

# Education for Citizenship and Human Rights



**Project**

i.by2

**Author**

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0.7 % of the proceeds from the sale of this book will go towards the building of a school in Chibuluma (Zambia), a project run by the Development NGO Solidarity, Education, Development (SED).

**IBAIZABAL**



## Index:

<b>1</b>	<b>INTRODUCTION</b> .....	<b>4</b>
<b>2</b>	<b>THE IBAIZABAL EDUCATION FOR CITIZENSHIP PROJECT</b> .....	<b>4</b>
	<b>2.1. Aim of the subject</b> .....	<b>4</b>
	<b>2.2. Link with the other subjects</b> .....	<b>5</b>
<b>3</b>	<b>HOW EDUCATION FOR CITIZENSHIP CONTRIBUTES TOWARDS THE ACQUISITION OF BASIC COMPETENCES</b> .....	<b>5</b>
<b>4</b>	<b>AIMS</b> .....	<b>7</b>
<b>5</b>	<b>STRUCTURING THE SYLLABUS</b> .....	<b>8</b>
<b>6</b>	<b>OUR PROPOSAL</b> .....	<b>9</b>
<b>7</b>	<b>AIMS, CONTENT AND EVALUATION (by unit)</b> .....	<b>11</b>
<b>8</b>	<b>BASIC COMPETENCES</b> .....	<b>19</b>
<b>9</b>	<b>KEY TO THE SUGGESTED TASKS</b> .....	<b>23</b>
<b>10</b>	<b>COMPETENCES</b> .....	<b>39</b>
<b>11</b>	<b>OBJECTIVE TESTS</b> .....	<b>41</b>
<b>12</b>	<b>KEY TO THE OBJECTIVE TESTS</b> .....	<b>48</b>

# 7

## AIMS, CONTENT AND EVALUATION (by unit)

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1<sup>st</sup>

UNIT

Living Together

AIMS

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|---|---|
| <ol style="list-style-type: none"> <li>1. To recognise the human condition in its individual as well as social aspect.</li> <li>2. To accept one’s own identity, characteristics and personal experiences, and to develop self-esteem.</li> <li>3. To use dialogue and mediation to deal with conflicts.</li> <li>4. To develop interpersonal relationships by contributing to happiness in the physical, mental and social aspects of them.</li> </ol> | <ol style="list-style-type: none"> <li>5. To become familiar with the concept of “citizenship”.</li> <li>6. To adopt tolerant attitudes towards the decisions adopted by the group without rejecting one’s own ideas and initiatives.</li> <li>7. To foster the value of effort for acquiring satisfaction related to self-esteem.</li> <li>8. To express and develop feelings and emotions.</li> </ol> |
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Conceptual

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|---|--|
| <ol style="list-style-type: none"> <li>1. The socialization process. Freedom and responsibility.</li> <li>2. Self-concept, self-knowledge and self-esteem.                     <ol style="list-style-type: none"> <li>2.1 The personal life project.</li> </ol> </li> <li>3. Interpersonal relationships.                     <ol style="list-style-type: none"> <li>3.1 Affective relationships.                             <ol style="list-style-type: none"> <li>3.1.1. Friendship.</li> <li>3.1.2. Love.</li> <li>3.1.3. Sexuality.</li> <li>3.1.4. Family relationships.</li> </ol> </li> </ol> </li> </ol> | <ol style="list-style-type: none"> <li>3.2. Interpersonal relationships and new technologies.</li> <li>3.3. The concept of citizenship.                     <ol style="list-style-type: none"> <li>3.3.1. What is Education for Citizenship?</li> </ol> </li> <li>3.4. Social skills and the positive resolution of conflicts.</li> </ol> <p><b>Emotional Education:</b><br/>What is emotional education?<br/>The importance of learning to identify our own emotions and those of other people.</p> |
|---|--|

Procedural

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| <ol style="list-style-type: none"> <li>1. Building a personal life project.</li> <li>2. Solving a puzzle.</li> <li>3. Oral and written expression.</li> <li>4. Reading and interpretation of texts.</li> </ol> | <ol style="list-style-type: none"> <li>5. Conflict resolution proposal.</li> <li>6. Role Play.</li> <li>7. Producing definitions of concepts.</li> <li>8. Writing a discourse.</li> </ol> |
|--|---|

Attitudinal

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|---|--|
| <ol style="list-style-type: none"> <li>1. Developing the value of freedom and responsibility.</li> <li>2. Recognising and valuing the importance of the people with whom we live.</li> <li>3. Valuing oneself positively and coming to terms with one’s limitations.</li> </ol> | <ol style="list-style-type: none"> <li>4. Internalisation of the values of respect, dialogue, love, tenderness, in family and personal relationships.</li> <li>5. Satisfaction of belonging to a group of humans/citizens that shares common values and ideals.</li> <li>6. Recognition of the importance of expressing one’s emotions.</li> </ol> |
|---|--|

CONTENT

EVALUATION

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|---|--|
| <ol style="list-style-type: none"> <li>1. To express the importance of “responsible freedom”.</li> <li>2. To know the meaning of the concepts self-knowledge and self-esteem.</li> <li>3. To realize one’s personal life project and establish levels of commitment for carrying it out.</li> <li>4. To differentiate between the concepts of friendship, love, sexuality and sex.</li> </ol> | <ol style="list-style-type: none"> <li>5. To define the concept of citizenship.</li> <li>6. To identify the steps needed to resolve conflicts in a positive way.</li> <li>7. To express the importance of identifying one’s own emotions and those of other people.</li> </ol> |
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2<sup>nd</sup>  
UNIT

Participation

AIMS

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|---|---|
| <ol style="list-style-type: none"> <li>1. To value the historical significance of democracy and appreciate the principles that underpin democratic systems.</li> <li>2. To encourage participation in politics or other forms of intervention in one's life as a citizen.</li> <li>3. To become aware of Europe's common heritage and its social and cultural diversity.</li> <li>4. To get to know and value forms of civic and school participation.</li> </ol> | <ol style="list-style-type: none"> <li>5. To value the importance of institutions as responsible for public services and the common good.</li> <li>6. To value respect as one of the noblest sentiments in a person.</li> <li>7. To understand authority as a form of respect.</li> </ol> |
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Conceptual

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. Democracy, and political and social participation.             <ol style="list-style-type: none"> <li>1.1. Concept of democracy.</li> <li>1.2. The origins of democracy.</li> </ol> </li> <li>2. The Constitution.             <ol style="list-style-type: none"> <li>2.1. Representative Democracy.</li> </ol> </li> <li>3. The Statute of Autonomy of the Basque Autonomous Community.</li> <li>4. The Charter Community of Navarre.</li> <li>5. Democratic institutions.             <ol style="list-style-type: none"> <li>5.1. The Spanish Parliament.</li> <li>5.2. The Government of the Basque Autonomous Community and the Provincial Councils.</li> </ol> </li> </ol> | <ol style="list-style-type: none"> <li>5.3. The Charter Community of Navarre.</li> <li>5.4. On a general level.</li> <li>5.5. The Law Courts</li> <li>5.6. The Ararteko (Ombudsperson).</li> <li>6. Diversity and Plurality. Looking to Europe.</li> <li>7. Participation.             <ol style="list-style-type: none"> <li>7.1. Participation in the vicinity.</li> <li>7.2. Other forms of social participation.</li> <li>7.3. Participation at school.</li> </ol> </li> <li>8. The common good.</li> </ol> <p><b>Emotional Education:</b><br/>Respect.</p> |
|---|---|

Procedural

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|---|---|
| <ol style="list-style-type: none"> <li>1. Dialogue about democracy.</li> <li>2. Reading and interpretation of legal texts.</li> <li>3. Documents dealing with the localization of local institutions.</li> <li>4. Using the Internet for work on documents.</li> <li>5. Producing a report about EU member countries.</li> <li>6. Drawing the EU flag.</li> </ol> | <ol style="list-style-type: none"> <li>7. Puzzle solving.</li> <li>8. Reflection on one's level of citizenship and on the "lack of respect" towards people and things.</li> <li>9. Debate on: "Graffiti: artistic expression or an attack on public property."</li> <li>10. Test on the "Highway Code" followed by reflection.</li> </ol> |
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Attitudinal

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|--|--|
| <ol style="list-style-type: none"> <li>1. Internalisation and assessment of democracy as the best possible form of government and one that facilitates coexistence.</li> <li>2. Valuing legal texts as the guarantee of democracy.</li> <li>3. Interest in knowing the basic content of various documents, in particular, the references to fundamental rights and public freedoms.</li> </ol> | <ol style="list-style-type: none"> <li>4. Valuing and respecting the principles of pluralism and diversity within the framework of democratic coexistence.</li> <li>5. Putting into practice attitudes of respect towards "public things" and meeting our commitments and responsibilities as citizens.</li> <li>6. Valuing respect as one of the noblest values of the person.</li> </ol> |
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CONTENT

EVALUATION

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| <ol style="list-style-type: none"> <li>1. To get to know the concept of democracy.</li> <li>2. To express the importance of social participation in a democracy.</li> <li>3. To know the essential purposes of various legal texts.</li> <li>4. To identify different institutions: national, autonomous community, charter community, etc.</li> </ol> | <ol style="list-style-type: none"> <li>5. To recognise and value different forms of participation.</li> <li>6. To recognise the reasons why respect is necessary.</li> <li>7. To know how to debate an issue by contributing one's own ideas and respecting those of others, in addition to turn-taking and the process itself.</li> <li>8. To produce appropriate reports.</li> </ol> |
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3<sup>rd</sup>  
UNIT

Diversity

AIMS

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|--|---|
| <ol style="list-style-type: none"> <li>1. To identify the plurality of today’s societies by recognizing the value and wealth that this diversity signifies.</li> <li>2. To value coexistence and defend equality of rights and opportunities for everyone.</li> <li>3. To reject any kind of situation of injustice, discrimination or marginalization that exists,</li> </ol> | <p>whether it is because of gender, beliefs, social differences, sexual orientation, disability, etc.</p> <ol style="list-style-type: none"> <li>4. To recognise oneself as a member of a global citizenry by showing critical respect for the customs and lifestyles of populations different from one’s own.</li> </ol> |
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Conceptual

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|--|--|
| <ol style="list-style-type: none"> <li>1. We live in a plural society.             <ol style="list-style-type: none"> <li>1.1. Diversity, difference, equality-inequality.</li> <li>1.2. Culture.</li> <li>1.3. Towards an intercultural society.</li> <li>1.4. Difference/equality.</li> </ol> </li> <li>2. Globalisation.</li> </ol> | <ol style="list-style-type: none"> <li>3. Social equality.             <ol style="list-style-type: none"> <li>3.1. Disability, a form of diversity.</li> <li>3.2. Ethnic minorities.</li> </ol> </li> <li>4. Valuing plurality.</li> </ol> <p><b>Emotional Education:</b><br/>Hate</p> |
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Procedural

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|--|--|
| <ol style="list-style-type: none"> <li>1. Classification of the people in one’s vicinity on the basis of different variables.</li> <li>2. Defining and distinguishing between concepts.</li> <li>3. Oral and written expression.</li> <li>4. Identification of everyday items and where they come from.</li> </ol> | <ol style="list-style-type: none"> <li>5. Critical analysis of disability.</li> <li>6. Drawing up a list of situations in history in which hate has been present.</li> </ol> |
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Attitudinal

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. Interest in finding out about the different types of people that coexist in the vicinity closest to one.</li> <li>2. Valuing plurality as something that enriches people and societies.</li> <li>3. Internalisation of positive values which derive from globalisation, and a critical attitude towards negative values.</li> </ol> | <ol style="list-style-type: none"> <li>4. Sensitiveness for spotting situations of marginalisation or rejection.</li> <li>5. Rejecting hate as the contrary of love and as the prelude to violence in its different forms.</li> </ol> |
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CONTENT

EVALUATION

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| <ol style="list-style-type: none"> <li>1. To recognise and value different manifestations of diversity and pluralism.</li> <li>2. To define the concepts of interculturality and globalisation.</li> <li>3. To express the reasons why social equality is necessary.</li> </ol> | <ol style="list-style-type: none"> <li>4. To get to know the concept of culture.</li> <li>5. To recognise hate as the feeling that is contrary to love and the one that generates injustice.</li> <li>6. To express ideas politely and correctly orally and in writing.</li> </ol> |
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4<sup>th</sup>  
UNIT

Equality

AIMS

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|--|--|
| <ol style="list-style-type: none"> <li>1. To know that equality of opportunities means that the possibilities of success of people depend exclusively on their capacity and merit.</li> <li>2. To understand equality as an obligation, to recognise the rights of women and value the difference of sexes and equality of rights between them.</li> </ol> | <ol style="list-style-type: none"> <li>3. To reject any form of stereotype and violence against women.</li> <li>4. To be aware of the need to share the housework.</li> <li>5. To use empathy in interpersonal relationships.</li> </ol> |
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Conceptual

- |   |   |
|---|---|
| <ol style="list-style-type: none"> <li>1. Equality and identity.                     <ol style="list-style-type: none"> <li>1.1. The road towards equality.</li> <li>1.2. The feminist movement.</li> <li>1.3. Gender</li> <li>1.4. What are we talking about when we refer to equality?</li> </ol> </li> <li>2. Feminine stereotypes.</li> </ol> | <ol style="list-style-type: none"> <li>3. Housework.                     <ol style="list-style-type: none"> <li>3.1. Man-woman co-responsibility.</li> </ol> </li> <li>4. Violence against women.                     <ol style="list-style-type: none"> <li>4.1. Domestic ill-treatment.</li> </ol> </li> </ol> <p><b>Emotional Education:</b><br/>Empathy</p> |
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Procedural

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|---|--|
| <ol style="list-style-type: none"> <li>1. Gathering of information and comparison of ideas.</li> <li>2. Oral and written expression.</li> <li>3. Link between concepts and ideas.</li> <li>4. Completing timelines on the struggle for equality.</li> <li>5. Research into the Basque matriarchy and producing a report on it.</li> </ol> | <ol style="list-style-type: none"> <li>6. Distinguishing between equality and identity.</li> <li>7. Selection and critical interpretation of adverts or publicity messages about women.</li> <li>8. Use of the Internet to study gender violence in depth.</li> <li>9. Distinguishing between judgements of fact and judgements of value.</li> </ol> |
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Attitudinal

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|--|---|
| <ol style="list-style-type: none"> <li>1. Valuing equality of opportunities as an undeniable right of the person.</li> <li>2. Interest in knowing about the road towards equality for women.</li> <li>3. Rejection of any kind of stereotype linked to women.</li> </ol> | <ol style="list-style-type: none"> <li>4. Accepting household chores irrespective of sex.</li> <li>5. Sensitivity for spotting any kind of ill-treatment of women, and for reporting these situations.</li> </ol> |
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CONTENT

EVALUATION

- |  |   |
|--|---|
| <ol style="list-style-type: none"> <li>1. To distinguish between the concepts of equality and identity.</li> <li>2. To know the main aspects of the feminist movement.</li> <li>3. To define the word gender</li> <li>4. To recognise the need for woman-man co-responsibility.</li> </ol> | <ol style="list-style-type: none"> <li>5. To identify attitudes that amount to ill-treatment.</li> <li>6. To analyse adverts and publicity messages critically.</li> <li>7. To use a range of information sources appropriately.</li> <li>8. To define the concept of empathy.</li> </ol> |
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5<sup>th</sup>  
UNIT

Human Rights

AIMS

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|--|---|
| <ol style="list-style-type: none"> <li>1. To value and accept the main rights and obligations deriving from the Declaration of Human Rights.</li> <li>2. To know the classifications of human rights and the reasons behind these classifications.</li> <li>3. To identify the causes leading to the violation of human rights.</li> <li>4. To spot situations of discrimination that should be rejected.</li> </ol> | <ol style="list-style-type: none"> <li>5. To know the “Convention on the Rights of the Child” and how it is linked to the Declaration of Human Rights.</li> <li>6. To promote the recognition of the idea of belonging to a global citizenry, by identifying and rejecting situations of injustice, and by working for peace.</li> <li>7. To identify some of the causes and consequences of military conflicts.</li> <li>8. To know and appreciate the importance of motivation in personal achievements.</li> </ol> |
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Conceptual

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|--|---|
| <ol style="list-style-type: none"> <li>1. The Declaration of Human Rights: one of humanity’s great conquests.                     <ol style="list-style-type: none"> <li>1.1. The person, the social being with rights and obligations.</li> </ol> </li> <li>2. The birth of human rights</li> <li>3. Characteristics of human rights.</li> <li>4. Classification of human rights.</li> <li>5. Human rights as a code of ethics.</li> <li>6. Defence of human rights.</li> </ol> | <ol style="list-style-type: none"> <li>7. Convention on the Rights of the Child.                     <ol style="list-style-type: none"> <li>7.1. Childhood and reality.</li> </ol> </li> <li>8. UNICEF and the rights of children.</li> <li>9. Building peace.                     <ol style="list-style-type: none"> <li>9.1. Armed conflicts.</li> <li>9.2. Some data on conflicts in the world.</li> </ol> </li> </ol> <p><b>Emotional Education:</b><br/>Motivation</p> |
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Procedural

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|---|--|
| <ol style="list-style-type: none"> <li>1. Coming up with one’s own definition of rights and obligations.</li> <li>2. Collecting information about the UN and Amnesty International.</li> <li>3. Oral and written expression.</li> <li>4. Solving a puzzle.</li> <li>5. Identifying concepts and definitions.</li> <li>6. Producing a list of obligations and needs of the class.</li> </ol> | <ol style="list-style-type: none"> <li>7. Classification of rights.</li> <li>8. Summarizing the main ideas in a text.</li> <li>9. Reflection on the rights of children.</li> <li>10. Using the Internet to find out about UNICEF and its projects.</li> <li>11. Analysis of the main conflicts in the world that are currently ongoing.</li> <li>12. Producing a press dossier.</li> </ol> |
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Attitudinal

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| <ol style="list-style-type: none"> <li>1. Valuing the Declaration of Human Rights as one of humanity’s great conquests.</li> <li>2. Interest in knowing the content and scope of the Declaration of Human Rights.</li> <li>3. Assessment of obligations and basic rules for coexistence.</li> <li>4. Sensibility to be alert, to discover and to feel supportive when faced with situations in which basic human rights are violated.</li> </ol> | <ol style="list-style-type: none"> <li>5. Valuing the Rights of Children as a necessity.</li> <li>6. Valuing the work of organisations that work in favour of children.</li> <li>7. Rejection of any kind of violence and appreciation of the value of peace.</li> <li>8. Valuing motivation as the driving force behind our actions.</li> </ol> |
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CONTENT

EVALUATION

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|--|--|
| <ol style="list-style-type: none"> <li>1. To recognise Human Rights as essential rights shared by all citizens.</li> <li>2. To identify the principles, rights and obligations in the Universal Declaration of Human Rights.</li> <li>3. To know the main characteristics of human rights.</li> <li>4. To repudiate and denounce situations in which human rights are violated.</li> </ol> | <ol style="list-style-type: none"> <li>5. To link the Declaration of Human Rights with the Convention on the Rights of the Child.</li> <li>6. To know the basic characteristics of UNICEF and value its work.</li> <li>7. To describe some of the causes and consequences of military conflicts.</li> <li>8. To define the concept of Peace.</li> <li>9. To know how to select and analyse texts.</li> </ol> |
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# 6<sup>th</sup>

## UNIT

### Citizenship in a Global World

#### AIMS

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| <ol style="list-style-type: none"> <li>1. To recognise inequality as one of the characteristics of today's world, and critically assess its causes and consequences.</li> <li>2. To identify the consequences of globalisation in today's society.</li> <li>3. To be aware of the positive and negative effects of globalisation as regards the economic development of countries and the</li> </ol> | <p>distance that separates the richest from the poorest ones.</p> <ol style="list-style-type: none"> <li>4. To know the different programmes in favour of sustainable development.</li> <li>5. To be aware of the environmental situation and adopt responsible attitudes in the care of the environment.</li> <li>6. To participate actively in the School Agenda 21 programme.</li> </ol> |
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#### Conceptual

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| <ol style="list-style-type: none"> <li>1. Globalisation and interdependence.</li> <li>2. Poverty.             <ol style="list-style-type: none"> <li>2.1. Poverty and the Third World.                 <ol style="list-style-type: none"> <li>2.1.1. Assisting development.</li> <li>2.1.2. The Millennium Goals.</li> <li>2.1.3. The faces of poverty.</li> </ol> </li> <li>2.2. Poverty and the First World.                 <ol style="list-style-type: none"> <li>2.2.1. Lack of employment.</li> </ol> </li> </ol> </li> <li>3. Sustainable development.</li> </ol> | <ol style="list-style-type: none"> <li>3.1. Basque Strategy for Sustainable Development 2002-2020.</li> <li>3.2. Agenda 21.                 <ol style="list-style-type: none"> <li>3.2.1. Local Agenda 21.</li> <li>3.2.2. School Agenda 21.</li> </ol> </li> <li>4. Rational consumption.</li> </ol> <p><b>Emotional Education:</b><br/>Equality.</p> |
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#### Procedural

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|---|---|
| <ol style="list-style-type: none"> <li>1. Making a list of the practical effects of globalisation in daily life.</li> <li>2. Reflection on the positive and negative effects of globalisation.</li> <li>3. Solving a puzzle.</li> <li>4. Distinguishing between concepts: poor countries and impoverished countries.</li> </ol> | <ol style="list-style-type: none"> <li>5. Production of reports.</li> <li>6. Use of the Internet to gather information about the 0.7% Platform, and "Fair Trade".</li> <li>7. Making lists of and quantifying "essential expenses" and "brands or makes preferred by young people".</li> <li>8. Text commentary.</li> </ol> |
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#### Attitudinal

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| <ol style="list-style-type: none"> <li>1. Discovering and internalizing the values that globalisation implies.</li> <li>2. Awareness of interdependence in conditions of equality.</li> <li>3. Critical stance with respect to market laws.</li> <li>4. Discovering the human face of poverty.</li> </ol> | <ol style="list-style-type: none"> <li>5. Defence of an economy at the service of solidarity.</li> <li>6. Internalising the values implied by working for sustainability.</li> <li>7. Valuing social equality not only as a right, but also as an obligation.</li> </ol> |
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#### CONTENT

#### EVALUATION

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| <ol style="list-style-type: none"> <li>1. To identify the characteristics of globalisation and interdependence in today's society.</li> <li>2. To recognise the Millennium Goals and develop responsible attitudes that will contribute towards achieving them.</li> <li>3. To know, and know how to draw the distinction between the concept of "poverty" in the First and the Third World.</li> <li>4. To know what is being undertaken in the matter of sustainable development on a world and local level.</li> </ol> | <ol style="list-style-type: none"> <li>5. To show, when faced with everyday life situations, civic and participatory attitudes relating to care of the environment, responsible consumption, etc.</li> <li>6. To know how to read a text comprehensively, get to know its structure and extract the main ideas.</li> <li>7. To recognise equality as a value.</li> </ol> |
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