



Pestalozzi

Training Resources

Education for Democratic Citizenship (EDC) Experiencing Human Rights Education

by

Author: Višnja Rajić - Croatia

Editor: Miguel Ángel García López



The Pestalozzi Programme
Council of Europe Training Programme for education professionals

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The opinions expressed in this work are the responsibility of the authors and do not necessarily reflect the official policy of the Council of Europe.

Theme: Holistic approach to EDC/HRE

Expected outcome

- To promote holistic pedagogical approach to ECD/HRE effecting cognitive, affective and motor skills of a student
- To raise the level of student/teacher motivation for the elements of EDC/HRE
- To develop creativity
- To develop basic competences and knowledge on the topic of citizenship and human rights as an inevitable part of school curriculum. EDC and HRE should not be approached as a specific subject or as a separate part of curriculum. This TU approaches the EDC/HRE from a holistic perspective and demonstrates a possibility for implementation of EDC/HRE in any subject through different activities (at the same time influencing cognitive, motor and affective skills).

Target group

Type of training	School level	Subject area
Pre-service training In-service training	Primary School	Holistic approach to EDC and HRE

Brief description of the unit

This training unit aims at creating a holistic approach to educating EDC/HRE. The main goal is to deal with the topics of EDC/HRE interesting for the students respecting their need for movement, affective and cognitive skills as well as the creativity and intrinsic motivation. The aim is to raise the awareness of the relevance of various topics of democratic citizenship education and human rights education as well as to develop some basic skills in dealing with those issues in the primary school classroom.

The unit is divided into six activities. Students work in differentiated groups. After finishing the task groups rotate to the next one.

Tasks are organized in that way to satisfy students needs for movement, emotional and cognitive interaction. Tasks will develop children's' motivation and creativity.

The training unit starts with a short introduction after which students rotate through different activities. Each group has a different arrangement of activities.

Activity 1: WHAT I KNOW ABOUT HRE/EDC – influencing motor and cognitive skills of the child. A game of “školica” is played where children throw a small object in to the field (1-10).
Every time they play a game they read a short text about topics of HRE/EDC.

Activity 2: CITIZENSHIP COMPETENCE – influencing cognitive and creative abilities of students. Flash cards representing citizenship competence are taken to students (each student has one flash card). They describe the image on the flash card try to describe it without the exact term. After guessing the terms group discusses them and write short sentences as a conclusion on meaning of the cards.

Activity 3: WHAT IS EDUCATION FOR HUMAN RIGHTS FOR ME? – influencing affective and creative abilities of students. Creativity packs (a bag with string, piece of cloth, piece of colored paper, a cork, glitter, clay). Each student makes their own vision of human rights.

Activity 4: MAKING OF PICTUREBOOK – influencing affective, creative and cognitive student’s skills. Students are given short stories that they have to read and make a picture book about the story.

Activity 5: ROLE MODELS IN HUMAN RIGHTS – influencing affective and cognitive student’s skills. Flash cards and control cards with images and short texts about the person. Students have to connect the image with the text. To check the correct answer students find the control card. At the end of the activity students fill-in a table: True - False with details of persons biography. A short discussion on the biography of role models in HR should follow.

Activity 6: DISCUSSION of all groups on the topic of HRE/DCE. At the end, each teacher writes a brief report addressing

- the appropriateness of the activities in the unit,
- the activity they found most interesting
- the outcome for him or herself as a teacher

Methods/techniques used

- Differentiated group work
- Cyclic exchange of group work
- Practical work
- Cooperative learning
- Individual work

Time 3 hours

Introduction	▶ 10 minutes
Activity 1: What I know about HRE/EDC	▶ 20 minutes
Activity 2: Citizenship competence	▶ 20 minutes
Activity 3: What is human rights education for me	▶ 20 minutes
Activity 4: Making of a picture book	▶ 20 minutes
Activity 5: Role models in human rights	▶ 20 minutes
Activity 6: Discussion on EDC and HRE activities	▶ 30 minutes
Evaluation and Assessment Session	▶ 30 minutes

Tips for trainers:

- Each group starts from a different activity. Decide in advance the way that group rotate.
- The activities could be used separately as different lessons as introduction to different topics in HRE/EDC
- Students do not need a good knowledge of the HRE/EDC, but should understand the basic terminology.
- These activities take a fair amount of preparation but the training puts emphasis on student activity and work. The role of the trainer during all these activities (except from discussion – activity 6) is to facilitate peer support and learning among the participants – as expected from student centered approach.

Resources

Appendix 1: “školica” image
Appendix 2: Cards for teachers ¹
Appendix 3: Cards for primary school students
Appendix 4: EDC/HRE questionnaire
Appendix 5: Citizenship flash cards for discussion:
Appendix 6: The meaning of HRE
Appendix 7: Stories on attitudes toward Human Rights
Appendix 8: Role models in Human rights - Cards
Appendix 9: True – False questionnaire
Appendix 10: Evaluation questionnaire
How all teachers can support citizenship and human rights education: A framework for the development of competences?

Preparatory reading

- *How all teachers can support citizenship and human rights education: A framework for the development of competences.*
Available online at:
http://www.coe.int/t/dg4/education/edc/Source/Pdf/Documents/6555_How_all_Teachers_A4_assemble.pdf

¹Different elements adopted from: Education Commission of the States (2004); Developing Citizenship Competencies from Kindergarten through Grade 12: A Background Paper for Policymakers and Educators
Brett, P, Mompoin-Gaillard, P. & Salema, M.H. (2009). *How all teachers can support citizenship and human rights education: a framework for the development of competences?* Strasbourg: Council of Europe Publishing.



10 minutes

Introduction

Sit in the circle together with your students and explain the aim and the course of the following activities. You can use this time to explain the main objectives and to prepare them for the forms of work.

Tell them that you all will be working all of the activities but in different time and that you (the teacher) will be the time keeper. They have 20 minutes for each activity. Divide the students in the groups of 4-5 students in each group and explain that on each station in the classroom they will have written instruction on what to do. You can explain the each activity for all the students while seated in the circle (it is advisable when working with primary education students – you can find the explanation in the supplements). During the activities later on once the group changes the station and gets a new task one of the students in each group should reads out loud (again) the instruction for all the students in his/her group.

Once you say the time is up they have to switch stations that they are working in. It is advisable to tell them when it is five minutes before the end of activity so that they can finish it in time. Once they group in groups you can put them in their starting positions – each group at one station (choosing a color representing the activity, or on the basis of their preference...). It is good to write down the order of activities on the blackboard or on a piece of paper so that the students know where the students go once they start rotating activities.

For example:

What I know about HRE/EDC ⇒ citizenship competence ⇒ what is human rights education for me ⇒ making of picture book ⇒ role models in human rights ⇒ what I know about HRE/EDC

Activity 1 What I know about human rights education



20 minutes

	Notes
<p>▶ General aim</p> <ul style="list-style-type: none"> ➤ To learn general information about Human rights education and education for democratic citizenship. To find out what students know and to find what they are interested in for further lesson development <p>▶ Specific aims</p> <ul style="list-style-type: none"> ➤ To inform students on the basic information about HRE/EDC ➤ To reflect on the content of HRE/EDC learning ➤ To satisfy students needs for movement (specific for primary school students) 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➤ Group work ➤ Individual work ➤ Game 	
<p>▶ Resources</p> <ul style="list-style-type: none"> ➤ Appendix 1: “školica” image ➤ Appendix 2: Cards for teachers, ➤ Appendix 3: Cards for primary school students ➤ Appendix 4: EDC/HRE questionnaire ➤ <i>How all teachers can support citizenship and human rights education: A framework for the development of competences?</i> 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➤ Space for work in a smaller group (4 to 5) ➤ Free space on the floor for a game ➤ A piece of wood or a stone(for throwing on the floor, maybe a rubber even or a piece of chalk) 	

<ul style="list-style-type: none"> ➤ Drawing of “školica” on the floor (or a shape made by sticking tape on the floor) it needs to be fixated – so that the students don’t get hurt while skipping. ➤ Print out cards (Appendixes 2 or 3) with the necessary text 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➤ Step 1: Explain the aims of the game to the group – the rules can be left as a written instruction for one of them to read it out loud for the others ➤ Step 2: Each participant takes turn in the physical activity and then reads the text on the card with the same number. ➤ Step 3: Students fill in the questioner. ➤ “školica” game - Detailed description: <ul style="list-style-type: none"> • Draw a “školica” shape on the floor in the classroom or in front of the classroom – (See Appendix 1) depending on the space you have. Each square should be big enough for a whole foot to fit in approximately (30 cm). Put the squares in the shape as shown on the drawing and number them 1 – 10. Students throw small stones or pieces of wood, or rubber (something heavy enough to throw on the floor and not to damage the floor) one at the time. The students throw the “pack” one at the time. They start by throwing a “pack” at number one. Once it is a student’s turn to throw he/she throws the stone on the square 1 they skip to the top (number 10) and back. • Then he/she takes a note numbered 1 and reads the facts on human rights on the card number 1 (Appendix 2: Cards for teachers). As he/she reads the note he/she fills out the table. What I knew – didn’t know – would like to learn more about (See Appendix EDC/HRE questionnaire). As they move across the squares on the floor the students take notes with the numbers according to the number of the square. (Appendix 1) (you will need at least two sets of cards with notes for the students so that one can read as the other jumps and a table with questions for each student). • This game has different rules in different countries – so I suggest that the children play by the rules they already know (not to step on the line, hop on one foot or two feet...). • If working with children in primary school simplify the text (Appendix 3) 	

<p>▶ Tips to trainers/anticipated difficulties</p> <ul style="list-style-type: none"> ➤ Before the activity prepare the notes with the information about human rights ➤ Draw “školica” on the floor with a chalk ➤ If you have tiles on the floor make sure that you throw something during the game that does not damage them 	
<p>▶ Debriefing/reflecting</p> <ul style="list-style-type: none"> ➤ Filling in the questioner and a group reflection on what the students knew on the topic of HRE. 	

Activity 2 Citizenship education



20 minutes

Notes	
<p>▶ General aim</p> <ul style="list-style-type: none"> ➤ To learn general information about Citizenship education. <p>▶ Specific aims</p> <ul style="list-style-type: none"> ➤ To further familiarize the participants with the typical sequencing of a CL activity. ➤ To help them understand why each of these steps are useful and necessary. ➤ To make them realize how CL can be used to overcome the shortcomings of other forms of group work. 	
<p>▶ Methods/techniques used:</p> <ul style="list-style-type: none"> ➤ Group work (buzz group) ➤ Discussion 	

<p>▶ Resources</p> <ul style="list-style-type: none"> ➤ Flash cards with images from EDC (supplement) ➤ Flash cards with definitions of the images 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➤ Space for work in a smaller group (4 to 5) ➤ Prepared flash cards with different images (Appendix 5) ➤ Make sure that the students describe the right terms (perhaps write them on the flash card). 	
<p>▶ Instructions/procedure</p> <ul style="list-style-type: none"> ➤ Step 1: Explain the aims of the game to the group (it can be left as a written message for one of them to read it out loud for the others) A brief description of what EDC/HRE is placed on the table. One of the students reads it out loud for all the others. ➤ <i>“Education for democratic citizenship and human rights education are closely interrelated and mutually supportive. They differ in focus and scope rather than in goals and practices. Education for democratic citizenship focuses primarily on democratic rights and responsibilities and active participation, in relation to the civic, political, social, economic, legal and cultural spheres of society, while human rights education is concerned with the broader spectrum of human rights and fundamental freedoms in every aspect of people’s lives.”</i> (Appendix 5) ➤ Step 2: Each participant takes a flash card from a centre of the table (a pile marked with step A or step 1) with an image representing an element of EDC ➤ Step 3: Each student takes turn in describing what he sees on the card without showing it to other group members. The student can’t use the specific term, but have to describe what each of them sees while other students guess what is in the picture. (Constitution, voting, rights and responsibilities...). Other students do not see the card until they guess what is on it. Then they place it facing upwards so that everyone can see the image). ➤ After guessing all the terms students compare their “definitions” and the once already prepared for them on different flash cards (step B or step 2). Each student reads out loud the definition on the card. ➤ Step 4: Group discussion on the images and why they are a part of EDC/HRE 	

<ul style="list-style-type: none"> ➤ Step 5: Each of the students write down what the image they had to describe represents and its importance in connection to EDC. ➤ Answering the question: “Why _____ cannot be left out EDC/HRE?” 	
<p>▶ Tips to trainers/anticipated difficulties</p> <ul style="list-style-type: none"> ➤ If possible print the cards in color. ➤ Remind the students if necessary on the level of noise 	
<p>▶ Debriefing/reflecting</p> <ul style="list-style-type: none"> ➤ Reflecting on EDC – within the group 	

Activity 3 What is human rights education for me?



20 minutes

	Notes
<ul style="list-style-type: none"> ▶ General aim <ul style="list-style-type: none"> ➤ Develop and reflect on the idea of HRE in primary school ▶ Specific aims <ul style="list-style-type: none"> ➤ Help teachers/students to develop a creative and interesting way to address the understanding and vision of HRE while developing student’s affective skills and creativity ➤ Developing motor skills ➤ Developing creativity 	

<p>▶ Methods/techniques used:</p> <ul style="list-style-type: none"> ➤ Practical individual work ➤ Presentation 	
<p>▶ Resources</p> <ul style="list-style-type: none"> ➤ Appendix 6: The meaning of HRE ➤ A small bag for each participant (about 25 – 30 all together for all groups – bags can differ). Bags should be filled with different small objects: a few pins, an elastic band(s), a piece of string, small pieces of colored paper, glitter, a small amount of clay or play doe, a small piece of cloth, paper-clips, etc... ➤ Put on the table coloring pens, glue and scissors. 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➤ Make sure that you have enough chairs for all in the group as well as enough resources and space for creative work. 	
<p>▶ Instructions / procedure</p> <ul style="list-style-type: none"> ➤ Step 1: There is a note on the table explaining the meaning of HRE: (See Appendix 6) ➤ Step 2: Each participant gets a bag with all the elements inside (see resources). In the bag there are instructions as well: ➤ <i>“Try and make a form from offered objects that represent HRE for you. You cannot do it wrong! It is your idea and vision of HRE!”</i> ➤ Step 3: Students work individually on their shapes and forms. ➤ Step 4: Each participant presents their work to the rest of the group. 	
<p>▶ Tips to trainers/anticipated difficulties</p> <ul style="list-style-type: none"> ➤ This activity is individual work and serves the purpose of having each participant identify and visualize HRE. The activity tries to influence student’s affective and motor skills and creativity. ➤ Make sure that before the activity students have correctly understood the basic components of EDC/HRE 	
<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➤ Student’s demonstration of finished work 	

Activity 4 Making of a picture book



20 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➤ To reflect on a story on a topic of human rights and illustrate a picture book of it <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➤ Developing student affective sphere (empathy and understanding). ➤ Developing student creativity 	
<p>▶ Methods/techniques used:</p> <ul style="list-style-type: none"> ➤ Group work ➤ Reading and working on a text ➤ Discussion ➤ Cooperative and practical work 	
<p>▶ Resources</p> <ul style="list-style-type: none"> ➤ You should have 4 – 5 different short stories representing different situations that could actuate student attitudes toward Human Rights (Appendix 7: Stories on attitudes toward Human Rights) ➤ Thick paper, writing paper, scissors, glue, coloring pens, string to tie the pieces together in a picture book ➤ A big enough table for a group of 5 - 6 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➤ Collect the picture books and put them in a visible place for presentation 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➤ Step 1: The group sits around the table and reads a short story (See Appendix 7 Stories on attitudes toward Human Rights). They reflect on the story and identify the main topic in relation to EDC/HRE, emotion, characters and message of the story. 	

<ul style="list-style-type: none"> ➤ Step 2: Each participant decides which part of the story they want to illustrate and think of the elements of EDC/HRE in it ➤ Step 3: Students put all the pieces together and make a picture book in their own words 	
<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ Make sure that the group takes track of time for this activity 	
<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➤ Reflection on activity and completed work 	

Activity 5 Role models in human rights



20 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➤ To learn about the most influencing people who developed the idea and implementation of human rights into today's society <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➤ To develop student cognitive skills ➤ To develop students' understanding of the idea of human rights. 	
<p>▶ Methods/techniques used:</p> <ul style="list-style-type: none"> ➤ Group work ➤ Reading ➤ Discussion ➤ Cooperative work, individual work 	

<p>▶ Resources</p> <ul style="list-style-type: none"> ➤ Appendix 8: Role models in Human rights - Cards. Flash cards with the names and the short text about the people represented in pictures Control cards which show the correct answers of card connections ➤ Appendix 9: True – False questionnaire 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➤ Put flash cards and control cards in different envelopes 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➤ Step 1: The group sits around the table and opens an envelope with flash cards inside. They read out loud the text about the people on the pictures and try to connect them in the right way connecting the image, the name and the biography of the person (Appendix 8: Role models in Human rights – Cards) ➤ Step 2: Once the students finish connecting the cards they take out control cards and check the answer ➤ Step 3: If everything is connected correctly students fill in a questioner: True – False (Appendix 9) with details from the flash cards ➤ A short discussion on what is written on the cards. Discussing why? Who? Where? How? ➤ Try and answer the question: If I had to choose the most important person of the once we had read about who would it be and why? 	
<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ Explain to students that they should take out control cards once they finish connecting all the cards. Control cards and flash cards should be put back in the envelope before filling in the questioner. 	
<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➤ Reflection on activity and completed work 	

Activity 6 Discussion on EDC and HRE activities



30 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➢ To identify methods, themes and issues that are suitable for working with EDC and HRE in the primary school. <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➢ To sum up the experience from the previous work ➢ To present creative pieces of work ➢ To reflect on the activities that the students have undergone 	
<p>▶ Methods/techniques used:</p> <ul style="list-style-type: none"> ➢ Discussion and reflection ➢ Presentation 	
<p>▶ Resources</p> <ul style="list-style-type: none"> ➢ Resources produced during the training unit. 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➢ Allow enough time for the presentation of picture books and models 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➢ Step 1: All participants sit in a circle and reflect on the activities. They present picture books of each group and prepare a space for a small exhibition of their creative work. ➢ Step 2: The participants look critically at the materials that used in the activities and consider whether the same could be used in a primary classroom. ➢ As (future) teachers we evaluate the methods used and the reason for doing so. 	
<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➢ Give all participants the chance to express their opinion. 	
<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➢ This whole activity is an extensive reflection on the whole training unit. 	

Evaluation and assessment

General aim:

- To identify methods and approaches suitable for working with EDC and HRE in primary school having in mind holistic approach to student education.

Resources:

- Resources produced during the training unit.
- Appendix 10: Evaluation questionnaire

Instructions/procedure:

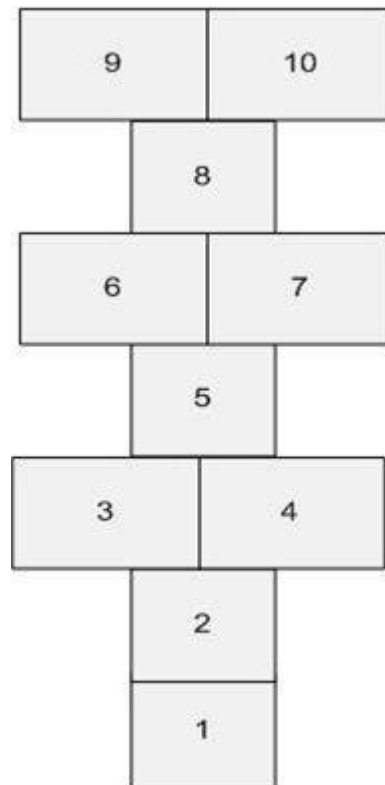
- TU evaluation through a questionnaire hand out (Appendix 10: Evaluation questionnaire)
- Open round for evaluative comments

References

- Kollob, R and Krapf, P. (2009). *Teaching democracy – A collection of models for democratic citizenship and human rights education* (EDC/HRE Volume VI). Strasbourg: Council of Europe Publishing.
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- Bognar, B. ed. (2009) *Encouraging creativity in education Collection of papers – a Handbook for Current and Future Teachers*
- O Shea, K (2003) *A Glossary of terms for Education for Democratic Citizenship*, Council of Europe
- www.dadalos.org

Appendix 1:

“školica” image



Appendix 2:

Cards for teachers

Cards with numbers 1 – 10, which students get to, read out loud once they play each level of the game.

Number 1:

One of the 8 key competences is: social and civic competences. Social competence refers to personal, interpersonal and intercultural competence and all forms of behavior that equips individuals to participate in an effective and constructive way in social and working life. It is linked to personal and social well-being. Civic competence equips individuals to engage in active and democratic participation.

Number 2:

Effective education for democratic citizenship contributes towards developing value oriented knowledge, action-based skills and change-centered competences that empower young people and strengthen social justice.

Number 3:

Key concepts that underpin EDC/HRE, include democracy, rights, responsibilities, tolerance, respect, equality, diversity and community. EDC/HRE also involves the dimensions of knowledge and understanding, skills, attitudes and values. These dimensions are brought together through teaching and learning approaches, which have the primary goal of shaping and changing the attitudes and behavior of young people through their adult lives.

Number 4:

The core objective of EDC/HRE as encouraging and supporting learners to become active, informed and responsible citizens:
Aware of their rights and responsibilities as citizens; informed about the social and political world; concerned about the welfare of others; active in their communities; responsible in how they act as citizens.

Number 5:

Schools and other organizations foster civic engagement when they help students to do the following:

Gain meaningful historical and contemporary civic knowledge; Gain knowledge and skills in working with others toward political goals; Gain skills in interpreting political information such as that from mass media; Learn how to participate in respectful discourse about social and political issues; Respect the rule of law and civil liberties...

Number 6:

Civic-related *knowledge* (both historical and contemporary)

This knowledge includes historical knowledge, such as understanding the structure and mechanics of constitutional government and contemporary knowledge, knowing who the local political actors are, and current issues of local debate and concern.

Number 7:

Cognitive and participative *skills* (and associated behaviors)

These skills include the ability to understand and check data about government and local issues, and articulate abstract concepts such as patriotism and democracy. Participatory skills refer to a student's ability to be part of an informed discussion about a candidate or be able to resolve conflict as part of a group.

Number 8:

Dispositions (motivations for behavior and values/attitudes)

Students will not necessarily connect knowledge and skills to their civic dispositions without experience or a reason to believe their participation is worthwhile. Civic dispositions can include support for justice and equality, a sense of personal responsibility (to include voting and obeying the law) and a personal commitment to others and their well-being.

Number 9:

Examples of knowledge relating to the content category of “Democracy: The System or Rule of Law”:

Understand the structure and mechanics of constitutional government (at the national and state levels), political institutions (including elections), and how they evolved in the history. Understand historical conflicts over the meaning of the Constitution. Understand the role of media in democracy.

Number 10:

Examples of skills relating to the content category of “Citizenship/Human Rights”:

Be able to express one’s opinion on a political or civic matter when contacting an elected official or a media outlet; Be able to participate in a respectful and informed discussion about an issue; Be able to analyze instances of social injustice and decide when some action or nonviolent protest is justified.

Appendix 3:

Cards for primary school students

1. One of the things we need to learn in school is how to be responsible and just citizens of the world. We need to learn what democracy, equality, justice and civil rights are.
2. During our time in school through EDC/HRE we should learn what the real values in the life are.
3. EDC and HRE include learning about democracy, rights, responsibilities, tolerance respect, equality and diversity.
4. EDC/HRE will help me know what my rights and responsibilities are.
5. School can help me on how to participate in my community and try to make it better.
6. I will be able to learn what is relevant about my community and how the decisions about it are made.
7. School will help me learn how to resolve a conflict as a part of the group.
8. EDC will point will show me why I have responsibilities to others and how I can help their well-being.
9. The EDC/HRE will help me understand what democracy as the system of rule of law is!
10. EDC/HRE will help enable me to express my opinion on an important matter and how to talk to our official.

Appendix 4:

EDC/HRE questionnaire

What I already knew?	What I didn't know?	What I would like to know more of?

Appendix 5:

Citizenship flash cards for discussion

EDC/HRE:
Education for democratic citizenship and human rights education are closely interrelated and mutually supportive. They differ in focus and scope rather than in goals and practices.
Education for democratic citizenship focuses primarily on democratic rights and responsibilities and active participation, in relation to the civic, political, social, economic, legal and cultural spheres of society, while human rights education is concerned with the broader spectrum of human rights and fundamental freedoms in every aspect of people's lives.

Image 1: Multiculturalism



Image 2: Voting



Image 3: Constitution



Image 4: Rights and responsibilities

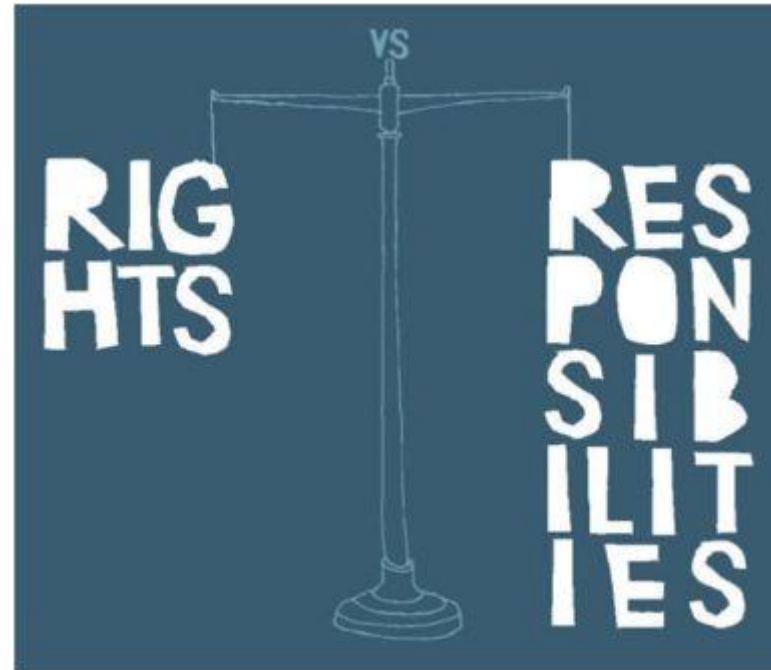


Image 5: Citizenship: a key competence



Cards with definitions of the basic vocabulary of EDC/HRE presented on images:

<p>1. Multiculturalism: a philosophy that recognizes ethnic diversity within a society and that encourages others to be enlightened by worthwhile contributions to society by those of diverse ethnic backgrounds.</p>
<p>2. Voting: A choice that is made by counting the number of people in favor of each alternative.</p>
<p>3. Constitution: Set of doctrines and practices that form the fundamental organizing principle of a political state. It may be written or partly written and uncodified. Its provisions usually specify how the government is to be organized, what rights it shall have, and what rights shall be retained by the people.</p>
<p>4. Rights: are a class of rights and freedoms that protect individuals from unwarranted government action and ensure one's ability to participate in the civil and political life of the state without discrimination or repression. Individual liberties either expressly provided for in the state or federal constitutions, such as the right to assembly or free speech, or which have been found to exist as those constitutions have been interpreted.</p>
<p>5. Responsibilities: Socially, peoples' responsibilities are those things for which they are accountable; failure to discharge a responsibility renders one liable to some censure or penalty. A job, or profession, or social role will be partly defined in terms of the responsibilities it involves. The extent of responsibility not just for oneself but for others is a central topic for political and ethical theory.</p>
<p>6. Social and civic competences: social competences refers to personal, interpersonal and intercultural competence and all forms of behavior that equips individuals to participate in an effective and constructive way in social and working life. It is linked to personal and social well-being. An understanding of codes of conduct and customs in the different environments in which individuals operate is essential. Civic competence and particularly knowledge of social and political concepts and structures (democracy, justice, equality, citizenship and civil rights) equips individuals to engage in active and democratic participation.</p>

Appendix 6:

The meaning of HRE

EDC *seeks to promote an integrated understanding of human rights*. It places equal emphasis on all categories civil, political, social, economic and cultural. Thus it seeks to balance the tendency that has existed to regard certain rights as being more important than others.

“Human rights education” means education, training, dissemination, information, practices and activities which aim, by equipping learners with knowledge, skills and understanding and molding their attitudes and behavior, to empower them to contribute to the building and defense of a universal culture of human rights in society, with a view to the promotion and protection of human rights and fundamental freedoms.”

Appendix 7:

Stories on attitudes toward Human Rights

Introduction to the stories: The meaning of EDC/HRE

“Education for democratic citizenship” means education, training, dissemination, information, practices and activities which aim, by equipping learners with knowledge, skills and understanding and molding their attitudes and behavior, to empower them to exercise and defend their democratic rights and responsibilities in society, to value diversity and to play an active part in democratic life, with a view to the promotion and protection of democracy and the rule of law.

“Human rights education” means education, training, dissemination, information, practices and activities which aim, by equipping learners with knowledge, skills and understanding and molding their attitudes and behavior, to empower them to contribute to the building and defense of a universal culture of human rights in society, with a view to the promotion and protection of human rights and fundamental freedoms.”

Story 1: Two stars above the mountain

Once upon a time there was a great monk. He had a strict vow: he never ate or drank anything as long as you could see sun in the sky. When the dark came he would eat. As a reward for his good work a new star appeared in the sky. It shone above the mountain. It was so bright that it could be seen during the day. Everyone wondered where it came from. One day the monk decided to climb the mountain. As he started to climb the mountain a small girl joined him. He tried to talk her out of the climb but she was persistent. At the end the two of them started to climb. The sun did its' best to warm up the world. Soon both of the climbers were thirsty. The monk had brought some water and offered it to the child. The girl refused to take a sip until the monk did so. The monk asked the girl again to have a sip of water but she refused. The monk explained that he has taken a vow but the girl was stubborn and said that she would sooner die than have a sip of water without him. The monk felt sorry for the child and worried what would happen to her. Finally the monk gave up and took a sip of water. After that the girl took some water as well. The monk feared to look at the sky because he thought that the star had disappeared. When reached the top and sat down to have a rest the monk looked at the sky. And look! There were two bright stars shining in the sky.

A de Mell

Story 2: For one star fish

One of my friends happened to be in Mexico. He was strolling down the beach when he saw a figure of a man bending, picking up something from the sand and throwing it into the sea. And the man did so for a long time. He was curious so he approached the man to see what he was throwing in the sea.

He realized that the man was throwing star fish back to the sea. There were thousands of them on the beach. The tide brought them and the low tide left them on the sand.

“Good evening” said my friend. “What are you doing?”

“I am putting these star fish back to the ocean. Otherwise they will die.”

“But there are thousands of star fish on this beach... and along this coast there are hundreds of beaches with as many star fish left on the sand. You don't really think that you can save them all?”

The man smiled and picked up a star fish and threw it deep into the ocean.

“At least I saved this one.”

J. Cornfield and M. Hansen

Story 3: Become a lake

Once upon a time an old teacher had an apprentice who always moaned and whined about things – one thing or another. One day the teacher decided to show the apprentice what was wrong with his approach to life.

“Take a handful of salt and put it in a glass of water”, said the teacher.

And an apprentice did so.

“Drink it!” said the teacher.

The apprentice takes a sip and spits it out.

“What does it taste like?” asked the teacher.

“It’s too salty!”

Then the teacher said to take a handful of salt and throw it into the lake. The apprentice did so.

“Now take some of that lake water and drink it” said the teacher.

The apprentice took a glass and some water from the lake. He drank some of it.

“How does it taste”

“It tastes good!”

The teacher took his apprentice by the hand and said.

“The pain of the life is like pure salt. No more – no less. It is always the same. But the taste it leaves in your life depends on the dish we drink from. Start having feelings about other things and people. Stop being a glass, become a lake.”

Indian story

Story 4: Who is the most important?

One day fingers on the hand started arguing who is the most important one. The thumb said:

“I am the most important one, I am big and strong. Without me a hand cannot take hold of the door handle”. So he reaches for the handle but the door could not be opened.

“No, no, no. I am the most important finger” said the index finger. “I will just point to the door and they will open.” And he did so, but nothing happened.

“I am the most important finger”, said the middle finger, “I am tallest and strongest and I will push the door open!” But the door did not open.

“Oh, no! I am the most important finger”, said the ring-finger “I must be. Look at all the diamonds on me! I will open the door all by myself.” But nothing happened and the door stood closed.

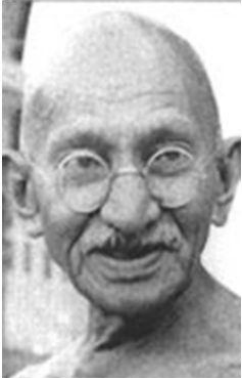

“I am too small” said the pinky, “I cannot open the door all by myself. But if you help me we will succeed.” And all the fingers agreed and worked together. And look, the door opened...

A tale of many nations


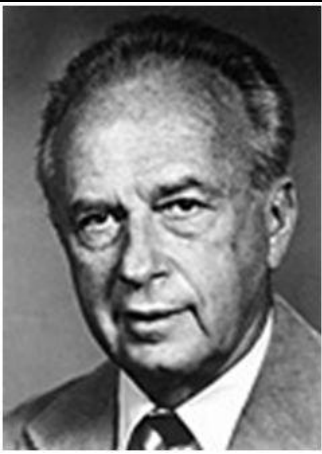
Appendix 8:

Role models in Human rights - Cards

Print out cards two times. Cut one copy into three pieces students will have to connect (an image, the name of the person, a short biography). The other printout should be left in one piece as a control card at the end of activity. You can put them in the envelope and allow students to open it only when they finish connecting all the cards.

	
<p>Mahatma Gandhi</p>	<p>Dr. Martin Luther King Jr</p>
<p>One of the most fascinating personalities of the 20th century. The way in which he stood up against discrimination in South Africa and in India using non-violence combined with the theory he developed on his methods make him one of the most important examples in the history of humanity. He has been the inspiration for many people including Martin Luther King. Amazingly, Gandhi was never awarded the Nobel Peace Prize. The Nobel Committee was unable to reach a decision and have surely regretted this ever since.</p>	<p>One of the 20th century's most outstanding personalities. His successful non-violent fight against the discrimination of Blacks in the United States was inspired by the thoughts and methods used by Gandhi. He was awarded the Nobel Peace Prize in 1964. On the 4th of April 1968, he was assassinated. He had arrived in Memphis to attend a large civil rights gathering. Police excesses against colored refuse workers meant that dark clouds were reappearing on the horizon. He was convinced that all racial discrimination could be overcome one day.</p>

	
<p style="text-align: center;">Rigoberta Menchú</p>	<p style="text-align: center;">Peace people</p>
<p>Comes from Guatemala was the first Indigenous and youngest ever winner of the Nobel Peace Prize. Her award was anything other than undisputed. For some critics her relationship to the violent resistance movement in her native country, which can be counted among one of the leading violators of human rights, was not clear enough. The success of her autobiography entitled "Yo, Rigoberta Menchú" and published in 1983 proved to be a milestone in paving the way towards international recognition of the rights of indigenous peoples worldwide. Her book also served in directing international attention towards the catastrophic situation in Guatemala.</p>	<p>The "accidental" death of three children in Belfast in 1976 was to prompt a peace movement. Many of Northern Ireland's residents had had enough of the killing and violence and wanted an end to the troubles. Betty Williams and Mairead Corrigan decided to act. They found the courage and strength to walk out into a no-man's land of war to proclaim their message of peace and take a first step on the road to peace. The actions and determination of these two women led to the creation of a large peace movement. The Nobel Peace Prize was awarded to these two women in 1976.</p>

	
<p style="text-align: center;">Mother Teresa</p>	<p style="text-align: center;">Yitzhak Rabin</p>
<p>Is the embodiment of active charity. She took care of the poorest of the poor, the dieing and the lepers on the streets of Calcutta. She is revered by countless people around the world, many of whom see her as a modern saint: "The Saint of the Gutters". Her commitment for human dignity was honored in 1979 when she was awarded the Nobel Peace Prize. Yet she was also a controversial person with her radical criticism of all forms of abortion. She founded an order "Missionaries of Charity" that remains active in many countries. "Yesterday is gone. Tomorrow has not yet come. We have only today. Let us begin."</p>	<p>One of Israel's most important statesmen. A soldier for 27 years, he found his way into politics. Regarded by many as a war hero, he managed to reinvent himself as a symbolic figure for the Middle East peace process upon taking office as Israel's prime minister for the second time. Working together with his Foreign Minister, Shimon Peres, he fought for peace and came into contact with states and politicians against whom he had fought numerous wars. The historic handshake between Yitzhak Rabin and Yassir Arafat in front of the White House in Washington marked the beginning of the peace process. All three of these men - Rabin, Peres and Arafat - were awarded the Nobel Peace Prize in 1994.</p>

Appendix 9:**True – False questionnaire**

No.	Statement	True	False
1.	Ghandi never got the Nobel prize.		
2.	Mother Theresa was a very controversial person.		
3.	Rabin was a soldier and politician.		
4.	Peace people were active in Wales.		
5.	Rigobertas 'book revealed facts about indigenous people in Guatemala.		
6.	M. L: King was convinced that all racial discrimination could be overcome.		

Appendix 10:

Evaluation questionnaire

Holistic approach to EDC/HRE

Date: _____

School year (you teach/you are): _____

Primary school: _____

What did you learn today?

What is the *most important* thing you have learned about HRE/EDC?

Did you learn something new about yourself?

Which activity did you like the best? Why?

Which activity did you like the least? Why?

(Only for in-service or pre-service teachers)

Which of the activities would you use with your students?

Thank you for your cooperation!!!