenomenon? Why / Why not?
7. Does a large pay cheque make long-hour work-careers worth the exhausting days spent at work?
8. Would you be interested in a long-hour work place or would you rather go for shorter hours, less pay? Why / Why not?
9. Is it important to strike a balance between work and relaxation? Why / Why not?

- 5 Work in groups. Discuss your future jobs and careers. Make a list of the preferred jobs in your group and add percentages. Share with the class and compare your group results with other groups'. Build a class diagram of job preferences. Refer to the Communication for Democratic Citizenship section, mainly to 'Reporting ideas and information'.**

28 Lesson

Life-long learning

Teacher

| | |
|-----------------------|--|
| Suggested time | 50 minutes |
| Target groups | 17-18 year olds |
| Purpose | <ul style="list-style-type: none"> • To make students aware of the issue of life-long learning. • To help students develop an open and flexible attitude towards their own learning and career choice. • To develop students' communication skills for social interaction. |
| Preparation | <ul style="list-style-type: none"> • Photocopy the Student's page for all the students in your class. |
| Procedure | <ul style="list-style-type: none"> • Hand out the photocopies. • Activity 1 Elicit comments from the students on the issue of life-long learning Ask the students to give their impressions and understanding of the topic. (5 minutes) • Activity 2 <ul style="list-style-type: none"> a. Ask students to compare their initial comments with the meaning of life-long learning the way it appears in the text. b. Elicit examples from the class, of students' relatives, friends, acquaintances who went through a learning programme related to their job, outside their job, or after having retired from their job. (15 minutes) • Activity 3 Ask students to read the two texts explaining another meaning of lifelong education, that of professional development and career changes. Encourage students to discuss in groups the issues generated by the questions and then share with the class. Outline the fact that the process of life-long learning implies pursuing further education in one's domain, taking professional furthering courses on a regular basis, reading specialized materials, keeping oneself updated on the latest changes in each domain. Adjusting to new demands from the world of work, to new work places, new teams and co-workers, openness to change, flexibility are some of the features of a 21st century. (15 minutes) • Activity 4 Ask the students to think of their job / career choice and share their ideas with their group. The other students will give their comments on how appropriate they think the job choice is. (5 minutes) Encourage students to think of the situation in which they might need to change their careers. Although it may be difficult for them to relate to this situation, the exercise will help students to assess themselves better and to take a wider perspective on things. (15 minutes) |
| Focus on | <p>CRC, Article 28</p> <p>2. State Parties shall promote and encourage international cooperation in matters relating to education, in particular with a view to contributing to the elimination of ignorance and illiteracy throughout the world and facilitating access to scientific and technical knowledge and modern teaching methods. In this regard, particular account shall be taken of the needs of developing countries.</p> |

- 1 Read the title. What do you understand by life-long learning? Is it valid for all of us or only an exception to the rule, characteristic of over-achievers?
- 2 a. Read the text below to check your understanding of lifelong learning with the given explanations of the concept:

Lifelong learning is the concept that “It’s never too soon or too late for learning”, a philosophy that has taken root in a whole host of different organisations. Lifelong learning is attitudinal; that one can and should be open to new ideas, decisions, skills or behaviors. Lifelong learning throws the axiom “You can’t teach an old dog new tricks” out the door. Lifelong learning sees citizens provided with learning opportunities at all ages and in numerous contexts: at work, at home and through leisure activities, not just through formal channels such as school and higher education. Lifelong education is a form of pedagogy often accomplished through distance learning or e-learning, continuing education, homeschooling or correspondence courses.

(http://en.wikipedia.org/wiki/Lifelong_education – accessed on 25 July 2007)

b. Do you know of people who took up learning opportunities long after they finished their studies or after retirement?

- 3 a. Read the following texts with further explanations of the concept of lifelong education and check again your understanding of it.

b. Discuss in groups:

1. Why would someone want to change her/ his career?
2. How can one change her/ his career direction? Does it imply giving up one’s job and applying for another, or more than that ?
3. Which of the following career changes have you heard of: changes within the job, within the professional field, outside the initial profession, to a different location? Give examples and outline the reasons for change.
4. How do you think someone who goes through a career change would feel about it?
5. What is the connection between job mobility and the ever changing social-economic-political environment? Explain.

[Lifelong education] also includes postgraduate programs for those who want to improve their qualification, bring their skills up to date or retrain for a new line of work. Internal corporate training has similar goals, with the concept of lifelong learning used by organisations to promote a more dynamic employee base, better able to react in an agile manner to a rapidly changing climate. In later life, especially in retirement, continued learning takes diverse forms, crossing traditional academic bounds and including recreational activities. [...]

One of the reasons why lifelong education has become so important is the acceleration of scientific and technological progress. Despite the increased duration of primary, secondary and university education (14-18 years depending on the country), the knowledge and skills acquired there are usually not sufficient for a professional career spanning three or four decades.

(http://en.wikipedia.org/wiki/Lifelong_education – accessed on 25 July 2007)

What will be your life's work? If you haven't decided, you are not alone. Career development experts say that far too many people focus on finding jobs - not a work that will give them satisfaction for the rest of their lives.

It is in the formal school years that one probably also learns what he/she enjoys doing. Once you're committed to the world of work, understanding your interests and abilities, self-knowledge in other words, will help you determine in which direction to sail.

But the employment picture has changed dramatically in the past 20-30 years. While your grandparents – maybe even your parents – worked their whole lives at the same jobs, future workers can't expect that to be the case for them.

“Nobody's job is safe anymore”, we hear every day. “You may find yourself thrown out from work at any time, and it may have nothing to do with the way you were doing the job”...“You're probably going to have to fight harder to get a job, and you're probably going to have to fight harder to keep it.” Or, you may decide on a new direction, and that's fine.

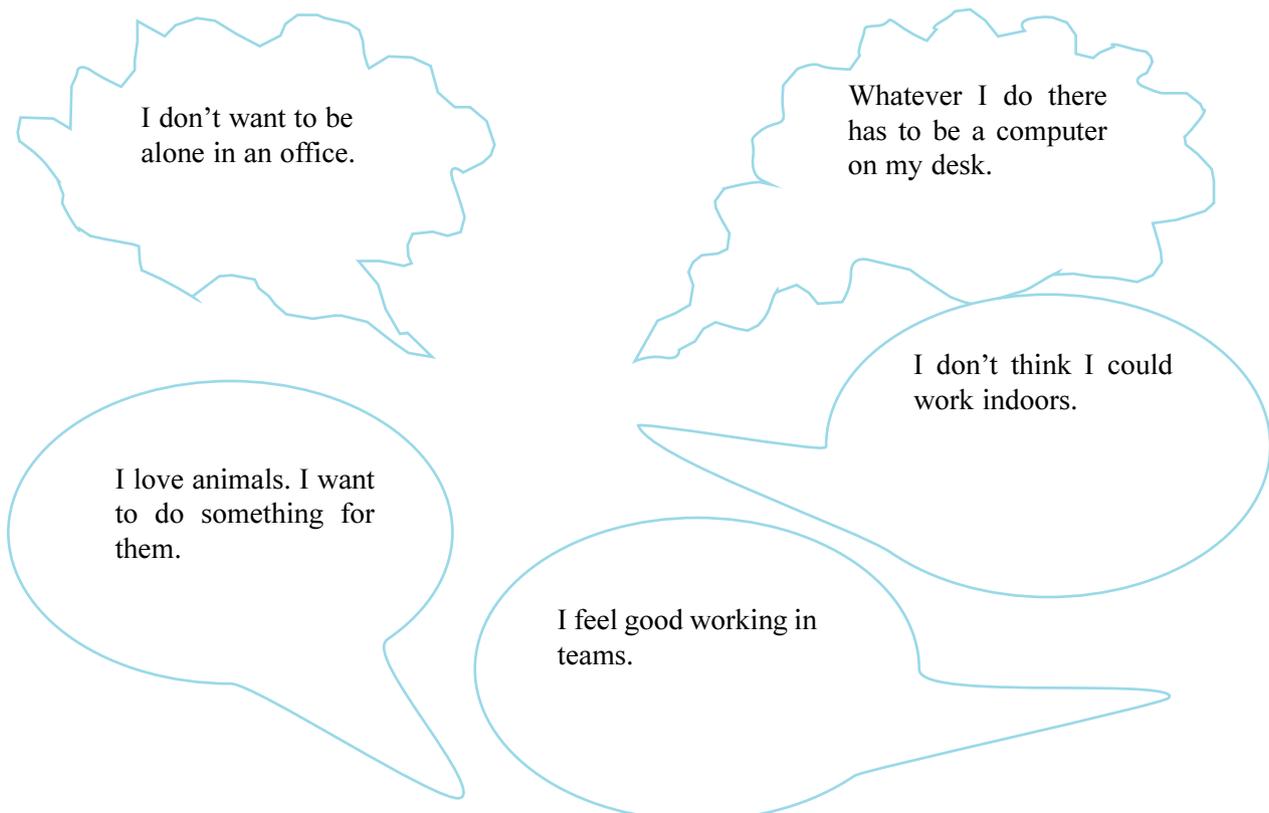
The right to change your career direction is just as important as the right to choose it. After all, the process of career planning isn't one that ends with your first position. It's a process that you'll repeat for the rest of your life.

(www.youngcareersonline.com – accessed on 16 March 2007)

4 In groups discuss:

a. What job do you think you would like to take up? Is your choice a realistic one? Share with the group and get their feedback. Refer to the Communication for Democratic Citizenship section, mainly to 'Giving and receiving feedback'.

b. Should the necessity to change your career arise, what other domains could you adjust to, considering your skills, abilities and educational background? Would you be willing to do so? Explain. Report your discussions to the class.



Theme 5

QUALITY OF LIFE



| | |
|-----------------------|---|
| Suggested time | 90 minutes (45 minutes + 45 minutes) in two classes |
| Target groups | 15-16 year olds |
| Purpose | <ul style="list-style-type: none"> • To raise awareness of the disastrous effects of corruption. • To encourage reflection on responsibilities and ways of fighting corruption. • To develop students' communication skills for social interaction. |
| Preparation | <ul style="list-style-type: none"> • Photocopy the student page for all the students in your class. • Prepare puzzle pieces for all the students by cutting a large piece of cardboard into irregular, jigsaw-style, interlocking pieces. Before cutting it into such pieces, draw the word CORRUPTION in large block letters on one side of the cardboard. When cutting up the pieces, make sure each puzzle piece has some part of the word CORRUPTION written on it. |
| Procedure | <ul style="list-style-type: none"> • Hand out photocopies to all students. • Activity 1 Distribute puzzle pieces after inviting students to select their stories. Ask them to write their name and make a simple picture representing the story on the blank side of their puzzle piece. Allow time for sharing everyone's symbols and stories in the groups, then select 1-2 stories to be presented to the class. Last, ask groups to put their puzzle pieces together using tape to secure them (CORRUPTION). (15 minutes) • Activity 2 Emphasise the fact that young people can be often deprived of their legal rights as a result of widespread corruption. (10 minutes) • Activity 3 Possible answers: a) low level of civic awareness, social injustice, defective legislation. b) people who abuse their position and influence decision-making in order to get undeserved benefits; citizens who do not know their rights or do not have the courage to defend them; children and young people whose families are affected by poverty as a direct consequence of corruption. (20 minutes) • Activity 4 Stress the fact that both types of corruption have an impact on people's day to day life. (10 minutes) • Activity 5 Organise the class for pair work. Based on the texts in the bubbles, ask pairs to discuss ways of fighting corruption and who should bear the responsibility in this area. Highlight the importance of "zero tolerance" to corruption, that is, both the person who gives and the one who takes are equally involved. (15 minutes) • Activities 6 and 7 Ask students to discuss their school environment freely and objectively. (10 minutes) • Activity 8 (10 minutes) |
| Focus on | <p>CRC, Articles 27 (selection) States Parties, in accordance with national conditions and within their means, shall take appropriate measures to assist parents and others responsible for the child and shall in case of need provide material assistance and support programmes, particularly with regard to nutrition, clothing and housing.</p> <p>CRC, Articles 28 (selection) States Parties recognize the right of the child to education on the basis of equal opportunity.</p> |

29 Lesson

The chain of corruption

Student

“For evil to flourish all that it takes is for good people to do nothing.”

Edmund Burke (1729–1797), Irish statesman, political theorist, and philosopher

1 Work in groups. Take turns to briefly describe a situation in which you or someone else stood up against an attempted act of corruption. Specify the nature of the act and the effect of the intervention.

2 Read the story below and, with a partner, decide:

- who are the people affected by the acts of corruption;
- how exactly they are affected.

A day in the life...

Juma Ali, 47, lives in a country which has a long border with the Indian Ocean.

At 5.00 a.m. Juma is wakened by the cry of 10-year-old boys selling water in the streets. By 5.15 his wife, Fatma, is standing in the street, with a hundred shilling note and a small tin can which she will need to bring two litres of water back to the hut in which she tries to feed her five children. At 5.30 her eldest daughter, Amina, just twelve, empties enough charcoal from a small bag to begin to light a fire. But there is not enough charcoal to bring the water to boil by the time Amina and Juma must leave the house to try and cram into one of the newly privatised buses. Packed with a hundred others into space designed for fifty they cling together hoping to avoid having their pockets picked.

By 7.00 they have arrived at Amina's school where her father begs for an interview with the headmistress to find out whether Amina stands any chance of going to secondary school. He was supposed to be at work by 7.30 but hopes that his employer won't notice his late arrival. The headmistress keeps him waiting for an hour only to indicate that Amina might get a place in secondary school if he can provide the 10,000 shillings (or 50 RON) which she will need to pay the headmaster of

the school in question. Despondent, he leaves by 9.00 only to reach the building site where he is working by 9.45 - his foreman notices his late arrival and says that he will recommend that he's sacked if he doesn't pay him 1000 shillings. Juma promises to pay him when he receives his 5000 shillings salary at the end of the month.

At the end of the working day he decides to save the 50 shillings bus fare by walking the two miles to the edge of the city where his hut stands. When he arrives back at 6 p.m. he sees that nearly every house in the square half mile in which he lives has been demolished. In tears, his wife, children and neighbours tell him how the mayor has decreed that this village of illegitimate 'squatters' must be demolished to make way for a 'new development'. While directing the bulldozers, the mayor's representative has spoken of land elsewhere where people can be taken next day by truck in return for a fee of 5000 shillings per family. Juma, who persuaded his wife to leave their village home in the hills five years earlier, doesn't know where to turn.

(from Laurence Cockcroft, *Corruption and Human Rights: A Crucial Link. Working Paper*, Transparency International - Otto-Suhr-Allee 97 - 99 - 10585 Berlin, 19 October, 1998)

3 Work in groups. Discuss the following questions:

- What do you think are the causes of the situation in the story?
- Who benefits? Who does not?

4 Is the story about “small” or “big” corruption? Explain. The information in the boxes may help you.

“**Small corruption**” occurs when a public official demands or expects “speed money” or “grease payments” for doing an act which he is ordinarily required by law to do, or when a bribe is paid to obtain services which the official is prohibited from providing.

“**Big corruption**”, usually not visible, occurs when a person in a high position, somebody who formulates government policy or is able to influence government decision-making, seeks payment for exercising their extensive powers.

5 Read the texts in the bubbles and, with your partner, discuss these questions:

- a. How should society react to corruption?
- b. Where do you start fighting corruption? At the top or at the bottom?
- c. Who is better placed to do it: police, law, public opinion?
- d. What elements might hinder the fight against corruption?
- e. Are there circumstances when corruption can be justified? Explain.

The supply of charcoal is too little because Juma cannot afford to pay more than 100 shillings per bundle – a high price because the ‘charcoal burners’ who sold it to the traders who brought it to the city had to pay off the forestry officials who were supposed to be controlling the supply of charcoal

The headmistress was in league with the secondary school headmaster in the business of awarding places because the purchasing power of her salary had fallen three times in five years and she needed some ‘extra income’.

The pump installed three years ago, intended to supply free water, is no longer in use because the technicians in charge sold a key part of the pump to a builder.

The mayor had moved to destroy the squatters’ settlement because a government minister had recently purchased a long term lease over the area in question, and had paid £ 15.000 to the mayor to demolish the housing in question.



6 As part of a anti-corruption project (see box), participants identified school-related forms of corruption. Below are two of their findings. Are they relevant for your school too?

- forced “private” lessons
- marks based on criteria other than merit
-
-
-

7 Work with a partner to add to the list other manifestations of corruption that may exist in your environment. What steps would be effective in dealing with such situations? Who should take them?

8 Prepare a short speech to persuade people to take action against acts of corruption. Refer to the Communication for Democratic Citizenship section, mainly to ‘Persuading for a public cause’.

In 2005 ten highschools from five Romanian cities: Bucharest, Bacău, Cluj, Oradea and Arad (1,150 students and 50 teachers) took part in a project called *Romanian Youth versus Corruption – a series of public debates across Romania about the role of youth in fighting corruption*. The project, whose slogan was “Schools free of corruption”, was funded by the Matra-KAP Programme of the Royal Netherlands Embassy in Bucharest and coordinated by ARDOR, the Romanian Association of Debate, Oratory and Rhetoric. Its aims were to build an anti-corruption mentality among the young generation, stimulate the development of young opinion leaders, and raise awareness and responsibility among parents and teachers for the creation of a sounder environment for youth.

| | |
|-----------------------|---|
| Suggested time | 50 minutes |
| Target groups | 15-16 year olds |
| Purpose | <ul style="list-style-type: none"> • To raise students' awareness of the differences between child labour and child work. • To highlight the connection between poverty and economic exploitation. • To encourage empathy towards children in need. • To develop students' communication skills for social interaction. |
| Preparation | <ul style="list-style-type: none"> • Photocopy the student pages for all the students in the class. |
| Procedure | <ul style="list-style-type: none"> • Hand out the photocopies. • Activity 1 Organise as a class activity. It is important to make sure that students understand the difference between child labour and child work. Emphasise the importance of education for children, and the fact that the education received can help them to find a better job in the future and to contribute to the progress of mankind. Also, underline the role of the state, which should ensure that its citizens are protected from exploitation. (15 minutes) • Activity 2 It is entitled "hot seating". Ask one of the students to volunteer to sit on a chair in front of the class, pretending to be one of the teenagers presented in the case-studies. The rest of the students will ask questions about the reasons for his/ her actions. They can also suggest alternative solutions to the problem and ask his/her opinion on them. If time allows, you can ask other students to try the "hot seat" for other cases. As a teacher, act as the facilitator, but also ask questions and make suggestions. Encourage imagination and involvement. (20 minutes) • Activity 3 Organise students in groups of 4-6. Encourage the students to approach the issues of child work and child labour from different perspectives. Ask each group to choose a spokesperson to present conclusions to the class. (15 minutes) |
| Focus on | <p>CRC, Articles 31</p> <p>1. States Parties recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.</p> <p>CRC, Articles 32</p> <p>1. States Parties recognize the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development. (b) Provide for appropriate regulation of the hours and conditions of employment; (c) Provide for appropriate penalties or other sanctions to ensure the effective enforcement of the present article.</p> |

“The test of the morality of a society is what it does for its children.”
Dietrich Bonhoeffer (1906–1945), German Lutheran pastor, theologian

- 1 Read these definitions on child work and child labour and also the case studies. Identify the possible causes that led to such realities and talk about possible solutions and remedies.

Child work: Children’s participation in economic activities that does not negatively affect their health and development or interfere with education can be positive. Work that does not interfere with education (light work) is permitted from the age of 12 years under the International Labour Organization Convention 138.

Child labour: This is more narrowly defined and refers to children working in contravention of the above standards. This means all children below 12 years of age working in any economic activities, those aged 12-14 years engaged in harmful work, and all children engaged in the worst forms of child labour. The worst forms of child labour involve children being enslaved, forcibly recruited, prostituted, trafficked, forced into illegal activities and exposed to hazardous work.

A. CHIȘINĂU, Moldova – The life of 15 year-old Ioana (not her real name) had become unbearable. Though she was one of the best pupils in her class, she had abandoned school and decided to leave her home and her alcoholic parents, moving in with her grandparents.

One day, while at the market in the Moldavian capital, she met a woman from a neighbouring village who listened attentively to her woes and proposed that she accompany her to Ukraine where she could find a job.

Customs was no problem. Despite her young age, Ioana was able to cross the border in the company of a stranger, identified only by a birth certificate of the trafficker’s daughter.

From September to April 2003, Ioana was forced to sell goods on a market in Ukraine. As compensation, she received winter clothes and food. Eventually, Ukrainian police who had been searching for her at the request of her mother found the girl and returned her to her home. Paradoxically, Ioana reportedly told the police she preferred life with the trafficker to her own home, believing life was better on the run than with her alcoholic parents

(www.ilo.org/public/english/bureau/inf/features/04/moldova.htm
– accessed on 2 June 2006)

B. When Ahmed (not his real name) was five year olds he was trafficked from Bangladesh to the United Arab Emirates to be a camel jockey. He was forced to train and race camels in Dubai for three years.

“I was scared If I made a mistake I was beaten with a stick. When I said I wanted to go home I was told I never would. I didn’t enjoy camel racing, I was really afraid. I fell off many times. When I won prizes several times, such as money and a car, the camel owner took everything. I never got anything, no money, nothing; my family also got nothing.” Ahmed was only returned home after a Bangladesh official helped him in November 2002. Our local partner Bangladesh National Women Lawyers’ Association provided him with the specialist support and help he needed to resume his life with his family.

(http://www.unicef.org/protection/index_childlabour.htm
– accessed on 2 June 2006)

C. Sylvia (not her real name) in Tanzania worked as a domestic. Despite only being a young teenager, she worked long hours cooking, cleaning and doing the majority of household chores. She was made to sleep on the floor, was only given leftovers to eat and was not paid for her labour. When one of the men in the household severely beat her for refusing his sexual advances, she fled. A neighbour referred her to the local organisation Kivulini which provided her with safe shelter and compensation from her ‘employer’.

http://www.unicef.org/protection/index_childlabour.htm – accessed on 2 June 2006)

D. Anna (not her real name) is another young woman living in the shelter. She is only 15 year olds, with a tattoo of a butterfly on her back and an innocent smile. In her room at the shelter there are toys, stuffed animals, dolls, fairy- tale books – all the objects of a lost childhood. Anna left home at age 12 and slept on the stairs of an apartment building. Looking for a job, she stumbled upon a woman who promised her a brighter future. In reality, the woman was part of a trafficking network and Anna was soon forced to become a prostitute.

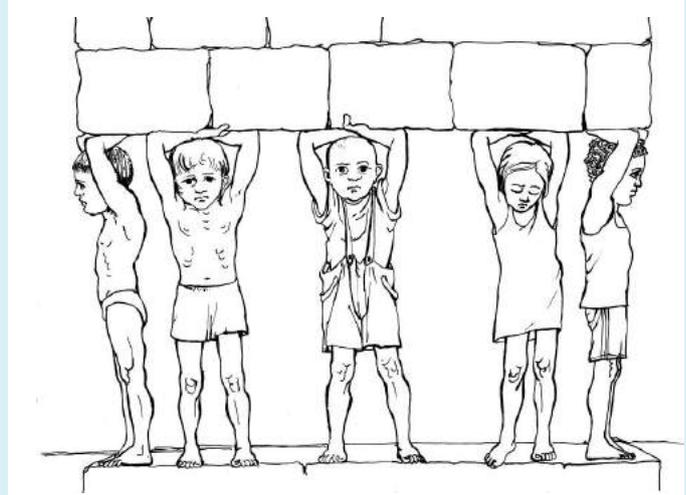
“Initially I drank and did drugs,” she says. *“It helped me avoid thinking about what was happening to me.”* At age 14, Anna was given a passport and sent to Turkey, where she was caught by the police and sent back home. But back in Romania, the same woman was waiting for her and sent her to Spain. There, she was locked up in a house during the day and forced to go out with clients at night. Finally, a kind man helped her escape back to Romania.

(www.unicef.org/sowc05/english/povertyfeat_romania.htm
– accessed on 2 June 2006)

- 2 Play the “hot seating” activity. Ask your teacher to explain how to do it.
- 3 Read the quotation from the beginning of the lesson and the information below. In groups, decide on whether children under 12 should be permitted to work in order to support their poor families. Refer to the Communication for Democratic Citizenship section, mainly to ‘Participating in controversial issues or rights-in-conflict situations’. Present your conclusions to the class.

Statistics:

An estimated 246 million children are engaged in child labour. Of those, almost three-quarters (171 million) work in hazardous situations or conditions, such as working in mines, working with chemicals and pesticides in agriculture or working with dangerous machinery. They are everywhere but invisible, toiling as domestic servants in homes, labouring behind the walls of workshops, hidden from view in plantations. Millions of girls work as domestic servants and unpaid household help and are especially vulnerable to exploitation and abuse. Millions of others work under horrific circumstances. They may be trafficked (1.2 million), forced



into debt bondage or other forms of slavery (5.7 million), into prostitution and pornography (1.8 million), into participating in armed conflict (0.3 million) or other illicit activities (0.6 million). However, the vast majority of child labourers – 70 per cent or more – work in agriculture.

Regional estimates indicate that:

The Asian and Pacific regions harbour the largest number of child workers in the five to 14 age group, 127.3 million in total. (19 per cent of children work in the region.)

Sub-Saharan Africa has an estimated 48 million child workers. Almost one child in three (29 per cent) below the age of 15 works.

Latin America and the Caribbean have approximately 17.4 million child workers. (16 per cent of children work in the region).

Fifteen per cent of children work in the Middle East and North Africa.

Approximately 2.5 million children are working in industrialized and transition economies.

(http://www.unicef.org/protection/index_childlabour.htm – accessed on 2 June 2006)

CRC, ARTICLE 31

- States Parties recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.

CRC, ARTICLE 32

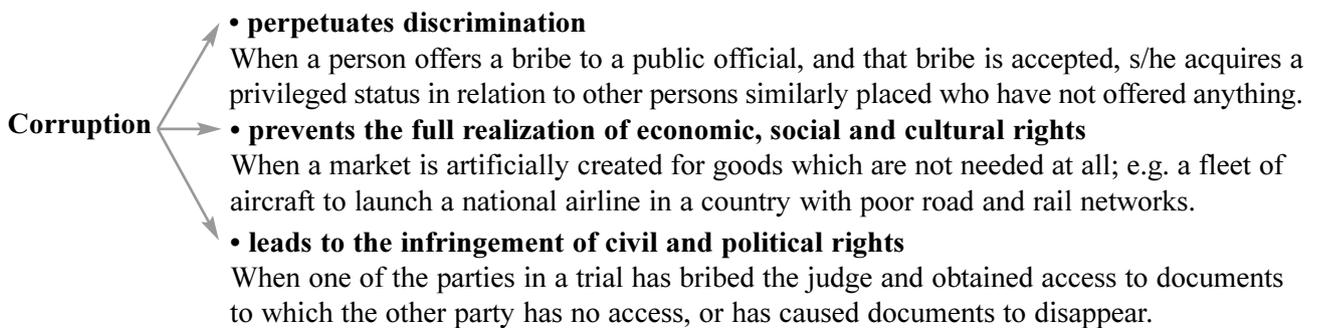
- States Parties recognize the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child’s education, or to be harmful to the child’s health or physical, mental, spiritual, moral or social development. (b) Provide for appropriate regulation of the hours and conditions of employment; (c) Provide for appropriate penalties or other sanctions to ensure the effective enforcement of the present article.

| | |
|-----------------------|---|
| Suggested time | 90 minutes (45 minutes + 45 minutes) in two classes |
| Target groups | 17-18 year olds |
| Purpose | <ul style="list-style-type: none"> • To raise awareness that corruption is a violation of human rights that leads to the infringement of other human rights. • To encourage reflection on the causes and consequences of corruption in students' own lives. • To foster a pro-active attitude and identify ways of fighting corruption in everyday life. • To develop students' communication skills for social interaction. |
| Preparation | <ul style="list-style-type: none"> • Photocopy the student's pages for all the students in your class. |
| Procedure | <ul style="list-style-type: none"> • Hand out photocopies to all students. • Activity 1 Organise the class for pair work. (10 minutes) Possible answers: <ul style="list-style-type: none"> a) the right of the group not to be deprived of their means of subsistence. b) failure to take adequate steps to protect the community from exposure to radio-activity, which is known to cause cancer, is an infringement of the right to life; c) the right to a livelihood, an integral component of the right to life. • Activity 2 Group work. Ask students to think both of "small" daily situations and of "big" cases which draw (inter)national media coverage. (20 minutes) • Activity 3 Whatever the final ranking looks like, point out that everybody has a responsibility when it comes to fighting corruption, and that prevalent attitudes and reactions to corruption are an indicator of a society's dominant beliefs and values. (15 minutes) • Activity 4 Take answers from 2 or 3 pairs. Emphasise that it is everybody's responsibility to take action against corruption. (10 minutes) • Activity 5 Display posters in class and have authors comment on the main ideas they wanted to express. Alternatively, you may organise (and publicise) a school exhibition on the topic of "school fights corruption" in cooperation with other teachers and students in school. (25 minutes) • Activity 6 Explain that "public service" is a service performed in the public interest. Encourage students to think of examples from Romania and/or abroad when discussing the statement. (10 minutes) |
| Focus on | <p>CRC, Articles 2 (selection)</p> <p>2. States Parties shall take all appropriate measures to ensure that the child is protected against all forms of discrimination or punishment on the basis of the status, activities, expressed opinions, or beliefs of the child's parents, legal guardians, or family members.</p> <p>CRC, Article 27 (selection)</p> <p>States Parties recognize the right of every child to a standard of living adequate for the child's physical, mental, spiritual, moral and social development.</p> |

1 Read the following situations. In pairs, discuss and decide what human rights are violated in each.

- A high official leases to a private company portions of territory in which a group of persons sharing a common economic life have lived, hunted and fished since time immemorial.
- An official allows the dumping of toxic substances and radioactive waste in an area which is planned for use in the future for residential purposes.
- A municipality evicts a group of slum dwellers and demolishes their dwellings in order to enable a private entrepreneur to construct a shopping complex in the vicinity, thereby depriving people who have migrated to the city in search of employment of a place to live.

2 The chart below provides examples showing that corruption leads to violation of human rights. In groups, think of real life examples that fall in these categories.



3 These are some of the most frequent consequences of corruption. Work with a partner to rank them from most to least severe, then check with another pair and discuss the differences in your ranking.

- | | |
|---|---|
| a) poor quality, over-priced goods and services | f) unnecessary purchases |
| b) inefficient public services | g) choosing wrong suppliers and contractors |
| c) loss in productive effort | h) funding inappropriate projects |
| d) unstable social environment | i) abuse of public power |
| e) declining moral values | |

4 How should corruption be dealt with? Work with a partner to make a list of possible steps.

5 Work in groups to produce a poster for a campaign against corruption. Include a powerful slogan and a cartoon to help get your message across. The following quotes may help you. Refer to the Communication for Democratic Citizenship section, mainly to 'Persuading for a public cause'.

Corruption translates into poverty, smaller investments, and poor quality goods and services. Becoming aware of the direct link between corruption and poverty is the first step towards a change of attitude.

When the government of a country fails or neglects to curb or contain corruption, that government also fails to fulfil its obligation to promote and protect the fundamental human rights of the inhabitants of the country.



Logo of an anti-corruption campaign in Romania

6 Comment on the statement: A political career means public service rather than a path to private wealth.

Alexandru Marghiloman (1854–1925), Prime Minister of Romania in 1918

| | |
|-----------------------|--|
| Suggested time | 50 minutes |
| Target groups | 15-16 year olds |
| Purpose | <ul style="list-style-type: none"> • To emphasise the connection between walking and environmental issues. • To highlight the beneficial effects of walking. • To raise students' awareness of the need to observe road safety rules and to be street wise. • To develop students' communication skills for social interaction. |
| Preparation | <ul style="list-style-type: none"> • Photocopy the Student's page for all the students in your class maps of the city. |
| Procedure | <ul style="list-style-type: none"> • Hand out photocopies. • Activity 1 Ask students to read the text, discuss the issue of walking to school from different perspectives and, in pairs, to complete the table. Have a whole class feedback discussion on the benefits of walking. (10 minutes) Possible answers: <ul style="list-style-type: none"> - walking is a good way to keep fit; - it creates a chance to develop vital road safety skills; - it reduces pollution and is environmentally friendly; - it helps improve the air quality assisting those who suffer from asthma and related problems; - it diminishes traffic congestion; - it reduces the danger of traffic accidents. • Activity 2 Ask students to fill in the gaps in the four texts individually. This is a vocabulary development exercise. Take feedback from the class Key: 1) pelican crossing, 2) zebra crossing, 3) toucan crossing, 4) pedestrian refuges. (5 minutes) • Activity 3 Explain the task and monitor the group activity. (20 minutes) • Activity 4 Organise a class discussion on the issue of safe travel to / from school. Ask students to think of points to discuss in a meeting with decision makers and to try and formulate their ideas. If time permits ask students to work in groups and to write a letter to the authorities in which to make their case for a safe neighbourhood. (15 minutes) |
| Focus on | <p>CRC, Article 24</p> <ol style="list-style-type: none"> 1. States Parties recognize the right of the child to the enjoyment of the highest attainable standard of health and to facilities for the treatment of illness and rehabilitation of health. States Parties shall strive to ensure that no child is deprived of his or her right of access to such health care services. 2. States Parties shall pursue full implementation of this right and, in particular, shall take appropriate measures: <ul style="list-style-type: none"> (e) To ensure that all segments of society, in particular parents and children, are informed, have access to education and are supported in the use of basic knowledge of child health and nutrition, the advantages of breastfeeding, hygiene and environmental sanitation and the prevention of accidents; |

- 1 Read the following text and, in pairs, discuss the benefits of walking to school. Add your own ideas based on your experience and other sources. Complete the table.

Everyone knows how much better traffic conditions are during school holidays, with less congestion leading to less pollution. Yet trips to school only represent a small proportion of car trips overall, which shows how much difference a relatively small change in behaviour can make.

WALKING TO SCHOOL BENEFITS

| For the person | For the community | For the planet Earth |
|----------------|-------------------|----------------------|
| | | |

- 2 Fill in the blanks with one of the four pedestrian crossings:

- pedestrian refuges
- toucan crossing (two-can cross)
- pelican crossing (pedestrian light controlled crossing)
- zebra crossing.

1) are controlled by the pedestrian pressing the button on the WAIT box. Pedestrians should only cross when the green man lights up and all the traffic has stopped. Sometimes there is a beeper to help blind or partially sighted people know when it is safe to cross. Alternatively, there may be a rotating knob underneath the WAIT box which turns when the green man lights up. Pedestrians should not cross if the green man is flashing. The crossing has black and white stripes. A 2) gives the pedestrian right of way once their foot is on the crossing. However, pedestrians must make sure that all the traffic has stopped before crossing and they should keep looking and listening as they cross.

These crossings are provided for pedestrians and cyclists, usually at sites where cycle routes cross busy roads. On a 3) there is a green and a red signal as well as the more familiar red and green man. The main advantage for cyclists is that they do not have to dismount to cross. They also have sensors to detect pedestrians using the crossing. There is no flashing green man signal and drivers must wait for a green light.

In some locations, where a pedestrian crossing cannot be justified, 4) may be placed. These narrow the road and allow pedestrians to cross in two halves with a safe place (traffic island) to wait in the middle. Pedestrians should cross with care as drivers have priority at traffic islands.

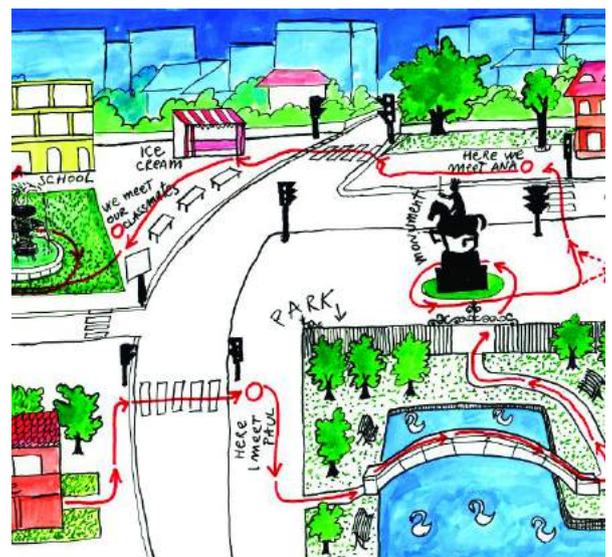
Which of these exist where you live? Do people respect them?

- 3 In pairs or groups (according to your neighbourhood) map your route to school. Mark the pedestrian crossings as well as any dangerous sites you might encounter. Display your maps on the wall.

- 4 Are there any dangerous places only when it's dark? Why?

- a. Prepare some discussion points to go through in a meeting with school, district or city authorities to complain about the situation and require that steps be taken to remedy it. Refer to the Communication for Democratic Citizenship section, mainly to 'Persuading for a public cause'.

- b. Write a letter to the authorities.



| | |
|-----------------------|---|
| Suggested time | 80 minutes (40 minutes + 40 minutes) in two classes |
| Target groups | 15-16 year olds |
| Purpose | <ul style="list-style-type: none"> • To draw students' attention about the rules for safe cycling. • To raise awareness of responsible behaviour as a cyclist. • To emphasise the connection between cycling and environmental issues. • To develop students' communication skills for social interaction. |
| Preparation | <ul style="list-style-type: none"> • Photocopy the student's page for all the students in the class. |
| Procedure | <ul style="list-style-type: none"> • Hand out the photocopies • Activity 1 Have a whole class warm-up discussion based on the questions. Emphasise that using a bike rather than public transport may contribute to environment protection. (5 minutes) • Activity 2 Ask the students to fill in the table in pairs. Take feedback. (15 minutes) • Activity 3 Ask students to work in groups and consider the rights of all participants in the traffic. The group mediator will facilitate discussion and then will share the process with the class. (20 minutes) • Activity 4 Ask the students to discuss the issue of bike lanes and to make a strong case for persuading authorities of the need to take action and create a road space for the cyclists. Emphasise that this is a citizen right. Organise the class in groups and help them to design a leaflet with traffic rules for cyclists, pedestrians, motorists and car drivers. Explain that the points of view of these groups of people should not be antagonistic and that there is need for understanding the other and for shared responsibility. (40 minutes) |
| Focus on | <p>CRC, Article 3</p> <ol style="list-style-type: none"> 2. States Parties undertake to ensure the child such protection and care as is necessary for his or her well-being, taking into account the rights and duties of his or her parents, legal guardians, or other individuals legally responsible for him or her, and, to this end, shall take all appropriate legislative and administrative measures. 3. States Parties shall ensure that the institutions, services and facilities responsible for the care or protection of children shall conform with the standards established by competent authorities, particularly in the areas of safety, health, in the number and suitability of their staff, as well as competent supervision. |

Lesson 33

Cycling hazards

Student

1 Answer the following questions:

- How many of you have bikes?
- When and where do you ride them?
- Why do you use them?
- Are there any safety rules you need to follow? Name some of them.
- Name some of the dangers you can encounter while riding your bike and how you can prevent them.

2 Read the following information about weather and traffic conditions that can affect cyclists and then fill in the table with a partner. Use also your own experience and knowledge.

Sand and gravel – it is easy to lose control when on sand and gravel. Keep both hands on the handlebars.

Glass and debris – debris and glass can easily cause a flat tyre and /or loss of control

Puddles – puddles may be deeper than they look and dangerous objects may be below.

Sewer grates – tyres can easily be caught in the grate.

Road cracks – cracks in the road may throw your bike out of control

Parked cars – always leave a car door’s width between the bike and a parallel parked car. Always assume someone is going to open the door, even if you cannot see them.

Railroad tracks – go straight across the rails

Irate motorists – be cordial; even if they are at fault. Never use an obscene gesture as this will only create more trouble. Letting it “roll off your shoulders” may defuse a dangerous situation.

Snow and slush – it is very hard to steer and pedal in snow and slush. Be ready to use a lot of energy!

Ice – ice can be very hard to see. If you must ride on ice, don’t ride in traffic. Even if your bike is under control, vehicles may not be. When riding on ice, reduce your tyre pressure and relax.

High winds – can blow objects which are dangerous to cyclists into their path. Wind can also blow cyclists off the road. Large trucks driving past you can also make it hard to control your bike.

Lightning – cyclists are great targets for lightning. Take shelter immediately, but not under a tree. If you cannot get into a building, find a ditch to crouch in. Keep your feet on the ground.

| Possible danger | Effect on riding ability | Recommended behavior |
|--------------------|--------------------------------|--|
| Sand and gravel | Lose control | Keep both hands on the handlebars |
| Glass and debris | | |
| Puddles | | |
| Sewer grates | | |
| Road cracks | | |
| Parked cars | | Always leave a car doors width to a parallel parked car |
| Railroad tracks | | |
| Irate motorists | | |
| Snow and slush | Hard to steer; a lot of energy | |
| Ice | | |
| High winds | | |
| Lightning | | Find shelter or a ditch to crouch in; keep your feet to the ground |
| No lights at night | | |

3 Responsible behaviour to protect the rights of others.

In groups discuss solutions to protect the rights of pedestrians/ other cyclists/ motorists?
One student is the mediator.

Refer to the **Communication for Democratic Citizenship** section, mainly to ‘**Mediating in controversial issues and rights-in-conflict situations**’.

4 a. Discuss:

Do you have bike lanes where you live? How are they marked?
What impact would having bike lanes have on the safety of the roads?

b. Work in groups of four on one of the following:

A. A Town Hall official and a traffic policeman have announced their visit to your school to find out whether you and your teachers have any problems or concerns about road safety in your district/ village / town.

Prepare to make your case for a bike lane in your town/ village. Include reference to rights and responsibilities.

B. Design a leaflet to give advice to cyclists on how to ride sensibly. Consider the rights and responsibilities of all road users and pedestrians.



Cyclists setting off for the cycle route through the city.
Can you see what they have forgotten? (Their helmets!)



Park your bike here (and lock it securely)



| | |
|------------------------------|---|
| Suggested time | 50 minutes |
| Target groups | 17-18 year olds |
| Purpose | <ul style="list-style-type: none"> • To develop students’ assertive behaviour in the situation of an argument. • To raise students’ awareness of the dangers of drink driving. • To develop students’ communication skills for social interaction. |
| Preparation Procedure | <ul style="list-style-type: none"> • Photocopy the student’s page for all the students in your class. <ul style="list-style-type: none"> • Hand out the photocopies. • Activity 1.a Read the list of different types of reaction and ask students to raise both hands/ one hand/ keep their hands down. The list should be read at random; here the list is divided into two types of behaviour categories: <i>In the case of an argument do you...</i> <ul style="list-style-type: none"> • shout? • threaten? • take revenge? • insult? • use irony? • correct what people say? <p style="text-align: right;">(Aggressive behaviour)</p> <ul style="list-style-type: none"> • complain you have been treated unfairly? • try to forget a problem? • feel sorry for yourself? • feel embarrassed? • feel depressed? <p style="text-align: right;">(Passive behaviour)</p> • Activity 1.b. Key: Aggressive and Passive behaviour. If time allows – brainstorm on associations with aggressive / passive behaviour: if being aggressive / passive were colours / animals... what would they be? Introduce “Assertive behaviour” – a third and better way to behave (assertive = “behaving in a confident way in which you are quick to express your opinions and feelings”, <i>Macmillan English Dictionary</i>) • Activity 2 Key: A–c), f), i); B–b), d), g); C–a), e), h) • Activity 3 Organize and monitor the role-play. Conduct feedback by asking the other groups to comment on the assertive behaviour (dialogue, body language) of the driver. Ask members of the groups to analyse their own feelings and ways of reacting. • Activity 4 Have a whole class discussion on the alternative of a designated driver. |
| Focus on | <p>CRC, Article 6</p> <p>1. States Parties recognize that every child has the inherent right to life.</p> <p>CRC, Article 31</p> <p>1. States Parties recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.</p> |

34 Lesson

Saying “NO!” to drink driving

Student

1 a. Your teacher is going to read out a list of different types of reaction that people can have in the situation of an argument.

- a) Raise both hands if you often behave like this.
- b) Raise a hand if you behave like this only sometimes.
- c) Keep your hands down if you never behave like this.

b. What are the two patterns of behaviour that cover the types of reaction on the list? Is there a third and better way to behave?

2 a. How would you characterise the people who have the following types of reaction. Fill in the table below with the appropriate letter.

- a) talk about their rights but never take action.
- b) listen carefully and then speak.
- c) reach their targets but to the detriment of others.
- d) express both positive and negative feelings.
- e) apologise frequently.
- f) consider their rights more important than the others' rights.
- g) show respect of themselves and others.
- h) keep silent when something bothers them.
- i) shout at people, give orders and always blame the others.

| A. Aggressive people express their feelings in a threatening way | B. Assertive people tell other people exactly what they want in a way that does not hurt them | B. Passive people allow others to make decisions for them |
|--|---|---|
| – | – | – |

b. Do you know such people?

c. How do you feel when you have to deal with aggressive, assertive or passive people?

3 Role play

Form six groups. Each group is going to be assigned a situation. As there are three situations, there will be two groups performing the same role-play. Each group will prepare a dialogue between the driver and the rest of his friends in which the driver says NO to drink driving in an assertive way. Body language and tone of voice are as important as words. Perform the dialogues. When the dialogues have been presented, be prepared to give feedback to each performing group on both verbal and non-verbal communication. **Refer to the Communication for Democratic Citizenship section, mainly to ‘Giving and receiving feedback’.**

Situation 1: *The Leavers' Ball is over. You have drunk a beer. Follow-up party takes place in a chalet in the mountains. Some friends ask you to drive them in your new car – a gift from your parents for coming of age. You refuse in an assertive way.*

Situation 2: *A birthday party at a friend's house. You have just passed your driving test and are celebrating. Two or three friends invite you to drink because it is a cold Saturday night and no police are likely to be in the streets. When it is getting late some people at the party ask you to drive them home. You refuse in an assertive way.*

Situation 3: *The school party is over. Together with other students in the 12th grade you were one of the organisers and are now celebrating the success of the event at a local club. At the end of the evening some friends ask you to drive them home, although you have been drinking. You refuse in an assertive way.*

Now answer the questions:

- How did you feel when you behaved in an assertive way?
- Was it difficult? Why/Why not?
- How did you feel when you received assertive messages?



4 Read the information about designated drivers. What do you think about this alternative?

An alternative – be a designated driver!

A designated driver is simply a person who agrees to abstain from alcohol and be responsible for driving others home. A designated driver, who may be a different person every time s(he) is needed, helps friends and family: avoid embarrassment, keep their driving licences, avoid fines, stay out of prison, prevent senseless injury and death.



Tragic consequence of drink driving

| | |
|-----------------------|--|
| Suggested time | 45 minutes |
| Target groups | 15-16 year olds |
| Purpose | <ul style="list-style-type: none"> • To sensitise students to the issue of social insurance and health care system as an aspect of human rights. • To make students aware of how empathy and the sense of moral obligation in social relationships can lead to personal fulfillment. • To develop students' communication skills for social interaction. |
| Preparation | <ul style="list-style-type: none"> • Photocopy the student's page for all the students in your class. |
| Procedure | <ul style="list-style-type: none"> • Hand out photocopies to all students. <p>Activity 1 Encourage students to account for their opinions by saying what values and beliefs they think each of Dr. Bernard's choices would indicate. (10 minutes)</p> <p>Activity 2 Organise the class for group work. Option A: The doctor becomes aware that he may have to move out of his expensive office to a more modest working space. The rent for such a place would be less, but he will also receive much less payment for his services. Option B: Dr. Bernard decides he cannot afford to serve only poor patients but he can accept some reduction in his income. Also, he could reserve one day a week for patients who are uninsured or have Medicaid; similarly, he could volunteer to work one day a week for a clinic that serves this type of population. Options C and D: The doctor concludes that his two months of work for underprivileged patients were too costly for him. He may plan to get some financial stability, reduce his expenses, and then start again his altruistic work with uninsured poor patients. (15 minutes)</p> <p>Activity 3 Invite students to comment on the continuing suitability of the Hippocratic Oath in the 21st century, where "successful" professions (doctors included) seem to be more about profit and less about ethics. (10 minutes)</p> <p>Activity 4 Ask students to give their opinions about the situation. (10 minutes)</p> |
| Focus on | <p>CRC, Article 2 CRC, Article 24</p> |

- 1 Work with a partner. Read the case study and the information about health care systems and identify the dilemma.**

Dr. Mark Bernard's private internal medicine practice in Manhattan serves mostly affluent patients. One afternoon, Dr. Bernard noticed that Luis, the hotdog vendor whom he regularly bought from, was breathing wheezily and invited him to come by the clinic after work.

Dr. Bernard confirmed his suspicion: Luis had asthma. He gave him a free inhaler sample. Luis was otherwise healthy but said he had no medical insurance. He was grateful for Dr. Bernard's help. Over the next several days, Dr. Bernard stopped by to see Luis and saw that his breathing had improved significantly. Luis thanked him profusely, and Dr. Bernard was glad to have helped. Going through medical school in the late 1960s, he had idealistic aspirations of serving patients like Luis. Now he sometimes asked himself how he ended up serving the population he did.

"Come back when your inhaler runs out," Dr. Bernard told Luis.

The next month Dr. Bernard gave Luis another free sample. Then a few more disadvantaged people from the area began showing up at Dr. Bernard's office; clearly, Luis had told some of his friends about Dr. Bernard. At first Dr. Bernard fit them in between appointments and sometimes during lunch. He provided free care and distributed samples when he had some

available. For those who needed medication that Dr. Bernard did not have on hand, he wrote prescriptions, hoping they could afford to have them filled. There was nothing he could do for patients who needed drugs that he did not have available or care he could not provide, so he referred them to a local free clinic, which was not very efficient. Dr. Bernard did not ask why these patients were uninsured. He thought that some of them were immigrants. While Dr. Bernard could not provide appropriate care for all his drop-in patients, on the whole he felt his help was making a difference.

Two months after first helping Luis, however, Dr. Bernard had unscheduled patients coming to his office every day. He asked Luis not to tell anyone else about his practice, but that did little to stop the flow of needy patients. Although he wanted to help them as much as he could, he simply did not have enough time, and some of his paying patients had remarked to him about the "different clientele" that now gathered in his waiting room. Dr. Bernard wanted to continue caring for his new category of patients, especially the children among them, but it was becoming more and more difficult.

(Opinion E-9.065 Caring for the poor. American Medical Association. *Code of Medical Ethics and Current Opinions*. Available at: <http://www.ama-assn.org/ama/pub/category/8538.html> – accessed on 5 July, 2004)

The American health care system is different from the Romanian one. There is no automatic deduction from your salary that goes towards paying for your medical bills; instead, people have to select the type of insurance which best suits them and make their own payments accordingly. That explains why people who can't afford taking health insurance will not benefit from medical services.

There is also Medicaid, a medical assistance programme available only to certain low-income individuals and families in the USA who fit into an eligibility group that is recognized by federal and state law. Medicaid does not pay money to the person; instead, it sends payments directly to the health care providers.

- 2 These are some of the options Dr. Bernard is actually thinking about. In groups, identify the strong points and the weak points of each option. Refer to the Communication for Democratic Citizenship section mainly to 'Participating in a controversial issues or rights-in-conflict situation' and 'Mediating'.**

Option A: He transfers his well-to-do patients to his colleagues while he provides service to those who need it most but can least afford it.

Option B: He tries to balance both types of clientele.

Option C: He convinces another colleague, someone planning to retire, to accept his uninsured patients.

Option D: He advocates with his local medical society or the local authorities for better services for uninsured patients.

3 Do you think the *Hippocratic Oath* provides the best answer to such dilemmas? Explain.

“I will treat without exception all who seek my ministrations, so long as the treatment of others is not compromised thereby, and I will seek the counsel of particularly skilled physicians where indicated for the benefit of my patient.”

(from 1995 Restatement, <http://www.leaderu.net/ftissues/ft9601/opinion/opinion.html> – accessed on 23 February 2007)

Hippocrates (460-377 BC), known as the “Father of Medicine”, developed an Oath of Medical Ethics which is taken by physicians today as they begin their medical practice.

4 What would you do in the situation described in the text? Talk with your partner.



5 Check the website of Médecins Sans Frontières (www.msf.org) for case studies in the area of medical ethics. Relate them to Articles 2 and 24 in the CRC.



CRC, Article 2 (selection)

Young people have all these rights, whoever they are, whoever their parents are, whatever colour they are, whatever sex and religion they are, whatever language they speak, whether they have a disability, or whether they are rich or poor.

CRC, Article 24 (selection)

1. States Parties recognize the right of young people to the enjoyment of the highest attainable standard of health and to facilities for the treatment of illness and rehabilitation of health. States Parties shall strive to ensure that no young person is deprived of his or her right of access to such health care services.
2. States Parties shall pursue full implementation of this right and take appropriate measures:
 - to ensure the provision of necessary medical assistance and health care to all young people;
 - to combat disease and malnutrition;
 - to ensure that all segments of society, in particular parents and children, are informed, have access to education and are supported in the use of basic knowledge of child health;
 - to develop preventive health care and guidance for parents.

| | |
|-----------------------|--|
| Suggested time | 80 minutes (40 minutes + 40 minutes) in two classes. |
| Target groups | 17-18 year olds |
| Purpose | <ul style="list-style-type: none"> • To raise awareness that ignorance leads to prejudice and discrimination in relation to AIDS/HIV-positive people. • To explore ways of dealing with prejudice and discrimination in relation to AIDS/HIV-positive people. • To develop students' communication skills for social interaction. |
| Preparation | <ul style="list-style-type: none"> • Photocopy the student's pages for all the students in your class. |
| Procedure | <ul style="list-style-type: none"> • Hand out the photocopies. • Activity 1 Ask students to identify key points in the text. (10 minutes) • Activity 2 Explain that prejudice and discrimination can often spring from ignorance and indifference. Possible answers: the right to confidentiality, the right to employment. (10 minutes) • Activity 3 Take answers from 2 or 3 pairs and discuss with the students both the restrictions of the basic human rights of HIV-positive people: the right to education and medical treatment and also their responsibilities towards other people. (20 minutes) Background information Here are the main ways in which someone can become infected with HIV: unprotected sex with someone who is infected, injection or transfusion of contaminated blood, organ transplants from someone who is infected; from an infected mother to baby during pregnancy, at birth and through breast-feeding; sharing unsterilised injection equipment previously used by someone who is infected. • Activity 4 Emphasise the fact that everybody has a responsibility in the general effort to combat AIDS. Unless action is taken, violations that may seem minor at first will escalate to eventually include denials of the right to work, the right to marry and found a family, attacks upon honour and reputation, limitation of freedom of movement, arbitrary detention or exile, cruel, inhuman or degrading treatment. (20 minutes) • Activity 5 Ask students to read the text. Organise a whole class discussion on the access to drugs for HIV treatment as a human right. (10 minutes) Background information Antiretroviral (ARV) drugs help delay HIV replication and immune deterioration, so survival and quality of life are improved. • Activity 6 It is important for students to realise the huge international efforts to prevent HIV infection and to help people in need. Encourage students to visit websites of foreign and Romanian celebrities who committed themselves to fighting against AIDS/HIV. (5 minutes) |
| Focus on | CRC, Articles 2 and 24 |

36 Lesson

Seeing beyond HIV / AIDS

Student

“It is my aspiration that health will finally be seen not as a blessing to be wished for; but as a human right to be fought for.”
Former UN Secretary General, Kofi Annan

“The enjoyment of the highest attainable standard of health is one of the fundamental rights of every human being...”
Preamble to the World Health Organisation Constitution

1 Read Articles 2 and 24 from the *Convention on the Rights of the Child* and find common themes.

CRC, ARTICLE 2

Young people have all these rights, whoever they are, whoever their parents are, whatever colour they are, whatever sex and religion they are, whatever language they speak, whether they have a disability, or whether they are rich or poor.

CRC, ARTICLE 24 (selection)

1. States Parties recognize the right of young people to the enjoyment of the highest attainable standard of health and to facilities for the treatment of illness and rehabilitation of health. States Parties shall strive to ensure that no young person is deprived of his or her right of access to such health care services.
2. States Parties shall pursue full implementation of this right and take appropriate measures:
 - to diminish infant and child mortality;
 - to ensure the provision of necessary medical assistance and health care to all young people;
 - to combat disease and malnutrition;
 - to ensure that all segments of society, in particular parents and children, are informed, have access to education and are supported in the use of basic knowledge of child health.

2 Read the excerpt. Which of the human rights of HIV-positive people are at risk?

I have met and worked with many HIV-positive people and what unites them is the desire to be treated like anyone else. Yet, since the emergence of HIV, the virus has become inextricably linked with fear and blame, preventing many people from being open about their HIV status. Not only do they fear rejection and gossip from relatives and friends, but risk losing their job if they reveal their HIV status to their employer.

(Bianca Jagger, <http://comment.independent.co.uk/commentators/article331179.ece> – accessed on 29 July 2006)

3 This is what misconception about HIV/AIDS may lead to.

Laura found out only three years ago that she was HIV positive. “I quarrelled with my mother, and that’s when she suddenly told me,” she said. “I was shocked, cried for days, and it was only with the doctor’s help that I overcame my crisis. But I am still afraid to tell my classmates, because I fear I would be marginalised, or even forced to stop my studies.”

“I’ve had problems with my teeth but none of the dentists I contacted would even look at me. They were terrified they might catch the disease,” said Dumitru, a 17 year-old HIV sufferer.

In pairs, discuss these questions. Refer to the Communication for Democratic Citizenship section mainly to ‘Participating in a controversial issues or rights-in-conflict situation’ and ‘Mediating’.

- a. The HIV-positive person has a responsibility to tell the truth about their health problem. Why/why not?
- b. The parents have a responsibility to tell their child the truth about their health? Why/why not?
- c. The doctor/dentist has a responsibility to treat HIV-positive patients? Why/why not?

- 4 Work in groups to list individuals / organisations and the role they should each play in addressing the HIV/ AIDS issue. The bubbles below may help to get you started.**

“Most people have problems in understanding that HIV-infected children have normal feelings and physiological needs. The prejudices often spring from a lack of even minimal information. People have to become more responsible. Only a few parents with HIV infected children are even curious enough to find more about the disease or get involved in the fight against it,” said Venera Botescu, an official with World Vision, an international development organisation

“People need to find out that HIV is an infection like many others, it’s just that there is no cure yet. But HIV doesn’t represent a stigma, as they usually think,” said Cornelia Constantin, of the CHI-RO Foundation, which deals with AIDS-related issues among children.

(Quotes from *Stigma Surrounds AIDS Children*, by Traian George Horia *Cotidianul*, 23 June 2005, accessed on 25 June 2006 http://www.iwpr.net/index.pl?archive/bcr3/bcr3_200506_561_5_eng.txt)

- 5 Do you know what this is? Check it out at: www.msf.org Read this press release and, in your own words, describe the connection between access to antiretroviral (ARV) drugs and human rights.**

Médecins Sans Frontières warns that the newest drugs are still not available to the vast majority of those living with HIV/AIDS despite promises from pharmaceutical companies. Pharmaceutical companies have repeatedly promised that they will lower the price of second-line drugs and make them available to markets in the developing world. Yet these companies are often very slow to keep their word. Other new drugs that could represent a major breakthrough for AIDS treatment in the developing world are simply not available at all.

As part of its access-to-drugs campaign, in 2006 *Médecins Sans Frontières* persuaded Abbott Laboratories Inc. to provide the drug Kaletra to Nigeria for \$500 per patient per year. In the United States, Kaletra costs \$9,000 per patient per year. Kaletra does not need to be refrigerated, a major benefit for patients in poor, hot countries where refrigerators are a luxury. It also requires patients to take fewer pills, and it does not have to be taken with food, a benefit for patients who cannot afford three meals a day. Yet it is currently not available in developing countries where lack of refrigeration is a major obstacle to drug distribution. “This is a classic case of how monopolies hurt patients,” said Dr. Tido von Schoen-Angerer of MSF’s Campaign for Access to Essential Medicines. “It should not be up to a CEO in Chicago to decide who has access to a life-saving medicine.”

(www.msf.org – accessed on 30 July 2006)

- 6 Celebrities take action against HIV/AIDS. Much more on their personal websites! Do you know of other famous people with similar interests?**



Supermodel Claudia Schiffer became an International UNICEF Ambassador in 1997. Since then she has pledged her full support behind the Unite for Children, Unite against AIDS Campaign.

Internationally acclaimed actress Susan Sarandon has devoted her talents to supporting efforts to help people with HIV/AIDS around the world. In 2000 she opened a youth centre in Tanzania and met young activists campaigning to protect children from HIV/AIDS.

The multi-talented performer Whoopi Goldberg was appointed Goodwill Ambassador by UNICEF in 2003. She is equally well known for her tireless humanitarian efforts on behalf of children, the homeless, human rights, education, substance abuse and the battle against HIV/AIDS.

| | |
|-----------------------|--|
| Suggested time | 45 minutes |
| Target groups | 15-16 year olds |
| Purpose | <ul style="list-style-type: none"> • To encourage reflection on the link between healthy eating and young people’s rights. • To raise awareness of the impact of an appropriate diet on people’s health. • To develop students’ communication skills for social interaction. |
| Preparation | <ul style="list-style-type: none"> • Photocopy the student pages for all the students in your class. • Prepare photocopies of the rubric + table in Activity 1 for 150 students (class project). |
| Procedure | <ul style="list-style-type: none"> • Give photocopies to all students. • Activity 1 Tell students to compare results with a partner and discuss any significant differences. Ask them to identify variables that might influence their dietary choices, e.g. age, financial means, lifestyles. (5 minutes) • Activity 2 The activity aims to make students aware of the consequences of their eating habits and act accordingly. Encourage comments on why some foodstuffs and drinks are so popular with young people despite their harmful effects on their health. (10 minutes) • Activity 3 Set up the survey. Organise the number of groups necessary to cover 150 students in your school. Distribute the 150 photocopies of Activity 1. Help students identify the target group and establish a timetable for carrying out the interviews (not to exceed 10-12 days). Explain that the data will be corroborated to obtain a “school profile” which will be made public (e.g. school newsletter or bulletin board) in an attempt to raise awareness about current eating habits and their impact on students’ health. (20 minutes) • Activity 4 Ask students to read the texts in the bubbles and say what human needs they refer to. Emphasise the fact that Jamie Oliver’s initiatives (http://www.jamieoliver.com) can be seen from a human rights point of view insofar as they support young people’s right to good health and education (read aloud the selections from Articles 24 and 28 in the CRC). Encourage students to search and bring to class other instances of “good practice”. (10 minutes) Draw students’ attention to the mission and logo of IFVA and ask them to check the website for more examples of healthy-eating activities. |
| Focus on | <p>CRC, Article 24 (selection)</p> <ol style="list-style-type: none"> 1. States Parties recognize the right of the child to the enjoyment of the highest attainable standard of health. 2. States Parties shall pursue full implementation of this right and, in particular, shall take appropriate measures: <ol style="list-style-type: none"> e) To ensure that all segments of society, in particular parents and children, are informed, have access to education and are supported in the use of basic knowledge of child health and nutrition. <p>CRC, Article 28 (selection)</p> <ol style="list-style-type: none"> 1. States Parties recognize the right of the child to education and, on the basis of equal opportunity, they shall, in particular: <ol style="list-style-type: none"> (d) Make educational and vocational information and guidance available and accessible to all children;attainable standard of health. |

37 Lesson

Healthy eating

Student

- 1 Tick (✓) your preferred foods and drinks and cross (x) those you tend to avoid. How many have you got in each category?

| | | |
|----|---------------------|--|
| 1. | water | |
| 2. | chili peppers | |
| 3. | banana | |
| 4. | cheese | |
| 5. | cucumber | |
| 6. | potato chips | |
| 7. | sugar-coated cereal | |
| 8. | barley | |
| 9. | horseradish | |

| | | |
|-----|------------------------|--|
| 10. | yoghurt | |
| 11. | ice cream | |
| 12. | milk (low fat) | |
| 13. | cakes and cookies | |
| 14. | prunes | |
| 15. | figs | |
| 16. | imitation fruit drinks | |
| 17. | colas | |
| 18. | fibre | |

- 2 Read the descriptions for each type of food/drink. Do you think your current diet should change? How?

| | | |
|-----|------------------------|--|
| 1. | water | The best liquid to drink because it purifies your bloodstream and cleans your cells and tissues. |
| 2. | chili peppers | Good for bronchitis, colds, and sinusitis. |
| 3. | banana | Contains potassium and helps prevent ulcers. |
| 4. | cheese | Fights cavities because it contains calcium. |
| 5. | cucumber | Breaks up cholesterol deposits. |
| 6. | potato chips | Although made from potatoes, they are deep fried and contain lots of salt and fat. |
| 7. | sugar-coated cereal | Half cereal and half sugar. |
| 8. | barley | Lowers cholesterol because it is high in high-density lipoproteins. |
| 9. | horseradish | Sharp and strong, fights colds because the root contains an antibiotic and vitamin C. |
| 10. | yoghurt | The live culture helps the body fight intestine and yeast infections. |
| 11. | ice cream | Has many nutrients but is full of sugar and fats. |
| 12. | milk (low fat) | Contains calcium, which helps build strong teeth and bones. |
| 13. | cakes and cookies | Contain much sugar and not enough vitamins and minerals. |
| 14. | prunes | An excellent natural laxative because of their fibre content. |
| 15. | figs | Helps stabilize blood sugar, which keeps energy levels high. |
| 16. | imitation fruit drinks | Mostly sugar and water, with artificial flavors and colours added. Contain very little pure fruit juice. |
| 17. | colas | Have lots of sugar and few nutrients. May contain caffeine, an addictive drug. |
| 18. | fibre | Helps rid your body of waste and also makes you feel full. Found in fruits, vegetables and whole grain cereal. Not digestible. |

(adapted from "Smart Food, Junk Food." Fact Monster.© 2000–2007 Pearson Education, publishing as Fact Monster. 24 Jul. 2007 <<http://www.factmonster.com/ipka/A0768674.html>>) – accessed on 24 July 2007)

- 3 Eating Habits – school survey.

Work in groups to get 150 students in your school to fill in the table in Activity 1. Bring your findings to class. Refer to the Communication for Democratic Citizenship section mainly to 'Reporting ideas and information'.

4 Healthy Schools.

Read the texts and, in your own words, describe Jamie Oliver's initiatives.

What human needs was he trying to meet?

What human rights correspond to those needs?

Jamie Oliver is an English celebrity chef. He is well known for his use of organic food and for his work in changing eating habits in British schools.

Jamie's School Dinners

In 2005 Jamie Oliver tackled the shameful state of school dinners in on of the most acclaimed TV series ever.

Kids were eating piles of processed junk and recoiled at the sight of fresh vegetables. And the terrible diet was leading to a health time-bomb, with soaring rates of obesity and hugely increased risks of heart disease and other life-threatening condition for Britain's children. So Jamie tried to persuade the Government to improve standards and after a huge campaign, newspaper headlines and delivering a 300,000-signature petition, they agreed to set new standards for school meals, and committed £280 million for proper ingredients, equipment and training.

(http://www.channel4.com/life/microsites/J/jamies_school_dinners/index.html – accessed on 10 June 2007)

Jamie's Kitchen

Jamie Oliver ave himself nine months to take a team of unemployed 16 to 24-year-olds with virtually no previous experience of cooking, and transform them into top class chefs to staff his new restaurant in East London, Fifteen.

(<http://www.channel4.com/life/microsites/J/jamie> – accessed on 10 June 2007)

The International Fruit and Vegetables Alliance (IFVA)

Based on studies suggesting that fruits and vegetables appear to have health-promoting properties, *IFVA encourages and fosters efforts to increase the consumption of fruit and vegetables globally for better health.*

Go to www.ifva.org for more.



| | |
|-----------------------|--|
| Suggested time | 45 minutes |
| Target groups | 17-18 year olds |
| Purpose | <ul style="list-style-type: none"> • To raise students' awareness of the issue of eating disorders and the health problems these could lead to. • To develop students' communication skills for social interaction. |
| Preparation | <ul style="list-style-type: none"> • Photocopy the Students' page for all the students in your class. |
| Procedure | <ul style="list-style-type: none"> • Hand out the photocopies • Activity 1 Ask students to work in pairs to rephrase Article 24 of the CRC in their own words and then decide on a class version. (5 minutes) • Activity 2 <ul style="list-style-type: none"> a. Divide the students into groups and ask them to fill in the blanks. Discuss the dangers of serious disturbances in eating behaviour, such as extreme and unhealthy reduction of food intake or severe overeating. Emphasise the need to identify warning signs and symptoms. Key: 1-d; 2-a; 3-c; 4-b; 5-c. b. Ask students to read the definition of 'metabolism' and discuss the differences in the way our bodies work. Try to make students realise the link between the issue under discussion and human rights with a focus on children's rights. (10 minutes) • Activity 3 In the same groups, ask the students to have a discussion on the effectiveness of the posters. Then ask them to plan their own campaign/ artwork, which should focus on the specific nutrition problems of the teenagers. (30 minutes) |
| Focus on | <p>CRC, Article 24 (selection):</p> <ol style="list-style-type: none"> 1. States Parties recognize the right of the child to the enjoyment of the highest attainable standard of health and to facilities for the treatment of illness and rehabilitation of health. States Parties shall strive to ensure that no child is deprived of his or her right of access to such health care services [...]. |

1 Read the following article and in your own words say what it is about:

CRC, ARTICLE 24

1. States Parties recognize the right of the child to the enjoyment of the highest attainable standard of health and to facilities for the treatment of illness and rehabilitation of health. States Parties shall strive to ensure that no child is deprived of his or her right of access to such health care services [...].

2 a. Fill in the blanks with one of the following eating disorders:

- | | |
|--|--------------------------|
| 1. Anorexia Athletica (Compulsive Exercising) | 3. Dieting |
| 2. Anorexia Nervosa | 4. Bulimia Nervosa |
| | 5. Binge Eating Disorder |

a) is characterised by an intense and irrational fear of body fat and weight gain even when markedly underweight, relentless determination to become thinner and thinner, and a misperception of body weight and shape to the extent of feeling or seeing “fat” even when emaciated.

b) is characterised by self-perpetuating and self-defeating cycles of binge-eating and purging. A person binges by rapidly consuming a large amount of food (or what s/he perceives to be a large amount) in a discrete period of time and in an automatic and helpless manner. This may anaesthetise hunger, anger, sadness, and other feelings, but also creates physical discomfort and anxiety about weight gain. The binge is then followed by attempts to rid the body of the food that was consumed, by engaging in self-induced vomiting, use of laxatives, enemas, diuretics, excessive exercise, skipping meals, or dieting. All these purging behaviours are harmful and unproductive.

c) Individuals with binge eat but do not regularly use compensatory weight control behaviours such as vomiting, fasting, over-exercise, or abuse of laxatives. The person with this disorder is often genetically predisposed to weigh more than the “average” person, let alone the unrealistic cultural ideal. Due to culturally-reinforced

body dissatisfaction, the person diets, making her or himself hungry, and then binges in response to that hunger. The person may also eat for emotional reasons: to comfort themselves, avoid uncomfortable situations, and numb feelings. Feelings of shame and embarrassment are prominent in this eating disorder. Diet programmes are not the answer to it and often make matters worse.

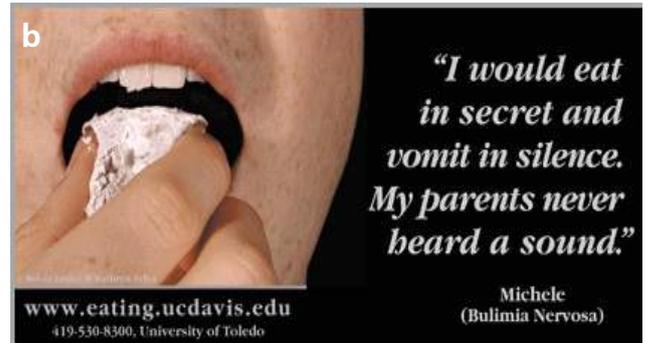
d) is not a recognised diagnosis in the same way that anorexia, bulimia, and binge eating disorder are. However, many people who are preoccupied with food and weight exercise compulsively in attempts to control weight in a misguided attempt to gain a sense of power, control, and self-respect.

e) is a futile, often harmful process of restrictive eating usually caused by body dissatisfaction, preoccupation with thinness, and the false belief that self-worth is dependent upon body size. It creates a physiologically driven preoccupation with food and can have devastating results such as eating disorders, weight-loss surgery, or even suicide. Dieting is usually engaged in by people who do not understand or believe that healthy people come in all shapes and sizes and falsely believe that everyone can be slim.

b. Read the following definition of metabolism, then discuss the relationship between metabolism and body image:

Metabolism is the chemical and physical processes continuously going on in living organisms. Not all of us living organisms process continuously in the same way, some have a fast metabolism, others slow ones. The rate varies from one person to another and is affected by sex, age, and amount of lean body mass (muscle).

3 Work in groups. Look at the following pictures of posters/banners/bus shelters and discuss which would be the most effective in convincing young people of the dangers of eating disorders; give reasons for your selection. Then think of a campaign/ artwork of your own in which to sensitise young people in your school about the same issue. Refer to the Communication for Democratic Citizenship section mainly to ‘Persuading for a public cause’.



"I diet, therefore I am not"



"Men have always been given an ideal image. But I had to starve myself to look like Adonis, to be seen like Superman"
Peter (Disordered eating)

- a) Fear of Fat Eats Us Alive 10'X22' billboard, March/April 1999, Toledo, Ohio
- b) Michelle, 10'X22' billboard, March/April 1999, Toledo, Ohio
- c) "Wasting Away-Urban Design," 2001, 60"x30"
- d) Peter, 21"X 72", bus exterior, March/April 1999, Toledo, Ohio

(www.eating.ucdavis.edu/ – accessed on 7 February 2006)

| | |
|-----------------------|---|
| Suggested time | 50 minutes |
| Target groups | 15-16 year olds |
| Purpose | <ul style="list-style-type: none"> • To raise awareness of the fact that present actions could lead to irreparable damage to the environment. • To generate possible solutions to environmental problems. • To develop students' communication skills for social interaction. |
| Preparation | <ul style="list-style-type: none"> • Photocopy the student pages for all the students in your class. |
| Procedure | <ul style="list-style-type: none"> • Hand out the photocopies. • Activity 1 Allow students time to read the 'Did you know?' facts and have a class discussion based on the questions. (5 minutes) • Activity 2 Organise the groups and invite them to compete for the greatest number of possible solutions. Set a time limit and conduct feedback with the whole class. Invite the groups to complete their tables with information reported by other groups. (20 minutes) Key / possible solutions: <u>Reduce</u>: buy goods which have a long life, such as rechargeable batteries; avoid disposable items such as plastic and cardboard tableware; buy goods in large containers rather than lots of small ones; buy concentrated products and refill packs where possible; use both sides of sheets of paper and use scrap paper for notes; buy goods sold in recyclable, returnable or refillable packaging; avoid 'over packaged' goods; avoid buying plastic razors, disposable nappies and other non-biodegradable objects. <u>Reuse</u>: plastic shopping bags and bin liners; bottles for storage; refillable containers; old furniture and clothes. Both can be given away to friends, family. <u>Repair</u>: electrical goods rather than throw them away; clothes to increase their life; furniture. <u>Recycle</u>: glass bottles and jars; plastic bottles; metal cans; paper; cardboard; textiles; food and garden waste by composting it. • Activity 3 Handout photocopies of: 'Things you can do everyday' and organise pair work. The discussion is the preliminary stage of the class project. (10 minutes) • Activity 4 Explain the stages of the project, assign responsibilities and set the deadlines. Make sure you monitor the project in its development. (15 minutes) |
| Focus on | <p>CRC, Article 29</p> <p>1. States Parties agree that the education of the child shall be directed to: e) the development of respect for the natural environment</p> <p>CRC, Article 13</p> <p>1. The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice.</p> |

39 Lesson

Act now or pay later

Student

Motto: "The creativity, ideals and courage of the youth of the world should be mobilized to forge a global partnership in order to achieve sustainable development and ensure a better future for all."

(Principle 21, Agenda 21, 1992 – the Declaration on Environmental Development adopted by more than 178 Governments at the United Nations Conference on Environment and Development in Rio de Janeiro, Brazil, 1992)

1 Read the following facts and answer the questions:

- How can waste affect the environment?
- How can we diminish its negative impact?

Did you know?

- Virtually everything we use creates varying degrees of waste throughout its lifecycle. There is waste associated with the extraction, harvesting, manufacture or transport of materials, waste associated with using a product, e.g. a car using oil, or a toy using batteries, and finally the negative impacts of waste disposal.
- Matter cannot be created or destroyed. We can change its physical form but it can't be made to disappear.
- Waste can be burned – but it is still there...as heat, gases and ash.
- In one year there would be enough waste, at the global level, to fill dustbins stretching from the Earth to the Moon.
- Recycling one aluminium can saves enough energy to run a television set for three hours.
- Five recycled plastic bottles make enough fibrefill to stuff a ski jacket.
- Motor oil never wears out, it just gets dirty. It can be cleaned and reused again and again.
- Reducing waste is the best way of managing waste and helps a great deal in protecting the environment.
- Repairing items saves energy, money, landfill space and valuable materials



2 In groups provide as many examples as you can for each of the following ways of managing waste and then report them to class:

| Reduce | Reuse | Repair | Recycle |
|--|---|---|-----------------------------|
| e.g. Buy goods which have a long life such as rechargeable batteries | e.g. Plastic shopping bags and bin liners | e.g. Electrical goods rather than throw them away | e.g. Glass bottles and jars |
| | | | |

- 3 Read *Things you can do everyday* and tell your partner which of them you: a) already do, b) intend to do, c) find inapplicable. Report to the class the 3 most effective actions in your view.

Things you can do everyday

Take a shower instead of a bath. If you take a shower then you will only use 50 litres of water and a bath will take about 80 litres of water. Taking a shower can save you time as well.

Use a tooth mug when brushing your teeth rather than running the tap. Water is precious so try not to waste it.

At school use both sides of the paper when doing rough work. Also try to use recycled paper whenever possible. Paper is made from trees and the less paper you use, the fewer trees would be cut down.

When you go shopping take cotton bags or your rucksack. Try not to use plastic bags as they are hard to recycle. Plastic bags are made from oil which is a non-renewable source – that means it will eventually run out! Plastic bags are harmful to the environment. They get into rivers and trees and can endanger animals. Switch off the lights when you leave your room and adjust your curtains or blinds to let in as much light as possible during the day. This way you will save electricity. Electricity is produced from burning non-renewable fossil fuels (oil and coal) and this produces carbon dioxide, which contributes to global warming.

Don't turn up your radiators unnecessarily. Every one degree you turn down saves you 10% of your heating bill. Central heating is usually fuelled by oil, gas or electricity – all of which are non-renewable forms of energy.

Try to take the bus or cycle to school if you can. Cars burn up lots of fuel (petrol and diesel are made from oil) and pollute the environment. Pollution not only harms the environment, it also affects our health.

Try to compost waste in your garden if you have one. You can use your kitchen rubbish, like vegetable or fruit peelings and old newspaper to decompose and improve your garden with the resulting compost.

Reduce litter in your local environment by making sure you don't throw rubbish on the street.

4 Project work.

- Collect and weigh classroom waste paper for a week.
- Multiply to find out average amount of waste paper over a semester for all the classes in school.
- Discuss ways of reducing paper waste (e.g. using both sides before throwing away, careful cutting of paper to use only what is required, assessing activities which use paper to see if scraps can be used). The lesson motto may prove inspirational!
- Devise six ways/ actions to reduce paper waste – prepare an action plan.
- Measure paper waste at the end of half a semester and see whether the amount of waste has been reduced.
- If the results of your project are positive, present them to the Students' Council to recommend the project to other classes. Refer to the **Communication for Democratic Citizenship** section mainly to 'Persuading for a public cause'.

| | |
|-----------------------|---|
| Suggested time | 50 minutes |
| Target groups | 15-16 year olds |
| Purpose | <ul style="list-style-type: none"> • To measure the impact of our lifestyle on the environment. • To develop students' communication skills for social interaction. |
| Preparation | <ul style="list-style-type: none"> • Book the computer room and make sure the site is accessible http://www.globalfootprints.org/issues/footprint/councquiz1.htm. • Photocopy the student page for all the students in your class. |
| Procedure | <ul style="list-style-type: none"> • Hand out photocopies. • Activity 1 Allow students time to read the text and have a class discussion based on the questions. (10 minutes) Background information <i>Education for sustainable development enables us to develop the knowledge, values and skills to participate in decisions about the way we do things, individually and collectively, locally and globally, that will improve the quality of life now without damaging the planet for the future. The key word is education for sustainable development, as opposed to education about sustainable development, a more information-driven concept. In contrast, "education for sustainable development", like "citizenship education", is a holistic approach for a school's management and the curriculum, not a separate subject. With a clear overlap with the "citizenship" curriculum, it requires reflection on what to teach, and how to teach in order to:</i> <ul style="list-style-type: none"> - clarify issues and extend the ability of students to think for themselves; - encourage students to reflect and debate issues to enable them to form their own opinions - foster learning that emerges from discovery and is relevant to the learner's life experience <i>Action is another key component of "education for sustainable development" to help young people understand that the responsibility for sustainable development lies with "me and us" as much as "them", whoever they are. Therefore, "education for sustainable development" encourages young people to take action on what they have learned rather than simply absorb information for regurgitation in exams (www.globalfootprints.org).</i> • Activity 2 Conduct a whole class discussion on the ecological footprint concept and the school's commitment to environmental protection values. (20 minutes) • Activity 3 Ask students to run the test in pairs. Have a 20-minute follow-up group then class discussion. Encourage them to find remedies to improve the situation. Alternatively, you can invite the students to run the test at home. In this case Activity 3 is done next class. (20 minutes) |
| Focus on | <p>CRC, Article 29</p> <ol style="list-style-type: none"> 1. States Parties agree that the education of the child shall be directed to: <ol style="list-style-type: none"> e) the development of respect for the natural environment |

“Our biggest challenge in this new century is to take an idea that seems abstract – sustainable development – and turn it into a reality for all the world’s people.”

(Kofi Annan, former UNO Secretary General, March 2001)

1 Read the following texts and answer the questions:

- Which school subjects include issues about sustainable development?
- Is it enough to learn about sustainable development? You may refer to the quotation.
- Have you ever wondered what impact your lifestyle has on the environment?

What is “sustainable development”?

There are some 300 definitions of sustainable development. The most commonly quoted is from Gro Harlem Brundtland, former Prime Minister of Norway, now Director General of the World Health Organisation: “development which meets the needs of the present without compromising the ability of future generations to meet their needs”. The 1992 Earth Summit in Rio recognized that the protection of natural environments and human development are part and parcel of each other, therefore ‘sustainable development’ has a wider remit than environmental concerns. It also embraces social and economic questions such as interdependence, social justice, cultural diversity and equity.

Where do schools fit in?

At the Rio Summit, the role of education in promoting sustainable development was made explicit by Agenda 21, the global action plan for the 21st century: “Education ... should be recognised as a process by which human beings and societies can reach their fullest potential.

Education is critical for promoting sustainable development and improving the capacity of the people to address the environment and development issues.”
(www.globalfootprints.org)



2 How big is your school global footprint? Read the following text about the concept of ecological footprint and answer the questions.

Ecological footprint (EF) analysis measures the human demand on nature and compares human consumption of natural resources with the earth’s ecological capacity to regenerate them. It is an estimate of the amount of land area a human population, given prevailing technology, would need if the current resource consumption and pollution by the population is matched by the sustainable (renewable) resource production and waste assimilation by such a land area.

(http://en.wikipedia.org/wiki/Ecological_footprint – accessed on May 2007)

- Is your school an institution encouraging an environment care attitude? In what ways?
- Are students and the whole school community aware of their responsibilities to the environment?
- Do they realise what actions they can take to become more active in the protection of the environment?

3 a. Access the site: <http://www.globalfootprints.org/issues/footprint/councquiz1.htm> and calculate your school global footprint value in pairs.

b. In groups of 4:

- Compare your scores.
- Tell the others how you feel about the size of your school global footprint.
- Discuss possible ways to make your school footprint lighter.
- Report to the class emphasising the efficiency of your action points. **Refer to the Communication for Democratic Citizenship section mainly to “Persuading for a public cause”.**
- Try it out for a period of time. Come back and recalculate your school footprint.
- Share your findings with the class.

| | |
|-----------------------|--|
| Suggested time | 50 minutes |
| Target groups | 17-18 year olds |
| Purpose | <ul style="list-style-type: none"> • To raise awareness of impact of privatization reforms on the environment and the rights of the future generations. • To develop students' communication skills for social interaction. |
| Preparation | <ul style="list-style-type: none"> • Photocopy the student pages for all the students in your class-make sure the Score sheet is on a separate page. |
| Procedure | <ul style="list-style-type: none"> • Hand out the photocopies • Activity 1 Ask students to answer the questions as a lead-in to the reading activity. (10 minutes) • Activity 2 Ask the students to read the text and invite them to add any extra-information they may have on the topic. (10 minutes) • Activity 3 Divide the class into six groups for the preparation of the debate: each group is assigned a role and is asked to prepare one strong argument in support of their assigned position and to delegate a student to present their argument in the debate. Set a time limit. Allow for the three representatives of the same side to have consultations before the beginning of the formal debate. Meanwhile the rest of the class consult the Score sheet they will be using for peer evaluation during the debate. <ul style="list-style-type: none"> - Begin the debate. Appoint a chairperson to manage the debate and to keep the time (each argument, question or answer should be presented in one minute). The “for” and “against” teams take turns in presenting the arguments one at a time and in asking one question after the opposing team has finished presenting their argument (see the first column in the Score sheet). Ask the audience to mark their peers' performance in terms of content, language and debating skills and to total the score at the end in order to establish the winning team. - Conduct feedback after the debate asking the students how they felt in their roles as debaters, contributors and evaluators or chairperson. (30 minutes) |
| Focus on | <p>CRC, Article 29</p> <ol style="list-style-type: none"> 1. States Parties agree that the education of the child shall be directed to: <ol style="list-style-type: none"> e) the development of respect for the natural environment <p>CRC, Article 13</p> <ol style="list-style-type: none"> 1. The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice. |

1 Answer the following questions:

- Have you heard of the Rosia Montana gold mines privatization?
- What do you know about it?

2 Read the following text to learn more about the issue:

As a result of Romania's privatization reforms, two Canadian companies – Gabriel Resources and European Goldfields – have acquired majority stakes in open-pit mining projects in a densely populated part of Transylvania. The companies plan to turn three forested mountaintops in historic Rosia Montana into craters to extract 330 tonnes of gold.

3 In groups prepare an argument for each of the following roles:

“For” team

Representative of the Canadian company: *We firmly believe that we have the solution for the area. Gabriel will bring in ‘world-class’ technology to extract the gold... So far the company has acquired 44 per cent of the properties in the area affected by the project. Gabriel will also pay for the restoration of a mining gallery and the building of a museum.*

The director of the state-owned gold mine: *Without an investment here, the mine is set to close down... Currently, the mine employs 500 workers, but the gold extracted can only pay for half of the operating costs. The Romanian state foots the rest of the bill. This is due to end in 2007, the year Romania joins the EU and when all subsidies to the mining industry end.*

The official with the environment department who oversees process of giving permits: *No fixed timetable has been set for a decision. The latest application for the environment permit dates back to December 2004 when the company submitted the documentation to the Alba county Environment Protection Agency... An expert mission of the European Commission will supervise the entire environmental impact assessment procedure.*

“Against” team

A history professor at the University of Heidelberg in Germany who initiated a Europe wide campaign in which 1,000 professors and scholars signed a letter asking the Romanian government not to permit the mine project: *If cultural patrimony can be destroyed like that, it would create a dangerous precedent. The Roman mine works have gained worldwide attention with the discovery of wax tablets that offer insight into the Roman way of life.*

Head of Transylvania’s museum of history: *This is a real scandal the Romanian Ministry of Culture has issued certificates releasing most of the area of its patrimonial value. Three of the four proposed exploitation pits have been deemed of no archaeological importance by experts paid by the company, as part of the \$7 million Gabriel spent in archeological and ethnological studies in the area.*

A 20-year old inhabitant, for whom losing the idyllic landscape even to the promise of a lucrative job, is not an option: *I can’t imagine my life without these mountains. The longest time I’ve spent outside Roşia was one week; and after a few days I got homesick and had to come back. The day we’ll kick the Gold corporation out of Roşia, I’ll throw the longest feast the world has ever seen.*



Roşia Montană

- 4 Run the debate according to your teacher’s instructions – you will each take an active part in it as chairperson, debater or evaluator. Refer also to the Communication for Democratic Citizenship section mainly to ‘Debating’.

Name.....

Score sheet

| Arguments-questions | Score | |
|----------------------|------------|----------------|
| | “For” team | “Against” team |
| Argument 1 (for) | | |
| Question (against) | | |
| Answer (for) | | |
| Argument 1 (against) | | |
| Question (for) | | |
| Answer (against) | | |
| Argument 2 (for) | | |
| Question | | |
| Answer | | |
| Argument 2 (against) | | |
| Question | | |
| Answer | | |
| Argument 3 (for) | | |
| Question | | |
| Answer | | |
| Argument 3 (against) | | |
| Question | | |
| Answer | | |
| Total | | |

- 2 – very good
 1 – satisfactory
 0 – unsatisfactory



| | |
|-----------------------|--|
| Suggested time | 45 minutes |
| Target groups | 17-18 year olds |
| Purpose | <ul style="list-style-type: none"> • To introduce and develop understanding of the concepts of Fair Trade and Community Trade. • To develop students' communication skills for social interaction. |
| Preparation | <ul style="list-style-type: none"> • Photocopy the Students' pages for all the students in your class. |
| Procedure | <ul style="list-style-type: none"> • Hand out the photocopies. • Activity 1 Ask students to work in pairs to rephrase Article 17 in the CRC and then decide on a class version. (5 minutes) • Activity 2 Have a class discussion on what Fair Trade and Community Trade may mean, and then ask the students to read the definitions and check their understanding. (10 minutes) • Activity 3 Divide the students in 4 groups, each to read one of the cases of fair trade and community development, then have a group presentation and a class discussion on the success of the fair trade movement and the protection of human rights with focus on children's rights. (30 minutes) |
| Focus on | <p>CRC, Article 17 (selection):</p> <p>States Parties recognize the important function performed by the mass media and shall ensure that the child has access to information and material from a diversity of national and international sources, especially those aimed at the promotion of his or her social, spiritual and moral well-being and physical and mental health [...].</p> |

- 1 Read the following article in the Convention of the Rights of the Child, and in your own words, say what Article 17 is about.

CRC, ARTICLE 17

States Parties recognize the important function performed by the mass media and shall ensure that the child has access to information and material from a diversity of national and international sources, especially those aimed at the promotion of his or her social, spiritual and moral well-being and physical and mental health [...].

- 2 As a class answer the following questions:

- Have you ever heard of “Fair Trade” and “Community Trade”?
- What do you think they mean?
- Now read the definitions to check your understanding of the concepts:

Fairtrade is about better prices, decent working conditions, local sustainability, and fair terms of trade for farmers and workers in the developing world. By requiring companies to pay above market prices, Fairtrade addresses the injustices of conventional trade, which traditionally discriminates against the poorest, weakest producers. It enables them to improve their lot and have more control over their lives. Trading standards stipulate that traders must: pay a price to producers that covers the costs of sustainable production and living; pay a ‘premium’ that producers can invest in development; make partial advance payments when requested by producers; sign contracts that allow for long-term planning and sustainable production practices.



(www.fairtrade.org.uk – accessed on 10 February 2006)

Community Trade is a targeted purchasing programme of accessories and natural ingredients from disadvantaged communities around the world. It is The Body Shop commitment to fair trade. We get good quality products at a fair price which covers production, wages and also enables communities to invest in their future. They get a sustained source of income which can be used for improving education or sanitation, building homes and modernising farming methods, to name but a few. But it is about far more than exchanging goods for money - it is also about the quality of the relationships involved. These trading relationships are based on trust and respect and aim to enable communities to work towards their social and economic goals. Community Trade also aims to re-establish the connection between producer and purchaser, between origin and destination, between community based organisations and high street shops.

(www.thebodyshop.com – accessed on 10 February 2006)

3 In groups, read one of the following examples of fair-trading or community trading practices and discuss their impact on the local communities. Name a spokesperson to present your example to the whole class. Refer to the Communication for Democratic Citizenship section mainly to ‘Reporting ideas and information’.

A. Sameena Nyaz is 18 year olds and lives in Chak Gillan near Sialkot, the ‘world capital of football production’ in Pakistan. Sameena is the fifth child of her father, who runs the snack shop in the football stitching centre 200 miles away, which was built in her village by Talon, the first Fair Trade football supplier. Sameena stitches footballs for a living, stitching wages are usually low - however the Fair Trade wage pays a decent income which enables her to properly provide for her family. Recently Sameena has had to undergo a thyroid operation. All medical costs were paid for by the Talon Fair Trade Welfare Society - the health care scheme made possible by the Fair Trade premium, a first for workers like Sameena and her family. A proportion of the cost of this Fair Trade football has contributed to the Fair Trade premium, supporting people like Sameena and their families in Pakistan.

(<http://fairdealtrading.com/index.php?cat=producers&id=22223> – accessed on 24 July 2007)

B. Juliana-Jaramillo is the name of a group of about 70 farmers in the Dominican Republic who sell bananas to the Fair Trade market. The farmers live near the border with Haiti, the poorest country in The Carribean. The level of education in rural areas throughout the Dominican Republic is low: 35% cannot read or write. A local school has eight classes with 30-40 children in each class, and only one teacher for the whole school. In the area of the two villages of Juliana and Jaramillo there are about 250 farmers. With help from a Dutch development aid agency, 39 local farmers started supplying fruit to the Dutch Fair Trade market in 1996. The group of Fairtrade farmers gradually expanded, but disaster struck in 1998 when Hurricane George swept through the Caribbean, leaving them without fruit to sell. In 2000, when thirteen of the farmers wanted to carry on exporting their fruit they could not find an importer until the Fairtrade Foundation introduced them to a UK based company. There are now 70 farmers in the group selling bananas for the British market. They are becoming more independent, taking more of the management of the dispatch and sale of their crops into their own hands.

(http://www.fairtrade.org.uk/about_benefits.htm – accessed on 24 July 2007)

C. Children On The Edge (COTE) was started in 1990, by Anita Roddick, Founder of The Body Shop, to help alleviate the suffering within Romania’s orphanages. This project now runs various programmes worldwide, focusing long term on child development, medical care, refurbishment and socialisation. In Romania, the programme’s aim is to establish a friendly relationship between a child and a responsible adult volunteer. The adult friend can help the child establish a normal independent life; to improve his/her school attendance and results; to gain trust and self-esteem; to adopt positive values like honesty, responsibility, social justice; to acquire social skills such as establishing friendships, making decisions, communicating and relating with others. The child and the adult friend meet on a weekly basis and do the normal things that friends do together, go to the cinema, for walks, to cafes, visit museums and exhibitions, undertake activities at home such as doing homework and cooking.

(http://chicerea.scoli.edu.ro/children_edge_engl.html – accessed on 24 July 2007)

D. Children On The Edge (COTE) was started in 1990, by Anita Roddick, Founder of The Body Shop, to help alleviate the suffering within Romania’s orphanages. This project now runs various programmes worldwide, focusing long term on child development, medical care, refurbishment and socialisation. The projects for Romania include: Socialisation, Training, Aiding, Romanian, Teenagers (START) as an advice bureau and drop-in-centre for teenagers and graduates from the placement centres (institutions) in the Iasi region, Romania. At the Centre they can be helped to obtain missing papers (for example their birth certificates or identity cards) to contact their families, find a job, a place to live. Also they can attend training classes and access state social and medical services. The youth can also attend hygiene, personal health and sex education sessions run by a volunteer doctor, professional staff and a local prevention of AIDS association.

(http://chicerea.scoli.edu.ro/children_edge_engl.html – accessed on 24 July 2007)

| | |
|-----------------------|--|
| Suggested time | 40 minutes |
| Target groups | 15-16 year olds |
| Purpose | <ul style="list-style-type: none"> • To make students aware of the effects of different disasters, and on the rights of victims, in particular. • To develop students' communication skills for social interaction. |
| Preparation | <ul style="list-style-type: none"> • Photocopy the student pages for all students in class. |
| Procedure | <ul style="list-style-type: none"> • Hand out the photocopies. • Activity 1 Ask students to read the data about natural disasters. This will sensitise them to the issue. (5 minutes) • Activity 2 Conduct a discussion on the effects of disasters. Ask students to list some effects of natural disasters based on the picture which illustrates people affected by disasters. (5 minutes) • Activity 3 Ask them to work in pairs to link causes with effects and to distinguish between categories of effects, such as immediate effects and lasting effects. The following discussion will highlight the link between natural disasters and human rights. (15 minutes) • Activity 4 Conduct a discussion on the effects of disasters and the influence of the media. (15 minutes) |
| Focus on | <p>CRC, Article 6</p> <ol style="list-style-type: none"> 1. States Parties recognize that every child has the inherent right to life. 2. States Parties shall ensure to the maximum extent possible the survival and development of the child. |

- 1 How would you evaluate the information below? Is there anything surprising for you? Calculate the total number of victims. Refer to the Communication for Democratic Citizenship section mainly to ‘Reporting ideas and information’.

Tsunami is a very large wave caused by an undersea earthquake or volcanic eruption.

In sheer numbers, the death toll of floods, earthquakes, tsunamis, volcanoes and cyclones is small — 80,000 in an average year. Even the recent spate of catastrophes ranks surprisingly low among the scourges of humanity. With the Indian Ocean tsunami and the Kashmir earthquake, disasters in 2005 claimed more than 400,000 lives — the highest toll since 1970. But more than three times that number are estimated to have died on Earth’s roads in the same period; more than twenty times as many died of avoidable childhood diseases.

Source: Quirin Schiermeier, *Nature* 438, 15 December 2005

- 2 Look at the picture and list some effects of natural disasters.

- 3 Draw lines between causes and possible effects:

| Natural disasters | Immediate effects | Lasting effects |
|-------------------|---------------------------------|-------------------------|
| Earthquakes | People died | Diseases |
| Hurricanes | Property are damaged | Famine and malnutrition |
| Floods | Land is destroyed | Lack of agriculture |
| Tornadoes | Crops are destroyed | Homelessness |
| Drought | Animals are killed | Land erosion |
| Tsunamis | Electricity and gas are cut off | Unemployment |
| | | Disability |



Source: Quirin Schiermeier, *Nature* 438, 15 December 2005
AFP Collection

- a. Are there any immediate effects which are not related to natural disasters? Explain.
b. What are some long-term effects which could come about due to natural disasters?
c. What rights of victims of disasters are affected?
- 4 Use the cases presented below from Tsunami in 2004 to discuss the effects of tsunami. Answer the questions that follow.

Near Batticaloa, Sri Lanka

In the shade of the corrugated metal roof of his temporary home, Kanthasami S. sits with his wife. The couple survived the tsunami, but a wave pulled their baby from their arms. Their house, fishing boat and all their possessions are gone, too.

“The first week after the disaster, we survived in a makeshift camp on the grounds of a nearby temple, living from donations”, recalls Kanthasami.

In early February, the family moved here, to the more permanent European Commission-funded camp at Paddiyadichenai. It houses thousands of families from devastated fishing villages near Batticaloa on Sri Lanka’s eastern coast. We were one of the first families to have been allocated a house in Paddiyadi-chenai. We had nowhere else to go.”

In Lhoknga, Sumatra

1,600 kilometres away in Indonesia, the waves that battered Lhoknga were 20 meters high. Fewer than half the residents survived, the Lhoknga fishing cooperative lost half of its fishermen and only two boats were left intact in the 50-strong fleet. Mr. R.: “In my boatyard on the seafront close to the harbour, I had been building traditional wooden fishing boats for 34 years. The tsunami swept away the workshop with my equipment and materials, as well as a 15- metre boat we had just finished.” We learned that he also lost his son, parents, brothers and sisters.

- a. What are the effects of tsunami? What other disasters have similar effects? What rights would no longer be ensured to children in the village?
b. What aspects of disasters are more presented in media? Why?
c. How can media influence the decisions of the people / governants? Give examples.

| | |
|-----------------------|--|
| Suggested time | 30 minutes |
| Target groups | 15-16 year olds |
| Purpose | <ul style="list-style-type: none"> • To explore people reactions to floods and reflect on what there is to be done in the case of floods. • To develop students' communication skills for social interaction. |
| Preparation | <ul style="list-style-type: none"> • Photocopy the student pages. |
| Procedure | <ul style="list-style-type: none"> • Hand out photocopies to all the students • Activity 1 Ask students to tell the class words that express their feelings in response to the image and give reasons for them. Write these words on the board. (5 minutes) • Activity 2 This activity will develop the sense of empathy and understanding of the victims of natural disasters. Ask students to fill the diagram. (10 minutes) • Activity 3 Ask students to read the text and to identify feelings of people affected by floods and their concerns. Then, encourage students to think of actions that can be taken in order to help people who are suffering from floods or other natural disasters. Conduct a discussion on students' reactions to natural disasters emphasizing how empathy and understanding can determine people to act. (15 minutes) |
| Focus on | <p>CRC, Article 22</p> <p>States Parties shall take appropriate measures to ensure that a child who is seeking refugee status or who is considered a refugee in accordance with applicable international or domestic law and procedures shall, whether unaccompanied or accompanied by his or her parents or by any other person, receive appropriate protection and humanitarian assistance in the enjoyment of applicable rights set forth in the present Convention and in other international human rights or humanitarian instruments to which the said States are Parties.</p> |

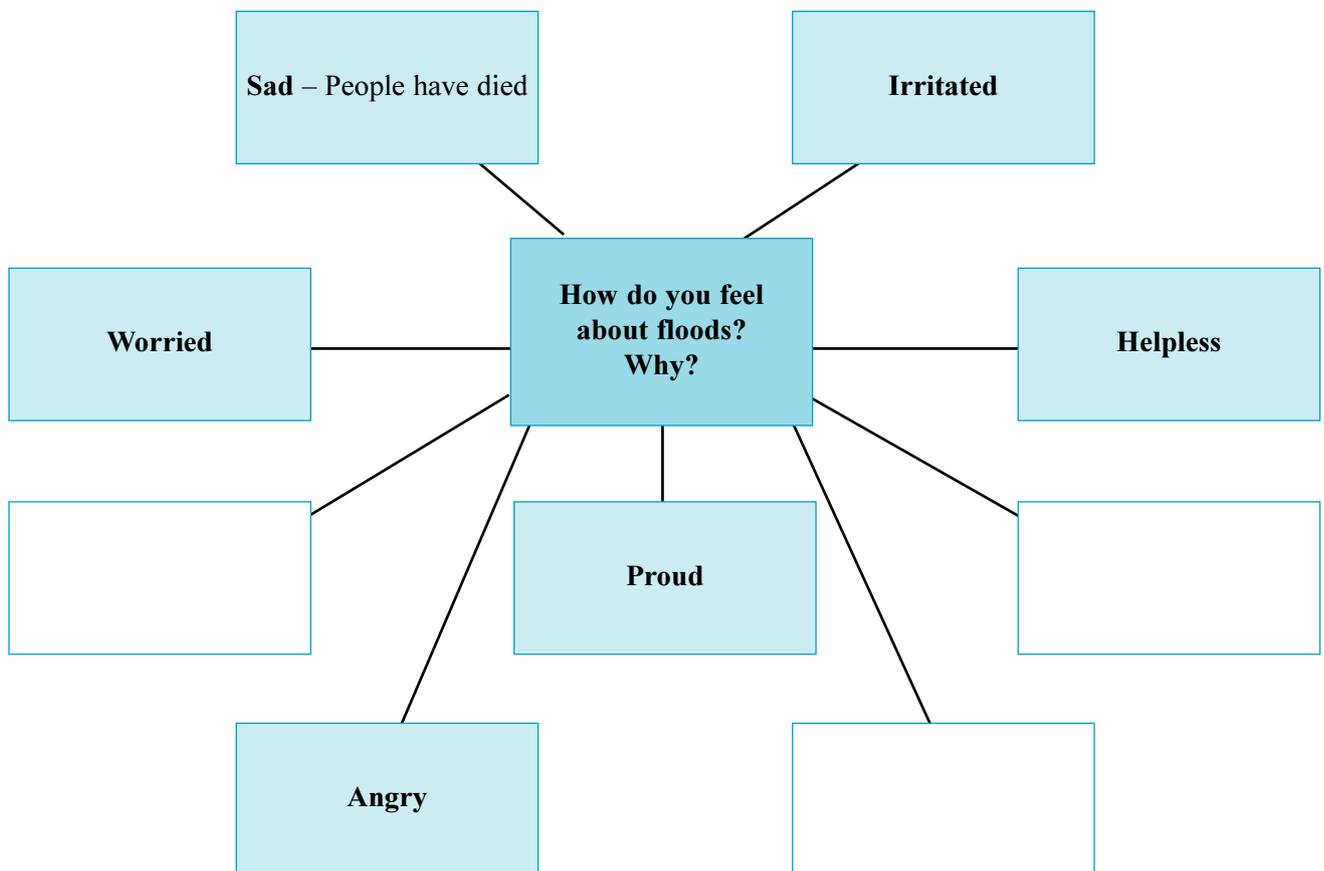
- ① Look at the picture on the next page and think of some feelings people affected by natural disasters may have. Give reasons for these.

E.g. **Sad** – People have died.

- ② What feelings do you have in respect of floods?

a. Read the feelings mentioned in the diagram below and add any other feelings you have in respect with floods to fill the diagram. Choose three of them and explain the feelings you have chosen.

b. What have you learned from that?



- 3 Read the texts below and list some things you think should be done for the people suffering from floods? Refer to the Language and Communication section, mainly to ‘Persuading for a public cause’.

25 April 2006

FLOODS IN ROMANIA – A FAREWELL TO RAST

By YRSA GRÜNE

“We do not know how the dike broke. One morning the water was in our garden. It continued to rise, so we left on Sunday. On Monday the water had already reached the rooftop.” I. B. wipes the tears from her eyes. She was born in the village of Rast, on the Danube in the Romanian county of Dolj, 52 years ago. “There has never been anything like this in our village before,” she says.

Temporarily relocated because of the flooding, I., her daughter A. and her grandson S., 3 years, are staying in the gym of a school several kilometres from Rast.

As we continue our journey, tents and temporary shelters begin to appear here and there along the roadside. When we are just some three kilometres from Rast, a tent camp becomes visible on the left.

M. V. (not her real name), the Director of the Dolj Branch of the Romanian Red Cross, tells us that the people from Rast who have been evacuated here – 1,400 people, according to the local authorities, out of a population of 4,000 – chose the place themselves, because the land is farmland owned by the villagers. She explains: “They put the cattle on one side of the road and made shelters of whatever they had – rugs, plastic sheeting, blankets – on the other side.”

The Romanian Red Cross released 50 family tents from its warehouse and the army has provided 20 tents which accommodate three to four families each. The flooding is particularly devastating in this badly hit area of Romania and the human suffering is huge.

Through the water

As we approach Rast, the road disappears under water and we cannot go further by car. We start to realize the seriousness of the situation. Fortunately, friendly villagers who are about to cross the flooded road with

their tractor and a van offer to take us in their convoy. They are going back to the village to see if anything more can be rescued from their houses and to evacuate more people.

Slowly the big wheels make their way along the flooded road. Yellow flags on sticks along the roadside mark the way - without them the journey would not be possible. The first of Rast we see is the flooded cemetery to the left. The looks on the faces around us are grim and nobody is talking.

Finally the convoy emerges from the water. Some people have gathered at a crossing and we stop as they climb up on the army truck and the tractors. We start moving again, and after only a few meters the road disappears under water again.

A man picks up his handkerchief and wipes his eyes. “That is his house,” someone says and points at a house to our right devastated by a fire. The man is sobbing silently, and cannot bear to look at the devastation for more than a few seconds at a time. Three men in a boat are approaching. On board are a television set, some furniture and other belongings which they are transporting away from their house.

In the camp a few kilometres away, G. V. (not his real name), born in Rast and the village priest for 25 years, is preparing for Easter Mass. “I cried yesterday when we were celebrating mass in the camps’ tent church,” he says. “On the holy cloth, a part of the celebration, there are usually so many flowers that I am afraid to drop it because it is usually so heavy. Yesterday, there were no flowers at all,” he remarks.

(Source: IFRC, 25 April 2006, www.reliefweb.int – accessed on 15 September 2006)



| | |
|-----------------------|---|
| Suggested time | 30 minutes |
| Target groups | 17-18 year olds |
| Purpose | <ul style="list-style-type: none"> • To make students aware about the ways people respond to disasters and take action in case of natural disasters. • To develop students' communication skills for social interaction. |
| Preparation | <ul style="list-style-type: none"> • Photocopy the student pages. |
| Procedure | <ul style="list-style-type: none"> • Distribute photocopies of the student pages. • Activity 1 Divide the class in three groups. Assign each group one of the three texts and ask them to read the text and, in groups, to identify ways people respond to natural disasters. Let one spokesperson from each group to paraphrase the text in front of the class. (20 minutes) • Activity 2 Conduct a class discussion on effective ways to respond to disasters and to protect the rights of the people affected by natural calamities. Ask students to analyse the link between natural disasters and poverty. (10 minutes) |
| Focus on | <p>CRC, Article 17</p> <p>States Parties recognize the important function performed by the mass media and shall ensure that the child has access to information and material from a diversity of national and international sources, especially those aimed at the promotion of his or her social, spiritual and moral well-being and physical and mental health.</p> |

- 1 **Work in groups** Read the texts below and identify some ways people can respond to natural disasters. The names used in the texts are not real.

NATURAL DISASTERS: THE CHAOS TO COME

“Meteorology means nothing to 99% of my viewers,” says S. L., a hurricane expert. “We need to translate the meteorology into impact. It’s like telling people in a town very concretely: ‘It’s gonna blow your roof off, so you’d better run’.”

But it is not all about listening to the media. Teaching people how to notice warning signals from nature — such as shaking ground or a receding ocean — can save lives in all sorts of natural disasters.

Other relatively simple measures include planning escape routes and evacuations, and reconsidering land use in regions threatened by floods, storms, landslides and avalanches. A 2004 World Bank report on the cost of natural disasters in the 1990s estimates that \$40 billion invested in risk reduction and preparation could have cut the decade’s final bill in half, from \$535 billion to \$255 billion.

Source: Q. Schiermeier, *Nature* 438, 15 Dec. 2005

AFTER THE DECEMBER 2004 TSUNAMI

The European Commission’s immediate humanitarian response in Indonesia, Sri Lanka, and Maldives helped rescue survivors and provided drinking water, food, medical supplies, and temporary shelters. But many victims needed humanitarian assistance throughout 2005 to get back on their feet. The Commission provided a total of 123 million euros to meet the wide-ranging needs of tsunami victims.

To revitalise Lhoknga, the Indonesian fishing community affected by tsunami, the Commission funded the purchase of 50 boats from local workmen which were then donated to the Lhoknga fishing cooperative. The transaction provided revenue for the boat builders to re-establish their workshops, while the boats and other infrastructure support, allowed the fishing community to regain its independence.

FLOODS IN ROMANIA LEAD TO COMPULSORY HOUSE INSURANCE

In the wake of this year’s flooding disasters, the Romanian government has decided to make house insurance mandatory for everyone, starting next year. According to a draft likely to be discussed by parliament this autumn, the insured value of a building should be the same as its fiscal value, but should not exceed 15,000 euros.

“This way, the premium would not exceed 30 euros,” Radu M. P. said during a radio show. As this sum is still high in a country where the average monthly salary is 200 euros and the average pension is 80 euros, the state will subsidise the premium for those with low incomes.

“Not all the insurance companies will be allowed to practice this kind of insurance. It will be the same as in the case of the third-party compulsory car insurance - only 13 of the 43 companies are authorised to sell this kind of policy,” Nicolae C., the president of the Insurance Supervising Commission, was quoted as saying by the daily *Cotidianul*.

In a departure from the regulations on car insurance, however, there won’t be fines for those who are unwilling to buy the compulsory house policy. “There will be still some constraints. Those without insurance won’t be able, for example, to sell their properties,” said Nicolae.

Not everybody is welcoming the idea. For example, some companies don’t want to take a chance on the thousands of old jerrybuilt blocks in Bucharest or the approximately two million trellis and adobe houses in the countryside. Others criticise the initiative as unethical. “The state gives the insurance companies some contracts which generate profit. Normally, the Competition Council should intervene,” the daily *Adevarul* quotes real estate analyst Artur S. as saying.

Many ordinary people also believe the draft could be more specific. “I live in Bucharest, on the seventh floor. I guess floods and the landslides are out of question, but I still would have to pay for them,” says 35-year-old teacher Dan T.

Source: Razvan Amariei,
Southeast European Times in Bucharest, 29/08/05

- 2 **How can we react to disasters? Follow the guiding questions below:**

a. Which of the actions listed below are more effective in order to help people affected by disasters? **Refer to the Communication for Democratic Citizenship section mainly to ‘Expressing opinions’.**

- Raise money • Give clothes • Give money to charity • Phonathons • Cancel a country’s debt • Send volunteers in the area
- Impose fair trade rules • Increase governmental expenses for aid to 0.5% of Gross Domestic Product

- b. What other actions can you add?
c. Which help disaster victims? Which help reducing world poverty in general?
d. Which are charitable and which help making the world more fair?

| | |
|-----------------------|--|
| Suggested time | 45 minutes |
| Target groups | 17-18 year olds |
| Purpose | <ul style="list-style-type: none"> • To understand why the poor are more affected than the rich by natural disasters. • To develop students' communication skills for social interaction. |
| Preparation | <ul style="list-style-type: none"> • Photocopy the student pages for all the students in class. |
| Procedure | <ul style="list-style-type: none"> • Hand out the photocopies • Activity 1 Introduce the topic of the lesson, relating natural disasters to people's rights. Ask students to identify rights that can be easily violated in the case of a disaster. Distribute copies of the CRC and ask students to search for articles which refer to those rights and to identify whose responsibility it is to protect those rights. (10 minutes) Explain what an IDP means (= internally displaced person) and point out the difference between a refugee, an asylum seeker and an IDP. • Activity 2 Tell students that they will participate in an experiment. They are asked to buy materials in order to build a house in a city close to an earthquake zone. Divide the class into 5 groups and assign roles to the groups. Ask each group to decide what kind of materials they choose to buy according to the money available and to calculate the price of the house. Demonstrate how groups should calculate the cost of construction. Then, each group will present the house in front of the class in terms of cost, resistance, size and so on. Conduct a discussion about the consequences of an earthquake on the house, emphasising that poor people are more vulnerable to earthquakes than rich people. Underline the fact that, in the same way, poor countries are more affected by disasters than rich countries. (30 minutes) • Activity 3 Ask students to read and to explain safety rules in the event of an earthquake and to say whether they were aware of what they must do in this situation. (5 minutes) |
| Focus on | <p>CRC, Article 4</p> <p>States Parties shall undertake all appropriate legislative, administrative, and other measures for the implementation of the rights recognized in the present Convention. With regard to economic, social and cultural rights, States Parties shall undertake such measures to the maximum extent of their available resources and, where needed, within the framework of international co-operation.</p> |

1 People, especially children, affected by natural disasters are more vulnerable to having their rights violated.

- Which rights are the most difficult to be guaranteed to a child displaced because of natural disasters? Choose from the list below and explain why.
- Find articles from the CRC which mention these rights.

- | | |
|------------------------------------|--|
| - right to security and life | - basic shelter and housing |
| - family reunification | - education |
| - medical services | - appropriate clothing, |
| - essential food and potable water | - essential medical services and sanitation. |

Although the media refers to evacuees as refugees, the legal designation is "**internally displaced persons**" (IDPs). An internally displaced person has been forced to leave her/ his home for the same reasons as a refugee, but has sought refuge in another part of their own country. As they do not cross an international border, they are not considered to be refugees. There are more IDPs in the world than refugees. Government authorities must make sure that internally displaced persons are able to voluntarily, in safety and with dignity, return to their homes, or to resettle voluntarily in another part of the country.

2 The people who are most vulnerable to natural disasters are poor. Pretend that you are living in a city close to the epicentre of an earthquake zone. You want to build a house. In order to do this you need to buy land and materials. The price of land is 90 lei/m². Prices of construction materials are: cement – 20 lei/m³, wood / timber – 10 lei/m, doors – 400 lei/door, windows – 300 lei/window, simple metal structures – 30 lei/m, double metal structures – 50 lei/m, paint – 100 lei/5 l for 25 m² painted.

A house with a simple metal structures and solid basement will resist to an earthquake up to 5 degrees on the Richter scale. A house with a double metal structure and a solid basement will resist to a 6 degrees on the Richter scale. In order to have a solid basement you need to buy at least 2,000 m³ of cement and 100 m metal structure. A less solid basement in combination with a simple metal structure will resist up to 3-5 degrees on the Richter scale or up to a 5-6 degrees on the Richter scale in combination with a double metal structure.

a. Working in groups, decide what kind materials will you buy and what kind of house will you build. To build the house: Group 1 has 50.000 lei, Group 2 has 50.000 lei, Group 3 has 75.000 lei, Group 4 has 100.000 lei and Group 5 has 200.000 lei.

E.g. One group would like to build a **comfortable and solid house with one living room, three bedrooms, one kitchen and two bathrooms**. For such a house the group has to buy 200 m² of land. The house must have at least 7 windows and 8 doors. The total surface could be 150 m² and the floor covered by wood. The house must be painted, which means also 150 m² to be painted or 30 l paint. And, of course, it needs a solid basement, which means 2,000 m³ of cement and 100 m metal double structure. In order to build this house, the group has to spend at least 70,400 lei (200 m² of land x 90 lei + 7 windows x 300 lei / window + 8 doors x 400 / door + 150 m² x 10 lei / wood per m² + 30 l paint x 20 lei / l + 2,000 m³ of cement x 20 lei + 100 m x 50 lei / double metal structure). Depending on the amount of money the group has, the house will be bigger or smaller, more or less solid. The group has to decide.

b. Present your group house to the class. Refer to the Communication for Democratic Citizenship section mainly to 'Reporting ideas and information'.

- What do you think will happen with the house if an earthquake measuring 5 degrees on the Richter scale occurs?
 What about an earthquake measuring 6 degrees?
 What do you think will happen if an earthquake-related fire starts?

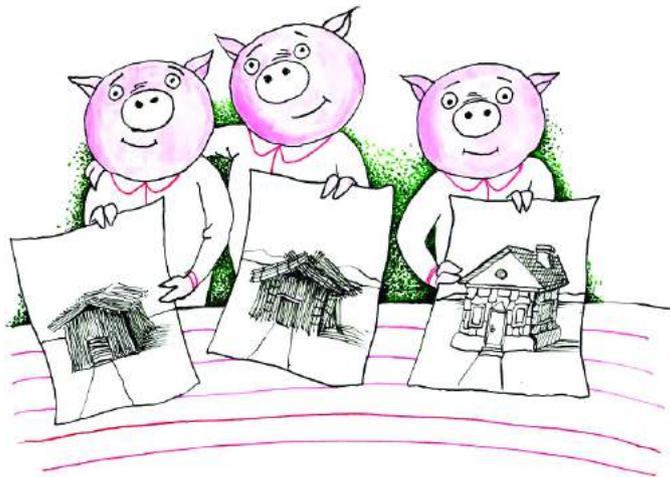
If you were the city planners/ builders what decision would you make in order to ensure peoples' safety? List the possibilities you have.

Can you establish a relationship between poverty and consequences of natural disasters? Explain.

- 3** Read the safety rules in the event of an earthquake. Are all these rule familiar to you? If not, which are new to you?

EARTHQUAKES SAFETY RULES

- DON'T PANIC. The earth's shaking is frightening but does not hurt you.
- IF YOU ARE INDOORS, STAY THERE and take cover under selected shelters.
- IF OUTSIDE move quickly away from buildings, tall trees and electricity wires.
- DON'T RUN NEAR OR THROUGH BUILDINGS. The greatest danger is from heavy objects falling off outside walls.
- IF YOU ARE IN A CAR stop the car and stay there.
- AFTER THE SHAKING STOPS. Check for fire. Check electricity and water supplies and turn off power or water supply if necessary. Look for fallen power lines. Check danger from structural damage especially stairways. Do not use the telephone unless there is an emergency (avoid clogging up lines). Do not go sight-seeing, and stay away from damaged buildings and landslip areas. Aftershocks may occur.



ANNEXES ANNEXES



Communication for democratic citizenship

This section includes guidelines for language, attitude and behaviour in social interaction situations in order to open up communication channels between the speakers and the audience. The way we express ideas and feelings and convey information is not only the means for strengthening democracy and citizenship, but also an essential aspect of democratic citizenship. Successful communication implies respect and understanding of the other, critical thinking, evaluation of context, self evaluation, negotiation, consensus building and willingness to establish constructive dialogue. The choice and use of language is central in social interaction situations. We introduce here the concept of ‘communication for democratic citizenship’ as the development of a competence that is conducive to successful communication, conflict prevention and resolution and identification of solutions.

The following social interaction situations are chosen for their relevance to activities in this handbook. The dictionary definitions for key words are meant to help the better understanding of the nature and purpose of each communication situation.

The lists of suggestions for verbal and non-verbal behaviour are by no means exhaustive. They can be completed with ideas and language exponents from the participants’ experience of such situations.

There is obviously convergence of the modes and the purposes of these interaction situations. For example, persuading for a public cause also means expressing personal opinions and mediating implies giving and receiving feedback. This leads to convergence of guidelines and language expressions. Therefore, our suggestion is that you read through the whole section and apply as many of the guidelines and language exponents as you think appropriate to each particular situation.

1 Persuading for a public cause

DEFINITION

To persuade = to make somebody do something by giving them good reasons for doing it.*

GUIDELINES

Try to:

- analyse the cause you stand for
- consider who are the parties involved and who benefits
- identify the values. Are they shared?
- make your case clearly and firmly
- use appropriate body language and eye contact
- balance your emotions with a calm attitude
- stick to the point
- formulate principles that underlie your cause
- link principles with examples
- show the action points
- thank the audience for listening and express your hope that they will be on your side

Avoid any inclination to:

- ignore others’ point of view
- use aggressive language
- make your speech too casual
- speak for too long
- repeat the ideas unnecessarily
- give unimportant details

USEFUL LANGUAGE

I think this cause is worth supporting, because...

We would like to bring to your attention.

If I were you, I would...

I think we need to do all we can...

I understand what you are saying, but this cause is bigger than us.

We will see the benefits if we act immediately.

This would enable us to...

After having considered all the risks, I can now say that...

I feel that this will take us in the right direction.

If we don’t act now, the consequences could be serious.

I strongly support the idea...

To conclude, I think we should...

2 Debating

DEFINITION

Debate = 1. a formal discussion of an issue in a public meeting or in parliament. In a debate two or more speakers express opposing views and then there is often a vote on the issue.

2. an argument or discussion expressing different opinions.*

Educational debate is a form of structured debate to develop students’ critical thinking and action skills.

Participants in a debate include: the speakers holding views for or against the motion and a chairperson or a judge who controls the debate, keeps the time and closes the debate after the audience have expressed their views and the vote has been taken.

The 'for' team and the 'against' team take turns in approving / disproving the motion with a view to convincing the judge and/ or the audience

GUIDELINES

Try to:

- prepare your case / argument carefully for your team
- prioritise the key points you want the audience to understand within your time limit
- plan the points of repetition and the new points to be made by other speakers in your team
- make a clear argument of your resolution in your speech
- point out what your position is
- give reasons for your position
- bring reasonable and non-biased arguments
- be clear
- support your arguments with examples
- connect principles with practical examples
- use a polite but firm expression
- respond to the arguments of the other team non-offensively
- address the chairperson mainly
- keep your speech within time allocation

Avoid any inclination to:

- read or memorise the speech
- interrupt the other speakers

USEFUL LANGUAGE

I support this idea.
We are in favour of/ against the motion which says...
The reasons for our position are...
Although there might be different views on this, we think...
People often claim that... but what is often not considered is...
We would like to point out/ emphasise ...
When the other party states this, they may not be aware of...
Our group supports/ does not agree with this idea because...
To conclude our debate this is what we think.
We hope the audience will endorse our view.

Controversial issue = an issue on which there are different opinions and that people feel very strongly about.

Conflict = a situation in which there are opposing ideas, opinions, feelings or wishes; a situation in which it is difficult to choose.*

GUIDELINES

Try to:

- give reasons why you have a particular view and why you have chosen to support this view
- show respect for others' views
- challenge the ideas not the people
- indicate that you are finishing so that the other speaker can take up his/ her turn
- signal the wish to speak by a movement/ facial expression
- understand the other point of view
- give constructive solutions to the conflict

Avoid any inclination to:

- use offensive language or gestures
- raise your voice
- interrupt the other speaker abruptly

USEFUL LANGUAGE

As far as I'm concerned...
From my point of view...
From where I stand...
Contrary to what is generally believed, I would say that...
I understand what you're saying, but I still think... because...
I hope you can see my position....
There's more to it than what first meets the eye.
Sorry, let me put it in another way.
I know it may seem difficult at first, but how about...
It's not my intention.
Here's a suggestion. We could...
Let's both think about this.
I'm not totally convinced, but I can see your point of view.
You may have a point there but I'm still not sure.
I think there may be something in what you're saying.
Why don't we try...?
I'll think about it...
I agree if you agree.

3 Participating in a controversial issues or rights-in-conflict situation

DEFINITION

Controversy = public discussion or argument about something that many people strongly disagree about, disapprove of or are shocked about.*

4 Mediating in a controversial issues or rights in conflict situation

DEFINITION

To mediate = to try to end a disagreement between two or more people or groups by talking to them and trying to find things that everyone can agree on.*

GUIDELINES

Try to:

- explain to parties that a consensus would be beneficial for all
- explain what the conflict is about in order to avoid misunderstanding
- consider the benefit of all parties involved
- structure the discussion
- help people to come to some agreement themselves
- facilitate the discussion between the sides
- give each party a chance to say what they think and how they feel about the matter
- make each party say what their ideal solution would be
- encourage both sides to think of several action points and to discuss the pros and cons of each option
- build trust between all sides involved
- emphasise the progress of the discussion and thank the parties for any co-operative steps
- decide whether it is appropriate to state a personal position – make it clear it is an opinion, not the absolute truth
- focus on problem-solving – encourage people to determine if there is something constructive they can do about the problem.

Avoid any inclination to:

- be a judge and decide the rights and wrongs in a conflict
- push for an immediate solution. Complex situations may take several meetings to be resolved.
- give your own point of view
- take sides by facial expression, gestures, tone of voice
- present information as if it is not open to alternative interpretation
- present opinions and other value judgments as if they were facts

USEFUL LANGUAGE

There is disagreement about...

What is your point of view?

Feel free to say what you think.

I'd like to be of help.

Can you wait until he/ she finishes?

Let's hear what the other speaker has to say!

Why do you think this?

What I understand you to be saying is...

What would be the consequence of that?

Correct me if I'm wrong.

Please continue...

Can you explain more?

Can you see the other point of view?

Are we any closer to solving the problem?

Please keep your cool...

Can you find a solution?

Let me just sum up what we've said.

5 Giving and receiving feed-back

DEFINITION

Feedback = advice, criticism or information about how good or useful something or somebody's work is.*

GUIDELINES

When you give feedback try to:

- see a feedback session as a dialogue that may involve a certain amount of negotiation
- start with a positive aspect
- finish positively
- balance the positive and negative comments and be objective and constructive
- use questions to provoke thinking about the negative points aspects
- be prepared to ask follow-up questions
- keep quiet and listen to the answers
- raise issues
- avoid general comments. Be specific, give examples
- be selective – address a few key issues rather than too many at once
- be descriptive rather than evaluative and judgmental.
- be ready to offer alternatives
- be aware of your nonverbal behaviour
- agree on action points

When you give feedback avoid any inclination to:

- avoid jargon and use language that is not understandable by the listener
- let your personal problems interfere with the feedback you give
- make assumptions
- put down or humiliate the recipient of your feedback

When you receive feedback, try to:

- be open
- concentrate on listening rather than on justifying yourself
- take notes, if necessary
- do not make assumptions
- defend your position with balanced arguments
- make sure you understand the feedback points and ask for clarification if necessary
- be aware of your nonverbal behaviour
- don't let your personal problems affect your responses
- agree on action points

When you receive feedback, avoid any inclination to:

- be defensive
- take the other person's opinions personally
- make assumptions
- offend the other

USEFUL LANGUAGE FOR GIVING FEEDBACK

This is what I think.
I think you should / shouldn't...
I think there is a better way to...
I'm not very sure I understood your point.
I think your idea is very good.
I am a bit confused about...
Don't give up.
What about...
Wouldn't it be a good idea.
I'd like to suggest...
That's not exactly what I meant.
Thank you for being so open and co-operative.

USEFUL LANGUAGE FOR RECEIVING FEEDBACK

I'd appreciate some feedback on my work.
I think that's a good point...
Yes, but you should take into account that...
Maybe I wasn't clear enough.
If I've understood correctly, what you're saying is...
Yes, but what I really mean is...
I'll certainly think about it more carefully.
This seems like a good idea.
I agree with this.
Thank you for your comments and your ideas.

6 Expressing opinions**DEFINITION**

Opinion = your feelings or thoughts about somebody / something rather than a fact.*

GUIDELINES**Try to:**

- wait for your turn
- find the right moment to intervene
- consider the issue carefully before you give an opinion
- be calm and polite
- be firm
- express your ideas clearly
- give credit to other speakers
- accept other points of view if they seem reasonable
- be prepared to accept conclusions or decisions that are agreed to by the majority even if they are not yours

Avoid any inclination to:

- interrupt the other speaker
- offend the other speakers
- take too long to express your ideas

Reference

* Hornby, A. S 2000 *Oxford Advanced Learner's Dictionary*. Oxford: Oxford University Press

USEFUL LANGUAGE

I think...
I feel that...
I realize that...
As far as I'm concerned...
I'd say...
What I'm really saying is...
In my opinion...
To my knowledge...

7 Reporting ideas and information**DEFINITIONS**

To report = **1.** to give people information about something that you have heard, seen or done. **2.** to present a spoken or written account of an event in a newspaper, on radio, on television and on the Internet.

GUIDELINES**Try to:**

- check the sources for the reliability and balance of your information
- order the points in your presentation
- address the whole audience by looking around the room
- show all aspects of the situation
- give an objective account of the case
- bring examples from a text or quote somebody's words in support of your account
- consider carefully whether you need to or when you need to give your own view. Make it clear it is your point of view and what it is based on.
- ask for additional comments from people who know the case equally well
- invite questions from the audience

Avoid any inclination to:

- influence the audience's judgment of the situation
- omit important information or details deliberately
- distort original ideas or aspects of the situation
- emphasise or add details deliberately
- use acronyms, abbreviations or jargon that the audience is unfamiliar with

USEFUL LANGUAGE

I'm going to present...
The subject of my talk is...
These are the facts/ figures...
I found out about this in...
First, I'll talk about..., then about... and I'll conclude with...
To support this idea, here is an excerpt from the text.
I am going to quote his/ her own words.
What I mean is...
Are there any questions so far?
Let me run over the key points again.
I'll stop here and invite my group to add any details that I have omitted.
Your comments are welcome.

Glossary of terms related to education for democratic citizenship

Anti-retroviral (ARV) drugs – medications for the treatment of people with HIV/AIDS.

Biodegradable (substances) – “substances that can be broken into very small parts by bacteria so that they are not harmful to the environment” (*Macmillan English Dictionary*).

Citizenship is membership in a political community (originally a city or town but now usually a country) and carries with it rights to political participation; a person having such membership is a citizen. It is largely coterminous with nationality, although it is possible to have a nationality without being a citizen (i.e., be legally subject to a state and entitled to its protection without having rights of political participation in it); it is also possible to have political rights without being a national of a state.

Citizenship often also implies working towards the betterment of one’s community through participation, volunteer work, and efforts to improve life for all citizens. In this vein, schools in England provide lessons in citizenship and in Personal, Social and Health Education (PSHE). PSHE includes everything schools do to promote pupils’ good health and well-being. It is backed by the National Healthy Schools Programme.

Citizenship, which is explained above, is the political rights of an individual within a society. Thus, you can have a citizenship from one country and be a national of another country. One example might be as follows: A Cuban-American might be considered a national of Cuba due to his being born there, but he could also become an American citizen through naturalization. Nationality most often derives from place of birth (i.e. *jus soli*) and, in some cases, ethnicity (i.e. *jus sanguinis*). Citizenship derives from a legal relationship with a state. Nationality can be lost, as in **denaturalization**, and gained, as in **naturalization**. (from Wikipedia, the free encyclopedia: en.wikipedia.org/wiki)

Corruption – dishonest or illegal behaviour by officials or people in position of power, especially when they accept money in exchange for doing things for someone. (*Macmillan English Dictionary*, 2002). ‘**Small** corruption - when a public official demands or expects “speed money” or “grease payments” for doing an act which he is ordinarily required by law to do, or when a bribe is paid to obtain services which the official is prohibited from providing. ‘**big** corruption - when a person in a high position, somebody who formulates government policy or is able to influence government decision-making, seeks payment for exercising their extensive powers.

Doctors Without Borders (Médecins Sans Frontières) – an international humanitarian aid organisation that provides

emergency medical assistance in countries where health structures are insufficient or non-existent.

Education for Democratic Citizenship (EDC) as an approach emphasises individual experience and the search for practices designed to promote the development of communities committed to genuine relationships. It concerns the individual and her/his relations with others, the construction of personal and collective identities, the conditions of living together, to name but a few. A fundamental aim of EDC is the promotion of a culture of democracy and human rights, a culture that enables individuals to develop the collective project of building communities. Thus it seeks to strengthen social cohesion, mutual understanding and solidarity. ... Within EDC the adjective ‘democratic’ emphasises the fact that it is a citizenship based on the principles and values of human rights, respect of human dignity, pluralism, cultural diversity and the primacy of law.

(http://www.coe.int/t/dg4/education/edc/what_is_EDC)

HIV (Human Immunodeficiency Virus) – a retrovirus that infects cells of the human immune system. It is widely accepted that infection with HIV causes AIDS (Acquired Immunodeficiency Syndrome), a disease characterised by the destruction of the immune system.

Human rights (HR) – Basic standards for a life lived in dignity, which allows individuals and communities to develop fully; they establish what a person is allowed to be, to have and to do, just for the simple reason that they are human beings.

The International Labour Organization (ILO) is the tripartite UN agency that brings together governments, employers and workers of its member states in common action to promote decent work throughout the world. The ILO was founded in 1919 to pursue a vision based on the premise that universal, lasting peace can be established only if it is based upon decent treatment of working people. The ILO became the first specialized agency of the UN in 1946.

The International Labour Organization (ILO) is devoted to advancing opportunities for women and men to obtain decent and productive work in conditions of freedom, equity, security and human dignity. Its main aims are to promote rights at work, encourage decent employment opportunities, enhance social protection and strengthen dialogue in handling work-related issues. (www.ilo.org)

Life-long learning recognises that each individual is in a continually process of learning. The importance of this concept for EDC is related to the fact that Education for Democratic Citizenship cannot be limited to schools. As such learning for democratic citizenship must be seen as a comprehensive task

that must include a wide range of formal and non-formal education settings.

(http://www.coe.int/t/dg4/education/edc/what_is_EDC)

Medicaid – programme sponsored by the U.S. government that is intended to provide health care and health-related services to low-income individuals.

Medical ethics – evaluates the merits, risks, and social concerns of activities in the field of medicine. It is based on a number of principles that doctors should consider while decision making:

truthfulness and honesty (the patient should not be lied to, and deserves to know the whole truth about his/her illness and treatment)

dignity (the patient and the person treating the patient have the right to dignity).

justice (concerns the distribution of scarce health resources, and the decision of who gets what treatment)

autonomy (the patient has the right to refuse or choose their treatment)

non-maleficence (“first, do no harm”)

beneficence (a practitioner should act in the best interest of the patient)

Nationality – a relationship between a person and their state of origin, culture, association, affiliation and/or loyalty. Nationality affords the state jurisdiction over the person, and affords the person the protection of the state.

Traditionally under international law and conflict of laws principles, it is the right of each state to determine who its nationals are. Today the law of nationality is increasingly coming under more international regulation by various conventions on statelessness, as well as some multilateral treaties such as the European Convention on Nationality.

Generally, nationality is established at birth by a child’s place of birth (*jus soli*) and/or bloodline (*jus sanguinis*). Nationality may also be acquired later in life through naturalization. Corporations and other legal persons also have a nationality, generally in the state under whose laws the legal person was formed.

The legal sense of nationality may often mean **citizenship**, although technical differences do exist between the two. Citizens have rights to participate in the political life of the state of which they are a citizen, such as by voting or standing for election. Nationals need not immediately have these rights; they may often acquire them in due time. (...)

In several non-English speaking areas of the world, the cognate word for *nationality* in local language may be understood as a synonym of ethnicity, as *nation* can be defined as a grouping based on cultural self-determination rather than on relations

with a state. For example, many people would say they are Kurds, i.e., of Kurdish nationality, even though no such Kurdistan state exists (the postulated homeland is divided among five countries). The term “nationalities of China” refers to cultural groups in China. Spain is one Nation, made out by nationalities, which are not nations, or can be considered smaller nations within the Spanish Nation.

(from Wikipedia, the free encyclopedia: en.wikipedia.org/wiki)

Stateless person – a stateless person is someone with no **citizenship** or **nationality**. It may be because the state that gave their previous nationality has ceased to exist and there is no **successor state**, or their nationality has been **repudiated** by their own state, effectively making them **refugees**. People may also be stateless if they are members of a group which is denied citizen status in the country on whose territory they are born, if they are born in disputed territories, if they are born in an area ruled by an entity whose independence is not internationally recognized, or if they are born on territory over which no modern state claims sovereignty. Individuals may also become stateless voluntarily, by formally renouncing their citizenship while on foreign soil; however, not all states recognize such renunciations on the part of their citizens.

Some areas are home to stateless persons. In some cases, such as that of ethnic Russians in Latvia, conditions for citizenship may be problematic or difficult to satisfy. In some enclave areas, such as the FARC-ruled areas of Colombia, and parts of Sudan and Afghanistan, people may have no practical contact with a potentially passport-issuing state which nominally claims sovereignty over them.

While stateless persons were more common before the 20th century, when many states were somewhat fragile entities, on September 20, 1954 the United Nations adopted the *Convention relating to the Status of Stateless Persons*: an active policy to prevent people becoming or remaining stateless. States which have ratified the Convention are bound to give stateless persons rights similar to those granted aliens of comparable status. Despite this, there are still Kashmiri, Kurdish, Palestinian and Sahrawi refugees who claim asylum due to statelessness, for example.

(from Wikipedia, the free encyclopedia: en.wikipedia.org/wiki)

Sustainable development – development which meets the needs of the present without compromising the ability of future generations to meet their needs” (World Health Organisation definition)

Educating for sustainable development is an important goal within EDC. It recognises that both local and global development processes must achieve a balance between social, environmental and economic growth.

(http://www.coe.int/t/dg4/education/edc/what_is_EDC)

Convention on the rights of the child

*Adopted and opened for signature,
ratification and accession
by General Assembly resolution
44/25 of 20 November 1989*

entry into force 2 September 1990,
in accordance with article 49

PREAMBLE

The States Parties to the present Convention,

Considering that, in accordance with the principles proclaimed in the Charter of the United Nations, recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Bearing in mind that the peoples of the United Nations have, in the Charter, reaffirmed their faith in fundamental human rights and in the dignity and worth of the human person, and have determined to promote social progress and better standards of life in larger freedom,

Recognizing that the United Nations has, in the Universal Declaration of Human Rights and in the International Covenants on Human Rights, proclaimed and agreed that everyone is entitled to all the rights and freedoms set forth therein, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status,

Recalling that, in the Universal Declaration of Human Rights, the United Nations has proclaimed that childhood is entitled to special care and assistance,

Convinced that the family, as the fundamental group of society and the natural environment for the growth and well-being of all its members and particularly children, should be afforded the necessary protection and assistance so that it can fully assume its responsibilities within the community,

Recognizing that the child, for the full and harmonious development of his or her personality, should grow up in a family environment, in an atmosphere of happiness, love and understanding,

Considering that the child should be fully prepared to live an individual life in society, and brought up in the spirit of the ideals proclaimed in the Charter of the United Nations, and in particular in the spirit of peace, dignity, tolerance, freedom, equality and solidarity,

Bearing in mind that the need to extend particular care to the child has been stated in the Geneva Declaration of the Rights of the Child of 1924 and in the Declaration of the Rights of the Child adopted by the General Assembly on 20 November 1959 and recognized in the Universal Declaration of Human Rights, in the International Covenant on Civil and Political Rights (in particular in articles 23 and 24), in the International Covenant on Economic, Social and Cultural Rights (in particular in article 10) and in the statutes and relevant instruments of specialized agencies and international organizations concerned with the welfare of children,

Bearing in mind that, as indicated in the Declaration of the Rights of the Child, “the child, by reason of his physical and mental immaturity, needs special safeguards and care, including appropriate legal protection, before as well as after birth”,

Recalling the provisions of the Declaration on Social and Legal Principles relating to the Protection and Welfare of Children, with Special Reference to Foster Placement and Adoption Nationally and Internationally; the United Nations Standard Minimum Rules for the Administration of Juvenile Justice (The

Beijing Rules) ; and the Declaration on the Protection of Women and Children in Emergency and Armed Conflict,

Recognizing that, in all countries in the world, there are children living in exceptionally difficult conditions, and that such children need special consideration,

Taking due account of the importance of the traditions and cultural values of each people for the protection and harmonious development of the child,

Recognizing the importance of international co-operation for improving the living conditions of children in every country, in particular in the developing countries,

Have agreed as follows:

PART I

Article 1

For the purposes of the present Convention, a child means every human being below the age of eighteen years unless under the law applicable to the child, majority is attained earlier.

Article 2

1. States Parties shall respect and ensure the rights set forth in the present Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.

2. States Parties shall take all appropriate measures to ensure that the child is protected against all forms of discrimination or punishment on the basis of the status, activities, expressed opinions, or beliefs of the child's parents, legal guardians, or family members.

Article 3

1. In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration.

2. States Parties undertake to ensure the child such protection and care as is necessary for his or her well-being, taking into account the rights and duties of his or her parents, legal guardians, or other individuals legally responsible for him or her, and, to this end, shall take all appropriate legislative and administrative measures.

3. States Parties shall ensure that the institutions, services and facilities responsible for the care or protection of children shall conform with the standards established by competent authorities, particularly in the areas of safety, health, in the number and suitability of their staff, as well as competent supervision.

Article 4

States Parties shall undertake all appropriate legislative, administrative, and other measures for the implementation of the rights recognized in the present Convention. With regard to economic, social and cultural rights, States Parties shall undertake such measures to the maximum extent of their available resources and, where needed, within the framework of international co-operation.

Article 5

States Parties shall respect the responsibilities, rights and duties of parents or, where applicable, the members of the extended family or community as provided for by local custom, legal guardians or other persons legally responsible for the child, to provide, in a manner consistent with the evolving capacities of the child, appropriate direction and guidance in the exercise by the child of the rights recognized in the present Convention.

Article 6

1. States Parties recognize that every child has the inherent right to life.
2. States Parties shall ensure to the maximum extent possible the survival and development of the child.

Article 7

1. The child shall be registered immediately after birth and shall have the right from birth to a name, the right to acquire a nationality and, as far as possible, the right to know and be cared for by his or her parents.
2. States Parties shall ensure the implementation of these rights in accordance with their national law and their obligations under the relevant international instruments in this field, in particular where the child would otherwise be stateless.

Article 8

1. States Parties undertake to respect the right of the child to preserve his or her identity, including nationality, name and family relations as recognized by law without unlawful interference.
2. Where a child is illegally deprived of some or all of the elements of his or her identity, States Parties shall provide appropriate assistance and protection, with a view to re-establishing speedily his or her identity.

Article 9

1. States Parties shall ensure that a child shall not be separated from his or her parents against their will, except when competent authorities subject to judicial review determine, in accordance with applicable law and procedures, that such separation is necessary for the best interests of the child. Such determination may be necessary in a particular case such as one involving abuse or neglect of the child by the parents, or one where the parents are living separately and a decision must be made as to the child's place of residence.
2. In any proceedings pursuant to paragraph 1 of the present article, all interested parties shall be given an opportunity to participate in the proceedings and make their views known.
3. States Parties shall respect the right of the child who is separated from one or both parents to maintain personal relations and direct contact with both parents on a regular basis, except if it is contrary to the child's best interests.
4. Where such separation results from any action initiated by a State Party, such as the detention, imprisonment, exile, deportation or death (including death arising from any cause while the person is in the custody of the State) of one or both parents or of the child, that State Party shall, upon request, provide the parents, the child or, if appropriate, another member of the family with the essential information concerning the whereabouts of the absent member(s) of the family unless the provision of the information would be detrimental to the well-being of the child. States Parties shall further ensure that the submission of such a request shall of itself entail no adverse consequences for the person(s) concerned.

Article 10

1. In accordance with the obligation of States Parties under article 9, paragraph 1, applications by a child or his or her parents to enter or leave a State Party for the purpose of family reunification shall be dealt with by States Parties in a positive, humane and expeditious manner. States Parties shall further ensure that the submission of such a request shall entail no adverse consequences for the applicants and for the members of their family.
2. A child whose parents reside in different States shall have the right to maintain on a regular basis, save in exceptional circumstances personal relations and direct contacts with both parents. Towards that end and in accordance with the obligation of States Parties under article 9, paragraph 1, States Parties shall respect the right of the child and his or her parents to leave any country, including their own, and to enter their own country. The right to leave any country shall be subject only to such restrictions as are prescribed by law and which are necessary to protect the national security, public order (ordre public), public health or morals or the rights and freedoms of others and are consistent with the other rights recognized in the present Convention.

Article 11

1. States Parties shall take measures to combat the illicit transfer and non-return of children abroad.
2. To this end, States Parties shall promote the conclusion of bilateral or multilateral agreements or accession to existing agreements.

Article 12

1. States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.
2. For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law.

Article 13

1. The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice.
2. The exercise of this right may be subject to certain restrictions, but these shall only be such as are provided by law and are necessary:
 - (a) For respect of the rights or reputations of others; or
 - (b) For the protection of national security or of public order (ordre public), or of public health or morals.

Article 14

1. States Parties shall respect the right of the child to freedom of thought, conscience and religion.
2. States Parties shall respect the rights and duties of the parents and, when applicable, legal guardians, to provide direction to the child in the exercise of his or her right in a manner consistent with the evolving capacities of the child.
3. Freedom to manifest one's religion or beliefs may be subject only to such limitations as are prescribed by law and are necessary to protect public safety, order, health or morals, or the fundamental rights and freedoms of others.

Article 15

1. States Parties recognize the rights of the child to freedom of association and to freedom of peaceful assembly.
2. No restrictions may be placed on the exercise of these rights other than those imposed in conformity with the law and which are necessary in a democratic society in the interests of national security or public safety, public order (ordre public), the protection of public health or morals or the protection of the rights and freedoms of others.

Article 16

1. No child shall be subjected to arbitrary or unlawful interference with his or her privacy, family, home or correspondence, nor to unlawful attacks on his or her honour and reputation.
2. The child has the right to the protection of the law against such interference or attacks.

Article 17

States Parties recognize the important function performed by the mass media and shall ensure that the child has access to information and material from a diversity of national and international sources, especially those aimed at the promotion of his or her social, spiritual and moral well-being and physical and mental health. To this end, States Parties shall:

- (a) Encourage the mass media to disseminate information and material of social and cultural benefit to the child and in accordance with the spirit of article 29;
- (b) Encourage international co-operation in the production, exchange and dissemination of such information and material from a diversity of cultural, national and international sources;
- (c) Encourage the production and dissemination of children's books;

- (d) Encourage the mass media to have particular regard to the linguistic needs of the child who belongs to a minority group or who is indigenous;
- (e) Encourage the development of appropriate guidelines for the protection of the child from information and material injurious to his or her well-being, bearing in mind the provisions of articles 13 and 18.

Article 18

1. States Parties shall use their best efforts to ensure recognition of the principle that both parents have common responsibilities for the upbringing and development of the child. Parents or, as the case may be, legal guardians, have the primary responsibility for the upbringing and development of the child. The best interests of the child will be their basic concern.
2. For the purpose of guaranteeing and promoting the rights set forth in the present Convention, States Parties shall render appropriate assistance to parents and legal guardians in the performance of their child-rearing responsibilities and shall ensure the development of institutions, facilities and services for the care of children.
3. States Parties shall take all appropriate measures to ensure that children of working parents have the right to benefit from child-care services and facilities for which they are eligible.

Article 19

1. States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation, including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.
2. Such protective measures should, as appropriate, include effective procedures for the establishment of social programmes to provide necessary support for the child and for those who have the care of the child, as well as for other forms of prevention and for identification, reporting, referral, investigation, treatment and follow-up of instances of child maltreatment described heretofore, and, as appropriate, for judicial involvement.

Article 20

1. A child temporarily or permanently deprived of his or her family environment, or in whose own best interests cannot be allowed to remain in that environment, shall be entitled to special protection and assistance provided by the State.
2. States Parties shall in accordance with their national laws ensure alternative care for such a child.
3. Such care could include, inter alia, foster placement, kafalah of Islamic law, adoption or if necessary placement in suitable institutions for the care of children. When considering solutions, due regard shall be paid to the desirability of continuity in a child's upbringing and to the child's ethnic, religious, cultural and linguistic background.

Article 21

States Parties that recognize and/or permit the system of adoption shall ensure that the best interests of the child shall be the paramount consideration and they shall:

- (a) Ensure that the adoption of a child is authorized only by competent authorities who determine, in accordance with applicable law and procedures and on the basis of all pertinent and reliable information, that the adoption is permissible in view of the child's status concerning parents, relatives and legal guardians and that, if required, the persons concerned have given their informed consent to the adoption on the basis of such counselling as may be necessary;
- (b) Recognize that inter-country adoption may be considered as an alternative means of child's care, if the child cannot be placed in a foster or an adoptive family or cannot in any suitable manner be cared for in the child's country of origin;
- (c) Ensure that the child concerned by inter-country adoption enjoys safeguards and standards equivalent to those existing in the case of national adoption;
- (d) Take all appropriate measures to ensure that, in inter-country adoption, the placement does not result in improper financial gain for those involved in it;

(e) Promote, where appropriate, the objectives of the present article by concluding bilateral or multilateral arrangements or agreements, and endeavour, within this framework, to ensure that the placement of the child in another country is carried out by competent authorities or organs.

Article 22

1. States Parties shall take appropriate measures to ensure that a child who is seeking refugee status or who is considered a refugee in accordance with applicable international or domestic law and procedures shall, whether unaccompanied or accompanied by his or her parents or by any other person, receive appropriate protection and humanitarian assistance in the enjoyment of applicable rights set forth in the present Convention and in other international human rights or humanitarian instruments to which the said States are Parties.

2. For this purpose, States Parties shall provide, as they consider appropriate, co-operation in any efforts by the United Nations and other competent intergovernmental organizations or non-governmental organizations co-operating with the United Nations to protect and assist such a child and to trace the parents or other members of the family of any refugee child in order to obtain information necessary for reunification with his or her family. In cases where no parents or other members of the family can be found, the child shall be accorded the same protection as any other child permanently or temporarily deprived of his or her family environment for any reason, as set forth in the present Convention.

Article 23

1. States Parties recognize that a mentally or physically disabled child should enjoy a full and decent life, in conditions which ensure dignity, promote self-reliance and facilitate the child's active participation in the community.

2. States Parties recognize the right of the disabled child to special care and shall encourage and ensure the extension, subject to available resources, to the eligible child and those responsible for his or her care, of assistance for which application is made and which is appropriate to the child's condition and to the circumstances of the parents or others caring for the child.

3. Recognizing the special needs of a disabled child, assistance extended in accordance with paragraph 2 of the present article shall be provided free of charge, whenever possible, taking into account the financial resources of the parents or others caring for the child, and shall be designed to ensure that the disabled child has effective access to and receives education, training, health care services, rehabilitation services, preparation for employment and recreation opportunities in a manner conducive to the child's achieving the fullest possible social integration and individual development, including his or her cultural and spiritual development.

4. States Parties shall promote, in the spirit of international cooperation, the exchange of appropriate information in the field of preventive health care and of medical, psychological and functional treatment of disabled children, including dissemination of and access to information concerning methods of rehabilitation, education and vocational services, with the aim of enabling States Parties to improve their capabilities and skills and to widen their experience in these areas. In this regard, particular account shall be taken of the needs of developing countries.

Article 24

1. States Parties recognize the right of the child to the enjoyment of the highest attainable standard of health and to facilities for the treatment of illness and rehabilitation of health. States Parties shall strive to ensure that no child is deprived of his or her right of access to such health care services.

2. States Parties shall pursue full implementation of this right and, in particular, shall take appropriate measures:

(a) To diminish infant and child mortality;

(b) To ensure the provision of necessary medical assistance and health care to all children with emphasis on the development of primary health care;

(c) To combat disease and malnutrition, including within the framework of primary health care, through, inter alia, the application of readily available technology and through the provision of adequate nutritious

foods and clean drinking-water, taking into consideration the dangers and risks of environmental pollution;

(d) To ensure appropriate pre-natal and post-natal health care for mothers;

(e) To ensure that all segments of society, in particular parents and children, are informed, have access to education and are supported in the use of basic knowledge of child health and nutrition, the advantages of breastfeeding, hygiene and environmental sanitation and the prevention of accidents;

(f) To develop preventive health care, guidance for parents and family planning education and services.

3. States Parties shall take all effective and appropriate measures with a view to abolishing traditional practices prejudicial to the health of children.

4. States Parties undertake to promote and encourage international co-operation with a view to achieving progressively the full realization of the right recognized in the present article. In this regard, particular account shall be taken of the needs of developing countries.

Article 25

States Parties recognize the right of a child who has been placed by the competent authorities for the purposes of care, protection or treatment of his or her physical or mental health, to a periodic review of the treatment provided to the child and all other circumstances relevant to his or her placement.

Article 26

1. States Parties shall recognize for every child the right to benefit from social security, including social insurance, and shall take the necessary measures to achieve the full realization of this right in accordance with their national law.

2. The benefits should, where appropriate, be granted, taking into account the resources and the circumstances of the child and persons having responsibility for the maintenance of the child, as well as any other consideration relevant to an application for benefits made by or on behalf of the child.

Article 27

1. States Parties recognize the right of every child to a standard of living adequate for the child's physical, mental, spiritual, moral and social development.

2. The parent(s) or others responsible for the child have the primary responsibility to secure, within their abilities and financial capacities, the conditions of living necessary for the child's development.

3. States Parties, in accordance with national conditions and within their means, shall take appropriate measures to assist parents and others responsible for the child to implement this right and shall in case of need provide material assistance and support programmes, particularly with regard to nutrition, clothing and housing.

4. States Parties shall take all appropriate measures to secure the recovery of maintenance for the child from the parents or other persons having financial responsibility for the child, both within the State Party and from abroad. In particular, where the person having financial responsibility for the child lives in a State different from that of the child, States Parties shall promote the accession to international agreements or the conclusion of such agreements, as well as the making of other appropriate arrangements.

Article 28

1. States Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:

(a) Make primary education compulsory and available free to all;

(b) Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate measures such as the introduction of free education and offering financial assistance in case of need;

(c) Make higher education accessible to all on the basis of capacity by every appropriate means;

(d) Make educational and vocational information and guidance available and accessible to all children;

(e) Take measures to encourage regular attendance at schools and the reduction of drop-out rates.

2. States Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention.

3. States Parties shall promote and encourage international cooperation in matters relating to education, in particular with a view to contributing to the elimination of ignorance and illiteracy throughout the world and facilitating access to scientific and technical knowledge and modern teaching methods. In this regard, particular account shall be taken of the needs of developing countries.

Article 29

General comment on its implementation

1. States Parties agree that the education of the child shall be directed to:
 - (a) The development of the child's personality, talents and mental and physical abilities to their fullest potential;
 - (b) The development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations;
 - (c) The development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own;
 - (d) The preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;
 - (e) The development of respect for the natural environment.
2. No part of the present article or article 28 shall be construed so as to interfere with the liberty of individuals and bodies to establish and direct educational institutions, subject always to the observance of the principle set forth in paragraph 1 of the present article and to the requirements that the education given in such institutions shall conform to such minimum standards as may be laid down by the State.

Article 30

In those States in which ethnic, religious or linguistic minorities or persons of indigenous origin exist, a child belonging to such a minority or who is indigenous shall not be denied the right, in community with other members of his or her group, to enjoy his or her own culture, to profess and practise his or her own religion, or to use his or her own language.

Article 31

1. States Parties recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.
2. States Parties shall respect and promote the right of the child to participate fully in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity.

Article 32

1. States Parties recognize the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development.
2. States Parties shall take legislative, administrative, social and educational measures to ensure the implementation of the present article. To this end, and having regard to the relevant provisions of other international instruments, States Parties shall in particular:
 - (a) Provide for a minimum age or minimum ages for admission to employment;
 - (b) Provide for appropriate regulation of the hours and conditions of employment;
 - (c) Provide for appropriate penalties or other sanctions to ensure the effective enforcement of the present article.

Article 33

States Parties shall take all appropriate measures, including legislative, administrative, social and educational measures, to protect children from the illicit use of narcotic drugs and psychotropic substances as defined in the relevant international treaties, and to prevent the use of children in the illicit production and trafficking of such substances.

Article 34

States Parties undertake to protect the child from all forms of sexual exploitation and sexual abuse. For these purposes, States Parties shall in particular take all appropriate national, bilateral and multilateral measures to prevent:

- (a) The inducement or coercion of a child to engage in any unlawful sexual activity;
- (b) The exploitative use of children in prostitution or other unlawful sexual practices;
- (c) The exploitative use of children in pornographic performances and materials.

Article 35

States Parties shall take all appropriate national, bilateral and multilateral measures to prevent the abduction of, the sale of or traffic in children for any purpose or in any form.

Article 36

States Parties shall protect the child against all other forms of exploitation prejudicial to any aspects of the child's welfare.

Article 37

States Parties shall ensure that:

- (a) No child shall be subjected to torture or other cruel, inhuman or degrading treatment or punishment. Neither capital punishment nor life imprisonment without possibility of release shall be imposed for offences committed by persons below eighteen years of age;
- (b) No child shall be deprived of his or her liberty unlawfully or arbitrarily. The arrest, detention or imprisonment of a child shall be in conformity with the law and shall be used only as a measure of last resort and for the shortest appropriate period of time;
- (c) Every child deprived of liberty shall be treated with humanity and respect for the inherent dignity of the human person, and in a manner which takes into account the needs of persons of his or her age. In particular, every child deprived of liberty shall be separated from adults unless it is considered in the child's best interest not to do so and shall have the right to maintain contact with his or her family through correspondence and visits, save in exceptional circumstances;
- (d) Every child deprived of his or her liberty shall have the right to prompt access to legal and other appropriate assistance, as well as the right to challenge the legality of the deprivation of his or her liberty before a court or other competent, independent and impartial authority, and to a prompt decision on any such action.

Article 38

1. States Parties undertake to respect and to ensure respect for rules of international humanitarian law applicable to them in armed conflicts which are relevant to the child.
2. States Parties shall take all feasible measures to ensure that persons who have not attained the age of fifteen years do not take a direct part in hostilities.
3. States Parties shall refrain from recruiting any person who has not attained the age of fifteen years into their armed forces. In recruiting among those persons who have attained the age of fifteen years but who have not attained the age of eighteen years, States Parties shall endeavour to give priority to those who are oldest.
4. In accordance with their obligations under international humanitarian law to protect the civilian population in armed conflicts, States Parties shall take all feasible measures to ensure protection and care of children who are affected by an armed conflict.

Article 39

States Parties shall take all appropriate measures to promote physical and psychological recovery and social reintegration of a child victim of: any form of neglect, exploitation, or abuse; torture or any other form of cruel, inhuman or degrading treatment or punishment; or armed conflicts. Such recovery and reintegration shall take place in an environment which fosters the health, self-respect and dignity of the child.

Article 40

1. States Parties recognize the right of every child alleged as, accused of, or recognized as having infringed the penal law to be treated in a manner consistent with the promotion of the child's sense of dignity and worth, which reinforces the child's respect for the human rights and fundamental freedoms of others and which takes into account the child's age and the desirability of promoting the child's reintegration and the child's assuming a constructive role in society.
2. To this end, and having regard to the relevant provisions of international instruments, States Parties shall, in particular, ensure that:
 - (a) No child shall be alleged as, be accused of, or recognized as having infringed the penal law by reason of acts or omissions that were not prohibited by national or international law at the time they were committed;
 - (b) Every child alleged as or accused of having infringed the penal law has at least the following guarantees:
 - (i) To be presumed innocent until proven guilty according to law;
 - (ii) To be informed promptly and directly of the charges against him or her, and, if appropriate, through his or her parents or legal guardians, and to have legal or other appropriate assistance in the preparation and presentation of his or her defence;
 - (iii) To have the matter determined without delay by a competent, independent and impartial authority or judicial body in a fair hearing according to law, in the presence of legal or other appropriate assistance and, unless it is considered not to be in the best interest of the child, in particular, taking into account his or her age or situation, his or her parents or legal guardians;
 - (iv) Not to be compelled to give testimony or to confess guilt; to examine or have examined adverse witnesses and to obtain the participation and examination of witnesses on his or her behalf under conditions of equality;
 - (v) If considered to have infringed the penal law, to have this decision and any measures imposed in consequence thereof reviewed by a higher competent, independent and impartial authority or judicial body according to law;
 - (vi) To have the free assistance of an interpreter if the child cannot understand or speak the language used;
 - (vii) To have his or her privacy fully respected at all stages of the proceedings.
3. States Parties shall seek to promote the establishment of laws, procedures, authorities and institutions specifically applicable to children alleged as, accused of, or recognized as having infringed the penal law, and, in particular:
 - (a) The establishment of a minimum age below which children shall be presumed not to have the capacity to infringe the penal law;
 - (b) Whenever appropriate and desirable, measures for dealing with such children without resorting to judicial proceedings, providing that human rights and legal safeguards are fully respected.
4. A variety of dispositions, such as care, guidance and supervision orders; counselling; probation; foster care; education and vocational training programmes and other alternatives to institutional care shall be available to ensure that children are dealt with in a manner appropriate to their well-being and proportionate both to their circumstances and the offence.

Article 41

Nothing in the present Convention shall affect any provisions which are more conducive to the realization of the rights of the child and which may be contained in:

- (a) The law of a State party; or
- (b) International law in force for that State.

PART II

Article 42

States Parties undertake to make the principles and provisions of the Convention widely known, by appropriate and active means, to adults and children alike.

Article 43

1. For the purpose of examining the progress made by States Parties in achieving the realization of the obligations undertaken in the present Convention, there shall be established a Committee on the Rights of the Child, which shall carry out the functions hereinafter provided.
2. The Committee shall consist of ten experts of high moral standing and recognized competence in the field covered by this Convention. The members of the Committee shall be elected by States Parties from among their nationals and shall serve in their personal capacity, consideration being given to equitable geographical distribution, as well as to the principal legal systems. (amendment)
3. The members of the Committee shall be elected by secret ballot from a list of persons nominated by States Parties. Each State Party may nominate one person from among its own nationals.
4. The initial election to the Committee shall be held no later than six months after the date of the entry into force of the present Convention and thereafter every second year. At least four months before the date of each election, the Secretary-General of the United Nations shall address a letter to States Parties inviting them to submit their nominations within two months. The Secretary-General shall subsequently prepare a list in alphabetical order of all persons thus nominated, indicating States Parties which have nominated them, and shall submit it to the States Parties to the present Convention.
5. The elections shall be held at meetings of States Parties convened by the Secretary-General at United Nations Headquarters. At those meetings, for which two thirds of States Parties shall constitute a quorum, the persons elected to the Committee shall be those who obtain the largest number of votes and an absolute majority of the votes of the representatives of States Parties present and voting.
6. The members of the Committee shall be elected for a term of four years. They shall be eligible for re-election if renominated. The term of five of the members elected at the first election shall expire at the end of two years; immediately after the first election, the names of these five members shall be chosen by lot by the Chairman of the meeting.
7. If a member of the Committee dies or resigns or declares that for any other cause he or she can no longer perform the duties of the Committee, the State Party which nominated the member shall appoint another expert from among its nationals to serve for the remainder of the term, subject to the approval of the Committee.
8. The Committee shall establish its own rules of procedure.
9. The Committee shall elect its officers for a period of two years.
10. The meetings of the Committee shall normally be held at United Nations Headquarters or at any other convenient place as determined by the Committee. The Committee shall normally meet annually. The duration of the meetings of the Committee shall be determined, and reviewed, if necessary, by a meeting of the States Parties to the present Convention, subject to the approval of the General Assembly.
11. The Secretary-General of the United Nations shall provide the necessary staff and facilities for the effective performance of the functions of the Committee under the present Convention.
12. With the approval of the General Assembly, the members of the Committee established under the present Convention shall receive emoluments from United Nations resources on such terms and conditions as the Assembly may decide.

Article 44

1. States Parties undertake to submit to the Committee, through the Secretary-General of the United Nations, reports on the measures they have adopted which give effect to the rights recognized herein and on the progress made on the enjoyment of those rights:
 - (a) Within two years of the entry into force of the Convention for the State Party concerned;
 - (b) Thereafter every five years.
2. Reports made under the present article shall indicate factors and difficulties, if any, affecting the degree of fulfilment of the obligations under the present Convention. Reports shall also contain sufficient

information to provide the Committee with a comprehensive understanding of the implementation of the Convention in the country concerned.

3. A State Party which has submitted a comprehensive initial report to the Committee need not, in its subsequent reports submitted in accordance with paragraph 1 (b) of the present article, repeat basic information previously provided.

4. The Committee may request from States Parties further information relevant to the implementation of the Convention.

5. The Committee shall submit to the General Assembly, through the Economic and Social Council, every two years, reports on its activities.

6. States Parties shall make their reports widely available to the public in their own countries.

Article 45

In order to foster the effective implementation of the Convention and to encourage international co-operation in the field covered by the Convention:

(a) The specialized agencies, the United Nations Children's Fund, and other United Nations organs shall be entitled to be represented at the consideration of the implementation of such provisions of the present Convention as fall within the scope of their mandate. The Committee may invite the specialized agencies, the United Nations Children's Fund and other competent bodies as it may consider appropriate to provide expert advice on the implementation of the Convention in areas falling within the scope of their respective mandates. The Committee may invite the specialized agencies, the United Nations Children's Fund, and other United Nations organs to submit reports on the implementation of the Convention in areas falling within the scope of their activities;

(b) The Committee shall transmit, as it may consider appropriate, to the specialized agencies, the United Nations Children's Fund and other competent bodies, any reports from States Parties that contain a request, or indicate a need, for technical advice or assistance, along with the Committee's observations and suggestions, if any, on these requests or indications;

(c) The Committee may recommend to the General Assembly to request the Secretary-General to undertake on its behalf studies on specific issues relating to the rights of the child;

(d) The Committee may make suggestions and general recommendations based on information received pursuant to articles 44 and 45 of the present Convention. Such suggestions and general recommendations shall be transmitted to any State Party concerned and reported to the General Assembly, together with comments, if any, from States Parties.

PART III

Article 46

The present Convention shall be open for signature by all States.

Article 47

The present Convention is subject to ratification. Instruments of ratification shall be deposited with the Secretary-General of the United Nations.

Article 48

The present Convention shall remain open for accession by any State. The instruments of accession shall be deposited with the Secretary-General of the United Nations.

Article 49

1. The present Convention shall enter into force on the thirtieth day following the date of deposit with the Secretary-General of the United Nations of the twentieth instrument of ratification or accession.

2. For each State ratifying or acceding to the Convention after the deposit of the twentieth instrument of ratification or accession, the Convention shall enter into force on the thirtieth day after the deposit by such State of its instrument of ratification or accession.

Article 50

1. Any State Party may propose an amendment and file it with the Secretary-General of the United Nations. The Secretary-General shall thereupon communicate the proposed amendment to States Parties, with a request that they indicate whether they favour a conference of States Parties for the purpose of considering and voting upon the proposals. In the event that, within four months from the date of such communication, at least one third of the States Parties favour such a conference, the Secretary-General shall convene the conference under the auspices of the United Nations. Any amendment adopted by a majority of States Parties present and voting at the conference shall be submitted to the General Assembly for approval.
2. An amendment adopted in accordance with paragraph 1 of the present article shall enter into force when it has been approved by the General Assembly of the United Nations and accepted by a two-thirds majority of States Parties.
3. When an amendment enters into force, it shall be binding on those States Parties which have accepted it, other States Parties still being bound by the provisions of the present Convention and any earlier amendments which they have accepted.

Article 51

1. The Secretary-General of the United Nations shall receive and circulate to all States the text of reservations made by States at the time of ratification or accession.
2. A reservation incompatible with the object and purpose of the present Convention shall not be permitted.
3. Reservations may be withdrawn at any time by notification to that effect addressed to the Secretary-General of the United Nations, who shall then inform all States. Such notification shall take effect on the date on which it is received by the Secretary-General

Article 52

A State Party may denounce the present Convention by written notification to the Secretary-General of the United Nations. Denunciation becomes effective one year after the date of receipt of the notification by the Secretary-General.

Article 53

The Secretary-General of the United Nations is designated as the depositary of the present Convention.

Article 54

The original of the present Convention, of which the Arabic, Chinese, English, French, Russian and Spanish texts are equally authentic, shall be deposited with the Secretary-General of the United Nations.
IN WITNESS THEREOF the undersigned plenipotentiaries, being duly authorized thereto by their respective governments, have signed the present Convention.

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