

Education for Citizenship and Human Rights



Project

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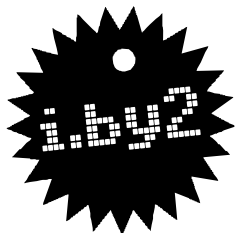
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7

AIMS, CONTENT AND EVALUATION (by unit)

1st

UNIT

Living Together

AIMS

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

Conceptual

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

Procedural

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

Attitudinal

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

CONTENT

EVALUATION

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

2nd
UNIT

Participation

AIMS

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

Conceptual

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

Procedural

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

Attitudinal

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

EVALUATION

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|--|--|
| <ol style="list-style-type: none"> 1. To get to know the concept of democracy. 2. To express the importance of social participation in a democracy. 3. To know the essential purposes of various legal texts. 4. To identify different institutions: national, autonomous community, charter community, etc. | <ol style="list-style-type: none"> 5. To recognise and value different forms of participation. 6. To recognise the reasons why respect is necessary. 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. 8. To produce appropriate reports. |
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3rd
UNIT

Diversity

AIMS

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| <ol style="list-style-type: none"> 1. To identify the plurality of today’s societies by recognizing the value and wealth that this diversity signifies. 2. To value coexistence and defend equality of rights and opportunities for everyone. 3. To reject any kind of situation of injustice, discrimination or marginalization that exists, | <p>whether it is because of gender, beliefs, social differences, sexual orientation, disability, etc.</p> <ol style="list-style-type: none"> 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. |
|--|---|

Conceptual

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

Procedural

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

Attitudinal

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

CONTENT

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

4th
UNIT

Equality

AIMS

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| <ol style="list-style-type: none"> 1. To know that equality of opportunities means that the possibilities of success of people depend exclusively on their capacity and merit. 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. | <ol style="list-style-type: none"> 3. To reject any form of stereotype and violence against women. 4. To be aware of the need to share the housework. 5. To use empathy in interpersonal relationships. |
|--|--|

Conceptual

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

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

Attitudinal

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

EVALUATION

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

Human Rights

AIMS

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

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

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

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

EVALUATION

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

Citizenship in a Global World

AIMS

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

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

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

Attitudinal

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

EVALUATION

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