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GUIDELINES FOR TEACHERS

K.C.6_Citizenship Competence

Università degli Studi di Palermo

LEARNING UNIT STRUCTURE

TITLE OF THE UNIT	Human Geography and Migrations
INTERCULTURALITY ELEMENTS OF THE UNIT	<p>This learning unit addresses specifically the phenomenon of migration, and it is meant to provide useful information for people who crossed borders coming into contact with a different society. Anyway, we want to avoid that differences between the country of origin and the host country become a dogma: these differences may be not so relevant for the class, after all. Therefore, in order to leave open whether there are deep cultural differences or not, we address the issue of cultural differences mostly through activities and debates, rather than through frontal lessons.</p> <p>In particular, Lesson 2 challenges the rigidity of identities - racial identity (white vs. black, for example) as well as the existential identity (migrants v.s. members of the host country) - by presenting human history as an history of migrations.</p> <p>Lesson 3 “Europeans as Migrants” develops the same concept: people living in the host country are not mountains because their ancestors arrived there from elsewhere (Lesson 2), moreover just some generations ago they were migrants or migrants’ relatives. We want that students do not take for granted the difference between them and Europeans, if these differences exist, then they require to be identified carefully.</p> <p>Lesson 3 addresses also the difference between integration and assimilation making use of the history of German migrants in the U.S. and a simulation in which students imagine exchanging their identity with social advantages.</p>
TARGET GROUP	ADULT MIGRANT LEARNERS
LEVEL	Intermediate
TEACHER/S	Teachers teaching law, history and geography
TIME <small>(Specify: duration of the Learning Unit and number of lessons to be developed)</small>	3 lessons

KEY COMPETENCES INVOLVED	Citizenship Competence		
PRE-REQUISITES	Literacy skills Spatial orientation ability Ability to talk about their past Ability to talk about their social, religious, economic, familiar context		
LEARNING OBJECTIVES <small>(fill in with specific learning objectives in terms of Knowledge, Skills and Competences)</small>	KNOWLEDGE	SKILLS	COMPETENCES
	Knowledges about: <ul style="list-style-type: none"> - Different types of maps, and the information they convey - Critical understanding of the concept of political border - Distinction between cities, states, regions and other elementary concepts about human geography - Notions on the history of migration 	<ul style="list-style-type: none"> - being able to read a map to get information - being able to understand social phenomena related to migrations and to critically discuss their implications - being able to distinguish reality from ideality when it comes to reflect on social institutions (distinction between the description of social institutions and their critique) 	<ul style="list-style-type: none"> - ability to assume the point of view of the citizens of the host country, making comparison between those people's attitudes and concerns and their own attitudes and concerns - understanding of the global character of some challenges (like climatic challenges) - reflective and critical attitude about some widely

- Origins of biological peculiarities in human beings, due to early migrations
- History of migration in Europe towards U.S.
- Analysis of the factors that make a state attractive for migrants
- Artificial and natural environment
- Analysis of the causes of contemporary migrations

established economic institutions – like private property.

LEARNING ENVIRONMENT	Classroom lessons and outdoor experiences		
METHODOLOGIES	Brainstorming, collective and individual games, visual materials for frontal lesson stage, exercises of imagination		
DIDACTIC TOOLS	Maps; forms with explicative drawings and pictures shall be provided; cases-study and myths; videos		
Lesson 1	My voyage around the world		
	TIME	ACTIVITY PLAN LESSON (Provide one activity plan for each lesson)	
SITUATION ANALYSIS	20	<p>The teacher understands the knowledge of the class about geography, through brainstorming activity. More specifically, the teacher will assess concepts such as:</p> <ul style="list-style-type: none"> - political borders - natural borders - national states - continents - physical map - political map 	
MOTIVATIONAL PHASE/STEP	10	The teacher asks students about their experiences with borders and, in general, about moving throughout the world.	
ACTIVITIES FOSTERING SKILLS DEVELOPMENT	130	Step 1 Introductory phase	<p><i>Methodological premise:</i></p> <p>The present section aims at making students familiarize with geographical notions by means of a game which requires students to choose the best path for reaching a certain destination.</p> <p>This game can be played using the didactic tools paper version, or Google Map in the satellite mode, as well as</p>

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another electronic physical map among those available to the class. By using an electronic map students will be trained in using technological devices, moreover this solution allows a higher degree of flexibility, since the teacher can choose, for instance, a local map to play the game. Of course, in these cases the game has to be adapted by the teacher. The paper version of the didactic tools, though less flexible, is a product ready for the class which requires only to have some yardsticks to measure the paths. Flexibility within the paper version is also addressed through some variations on the basic structure of the game which are provided in **Tips and Suggestions** (see below).

The Game

The teacher presents to the class three different types of travellers, nomads on horseback, ancient sailors and explorers, each with different abilities. The description of their abilities is the occasion to introduce the main geographical terms (mountains, coasts, seas etc.).



Students (one student, a small team, or the entire class) shall choose one of the three types of travellers and try to reach the destinations described in the didactic tools using the best path. Whether a path is better than another or not

depends on the centimetres that will be required to match the departure point with the arrival, provided that certain paths are not allowed, and that the distances have to be multiplied in correspondence of natural obstacles depending on the specific skills of the traveller (for example, if a nomad arrives at the ocean, she has to circumvent it somehow; if an ancient sailor arrives before a desert and wants to cross it, she has to multiply the distance three times).

Tips and suggestions – variations of the game

- Instead of the map in the textbook, the teacher may use a wallpaper or any other world map on a bigger scale than that of the textbook (where, for obvious reasons of space, the map is very small).
- If the exercise seems too demanding, given the level of the class, the teacher may draw in advance three paths for a given destination and asking students to choose the best one, considering the skills of their travellers (for example, if the route is that from India to Brazil, there may be three paths: the first through the Indian and Atlantic Oceans; the second through Middle-East, Africa and the Atlantic Ocean; the third through Asia, Bering Strait, and then down through Americas. With the result that if a student has chosen the nomads, then she has to choose the third path, since she cannot cross the oceans).
- If, instead, the level of the class allows an even more sophisticated version of the game the next two variations may be considered:
 - 1) Instead of being instructed to choose the traveller first and then the best path as in the first model,

			<p>students may first analyse the journey to do (say, from India to Brazil) and then choose the traveller they think will perform better. This version brings students not only to adapt the journey to the traveller's skills, but also to choose the best traveller for the journey to do;</p> <p>2) turns may be added to the game, if there is a playful atmosphere in the class. Students will be divided in teams (two or three teams). The same or different destinations are given to each team. Each team chooses their type of traveller before the destination is assigned, or after (in this latter case – see above – the ability will consist not only in choosing the best path, but also in choosing the best traveller). When it is the turn of a team, the team can move only few centimetres on the map – the number of centimetres is established beforehand: like three or five centimetres if we are playing using the small map of the didactic tools – and then the turn of the opponent starts.</p>
		<p>Step 2 Inter medi ate phase 40</p>	<p>The teacher explains the existence of different types of maps in which different types of data are collected. She explains that some maps represent invisible natural phenomena, like climate, others represent data about human life (population, diffusion of illnesses, wealth, life expectancy, and the like). If the time permits it, the teacher could make the class play a <i>second game</i> in which each student has to draw her journey around the world taking into consideration the data provided by the map about the seismic hazard (see didactic tools).</p>

The maps shown in this phase may be physical maps as well as maps about human phenomena. Still, in showing different types of maps, during this phase, the teacher should pay attention to choose either maps without national borders, or maps where national borders are represented but are not the central issue addressed by the map. The reason is that political borders and barriers will be the object of the next phase.

**Step
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concl
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phase**

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Step three focuses on the relevance of political communities for the limitation of people's movements.



Didactic tools provide the class with some maps in which national borders as well as regional borders are drawn. This introductory sub-phase is useful also to stimulate questions about the nature of the national state – the topic which will be addressed by the Learning Unit Two and Three. Through a maieutic process the teacher shall drive students to focus on the following facts:

- National states are very different in size (useful comparisons: China and Ireland);

- National states sometimes are divided by physical borders, but other times they overcome physical borders (useful comparisons: The Alps separate Italy, France, Switzerland, Austria and Slovenia; The Sahara is a barrier for national states: it is hard to find a state which rules over both the southern border and the northern border; still Indonesia or U.S. are examples of states which connect politically distant territories).

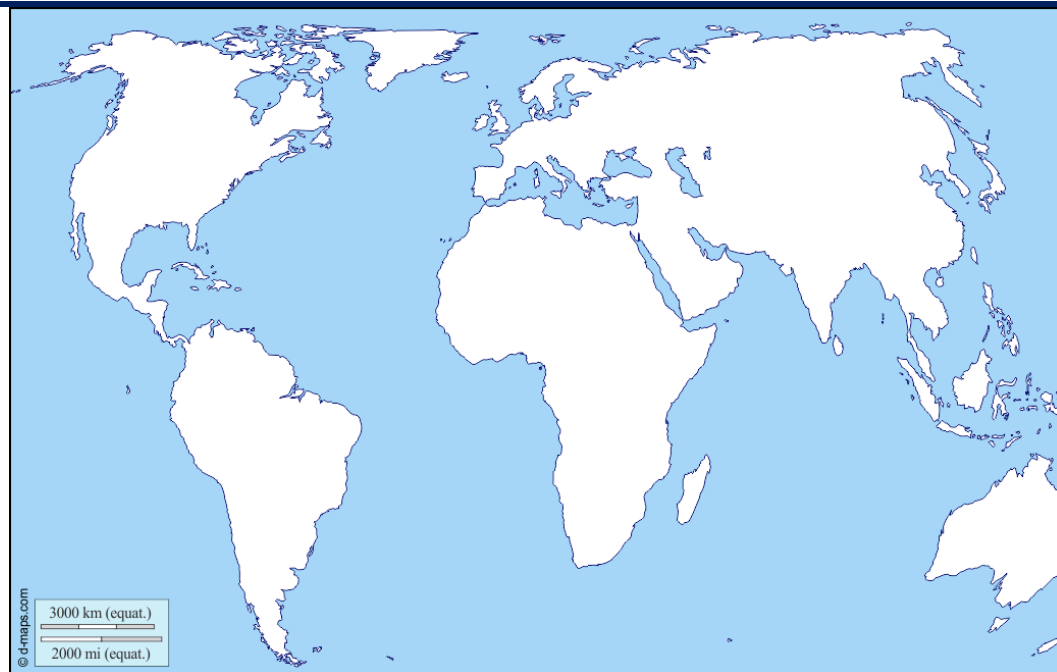
After this introductory sub-phase about political borders, the teacher shows maps reporting the power of different passports. The didactic tools make a comparison between German passport - as an example of a strong passport - and Afghan passport - as an example of a very weak passport. Other examples of passports with a different power may be easily found on the web.

A third game may be played in which players have to move around the world and the obstacles are represented, this time, by national borders which may be overcome (or not) by means of passports.

The didactic tools offer a very simple version of this game where the weakness of a passport is represented by a slowdown of the player's speed when she crosses a grey zone.

Tips and suggestions: More sophisticated and playful versions of the game may be arranged in class. An example. One idea is to structure the game as the game of the goose: the teacher assigns passports to each player (a single student or a team of students) taking care of assigning passports with different strengths; each player in her turn can cross a single state; if she has to cross a state painted in

		<p>grey then the player throws a die. With two or three, the player does not cross the state: the player's turn ends and if in the next turn she wants again to cross the grey state, she has to throw the die again. With one, the player goes back to the state of departure (for example, she started from Kazakhstan and she has to reach Portugal, she has arrived in France, but, at one point, she gets 1 and then she has to go back to Kazakhstan).</p> <p>The game is not meant to be competitive. Quite the opposite, who gets a strong passport will have a straightforward advantage over those players with a weak passport, showing how important having a strong passport is.</p>
<p>META-COGNITIVE PHASE</p>	<p>20</p>	<p>The teacher asks which are the pros and cons of having a world divided by political borders (see the last section – “conclusions” - in the didactic tools). A possible answer which the teacher may put forward after students have expressed their opinions is that political borders may be important to allow national states to provide services and guarantee other social advantages. But is this true? We do not want to give a precise answer: the lesson may end stressing the importance of studying the importance of public policies (a study which constitutes the core of L.U. 2, lesson 1 and of L.U. 3, lessons 1,2,3).</p>
<p>AUTHENTIC TASK (It is required at the end of the Learning Unit.)</p>	<p>30</p>	<p>Zoom section:</p>



This is a **facultative phase** that may take place at the end of the lesson or at the end of step 2 (instead of the second game), when the teacher will have shown the existence of the most different maps.

Students are asked to choose a certain issue to represent on the map and then draw an imaginary map. Eventually, they will seek on the web whether maps on the same topics (they have chosen) exist or not, and whether they resemble or not those imagined beforehand. Students may be also asked to draw a list of the differences between their maps and the real maps found on the web, pointing out those that have impressed them most.

TIPS & SUGGESTIONS

We can imagine similar activities made with the city map of the place where the students live. In this case the class may make a trip around the city pointing out on the map the main features about natural and human geography they will discover.

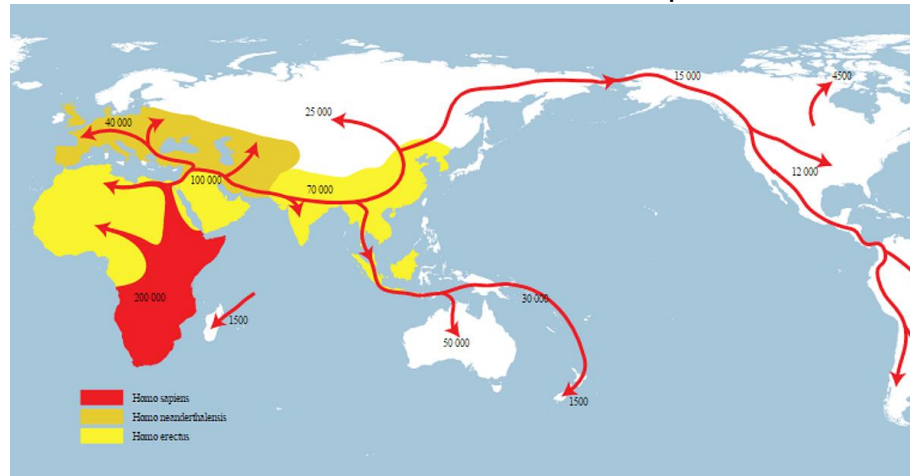
Lesson 3		Migration one day, migration today
	TIME	ACTIVITY PLAN LESSON
SITUATION ANALYSIS	20	<p>In order to assess students' knowledge and competences, the teacher asks the class questions like those reported below:</p> <p>What is a migrant? What is a refugee? Which countries are most of the migrants coming from? Which countries are most of the migrants going to? Which are the main causes of migration? Are migrations new phenomena?</p>
MOTIVATIONAL PHASE/STEP	30	<p>The teacher shows a map on global migration trends. A map which may be usefully adopted for this purpose may be found at the link http://metrocosm.com/global-migration-map.html</p> <p>The teacher explains how to read the map. Didactic tools focus on metrocosm map: students learn that there are countries (marked with a blue circle) whose population is increased by migration flows, whereas the population of other countries (marked with a red circle) is decreased by migration flows.</p> <p>The teacher points out the fact that there are millions of people migrating every year and that there are some specific trends in the migration flows (for example there are states, like the U.S. or Northern Europe that attract much more than others). At the same time two relevant exceptions should be noticed:</p> <p>(1) some countries that may be perceived by students as points of arrival have a negative net migration rate (that is, they are more a point of departure than a point of arrival). Italy and Spain may be taken as examples of this fact, and the teacher may use these</p>

		<p>examples to introduce the topic of migrations from Europe addressed by the third lesson of this unit.</p> <p>(2) there are, on the contrary, some countries which perhaps are not expected to be hosting many migrants which have a positive net migration rate. Useful examples are Turkey, which is today the major home for refugees, as well as Ethiopia and Kenya, which in general are important refugees-hosting countries in Africa (see UNHCR site for data).</p> <p>The teacher asks students whether they have been surprised by some of the data reported on the map.</p> <p>exercise 1 asks students to use the knowledge and competences about reading the map they have acquired; to elaborate general ideas about migration flows; to make research on the causes of some flows (see Turkey and the Syrian crisis, for example).</p>	
<p>ACTIVITIES FOSTERING SKILLS DEVELOPMENT</p>	<p>130</p>	<p>Step 1 Intro duct ory phas e</p> <p>60</p>	<p>Step I focuses on human early migrations. The purpose that the activities are meant to pursue is twofold: from one hand it consists in describing the routes through which homo sapiens has spread throughout the world; from another hand, it consists in presenting mankind as the descendants of early migrants.</p> <p>The teacher puts forward a mistaken idea, according to which there are two groups of people in the world: migrants and communities of local people who, like mountains, have always stayed where we find today. In other words, people who move and communities who have never been involved in moving themselves. We may name this mistaken idea "<i>migrants versus mountains</i>". Students are then asked to challenge this picture.</p>

After having collected students' first impressions about the "migrants versus mountains" idea, the teacher shows two pictures. In the first picture we find the typical, stereotyped, silly but widely used for commercial and entertainment purposes, representation of a prehistoric European inhabitant, white skin, blonde hair.

The second picture portrays the real face of a prehistoric woman as it has been reconstructed through modern technologies.

After having collected students' impressions about the two pictures, the teacher reveals that the second and not the first picture gives an idea of how the inhabitants of Europe looked like 10.000 years ago. The teacher asks students how they explain that ancient Europeans' skin was dark. The teacher collects students' opinions, afterwards she illustrates ancient human migrations throughout the globe using the map in the didactic tools or another more accurate map available.



exercise 2 requires students to use the notions learned during this phase about early migrations.

		<p>Tips for the teacher: if in the class there is a high degree of national variety, students may be instructed to simulate Homo Sapiens' early migrations. Preliminarily students tell each other their country of origin. Each student now is the symbol of the land occupied by her Nation. Students with the same nationality are placed together in class and the, forming a land, and lands are placed so that to resemble a world map (for example, if we consider students from India, China and Syria, those coming from India have to be placed between those coming from China and Syria). Afterward, students have to remember where the expansion began: the group who is closer to East-Africa begins the journey and has to move throughout the class reaching their classmates in the right order, that is the order in which different lands in the world have been populated. So, for example, if the game started with three people coming from Ethiopia and in the class there are only Chinese, Venezuelan, Romanian and Turkish students, the three Ethiopian students have to say that they reached Turkish students, going through Egypt. Where does the group made up of Ethiopian and Turkish students have to go now? Do they have to go to China, Venezuela or Romania? Things are more complicated since China has been populated even before Europe. Cases like this are instructive. The teacher will explain how the spread of human beings around the world has followed multiple paths (the teacher has also to explain that we are still very uncertain about when a given place has been populated and uncertain about the path that has been followed).</p>
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<p>Step 2 Inter media te phase</p> <p>30</p>	<p>In this step Students learn some concepts related to contemporary migrations in general and, in particular, to environmental migrations.</p> <p>(1) Didactic tools contain a short section in which definitions of refugees and economic migrants may be found. This distinction will be useful at the end of step 3 for a zoom section about the protection of environmental migrants.</p> <p>(2) Didactic tools contain a list of environmental phenomena which force people to abandon their homes and countries.</p>
<p>Step 3 conclu sive phase</p> <p>40</p>	<p><i>Premise:</i> In the conclusive phase students are asked to make practice with the concept of environmental migrants through a dedicated activity. An idea underlying the discussion of environmental migrants' case is that it is hard today to say exactly which environmental phenomena are spontaneous and which have been caused by human activities. Correspondingly, what the lesson aims at obtaining is the inculcation of curiosity and inquisitiveness about the interpretation of the world surrounding us. In insisting on the discrepancy between appearances and reality this section echoes the activity about early migrations where students had been asked to challenge appearances too (the "migrants versus mountains" idea, according to which the people living in the host country belong to communities which, like mountains, have always been living there where we find today).</p> <p>The following picture about causes of migration is put forward by the teacher: many people are displaced due to other people's behaviour, but, when it comes to</p>

environmental refugees, things are different since nobody seems to blame for their plight. (This picture is the picture that students will learn to challenge during this conclusive phase of the lesson.)

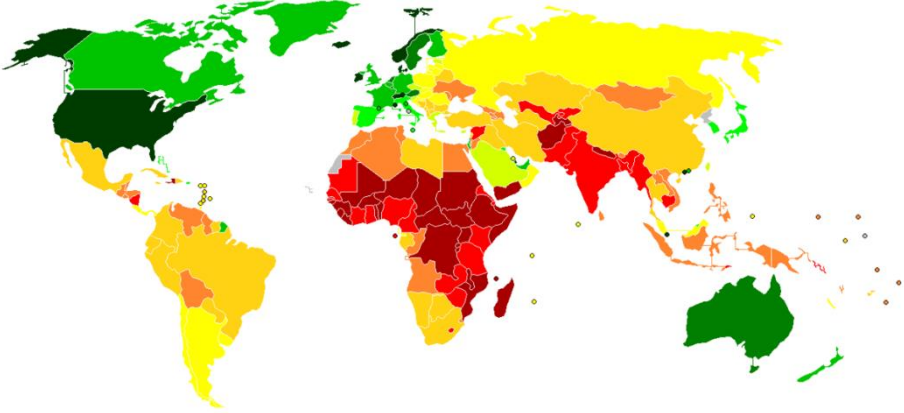
The teacher asks students to distinguish natural elements from artificial elements in *a first picture* showing a landscape in which we see a harbour, some boats and a village surrounded by typical natural elements (many pictures easily available on the web may serve this purpose).

After students have completed this task, the teacher disseminates a second image showing a neighbourhood of Jakarta and asks students to distinguish, again, artificial elements from natural elements.



As reported in the didactic tools, the rise of the sea level which is causing the displacement of many people has been increased by the construction of a wall for the protection of some more affluent neighbourhoods. The lesson drawn is, then, that despite the appearances behind the displacement of some environmental migrants there are human activities and not just spontaneous natural phenomena.

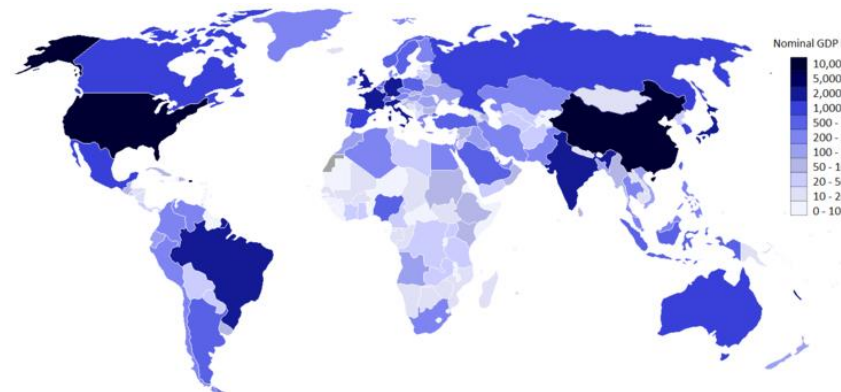
		<p>The zoom section is focused on the protection of environmental migrants, introducing the label of climate refugees.</p> <p>exercise 3 asks students, again, to distinguish natural elements from the products of human activity. The crucial answer concerns the landslide: students are expected to put the landslide in the “I do not know” box since as far as we know the landslide may have been caused by human activities (deforestation or excavation).</p> <p>exercise 4 asks students to recognize which is the most likely cause of the landslide.</p> <p>exercise 5 makes students practice with the natural phenomena under the displacement of environmental migrants.</p>
META-COGNITIVE PHASE		
AUTHENTIC TASK (It is required at the end of the Learning Unit.)		
TIPS & SUGGESTIONS		
Lesson 2		Europeans as migrants
	TIME	ACTIVITY PLAN LESSON
SITUATION ANALYSIS	20	<p><i>Premise:</i> Europeans (in particular, Northern and Western Europeans) are likely to be seen, fundamentally, as hosts by a class of adult migrant learners. This lesson makes students imagine them in the opposite role, that of migrants. The aim is, then, that of showing – through history – the similarities rather than the differences between migrants and people living in the host country.</p>

		<p>In order to make more surprising, and then impressive, this presentation of Europeans as migrants, it would be good that the teacher hides the object of the lesson until step 2.</p> <p>Accordingly, although - in general - it may be useful asking directly whether students have ever heard about the migration of millions of Europeans towards The New World, the suggestion is not to ask at the beginning whether someone in the class knows about this historical phenomenon. Such a question will be postponed to Step 2. Instead, the teacher asks questions like these reported below:</p> <ul style="list-style-type: none"> - Which are the features that make a country attractive for you? - Where do you locate these countries in the world? - Do you think that Europe is, in general, a good destination? Why? - Do you think that Europeans are lucky for the opportunity they have to remain in their country, avoiding to migrate abroad? (This picture – Europeans have never been forced to leave their countries because of poverty – is, of course, what this lesson is meant to challenge in the next stages). 	
MOTIVATIONAL PHASE/STEP	0		
ACTIVITIES FOSTERING SKILLS DEVELOPMENT	100	Step 1 Introductory phase 30	

The teacher shows a map in which Gross Domestic Product per capita is reported, and makes students practice with what they see. In particular, the teacher explains that people's wealth varies enormously from state to state; and that there are recognizable patterns in the distribution of wealth in the world, so that Northern and Western Europe is one of the wealthiest areas in the world.

In illustrating the map, the teacher makes three clarifications:

- a) The colours on the map show the average wealth, not the total wealth: the teacher may show a map – like that attached below – on the total GDP asking students to tell why China now seems richer than every European country. The reason is that China has a huge population, so the sum of Chinese people's wealth is bigger than the sum of the people of any European country. A useful image may be the comparison of a bottle full of water with a huge heap of bottles each of one containing a small amount of water. Although each bottle of the heap contains less water than the single bottle, the heap contains much more water.



Map of world countries by GDP (nominal) in US. Quite vivid blur, CC BY-SA 3.0, [https://commons.wikimedia.org/wiki/File:Map_of_world_countries_by_GDP_\(nominal\)_in_US\\$.png](https://commons.wikimedia.org/wiki/File:Map_of_world_countries_by_GDP_(nominal)_in_US$.png)

- b) As reported briefly in the text of the lesson, the map hides an important factor, that of inequality within the same country. Again, the point may be explained using, again, an example with the bottles of water: the teacher may show (or draw) three bottles of water each half full, then she takes one of the three bottles and pour the content in one of the other two. The same amount of water may be equally or unequally distributed, but the map does not show this.
- c) People's wealth is difficult to measure and some countries may change colour if you measure wealth in one way or in another. A perfect case is represented by Saudi Arabia which, according to some criteria, is far wealthier than many European countries. Anyway, according to any method Europe is one of the wealthiest areas of the world.

Exercise 1: students answer questions about the data provided by the map on GDP per capita.

After students have familiarized with the map, the teacher put forward the following idea: people in general go from countries painted in red or yellow to countries painted in green. According to this picture Northern and Western Europe may be seen as the destination of migrants. After that, the teacher adds that history tells us an interesting story

about Europe and migration, and that a good starting point to understand this story is represented by the following picture to which students have now to look at.



The teacher asks students who are the people on the deck of the ship.

Step 2
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This is the moment for the *coup de théâtre*, that is presenting the real topic of the lesson: Europeans as migrants.

As the teacher will say, the picture represents people coming from European countries that were crossing the Atlantic Ocean directed towards the U.S.

Didactic tools provide students with a general presentation of the causes which urged Europeans to cross the Atlantic Ocean looking for fortune in the New World, especially in the United States.

(Tips for the teacher: The lesson is focused on migration flows towards the United States. The teacher may use additional materials addressing migration flows towards South America, and the other parts of North America which have also had crucial importance for the history of many European people, like Spanish and Portuguese, but also Italians and Germans.)

While some European migrants went to the U.S. fleeing religious and ideological persecution, most of them left Europe because of the poor living conditions, going to what has been seen as “The Land of Opportunity”. (*note:* The idea is to go deep inside European migrants’ expectations, showing also some mismatches between expectations and reality. Step 2 is centred on the real opportunities of living in the U.S., while Step 3 will be focused on the conflict between expectations and the hard truth.)

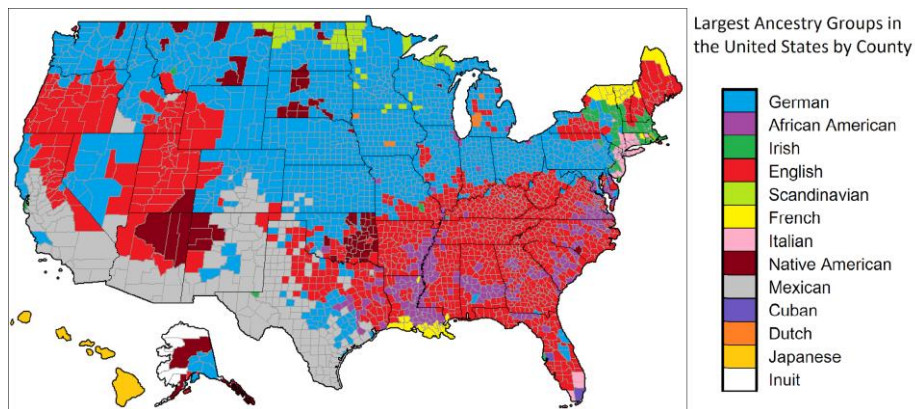
In order to make students familiarize critically and actively with European migrants’ attitudes towards the American Dream, the teacher will use John Gast’ painting “American Progress”.



Students are instructed to analyse the painting collectively. Relevant questions that may be used for stimulating the debate in class are: What is represented by darkness and

what is represented by light? Which technologies were available to the settlers? Look at the people who are coming from the right side of the painting: what are they doing? Who is winning and who is losing something? (**Exercise 2** may be easily used in class in order to help students in the understanding of the painting; moreover, the exercise asks students to make a short research about Native Americans.)

Step 2 ends with the analysis of a new map reporting the largest ancestry groups for any county of the United States. The map conveys a general overview about the proportion of the impact of European Migrants. With the teacher's help the class may analyse the information provided by the map.



**Step 3
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In step 3 the teacher shows some cases in which dreams and reality do not match. Didactic tools focus on two different kinds of problems faced by European migrants.

The first problem has to do with racial discrimination. Here didactic tools dwell on Italians and Germans' struggle for integration. Italians' vicissitudes may be seen as a "classical" story of racial discrimination (poor and illiterate people are

		<p>seen as violent and inferior), while Germans’ story is that of people who were well integrated until external factors (World War I) elicited racist outbursts against them with the result of forcing an almost complete assimilation.</p> <p>The <i>second problem</i> is related to the hard, back-breaking, working conditions that many European migrants experienced. In this phase didactic tools mention the mismatch between exaggerated expectations (“The streets of New York are told to be paved of gold”) and reality. This point will be developed in the conclusive task of Unit 1.</p> <p>exercise 3 asks students to make use of the notions learned during the lesson.</p> <p>exercise 4, in a similar way to what has been done in class with the painting “American Progress”, requires students to read the iconography of the frontpage of a magazine, answering the related questions.</p> <p>exercise 5 is centred on the characters of the lesson: Native Americans, the first European settlers who perceived themselves as “natives”, German and Italian migrants.</p>
<p>META-COGNITIVE PHASE</p>	<p>10</p>	<p>Tips for the teacher: if the class shows interest in the dissolution of German identity in United States society and is ready to address sensitive topics, then the teacher may ask students to say which aspects of their cultural identity they are ready to give up in order to be accepted by the society of the host country.</p> <p>The activity would require two lists. One list consists of cultural traits, “identity markers” - your religion, your language, your names and surnames, your clothes, your diet, your music, and the like. The</p>

teacher asks students to rank these things from the least important to the most important.

The second list is already ordered by the teacher and consists of a set of rights or social advantages, which may be gained by the players if they give up some of the identity markers. Here there is a possible list (note that the teacher is required to explain the following options to the class according to their level of understanding): Level 0: this is the situation in which many fundamental rights are formally recognized (formally the law recognizes rights and equality), but the host society is deeply hostile to migrants at any level; Level 1 (to get access to it students must give up the first identity marker of their list): kids and teenagers of the host country are friendly with your children; Level 2 (they must give up the second identity marker): the police protects migrants from crimes efficiently - before the police was intentionally negligent -, but keeps suppressing violently migrants' political protest ; Level 3 (they must give up the third marker): migrants have access to public housing programs; Level 4 (they must give up the fourth marker): employees do not have problems with hiring a migrant instead of one of their fellow citizens; Level 5 (they must give up the fifth marker): migrants get the citizenship (now they can vote) and their protests are not, in fact, treated differently by the police ; Level 6 (they must give up all the markers): people who were once migrants has been assimilated so deeply that they could run for general elections and their origin does not represent a substantial problem.

note: Before or after the activity has been carried out it may be useful that the teacher explain how assimilation - the loss of cultural identity - is not necessary to be fully accepted in a society. Different communities of people may peacefully live in the same State preserving their identities. Hence, the activity has to be seen as

		mirroring not a necessary but a possible - and still realistic - situation, that in which the host country does, in fact, ask migrants to abandon their cultural identity if they want to get a new membership.
AUTHENTIC TASK (It is required at the end of the Learning Unit.)	30	Students are asked to report orally or in short text whether they have been victims of unrealistic expectations about Europe as many European migrants did when they went to the U.S. (see zoom section)
TIPS & SUGGESTIONS		A good idea to make students familiarize with an European Migrant of more than one century ago is that of distributing, reading and playing one of the traditional songs that have been composed by European migrants in the mother tongue of the host country.

LEARNING UNIT STRUCTURE

TITLE OF THE UNIT	National States and EU
INTERCULTURALITY ELEMENTS OF THE UNIT	<p>This unit is about the State. The study of the State is interesting from an intercultural point of view for different reasons. The first is that states are not necessarily ethnic or cultural entities, since most of the time they are more sets of very different people trying to live together – at the beginning of the first lesson, we focus on this. Multicultural societies anyway have been many times the result of a ruthless system of economic exploitation pursued by some countries at the expense of others: Colonialism. So, the case of colonialism – and, then, of globalization – illustrates the idea that connecting people does not necessarily result in an improvement in human being’s conditions. Another issue we want to address is that citizenship as such – even it is not supported by a shared religion, ethnicity or culture, that is, even in a multicultural society – can easily work as a privilege against the outsiders (like migrants). Hence, states are canvassed this way: they can encompass different communities creating multicultural contexts, but, at the same time, they are able to excite conflicts between different groups.</p>
TARGET GROUP	ADULT MIGRANT LEARNERS
LEVEL	Intermediate
TEACHER/S	Teachers teaching law, history and geography
TIME <small>(Specify: duration of the Learning Unit and number of lessons to be developed)</small>	3 lessons
KEY COMPETENCES INVOLVED	Citizenship Competence
PRE-REQUISITES	<p>Literacy skills Spatial orientation ability Ability to talk about their past Ability to talk about their social, religious, economic, familiar context</p>

	KNOWLEDGE	SKILLS	COMPETENCES
<p style="text-align: center;">LEARNING OBJECTIVES (fill in with specific learning objectives in terms of Knowledge, Skills and Competences)</p>	<p>Knowledges about</p> <ul style="list-style-type: none"> - notions like “national states”, “territory”, “citizenship”, “sovereignty”, “empire”, “multiculturalism”, “colonialism”, “globalization”, “European Union” - connection between the political notion of state and other social factors (like ethnicity, religion, culture) - expansion of the functions (and powers) of the state - brief history of Colonialism - critical understanding of globalization - process of European integration and some of the challenges EU faces today 	<ul style="list-style-type: none"> - understanding of news reported on newspapers or journals on TV on contemporary issues - ability of recognizing the deep functioning of contemporary state and to draw comparisons with other contexts 	<ul style="list-style-type: none"> - critical attitude towards public services and the way they are delivered – we want students do not take for granted that “here things work in this way”, but that they raise questions about the institutional framework of the host country. - critical attitude towards the idea of citizenship (we mean not necessarily a negative attitude, but reflecting on whether access to citizenship in the host country is too severely regulated, supposing that integration is an uncontroversial aim) - critical attitude about the migrants’condition in a global world and the relationship between migrants and citizens who

			<p>see migrants as dangerous.</p> <ul style="list-style-type: none"> - critical attitude towards selling or buying certain products (see lesson about Globalization)
LEARNING ENVIRONMENT	Classroom lessons and outdoor experiences		
METHODOLOGIES	Brainstorming, collective and individual games, visual materials for frontal lesson stage, exercises of imagination		
DIDACTIC TOOLS	Maps; forms with explicative drawings and pictures shall be provided; cases-study and myths; videos		
UDA1	State and Public Services		
	TIME	ACTIVITY PLAN LESSON (Provide one activity plan for each lesson)	
SITUATION ANALYSIS	20	Questions about the notions of state, regions, cities, and the like.	
MOTIVATIONAL PHASE/STEP	30	<p>The first idea that the teacher puts forward (as a hypothesis) is that States are homogeneous communities of people – that is, communities of people sharing the same religion, habits, physical features. This phase is meant to motivate students to challenge this representation of States.</p> <p>In order to ease the deconstruction of the equivalence State\homogeneous community, the teacher shows the pictures of some people very different from any respects and asks students to locate these people on a world map with political boundaries. The truth, revealed by the teacher after students have answered, is that all the people are citizens of the same State (in the didactic there are four pictures of people from Russia, which may be easily used for the purpose just described). Then, the teacher explains that many</p>	

		<p>times the illustrated features are not reliable indicators of having the same citizenship: there is a mismatch between states and “nations” (groups with common religious-cultural traits). This exercise is meant to introduce the following question: What are the facts determining the citizenship? And then the further question: provided that citizenship is a <i>status</i> which is attributed by the State, what is a State?</p> <p>Tips and suggestions: (i) In addition to the didactic tools, the teacher may use video documents showing politicians meeting minorities – even though the teacher has to warn the class to ignore the celebratory aspect of many of these circumstances (ex. https://www.youtube.com/watch?v=cxSup_zfTbg – China, politicians are shown; https://www.youtube.com/watch?v=KJrvxTIEMRs – Guyana, no politicians are shown).</p> <p>(ii) another game: The teacher distributes images portraying people with different visible features. Some people are similar to others with respect to the features that are portrayed. Some people’s nationality is indicated. Students are asked to guess other people’s nationality. Pictures are chosen so that similar people do not have the same nationality, while different people do share the same nationality. The point of the activities lies again in the fact that the citizens of the same State may be very different in terms of religion, customs, and how they look like.</p>	
<p style="text-align: center;">ACTIVITIES FOSTERING SKILLS DEVELOPMENT</p>	<p style="text-align: center;">100</p>	<p style="text-align: center;">Step 1 Introductory phase</p> <p style="text-align: center;">40</p>	<p>The teacher shows a video of a map of Europe through history (like this https://www.youtube.com/watch?v=UY9P0QSxlnI). Then, she asks students which is the main feature they can observe. This exercise is meant to make the class reflect on some ideas: the same geographical regions can be ruled by different States through time; often the same State can change its borders; there are huge States and very small States, sometimes even a city and its surroundings are considered a State). The teacher explains how the notion of State is political and may be translated in the power of ruling a certain population based on a certain territory. But what does it mean “ruling”? This question ends the introductory phase and open the intermediate phase.</p> <p>In the didactic tools there is an additional section (“State, territory, and population”) focusing on Sub-Saharan States in the Pre-Colonial Era.</p>

			<p>Some of these States were examples of States in which territory was not stable and delimited.</p>
		<p>Step 2 Intermediate phase 40</p>	<p>The didactic tools illustrate how functions of states have been changing during different periods. In the past many states were concerned primarily about taxing their citizens to fund military campaigns. But at a certain point the functions of the state have massively increased so to encompass many social services (the Welfare State).</p> <p>To make students reflect on this issue actively, in the didactic materials there is an exercise in which students are asked to mark the pictures portraying a public service. All the pictures are to be marked showing how encompassing the competences of the State are.</p> <p>Brainstorming activity: students are asked to tell how – according to their experiences – services (education, healthcare, etc.) are provided in the country of origin, and to compare these solutions to those adopted in the host country. This session is aimed at showing that, in many European countries, many activities dealing with the production of services are intensively regulated by central authorities (Welfare State). These policies may be equally (or even more) accentuated in students ‘country of origin, but probably some students in the class will report the experience of a less publicly regulated society (say, a society in which many services are provided by social networks, instead of by the public authorities).</p> <p>In the brainstorming activity students are encouraged to reflect about which system they prefer: do they prefer the system in which many services are provided by the family and the social network, or do they prefer the system which the production of services is intensively regulated by the State? Or – another alternative yet – do they prefer a system in which many services are delivered by the collectivity – social network or State – at the expense of individual freedom, or a system in which every individual maintains her freedom but has to rely mostly on</p>

			<p>their own strength to tackle everyday problems? In the didactic materials two exercises are dedicated to these topics (see exercises 1 & 2).</p>
		<p>Step 3 conclusive phase</p> <p>20</p>	<p>This conclusive step introduces the link between the power to deliver services efficiently and the knowledges acquired by the State about its population. As, historically, States have expanded the array of services they provide, so they have increasingly acquired more knowledges about their citizens: the expansion of power goes hand in hand with the expansion of knowledges and forms of control. The contents of a newspaper are illustrative of how common is for us, today, to come across sophisticated information about people’s behaviour, health and wealth. Didactic tools give a simplified example of the contents of a newspaper, but (Tips and suggestions) it would be useful to make students read and analyse a real newspaper.</p> <p>Exercise 5 asks students to individuate contents about public services and contents about knowledges about citizens’ habits in a simplified, fictitious, newspaper: again, it would be interesting to carry out the same exercise with a real newspaper.</p>
<p>META-COGNITIVE PHASE</p>	<p>30</p>	<p>At the end of the lesson students may have the impression that many contemporary States (like European States) affect deeply, through public services, the existence of their citizens and, since public services are standard, they may think also that contemporary States with robust public services result automatically in egalitarian societies. This conclusion has to be challenged during the meta-cognitive phase. Students are driven to reflect on (1) the limited scope of public services – you may be helped to find a job, but liberal democracy (unlike socialist countries) does not provide citizens with jobs directly; (2) even if some public services are delivered poorly, the private sector may guarantee high standards of fundamental services, true, but only to those people who can afford to pay for them.</p> <p>Tips and suggestions (development of the issues addressed during step 3): Tour around a multicultural neighbourhood to assess together the level of public services, with a specific</p>	

		focus on whether local people resort to different ways to pursue their needs without relying too much on public services.	
AUTHENTIC TASK (It is required at the end of the Learning Unit.)			
TIPS & SUGGESTIONS			
UDA 2		Colonialism and Globalization. A Connected World.	
SITUATION ANALYSIS		Merged with the motivational phase	
MOTIVATIONAL PHASE/STEP	30	<p>This phase is divided into two stages. In the first stage, the teacher asks students whether they think that their country was somehow linked in the past to some European country. Typical connections may be the language (for example, African people speaking English or France), or, perhaps, the names of streets, squares and monuments in their city of origin. But she can also show some traces of this connection in the monuments that can be found in Europe (for example in the Parque del Retiro, Madrid, there is a huge bronze statue of a general, Arsenio Martínez-Campos, on his horse, and below the horse there is a curious inscription: "Africa". Why?). She asks the class how they think that this connection had been formed.</p> <p>Later the teacher asks students to read the label on their clothes and to report where they have been made. She makes them understand the fact that many clothes are produced far abroad. She asks whether it is the same in their country or they are accustomed to use clothes that are produced locally. Again, as in the previous stage, different parts of the world seem to be connected. Again, the teacher asks the class which are the features of this connection and how it has been established.</p>	
	TIME	ACTIVITY PLAN LESSON	
ACTIVITIES FOSTERING	100	Step 1 Introductory phase	The teacher shows some maps about the Empires of the past. Below some examples are provided. The Roman Empire:

**SKILLS
DEVELOPMENT**

20



The Umayyad Caliphate:



The Mongol Empire:



And the British Empire:



Didactic tools invite to reflect on the apparent difference between the last map and the others. The conclusion that has to be drawn is that in the last case there isn't an un-interrupted territory but an empire made up of many patches of land scattered around the world. Moreover, the empire is closely connected to the domination of the seas.

**Step 2
Intermediate
phase**

40

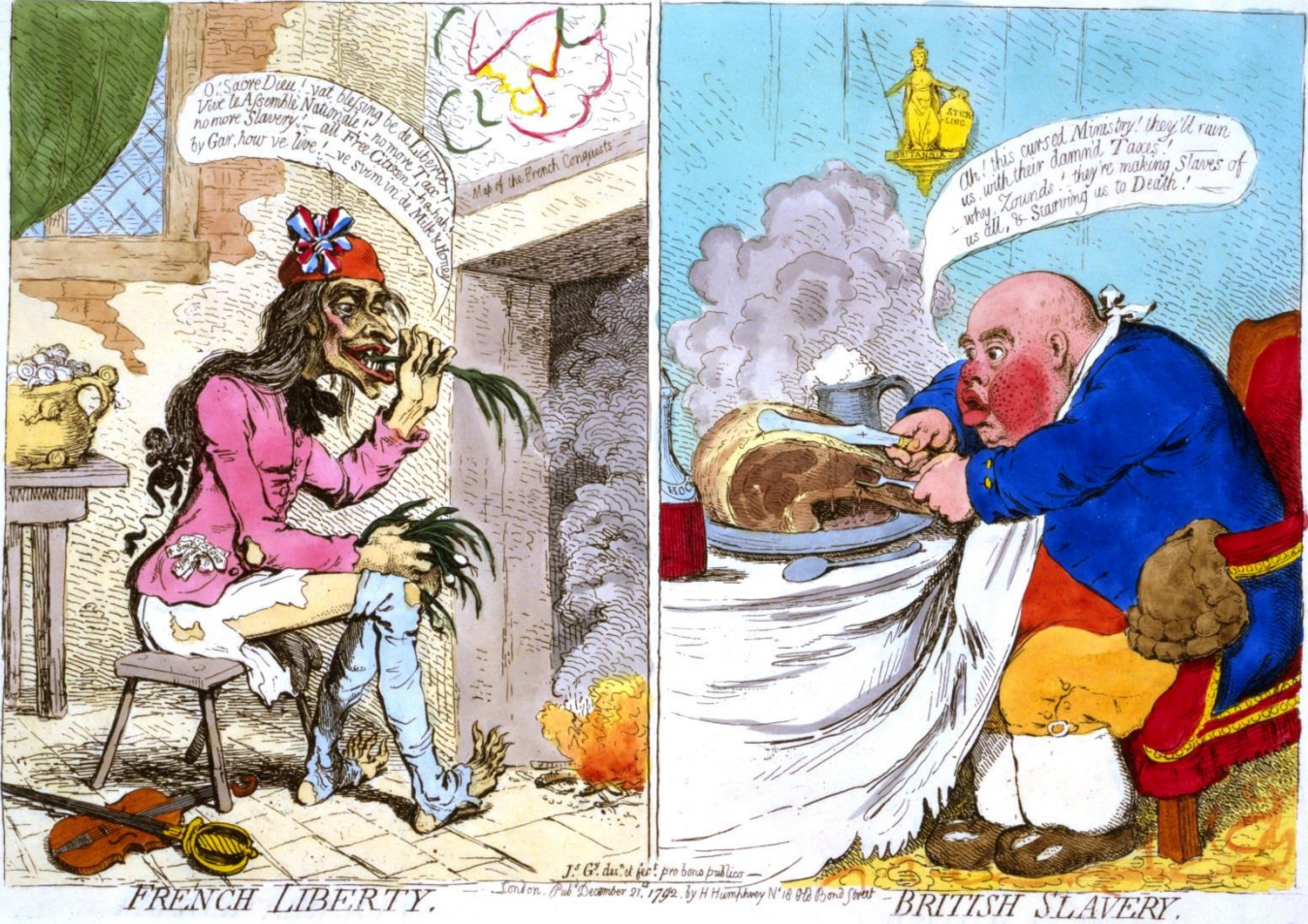
The teacher explains the main features of Colonialism\Imperialism. The main features of Colonialism which didactic tools address are:


a) Which European Countries developed Colonial Empires. Here what didactic tools highlight is that very small countries (in terms of territory and population) created vast colonial empires throughout the world. Students are led to discover on their own this fact thanks to a closed answer exercise (see didactic tools) requiring them to do on-line researches.

b) Which goods were traded across the Atlantic Ocean between colonies and the Mother Land (illustration of the Triangular Trade System). Special attention is paid to slave trade. The phenomenon of slave trade is dramatized by means of (i) the image of the stowage of an English slave ship, (ii) and the story of the "Zong Massacre".

c) The "Scramble for Africa". This part of the lesson goes back on some issues which have been firstly addressed during the first lesson of this unit ("State and Public Services"). The main idea is that the territorial state has been imported to Africa by Colonial Empires, with the peculiarity that Colonial Empires did not build up the infrastructure needed for public services.

			<p>Colonialism and Imperialism are meant to explain the mysterious facts noted at the beginning of the lesson, that of the traces of Europeans names, languages, and monuments in many extra-European countries.</p>
		<p>Step 3 conclusive phase</p> <p>40</p>	<p>The teacher explains how in the present, though there is nothing similar to Imperialism, there is another dangerous strength that “connect” different parts of the world. And that is Globalization. The idea to put forward is that, as during Imperialism resources from the dominated lands were channelled towards the motherland – the political and economic core of the system –, so today the world trade does not guarantee fair conditions for all the people involved. So, exploitation persists even though Imperialism has fallen, but the difference is that State is no longer the main actor, since such a role is played by Multinational Corporations. At the same time, globalization has led many former colonies to increase their wealth during the last few decades, so it is not easy to condemn globalization totally.</p> <p>Students can familiarize with the process of global production\exploitation by means of the exercise about the Global Supply Chain (exercise 5).</p>
<p>META-COGNITIVE PHASE</p>	<p>50</p>	<p>Students are invited to reflect whether they think to be well adjusted for a globalized world or they are victims of this globalized world. A specific question that has to be asked is whether they think to be more adaptable and stronger (“resilient” we would say) than people from the host country (perhaps a migrant can be proud of the fact that she is able to speak more languages or to establish easily and quickly relations of mutual help with unknown people).</p> <p>Note that this section can be devised both as a brainstorming activity, and as an individual writing test in which the student is asked to tell how she regards her condition in the present globalized world. (in this latter case, instead of a meta-cognitive phase, this will be the “Authentic Task”).</p>	
<p>AUTHENTIC TASK (It is required at the end of the Learning Unit.)</p>		<p>Merged with the meta-cognitive phase</p>	

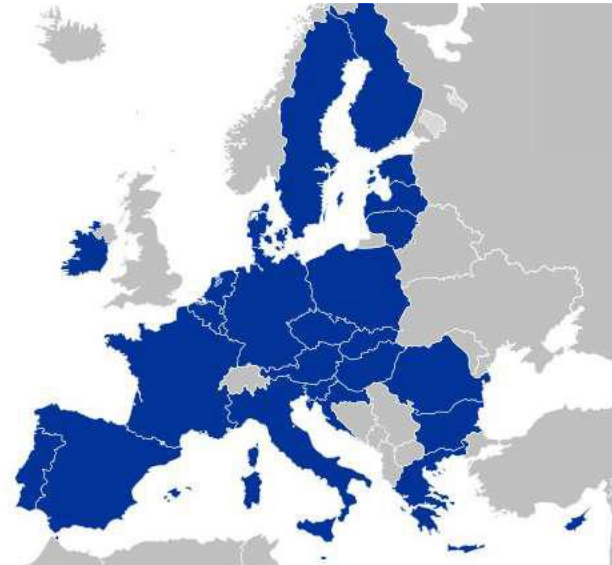
UDA3		EU
SITUATION ANALYSIS	20	Analysis of students' knowledges about concepts such as "city", "state", "sovereignty", "union of states". This analysis is important to introduce the theme of the lesson, that of a political, though incomplete, union among sovereign states.
MOTIVATIONAL PHASE/STEP	30	<p>Students are introduced to the topic of stereotypes in general and national stereotypes in particular.</p>  <p>Didactic materials focus on European Stereotypes. Students are told that, even though stereotypes are prejudices, they are instructive of many Europeans' imagination about the divisions and tensions between countries in Europe. Students play a game in which they</p>

		<p>have to assign one or more national stereotypes to European countries. Then they are asked by the teacher which stereotypes are popular in their country or region, and whether these stereotypes resemble European stereotypes (see exercise 1).</p>	
	<p>TIME</p>	<p>ACTIVITY PLAN LESSON</p>	
<p>ACTIVITIES FOSTERING SKILLS DEVELOPMENT</p>	<p>100</p>	<p>Step 1 Introductory phase</p> <p>40</p>	<p>The introductory phase focuses on Europe as a theatre of war. If students have attended the lesson about Colonialism, then they would be already familiar with the centrality of European countries, in terms of military power, at the beginning of XX century, otherwise this premise of the period at hand has to be shortly explained by the teacher. Didactic materials allow students to see the war in Europe through illustrated maps, used for propaganda during WWI. This section is useful to make vivid how visual products (stereotyped images, symbols, etc.) may represent real hatred among National States.</p> 
		<p>Step 2</p>	<p>The teacher shows again the video on the political map of Europe through history, explaining that, most of the time, changes in the borders were the</p>

**Intermediate
phase**

40

result of wars (link: <https://www.youtube.com/watch?v=UY9P0QSxlnI>). This time the part of the video which matters is that about XX century or XIX-XX centuries. The video ends with a period in which borders do not change (apart from those of Ex-Yugoslavia) and this introduces the idea that EU was established to make European national states stop fighting.



The teacher explains the history of UE, from the establishment of the Internal Market to the expansion of the competences of European Institutions resulting UE properly called. Didactic materials offer an exercise specifically aimed at making students research the different steps of the enlargement of UE with the admission of new member states (see exercise 3).

Then the lesson focus on the level of integration within EU. The EU system consists in some EU principles (free movement of goods and freedom of movement for European citizens), along with the recognition of certain fields in which National States maintain their competences. Thanks to this system, people are more interrelated and conflicts are less likely to break out, still, the sovereignty that each state has withheld, generates tension:

		the rules that a State chooses to adopt in a certain field (like those about the recognition of citizenship) have effects in the sphere of other States.
		<p>Step 3 conclusive phase</p> <p>20</p> <p>The conclusive phase is an example of the coexistence of EU and national law. The example is a famous case-law on the topic of European citizenship that has been decided by the Court of Justice of the European Union (<i>Chen vs. Home Secretary</i>). (The case-law introduces also the topic of the two general models of attribution of citizenship: <i>ius sanguinis</i> and <i>ius soli</i>, or birthright citizenship). Mrs.Chen’s story is relevant as far as the protagonist (Mrs.Chen) lacked any claim about the possibility to live and work in the desired country (U.K.) on the basis both of EU law and of national law, when considered separately. Still, the interplay between national law (namely Irish law) and EU law gave Mrs.Chen the legitimate claim to live and work in U.K.</p> <p>Exercise 4 makes students familiarize with the interplay between EU law and national law, remembering them the two main ideas of this section: (i) that EU law has to be applied instead of national law when a conflict arises, (ii) that in all the fields that are not regulated by EU law, national law remains applicable. For this exercise we have used the judgment of the European Court of Justice in the case “<i>Micheletti</i>”.</p>
META-COGNITIVE PHASE		
AUTHENTIC TASK (It is required at the end of the Learning Unit.)	30	Exercise 5 asks students to develop their personal ideas on the relevance of States for people’s everyday life and to evaluate the creation of regional bodies like EU.

LEARNING UNIT STRUCTURE

TITLE OF THE UNIT	Human Rights and Justice		
INTERCULTURALITY ELEMENTS OF THE UNIT	<p>This unit focuses from one hand on fundamental rights and the demand of justice, from the other hand on the challenges that the decision-making process has to meet. The needs of multicultural class are taken into consideration, first of all, when we pursue the difficult task to reduce speeches about rights to simpler – and, hopefully, understandable – notions, like that of desire. The problem of the coexistence of different, and possibly contrasting, desires raises – moreover – the issue of coexistence in a multicultural society, and this too is one of the main topics of these lessons. Finally, we propose visual exercises questioning whether the representation of rights is widely shared or not.</p>		
TARGET GROUP	ADULT MIGRANT LEARNERS		
LEVEL	Intermediate		
TEACHER/S	Teachers teaching law, history and geography		
TIME <small>(Specify: duration of the Learning Unit and number of lessons to be developed)</small>	3 lessons		
KEY COMPETENCES INVOLVED	Citizenship Competence		
PRE-REQUISITES	<p>Literacy skills Spatial orientation ability Ability to talk about their past Ability to talk about their social, religious, economic, familiar context</p>		
	KNOWLEDGE	SKILLS	COMPETENCES

LEARNING

OBJECTIVES

(fill in with specific learning objectives in terms of Knowledge, Skills and Competences)

- The notion of subjective right (from simple needs to qualified fundamental rights)
- The idea of the universality of human rights
- Different type of rights → civil rights, political rights, social rights, collective rights
- The distinction between “law” and “rights” (apart from the conceptual issue, there is a linguistic issue here: in some languages, like Spanish and Italian, the word is the same. This fact may involve confusion. Anyway, the purpose of this distinction is also that of introducing the distinction between the universal standpoint and the national standpoint)
- Justice, fairness and equality (problems concerning the distribution of resources)

To be able to

- Read and understand a very simple text about the different type of rights
- Express their needs by using the vocabulary of rights
- Assume the point of view of different members of society with their different beliefs, desires and needs
- Assess the degree of the implementation of human rights in different societies
- Abandon certain claims in order to reach an agreement with others

- Knowing which rights they have (in particular which right are effectively respected in the country where they live)
- Being able to recognize the violation of a right
- Understanding the complexity of the contemporary society and the need of very general principles to regulate the coexistence of different groups

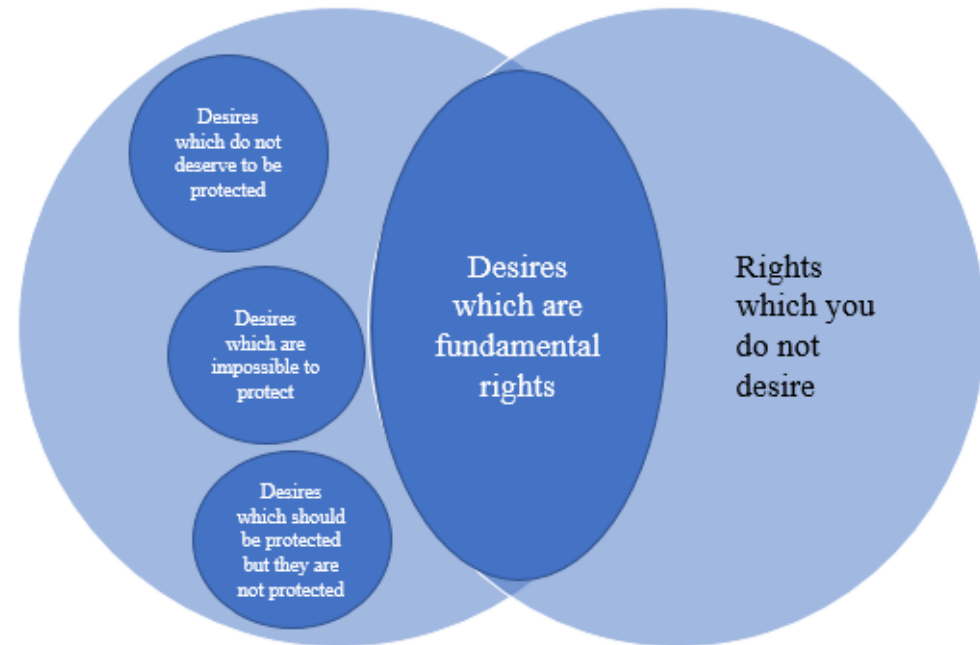
	and rights)		
LEARNING ENVIRONMENT	Classroom lessons and outdoor experiences		
METHODOLOGIES	Brainstorming, collective and individual games, visual materials for frontal lesson stage, exercises of imagination		
DIDACTIC TOOLS	Maps; forms with explicative drawings and pictures shall be provided; cases-study and myths; videos		
UDA1	FROM DESIRES TO HUMAN RIGHTS		
	TIME	ACTIVITY PLAN LESSON (Provide one activity plan for each lesson)	
SITUATION ANALYSIS	20	<p>Assessment of the level of confidence of the class with the main concepts of the unit. These are: individual rights, law, principles, difference between reality and ideal world to build (here there is to assess learners' competences in using expressions like "today things are so and so, but they ought to be different").</p> <p>This phase sets the framework not only for this lesson but also for the next (Lesson 2: A Just Society). The aim of the first activity is to introduce the distinction between how the world is and how the world should be. Teachers have to focus in class, on the one hand, on the expressions used for describing the reality (ex. "this <i>is</i> life"; "this <i>is</i> how the world works"), on the other hand, on the expressions used to communicate our desires and visions about an ideal world (ex. "this is how things <i>should</i> go"; "everyone in the world <i>should</i> have a decent job"). The exercise 1 makes students do practice with the distinction between reality and ideal worlds by means of M.L.King's famous speech (Note: doing the entire exercise in class would require a lot of time, exercises are meant to make students practice on their own after the lesson. Still, reading and commenting few lines of the</p>	

		speech in class may be useful to make students practice with the distinction between reality and ideal worlds)	
MOTIVATIONAL PHASE/STEP	20	The teacher asks also whether students think that in the country of origin, or in their personal story fundamental rights, their recognition, or their violation, play an important role. Short videos about campaigns for rights recognition are shown (see “Selma” on M.L.King).	
ACTIVITIES FOSTERING SKILLS DEVELOPMENT	100	<p>Step 1 Introductory phase</p> <p>40</p>	<p>Game Session, first round: Students see a set of drawings portraying people in different situations. The teacher makes sure that students have understood the subject of the drawings either asking them to describe it or describing it on her\his own. After that, students – working alone or in groups – are asked to choose some of the characters and to list those characters’ desires.</p> <p>second round: this time students (alone or in groups) are asked to list their own desires. After that, the teacher asks questions like: Can you recognize any difference between the list of your desires and their list of desires? How do you explain these differences? Which desires do you think that are more important, yours or theirs?</p> <p>The purpose of the game is to make the class focus on the idea of desires. It is also important that students start distinguishing between desires which are fundamental for people’s wellbeing from desires which are not. When listing their desires, students may list fundamental desires but may also list trivial desires (ex. the desire to have a collection of racing cars). The drawings portray people who is easy to attribute fundamental desires to. In this sense, the drawings should guarantee that the topic of fundamental desires will come up (ex. the desire to earn a living; the desire that your children will have a decent life). If it won’t come up spontaneously, the teacher should drive students to list fundamental desires.</p>

		<p>Step 2 Intermediate phase</p> <p>30</p>	<p>Students read or listen a piece from the Universal Declaration on Human Rights in which many fundamental rights are listed. While reading or listening, students have to find one or more fundamental rights which safeguard the desires which have been listed before (listed by her\himself, or by her\his group, or by the class depending on how the game about the desires has been played beforehand).</p> <p>The aim of this activity is to draw a connection between desires and rights recognized by the law: the latter are instruments to realize and protect the former.</p> <p>The correspondence between desires and rights recognized by the law is the simple lesson to learn. This conclusion may be problematized, if the general level of the class allows it, by noting that there are cases of mismatch between desires and rights (Additional part of the lesson).</p> <p>Typical cases of mismatch would be:</p> <ul style="list-style-type: none"> -desires which do not deserve to be protected (like trivial desires or malicious desires – ex. the desire to have a collection of racing cars, the desire to enslave other people); -desires which cannot be protected by the law (ex. the desire that your spouse do not die of cancer); -desires which deserve to be and can be protected by law but that actually have not been protected (this is a very important point: law may fail to recognize certain fundamental needs – the Declaration is useful for showing this problem, since it lists a short set of rights: the teacher may explain that those are only a part of the rights recognized by the Declaration but there may be many important rights which have not been recognized by the law, moral rights which are not also legal rights); -rights that have been recognized which are not desired (this case is crucial for a multicultural account: someone in class, for example, may point out that she\he does not desire to take part to political elections,
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or having the possibility to change religion).

The following scheme may be used by the teacher or shown to the class:



**Step 3
conclusive
phase**

30

The main conclusion of the lesson so far should be that fundamental rights are some basic desires protected by the law. The didactic tools explain some crucial features of fundamental rights. (1) Didactic tools illustrate that States and the law are often the protector of rights, but sometimes they may become the first violators of fundamental rights. (2) Didactic tools illustrate the main features of fundamental rights. Fundamental rights are (1) imprescriptible, (2) unwaivable, (3) they trump economic considerations and the will of the majority.

exercises 2 & 3 ask students to point out which right has been violated in two texts. The **exercise 4** asks students to connect the violation of a certain right with the remedies that may be claimed when rights are

			<p>violated. Exercise 5 finally is a set of questions which makes students use the notions learned during the lesson.</p>
<p>META-COGNITIVE PHASE</p>	<p>10</p>	<p>Students are asked to think about linguistic expressions about rights in their mother-tongue (if this is different from English, French, Spanish, and the like). Do they think that there are differences in the use of these expressions? (Perhaps in the mother-tongue there are some expressions which mirror our use of expressions like “rights”, “desires” in certain cases but not in others).</p> <p>As an alternative meta-cognitive activity, students are asked to reflect on the images connected to the idea of rights. The connection may be controversial due to the very peculiar aesthetic involved. Here there is an example of image that may look controversial</p>	

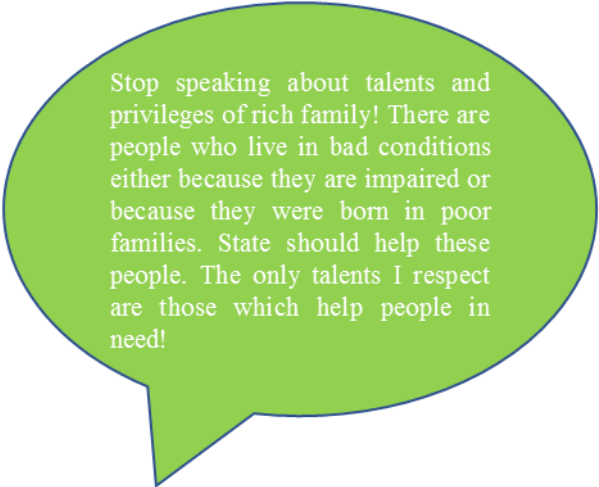


Rockwell, Freedom from Want (1943)

damian entwistle, CC BY-NC 0.2,
<https://www.flickr.com/photos/damiavos/37383084754/>

If students are prone to recognize images like this as images of rights fulfilment, then they can learn the lesson according to which fundamental rights sometimes seem to be universal. If they do not recognize them as images of rights, this leads to the idea that different people or groups in different historical periods can think to have different rights.

AUTHENTIC TASK (It is required at the end of the Learning Unit.)	30	Going back to the visual part of the lesson, students are asked to write a short description of an image meant to represent a right (or rights violations, or something similar).	
TIPS & SUGGESTIONS			
UDA2		A Just Society	
	TIME	ACTIVITY PLAN LESSON	
SITUATION ANALYSIS	20	Brainstorming activity about what is a Just Society. Didactic Tools distinguish the idea of Just Society from the idea of Dream Worlds. The distinction builds up with the emphasis on the Lesson 1 about the concrete possibility to pursue rights: the lesson to keep in mind is that thinking about a Just Society is not just fantasizing.	
MOTIVATIONAL PHASE/STEP	optional	Videos or other media are used to represent the discourse of people belonging to a dominating social group who justifies inequalities with many different arguments. Students are asked to make comments about these kinds of discourses.	
ACTIVITIES FOSTERING SKILLS DEVELOPMENT	140	Step 1 Introductory phase 40+20(meta-cognitive phase)	The problem of disagreement: didactic tools introduce five characters (<i>Mother, Lady, Champion, Impaired Person, Scientist</i>). Students are asked to match each character with her\his plausible idea about what is a Just Society, choosing the answer from the options in a box. This activity is conceived to drive students to focus on the problem of disagreement between different conceptions of a Just Society. Exercise 1 is meant to make students practice with the idea of disagreement. Students will be asked to match the characters who are disagreeing. The disagreement may involve more than two characters. To make an example:



Stop speaking about talents and privileges of rich family! There are people who live in bad conditions either because they are impaired or because they were born in poor families. State should help these people. The only talents I respect are those which help people in need!

Impaired Person and *Mother* may be those who say these words, while the target of their accusations may be *Champion* and *Lady*, while *Scientist* may be spared, because his talents can help people in need.

Meta-cognitive phase (*This phase may stay here or at the end of the lesson. If students need to be motivated after the first step, then it would be useful to anticipate this phase here*): Disagreement may lead to violent or pacific conflicts. The teacher asks students about the **real social conflicts** they know. The following section may help with the discussion:

- For example, the workers employed in a factory may think that in a just society they should have a higher salary and so they ask the entrepreneurs to raise their salary. But the entrepreneurs have another idea about what is just. They may think, for example, that some people like them are destined to rule and other people are destined to work, so workers have to know their place. Or they may think that, if they raise the salary, their factories will not work well, then they will have to close the factories and the workers would

			<p>lose their jobs: so, according to entrepreneurs, it is right not to raise workers 'salary.</p> <ul style="list-style-type: none"> - But conflicts are not only for money. Some people think that women should have the same rights and opportunities of men, while other people think that in a just society men and women's roles have to be differentiated. Some people think that homosexuals have the right to adopt children, whereas others think that babies should have a man as father and a woman as mother.
		<p>Step 2 Intermediate phase</p> <p>20</p>	<p>The idea of Role-taking. The premise of this phase and of the next crucial phase is that in complex society economic interests, cultural traditions, and many other factors make people disagree about what is just. To try to solve this problem – the premise says – we should take a step back from our interests, traditions (etc.), working out policies which take into account the fact of disagreement. The idea is borrowed from J.Rawls' famous book "<i>A Theory of Justice</i>".</p> <p>Accordingly with the abovementioned premise, this phase aims at making students put themselves in the shoes of different people. Didactic tools provide teacher with a role-taking game in which students obtain a new identity throwing a die several times and reading the result corresponding to the result.</p> <p>Alternatively, the teacher may instruct each student to write in scraps of paper (i) her\his sex (ii) age (iii) a skill (iv)a hobby or a desire (v) a fear. All the answers are, then, collected in five pots (one for the sex, one for the age, etc.) and each student has to pick one from every pot so to get an identity that is a collage of her\his classmates' identities.</p>

		<p>Step 3 conclusive phase</p> <p>60</p>	<p>Step 3 is the crucial section of the lesson. It is structured as a gamebook in which each student chooses some options and then reads the consequences of her\his option.</p> <p>Thanks to this structure the game can also be played alone by students outside the class.</p> <p>When played in class the teacher will read the options – dealing with different models of societies – asking students to choose which of them they prefer. It is easy to imagine that different students will choose different options. (If the teacher feels the need of giving additional explanations for every option, then she\he must remember to present, at the beginning, each option under its best shape – the odds of the option will be showed afterwards when reading the consequences) The teacher, then, will record on the blackboard the names of the students for each option. After that, the class (or each group of students) will throw one or more dice, acquire a fictitious identity and read the consequences of their choices, given that identity. The teacher will lead a debate about the result.</p> <p>The game may be played twice according to the time available: in the first round there are three different policies on the distribution of wealth; in the second round there are three different conceptions of freedom.</p> <p>In the section below there are some explanatory notes for the teacher.</p> <ul style="list-style-type: none"> - RichLand would be a sort of Aristocratic Society in which rich and noble families have the right to exercise power. - TalentLand would be a sort of Meritocratic Society in which formally everyone can improve her economic and social conditions provided that she has some appreciated talent. The difference with RichLand is couched in terms of relevance of the family (RichLand) <i>versus</i> relevance of the individual efforts and abilities. If teacher judges that the class is ready to a more elaborated distinction, then the distinction is that between a society in which the law gives the
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power to certain groups (RichLand) and another in which law does not reserve power to rich families and formally everyone can obtain wealth and power (TalentLand). Behind these differences, TalentLand and RichLand are, actually, similar in justifying huge economical inequalities and perpetrating the *status quo*. The race for success is not fair in TalentLand because the State does not help people to become strong and clever, and therefore, in general, children supported by rich families in their education are advantaged over children born in poor families in getting access to universities and in getting the most profitable jobs, thus perpetuating their family's position.

- **EqualLand** would be a kind of Social-Democratic Society in which equality is highly praised. Private wealth is highly taxed by the State and turned into public services. The main differences with TalentLand are (i) that people who have not a decent job and housing, because they lack profitable talents, are provided with aids (social security system, public housing) by the State, (ii) people are supported through public education in developing their talents. EqualLand, at the end, is a more meritocratic society than TalentLand, since everyone starts the race for success from the same spot, while in TalentLand who is born in a rich family is advantaged in the race.
- **WildLand** is a place without State, a sort of *state of nature*. The initial appeal is due to the idea of "the freedom to do whatever you want". The focus of the critical aspects is about the absence of a coercive system: the result is that everyone is free to use violence or manipulation over other people. The teacher may point out as, in WildLand, many other public services are absent since the state does not exist (see LU 2, Lesson 1).
- **LikeLand** represents the Tyranny of the Majority, a system in which the majority has the power – according to the law – to oppress the

			<p>minorities. (<i>Meta-cognitive note:</i> In presenting LikeLand the teacher should try to show both how attractive and cruel is the majority rule. Imagine that some students dislike homosexuality and want to use public services. The teacher could start explaining that in LikeLand – if the majority says so – homosexuality may be banned: so LikeLand would be attractive for some students in the class. After that the teacher could continue explaining that in LikeLand – if the majority says so – migrants may be banned from public services: this way the underlying logic of LikeLand would be shown in all its cruelty).</p> <ul style="list-style-type: none"> - DifferenceLand is a State with a Constitution protecting fundamental rights. Unlike LikeLand, DifferenceLand protects fundamental freedom against the will of the majority. As a result, in DifferenceLand everyone is free to express her religion, culture and personal thought; everyone is free to try to get the job that she likes; everyone is free to have a relationship and have a family with the partner that she likes. But the freedom is not absolute: unlike WildLand, the law exists, the police exists, and private violence is prohibited.
<p>META-COGNITIVA PHASE</p>	<p>20</p>	<p>Discussion (in class or throughout the city) about how the host country is close to a just society. The meta-cognitive phase written in Step 1 may be used to stimulate the discussion.</p>	
<p>AUTHENTIC TASK (It is required at the end of the Learning Unit.)</p>			<p>Exercise 2 deals with the distinction between Dream World and Just Society after that students have studied the idea of Just Society; Exercise 3 requires students to use the concepts they have learned; Exercise 4 requires students to speak each other on the issues addressed by the lesson, using the concepts learned; Exercise 5 is a text about the Meritocratic Society: students have to recognize this model of society under the apologetic description of one its supporter.</p>
<p>TIPS & SUGGESTIONS</p>			

UDA 3		Deciding: how to make a society work	
	TIME	ACTIVITY PLAN LESSON	
SITUATION ANALYSIS	30	<p>Premise for the teacher: While the topic addressed by the first two lessons of this unit is the problem of what makes a society a just society, the topic of this lesson is the problem of the implementation of just, fair, laws. The underlying idea is that even good rulers truly concerned about people's fundamental interests may fail to realize their concerns: decision-making is not just a matter of ideal but also a matter of technique in giving the appropriate commands.</p> <p>In the situation analysis the teacher should try to understand whether students think more that social problems are caused by wicked rulers or by something different. The teacher may ask for example: "have you ever been unjustly fined? Why do you think that the police unjustly fined you?" or "Have you ever been unjustly treated in a hospital? Why do you think that the staff of the hospital mistreated you?"</p> <p>If the students incline to say that the policeman or the nurse had the intention to mistreat them (say because they were racist), the teacher may challenge this conclusion simply saying that there may be different explanations (note: the teacher should recognize that there are situations in which there was a bad intention behind the harmful behaviour). Providing a certain kind of alternative explanation is the purpose of the lesson: the message that students must keep in mind from the very beginning is that in a complex society there may be problems that are independent from rulers and public officials' bad intentions.</p>	
MOTIVATIONAL PHASE/STEP		<p>Situation analysis works also as motivational step: if students incline to blame public officials' wicked intentions, then they will be interested on learning an alternative explanation.</p>	
ACTIVITIES FOSTERING	120	Step 1 Introductory phase	<p>In the introductory phase the story of King Solomon's Judgment is presented: students or the teacher may recite the lines of the dialogue. The purpose of this introduction is that of giving students a simple model</p>

SKILLS DEVELOPMENT		30	<p>of decision-making different form that analysed in the other phases of the lesson.</p> <p>King Solomon’s character represents the authority who decides the singular cases before him without being bound to general law. The teacher should not explain this in step 1, since the idea of general law binding concrete decisions will be introduced in the next phase. What simply the teacher has to dwell on is that King Solomon has just to decide the case on his own.</p>
		Step 2 Intermediate phase 30	<p>Step 2 deals with the distinction between general decisions and particular decisions, as well as the connection of the former with the latter – that is, the idea of the application of general rules to concrete cases.</p> <p>What the teacher must stress is that in today complex society, where many millions of people try to live together, both authorities who take general decisions and authorities who take particular decisions are required. The two types of authorities work jointly: from one hand, the Parliament and the Government frame general laws (in doing so they are not completely free since they have to respect the principles written in the Constitution), from the other hand judges, other public officials, and – in general – rulers’ subordinates have to follow the general decisions which have been issued by the Parliament or the Government.</p> <p>There are two different phases to keep in mind. The first phase is the formation of the law (a general decision) which involves the Parliament and the Government; the second phase is the application of the law to particular cases by judges and other public officials. Within the second phase (the application of the law) there may be different sub-phases: a</p>

			<p>typical case is that in which who has been damaged by the application of the law asks a further judgment to another public official, typically to a judge. All these stages make up the Decision-making process.</p> <p>Didactic tools describe the main concepts of the lesson (constitution, legislation, and particular decisions), draw the connection between general laws and particular decisions. Exercise 1 makes students do practice with the distinction between general decisions or general laws from particular decisions. Exercise 2 is focused on the interplay between rulers and public officials: students are asked to reconstruct in the correct order the steps driving from the formation of a statutory law to judge's decision.</p>
		<p>Step 3 conclusive phase</p> <p>60</p>	<p>Step 3 – The problem of the Application of the Law – is the core and the more interactive part of the lesson.</p> <p>Note for the teacher:</p> <p>The problem of the application of the law rests on the fact that general directives sometimes bring about unwanted result. This problem – as already said in the introductory phase – transcends the issue of whether rulers tried to pursue their people's wellbeing or not: even rulers who want to pursue their people's wellbeing may see their wants frustrated at the moment of the application of their directives to particular cases. In particular the dilemma faced by rulers is the following. First horn of the dilemma: given their real end (say, customers 'protection against unscrupulous sellers), rulers could give detailed instructions to their subordinates (using a rule), but there may be certain particular cases in which the application of such instructions would be odd, unfair, catastrophic. Second horn of the dilemma: given their real end, rulers could just communicate this end to their subordinates without giving rigid instructions (using not a rule but a principle), but in this case the result will deeply depend on the subordinate's sensitivity. If the subordinate shares the ruler's sensitivity, then the result will be good, but if she does not share the ruler's sensitivity the result will be odd, unfair, catastrophic.</p>

The second horn of the dilemma is, in other words, the idea that many subordinates do not deserve trust. Rulers must understand whether there will be more odd, unfair, catastrophic particular decisions, in case they would use rules to communicate with their subordinates (because of the rigidity of rules), or in case they would use principle to communicate (because their subordinates, for various reasons, do not share rulers' sensitivity).

Didactic tools aim at explaining the problem of application of the law in simple words.

The first problem in the application of the law is that of the rigidity of rules. The famous case *Donoghue v. Stevenson* is used to make an example of a good detailed rule who produces an unfair result in a particular case. In this famous case, in which a customer found a decomposed snail on the bottom of her can of coke, judges affirmed that the producers and not the sellers were responsible, reversing the rule that had been followed until then (the rule was a precedent and not a statutory law, but we will neglect this complication). Didactic tools show a story in which judges follow the rule and punish the seller (unfair result), compared to a parallel story in which judges are told to decide on the basis of a principle and they punish the producer (fair result).

(The teacher may dwell on the reasons that justified the adoption of the general rule on the responsibility of the seller in order to emphasise that the adoption of this general rule needs not to be explained thorough rulers' unfairness. Before industrialization, sellers had more control over the content of their products. The image to keep in mind is that of a seller who squeezes lemons to sell lemonade. Therefore, sellers were responsible for dangerous products. Still, after industrialization sellers started selling products which had been manufactured by other subjects, and only these latter – not the seller – had control over the quality of their

		<p>products. The relevant image is that of a shopkeeper selling can of coke which have been bottled elsewhere)</p> <p>At this point the distinction between rules and principles is introduced. Exercise 3 is dedicated to make students practice with the distinction. Students are also asked – in an activity to do in class – to apply the problem of the rigidity of rules to simple commands issued by an owner of a restaurant and a director of the park to a guardian. This part vehicles the idea that the problems addressed in this lesson are not limited to the relationship between rulers and judges but regards many other common relations, especially in the workplace.</p> <p>After that the stage is ready for the second horn of the dilemma: the problems in using principles instead of rules. The example used is that of a guardian who does not share at all the owner’s sensitivity and adopts inappropriate measures to accomplish his task.</p> <p>Summing up, the structure of the third phase is:</p> <p>Problems of the rules (at this stage principles seems a more viable option than rules);</p> <p>Distinction between rules and principles;</p> <p>Application of the distinction to everyday life;</p> <p>Problems of the principles (now also the use of principle is shown to be problematic)</p> <p>Exercise 4 & 5 are respectively aimed at assessing the general understanding of the concepts of the lesson, and at making students practice with the problem of principles.</p>
<p>META-COGNITIVA PHASE</p>		
<p>AUTHENTIC TASK (It is required at the end of the Learning Unit.)</p>	<p>30</p>	<p>Debate on principles and rules. Students form different teams. Each team has to choose a certain issue to regulate, and regulate it through a principle or a rule or both. The other team has to make up odd, funny, catastrophic application of the law in some particular</p>

		cases given the rule or principle chose in advance. Didactic tools give some examples of this game.



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