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Empowering students for just societies

A handbook for secondary school teachers



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The Education for Justice (E4J) initiative, a component of the United Nations Office on Drugs and Crime (UNODC) Global Programme for the Implementation of the Doha Declaration, seeks to prevent crime and promote a culture of lawfulness through educational tools and resources designed for primary, secondary and tertiary education levels. These tools and resources help educators teach the next generation to better understand and address problems that can undermine the rule of law.



The Doha Declaration:
PROMOTING A CULTURE
OF LAWFULNESS



This guide is one part of a two-part kit entitled *Empowering students for just societies*.
The other part is *A handbook for primary school teachers* (ISBN 978-92-3-100335-6)

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Empowering students for just societies

A handbook for secondary school teachers

Foreword

Education has a transformative power. It is broadly recognized that education plays a pivotal role in shaping the values of future generations and creating inclusive, peaceful, just and sustainable societies. To ensure that the next generation is ready to become proactive agents of change, the international community, governments and societies must invest in quality education.

Contemporary challenges to the rule of law are of concern for many societies across the world. These challenges take different forms from one society to another – from the decline of public trust in institutions to corruption and, in some cases, violence. In some societies, young people are led to believe from an early age that the absence of the rule of law is not just common, but acceptable. Education has a key role to play in equipping youth with the necessary knowledge, values, skills and attitudes to face challenges related to the rule of law and engage responsibly in society.

Global Citizenship Education can help foster young people's trust in public institutions and empower them to become champions for peace and justice. This supports the establishment of a global community where integrity, ethics, non-discrimination and respect for the rule of law are key societal pillars and advance the objectives of the United Nations Charter, that is, to maintain international peace and security. Teachers play a critical role in this by nurturing current and future generations throughout their development to possess a keen awareness, a robust moral compass and sound critical thinking skills that can be transposed constructively onto their daily lives.

Building bridges and partnerships between the justice and education sectors contributes to the achievement of Sustainable Development Goals 4 on quality education and 16 on peace, justice and strong institutions, which are key enablers for achieving the 2030 Agenda for Sustainable Development. With this understanding, the United Nations Educational Scientific and Cultural Organization (UNESCO) and the United Nations Office on Drugs and Crime (UNODC) have established a partnership on *Global Citizenship Education for the Rule of Law: Doing the right thing*.

This handbook for secondary school teachers is a collaborative effort between UNESCO's Global Citizenship Education (GCED) and UNODC's Education for Justice (E4J) initiative, which is part of the Global Programme for the Implementation of the Doha Declaration. As part of this partnership, UNESCO and UNODC have also developed a handbook for primary school teachers that offers access to activities, lessons and units which aim to strengthen the rule of law and promote a culture of lawfulness.

We believe that both handbooks will be useful resources for teachers, both in and out of the classroom, to empower the next generation to build just societies.



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List of acronyms

| | |
|---------------|--|
| ASPnet | UNESCO Associated Schools Network |
| CoL | Culture of Lawfulness |
| GCED | Global Citizenship Education |
| RoL | Rule of Law |
| SDGs | Sustainable Development Goals |
| SEL | Socio-emotional learning |
| UDHR | Universal Declaration of Human Rights |
| UNESCO | United Nations Educational, Scientific and Cultural Organization |
| UNODC | United Nations Office on Drugs and Crime |

Key terms

Accountability

Accountability is a key principle of the rule of law, according to which nobody is above the law. It implies that all individuals are answerable for their actions based on expectations formalized through laws and rules, whether they act in their capacity as public officials or citizens.

Culture of lawfulness

A culture of lawfulness (CoL) refers to the cultural and social conditions that sustain the rule of law and ensure that it is respected, implemented and promoted. When there is a CoL, all members have access to the justice system, including to address grievances. Trust is built between populations and the justice system through formal and informal interactions and procedures that meet positive expectations.

Global citizenship education

Global Citizenship Education (GCED) aims to empower learners of all ages to assume active roles, both locally and globally, in building more peaceful, tolerant, inclusive and secure societies. GCED nurtures respect for diversity and solidarity in students in order to build a sense of belonging to a common humanity.

Rule of law

The rule of law (RoL) is 'a principle of governance in which all persons, institutions and entities, public and private, including the State itself are accountable to laws that are publicly promulgated, equally enforced and independently adjudicated, and which are consistent with international human rights norms and standards' (United Nations, 2004, p. 4). In other words:

1. Nobody is above the law (including governments). Everyone is accountable;
2. Laws must be clear, enacted and implemented publicly, and applied evenly;
3. Justice systems should be accessible, fair and independent (impartial);
4. Legal systems and legal enforcement should be consistent with human rights norms.

Section 1:

Introduction

Introduction

1.1 Why does education matter for the rule of law?

Adolescence is associated with a time of significant growth where identity, belongingness, and socialization - especially among peer groups is particularly important. Secondary schools play an important role in youth's socialization, development and forming their ideas and approach to justice, democracy and human rights .

Education systems that promote respect for the rule of law (RoL) in adherence with international human rights and fundamental freedoms strengthen the relationship between learners and public institutions with the ultimate goal of empowering young people to become champions of peace and justice. Teachers are often on the front line of this work and, along with families, play a formative role in shaping youth's attitudes and behaviours.

The RoL is at the foundation of strong and peaceful societies. It is defined as 'a principle of governance in which all persons, institutions and entities, public and private, including the State itself are accountable to laws that are publicly promulgated, equally enforced and independently adjudicated, and which are consistent with international human rights norms and standards' (United Nations, 2004, p. 4). The RoL is predicated on the fact that all persons, institutions and entities enjoy the rights of protection of the law and access to justice while being accountable before the law (whether governments, corporations, or individuals).

Mutual trust and active engagement with rules and codes of behaviour, are at the heart of the RoL. As indicated in UNESCO and UNODC's (2019) policy guide, *Strengthening the rule of law through education: A guide for policymakers*:

A society that supports the rule of law is not one composed of uncritical and obedient citizens; rather it is one whose citizens understand and respect just laws, are aware of their function, know how to engage with them constructively and how to challenge them, as needed, within the appropriate mechanisms and institutions (p. 9).

In this manner, education, with teachers at the core, has a key role in nurturing future generations who are not only critical thinkers, but also informed and empowered actors prepared to build peaceful, just and inclusive societies. By building a shared understanding of the rules in society – and the rights and duties associated to them – Global Citizenship Education (GCED) contributes to a sense of solidarity and mutual accountability between people and government, therefore contributing to a culture of lawfulness (CoL).

GCED provides the overall lens through which this handbook views the role of education in the promotion of the RoL. The handbook draws upon experience from other education processes, including human rights education, peace education, education for sustainable development and education for international and intercultural understanding.

1.2 What is the purpose of the handbook?

The purpose of the handbook is to:

- Provide teachers with a selection of relevant and accessible in-classroom and out-of-classroom educational resources (summaries of short activities, lessons, units) that aim to instil the principles of the RoL among secondary school students.
- Assist teachers in applying the teaching resources to their local educational settings by providing ideas for adaptation for a variety of learning environments.

This handbook provides:

- Summaries of existing teaching resources selected from UN agencies, INGOs, NGOs, and ministries that work to meet the learning outcomes on GCED for the RoL;
- Links to the original resource that offers additional learning opportunities;
- Tips and suggestions for adaptation, extension and cross-references of teaching resources; and
- Suggestions for learning assessment.

1.3 Who is this handbook for?

This handbook can be useful for:

- Teachers and teacher trainers in formal school settings at the secondary school level. It encourages teachers to strengthen the RoL through education by integrating it into their lessons and planning;
- Professionals working in non-formal education or engaging with young people, for example, in sports associations, community organizations, social work and the justice sector;
- Parents seeking to raise empowered young citizens who actively contribute to peace and justice.

Teachers play an influential role in young people's lives, and are thus, central to developing students' knowledge, attitudes and skills and to teaching them how to engage in society both constructively and responsibly. This is done through the content of what they teach (curriculum) and the way they do so (pedagogy).

The ultimate beneficiaries of this handbook are secondary school students. As youth discover themselves and their place in the world, it is important that they learn the skills and behaviour that reinforce community building and promote peaceful societies. This includes understanding sources of conflict, knowing how to negotiate, being able to make ethical decisions, and respecting diversity. During these critical years of adolescence, teachers can support secondary school students develop into advocates of justice and peace by modelling positive actions and by introducing lessons and activities that promote the RoL and a CoL.



It is so nice to feel part of this process of creating rules and not just having to obey."

(Secondary school student, Brazil)

Section 2:

Getting ready to use
the resources



This section provides background knowledge and guidance in order to best utilize, navigate and adapt the activities, lesson plans and units described in this handbook.

2.1 Setting expected learning outcomes

GCED provides the overall framework for the approach to the RoL. It aims to empower learners to engage and assume active roles, both locally and globally, as proactive contributors to a more just, peaceful, tolerant, inclusive, secure and sustainable world. The GCED expected learning outcomes are based on a vision of learning that covers three domains to create a well-rounded learning experience: cognitive, socio-emotional and behavioural (See table A).

Although conceptually distinct, these three domains do not represent isolated learning processes; they often overlap, mutually reinforce and build upon each other, and can also occur in parallel. For example, socio-emotional learning requires understanding existing challenges in the community (cognitive) and making informed decisions (behavioural).

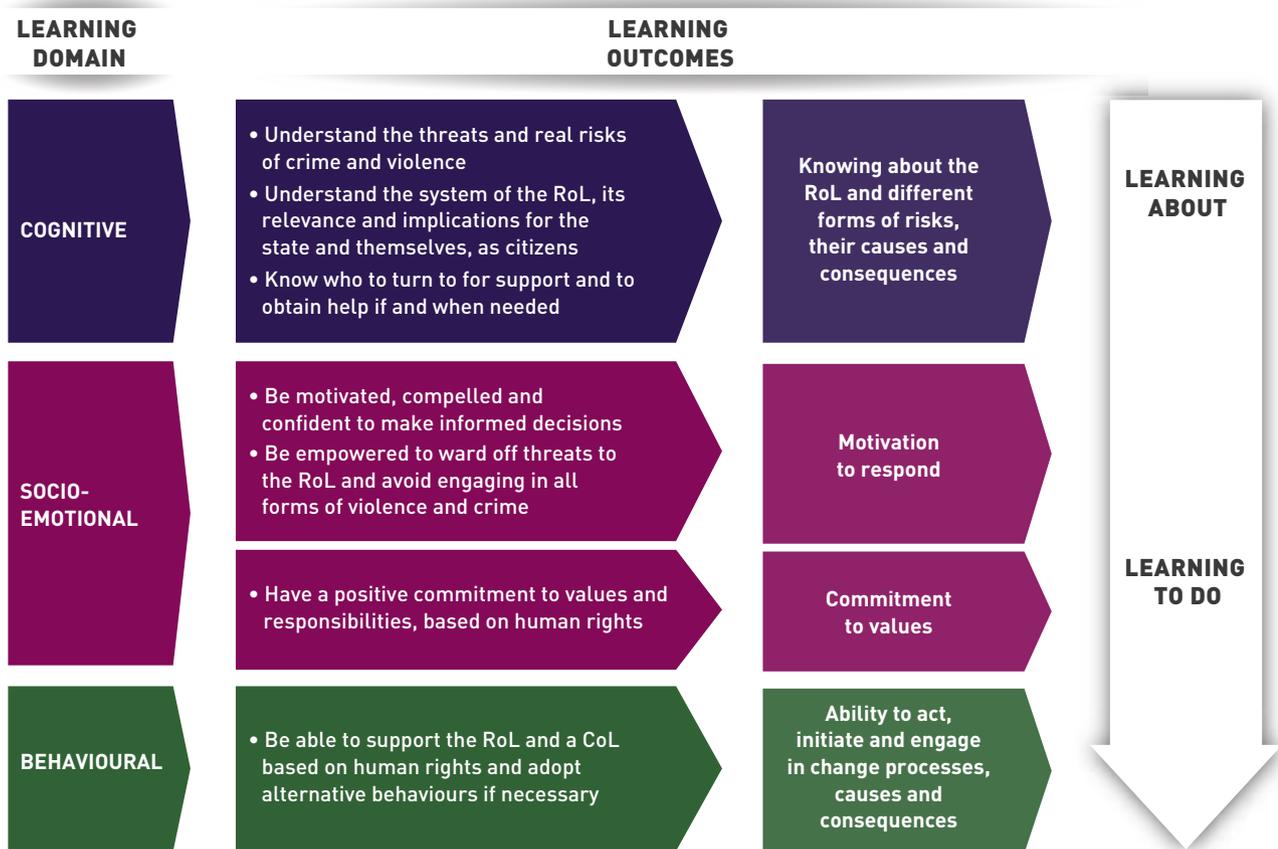
Table A. GCED domains of learning and expected learning outcomes

| GCED DOMAIN OF LEARNING | | |
|---|--|--|
| <p>The cognitive domain includes thinking processes that involve the acquisition, organization and use of knowledge and information.</p> | <p>The socio-emotional domain includes the development of skills that facilitate learners' emotional welfare and successful interactions with others, including peers, teachers, family members and those in their community.</p> | <p>The behavioural domain includes the development of the ability to use learning materials or to implement material in new and concrete situations.</p> |
| GCED EXPECTED LEARNING OUTCOMES | | |
| <ul style="list-style-type: none"> • Learners acquire knowledge and understanding of local, national and global issues and the interconnectedness and interdependency of different countries and populations. • Learners develop skills for critical thinking and analysis. | <ul style="list-style-type: none"> • Learners experience a sense of belonging to a common humanity, sharing values and responsibilities, based on human rights. • Learners develop attitudes of empathy, solidarity and respect for differences and diversity. | <ul style="list-style-type: none"> • Learners act effectively and responsibly at local, national and global levels for a more peaceful and sustainable world. • Learners develop motivation and willingness to take necessary actions. |

Source: Adapted from UNESCO (2015), p. 29

Teachers need to strive to develop learners' ability to use the knowledge they have, or have gained, to alter their behaviours and 'do the right thing' in the appropriate circumstances, for example, learning how to take ethical decisions and speaking out against discrimination. Making this shift from 'knowing' to 'doing' involves helping learners apply their knowledge to real-world situations (see Table B).

Table B. A holistic approach to the promotion of the rule of law – from 'learning about' to 'learning to do'



Source: UNESCO and UNODC (2019), p. 33

The expected learning outcomes outlined in Table C are based on GCED's three domains of learning (cognitive, socio-emotional and behavioural). They provide an indication of the skills, values, knowledge and attitudes that should be developed in order to instil, over time, the principles of the RoL in learners. Younger students would start with a basic understanding of notions and develop from there. Learning outcomes are achieved progressively, through an iterative approach that continually builds learners' awareness, values and skills across the three domains. Full competency and understanding will only be achieved with repeated learning opportunities.

Please note that the learning outcomes identified in Table C are meant to be indicative. They are in no way meant to be seen as an exhaustive list of all the possibly relevant expected learning outcomes related to GCED for the RoL.

Table C. GCED for the RoL learning outcomes at the secondary level

| COGNITIVE: INFORMED AND CRITICALLY LITERATE | LOWER SECONDARY | UPPER SECONDARY |
|---|--|--|
| Knows about local, national and global governance and accountability systems and structures | L1.1 Understands the characteristics of the rule of law (transparency, accountability and equality in front of the law) | U1.1 Knows national and global systems for protecting human rights and delivering justice |
| | L1.2 Understands challenges to upholding basic human rights | U1.2 Understands the role of the executive, legislative and judiciary branches in ensuring the rule of law |
| Understands issues affecting interaction and connectedness of communities at local, national and global levels | L2.1 Assesses the root causes of injustice (e.g. violence, conflict, poverty and discrimination) | U2.1 Critically examines the responsibility of all actors to model fairness and justice in society (e.g. government, private sector, individuals and groups) |
| | L2.2 Understands the benefits of the rule of law and a culture of lawfulness for peaceful societies | U2.2 Is able to understand the political, economic and social factors that promote and/or inhibit the rule of law |
| | L2.3 Understand the threats and risks of crime and violence | U2.3 Understands the mechanisms for citizens to engage and participate responsibly in bringing about change in society |
| Develops skills for critical inquiry and analysis | L3.1 Assesses the degree of a culture of lawfulness within their community (e.g. trust in institutions, access to justice and fairness) | U3.1 Critically assesses the ways in which power dynamics impact voice, engagement and civic participation |
| SOCIO-EMOTIONAL: SOCIALLY CONNECTED AND RESPECTFUL OF DIVERSITY | LOWER SECONDARY | UPPER SECONDARY |
| Cultivates and manages identities, relationships and sense of belongingness | L1.1 Fosters an attitude that is open to negotiation, mediation and reconciliation | U1.1 Is concerned with issues that undermine a sense of belongingness at local, national and global levels (e.g. inequalities, marginalization and discrimination) |
| | L1.2 Is aware of how own emotions and behaviours impact people from different backgrounds | U1.2 Is resilient when faced with adversity or negative peer pressure |
| | L1.3 Has a positive sense of self within the community | |
| Shares values and responsibilities based on human rights | L2.1 Upholds values that help people live together peacefully (e.g. respect, acceptance, solidarity, empathy, inclusion and human dignity) | U2.1 Has a sense of responsibility of a global citizen whose actions impact on others |
| | L2.2 Respects the property of others and public space | U2.2 Uses a personal set of values and ethics to guide decisions and actions |
| Develops attitudes to appreciate and respect differences and diversity | L3.1 Appreciates and values differences of opinions | U3.1 Is open to engaging with diverse groups |
| | L3.2 Is empathetic when witnessing others confronted with discrimination, lack of respect or violence | U3.2 Holds a supportive attitude towards diverse groups advocating for inclusion and justice |
| BEHAVIOURAL: ETHICALLY RESPONSIBLE AND ENGAGED | LOWER SECONDARY | UPPER SECONDARY |
| Enacts appropriate skills, values, beliefs and attitudes | L1.1 Participates in collaborative projects on issues of local and/or global concern | U1.1 Demonstrates civic engagement by participating in actions in favour of peace and justice |
| | L1.2 Resolves ethical dilemmas of immediate relevance | U1.2 Resolves ethical dilemmas based on an understanding of the consequences of different courses of action |
| | L1.3 Demonstrates respect for property (e.g. personal, school and common) | |
| Demonstrates personal and social responsibility for a peaceful and sustainable world | L2.1 Demonstrates skills such as negotiation, mediation and conflict management in daily life | U2.1 Challenges injustice and inequalities with simple actions in a productive and non-violent manner |
| | L2.2 Expresses views on ethical and legal issues and their linkage with local realities | U2.2 Seeks opportunities to promote the rule of law at local, national and/or global level |
| | L2.3 Volunteers in the community | U2.3 Engages with justice institutions and processes in and out-of-school |
| Develops motivation and willingness to care for the common good | L3.1 Engages in the promotion of the common good at school and local community | U3.1 Actively promotes the RoL through advocacy, social entrepreneurship and/or civic engagement |
| | L3.2 Is motivated to care for others beyond their immediate community | U3.2 Engages with governance mechanisms in schools (such as student election councils and youth parliaments) and/or society |
| | | U3.3 Uses technologies to learn about global issues and to engage through collective action |

2.2 Creating a conducive classroom climate

A conducive classroom climate is one that is optimal for teaching and learning and where students feel safe¹ and nurtured. The following can help to create such a classroom climate:

- **Modelling fairness and justice**

The tone set by the teacher plays an important role in establishing expectations about mutually respectful behaviour in the classroom. A teacher who is calm, fair and transparent about expectations and conduct serves as a model for students. This includes establishing clear and appropriate consequences for breaking classroom and school rules, ensuring that they are just, proportional and paired with positive reinforcement.

- **Positive engagement opportunities for adolescents**

Adolescents bring creativity, enthusiasm and a strong sense of natural justice to their learning and play. Where learners are given meaningful opportunities to provide creative and constructive input into lesson planning and school governance processes, expected benefits include: increased engagement; the development of skills in planning, problem-solving, group work and communication; and an enhanced sense of pride in school activities and their own learning experience.

- **Thoughtful classroom set-up**

Ideally, the physical classroom should be arranged so that students can work independently and easily arrange their desks for group work. This can mean having an open space area conducive to teamwork. If finding space is an issue, teachers can identify open areas outside of the classroom that could work for activities and group work (such as the schoolyard). In addition to open spaces, a quiet area where the teacher can speak directly to students one-to-one allows for debriefing of behavioural issues and for students to feel safe to discuss sensitive issues, away from the other students.

- **Participatory teaching methods**

Teachers should adopt participatory teaching methods to allow students to benefit from active learning and practical activities. Using role-playing and the creative arts can assist students to better understand and appreciate different experiences and points of view. These methods develop learning outcomes such as critical thinking and problem-solving skills. However, interaction and asking questions can be difficult for some students. Adolescents should never be forced, but rather encouraged to engage as much as they feel comfortable. Teachers should teach the whole class how to appropriately and respectfully listen and respond to each other.

2.3 Selecting the teaching resource

There are various entry points for teachers to locate the most useful and relevant teaching resources for their classrooms in this handbook. There is an initial overview of the teaching resources at the start of Section 3. At the back of the handbook, there are also an index by keywords and an index by school subjects.

- **By type and duration (see Table D, p.22)**

This 'at a glance' table provides information on the type of teaching resource (short activity, lesson, unit and estimated time).

- **Index by keyword (see Annex, p. 84)**

Teachers can search by keywords to find teaching resources that relate to a particular theme or concept (such as ethical decision-making and inclusion).

- **Index by school subject (see Annex, p. 85)**

Teachers can search for resources by school subject. Each resource has been cross-referenced with one or more subject areas where it can be introduced or integrated.

¹ 'Safe' means there is trust, positive encouragement and that the adolescent's dignity and human rights are respected (no threat of violence, mockery, humiliation and bullying) and students feel heard. The sense of safety is subjective and perceptions may vary depending on gender, status and sense of identity.

2.4 Adapting the teaching resource

As teachers prepare to use a resource, they should consider the ways they may need to adapt it to suit their teaching and learning environment, national and local cultural norms, and make it accessible to as many different types of learners as possible. The adaptation suggestions in the Annex (p. 81) provide numerous ideas for modifying the teaching resources as needed. A short summary is provided below:

- **Classroom constraints**
 - Large class size – consider smaller groupings or have discussions in pairs;
 - Time available – shorten or lengthen the duration of the activities;
 - Modifying materials needed – find, make or substitute required materials;
 - Space requirements – reorganize your classroom, use a larger space, move indoors or outdoors.
- **Cultural familiarity**
 - Change references to names, food and items to make them more familiar;
 - Substitute local texts or art (folklore, stories, songs, games, artwork and proverbs).
- **Local relevance**
 - Use the names and processes for local institutions such as courts;
 - Be sensitive of local behaviour norms (e.g. for genders and ages);
 - Ensure content is sensitive to the degree of rule of law in society (trust in authorities and institutions).
- **Inclusivity for diverse students**
 - Appropriate reading level(s) of texts for student use;
 - Activities suitable for different learning styles and multiple intelligences;
 - Accommodation for students with special educational needs;
 - Sensitivity to cultural, ethnic and linguistic diversity;
 - Sensitivity to students' socioeconomic status.

2.5 Preparing: Teacher readiness

Teaching values, attitudes and skills that strengthen the RoL and promote a CoL requires additional preparation from teachers:

- **Improving self-awareness**

Given that some forms of bias are difficult to identify, teachers may find it helpful to participate in informal evaluations with colleagues in order to gather impartial feedback. An important consideration in this exercise, is that bias operates both through active means (the implicit or explicit bias written into the curriculum or pedagogical practice) but also through omission (issues that are overlooked or communities that are marginalized in the curriculum or pedagogical practice).
- **Screening for stereotypes**

Teachers should take special care to remove harmful explicit and implicit bias in learning materials (UNESCO, 2017), pedagogy and practices that do not model the RoL and can even run counter to developing a CoL (UNESCO and UNODC, 2019).
- **Ensuring subject matter knowledge**

Some resources require that teachers have additional knowledge on a topic. For instance, they may need to be aware of local and national laws and justice institutions or about universal human rights. When teachers select a summary of a resource, they should use the link to access the original source and read the full lesson or activity to understand what, if anything, is required of them to know.

- **Managing sensitive issues**

Teachers must be prepared to respond appropriately to students who disclose sensitive information, such as bullying, peer pressure or violence at home. In most cases, there are already rules and laws around such disclosures and teachers should be aware of existing policies and protocols to support those that are impacted. It is always important that teachers know what to do in such situations, and, if unsure, to discuss it with school administrators.

- **Obtaining necessary clearance**

Depending on their context, teachers may not be able to teach about certain topics. If unsure, teachers should consult with school management and receive clearance on how to move forward before teaching the lesson in question.

- **Mobilizing resources in the community**

When teaching new concepts or about systems where teachers have some but not enough substantive knowledge, it is useful to connect to resources in the community. Based on the learning objectives, this can include local justice advocates, human rights and children's and youth lawyers, community organizations and local government representatives. Such resources, that offer practical views on abstract notions, can really help learning come alive.

Box 1. How can teachers and schools strengthen the rule of law?

- Modelling fair rules and justice in schools that promote tolerance and acceptance by facilitating the inclusion and participation of all students.
- Addressing in lesson plans, issues and dilemmas relevant to the school, community, country or international level.
- Reinforcing positive behaviours of students both inside and outside of the classroom.
- Guaranteeing the personal safety and well-being of all children within the school environment, with particular attention to students belonging to vulnerable groups.
- Ensuring the transparency of school policies and ensuring practices are in line with human rights and support the RoL as well as hold school leaders and teachers accountable.
- Providing meaningful opportunities for learners to contribute to decisions that affect them, including rules in the classroom and schools through student councils and other forms of student representation in various governance levels of educational institutions.
- Making it a priority to cultivate a climate of trust and openness where learners are encouraged to share their opinions and to respectfully consider the views of others.
- Developing neutral and appropriate mechanisms for students and teachers to use when someone (be it a student, teacher or school leader) is in conflict with the established rules.
- Implementing policies of inclusion that embrace diversity in the curriculum and facilitate the involvement of all learners in the life of the school.

Source: UNESCO and UNODC (2019), p. 35

Section 3:

Catalogue of teaching resources



3.1 Overview of resources

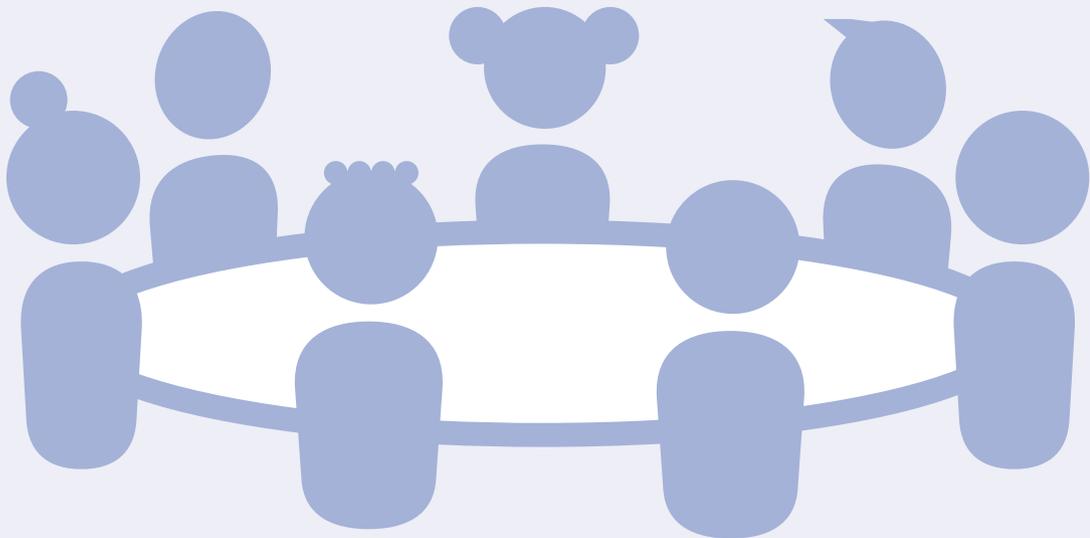
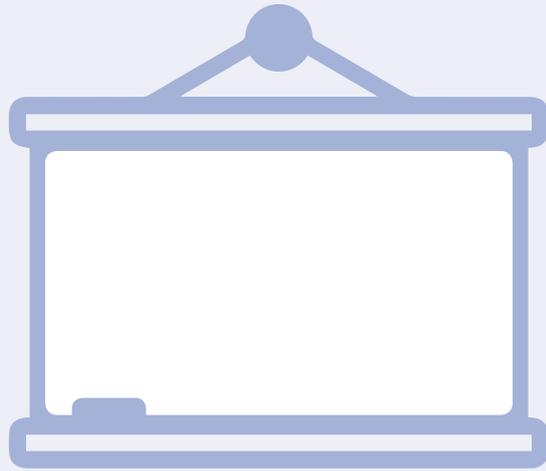
The following table provides an overview of teaching resources according to the languages available, suitable level and estimated time.

Table D. Overview of resources

| Type of activity | Title | Lower/ Upper secondary | Time in minutes | Page | |
|---|--|---------------------------------|--------------------|-------|----|
|  | Short activities and games | Proper process, local tradition | Lower | 30 | 26 |
| | Fortune teller – know your rights | Lower | 30 | 27 | |
| | Appreciation, apology, 'aha' | Both | 30 | 28 | |
| | Wonder fruit | Both | 40 | 29 | |
| | Titanic | Both | 30–45 | 30 | |
|  | Single lessons | Ideal futures | Both | 30–50 | 32 |
| | Throwing stones | Both | 90 | 33 | |
| | Peace news | Lower | 60 | 34 | |
| | Action tree | Both | 30–50 | 35 | |
| | Take care of yourself on the Internet (Disfruta y cuídate en el Internet) | Both | 60–90 | 36 | |
| | Taking the human rights temperature of your school | Both | 60–90 | 37 | |
| | Names can really hurt us | Both | 45 | 38 | |
| | Hide and seek | Upper | 45–60 | 39 | |
| | Graphics on violence against women (Gráficos sobre violência contra a mulher) | Both | 90 | 40 | |
| | Modern fairytale | Lower | 60 | 41 | |
| | Sex trafficking is worldwide | Both | 60 | 42 | |
| | Discussions on violent extremism | Both | 45–60 | 43 | |
| | Right to a fair trial | Both | 60 | 44 | |
| | Understanding criminal sentencing | Both | 60–90 | 45 | |
| | Right of access to information | Both | 60 | 46 | |
| | Running a mock trial | Both | Varies | 47 | |
| | The role of law | Upper | 45–60 | 48 | |
| | Every vote counts | Both | 120 (2x60) | 49 | |
| | Empathy through game play | Both | 100 (2x50) | 50 | |

| Type of activity | Title | Lower/ Upper secondary | Time in minutes | Page |
|---|--|------------------------------|---------------------------------|--------------------------------|
| | Negotiation: Resolving conflicts | Lower | 1 x 60 1 x 90 | 51 |
| | Dilemmas | Lower | 45 | 52 |
| | A tasty project | Both | 45 | 53 |
| | Rules for respect and living together in school | Both | 90 | 54 |
| | Exploring the world's constitutions | Upper | 60 | 55 |
| Units or projects | Model United Nations | Both | Several months | 57 |
|  | The refugee | Both | Several days to weeks | 58 |
| | Speaking up for the right to education: I am Malala | Both | Several days to weeks | 59 |
| | Street Law syllabus | Upper | Full semester | 60 |
| | Just law: Teaching youth about the law in their lives | Both | Varies | 61 |
| | Avenue opened towards legality | Both | 60 minutes, year-round | 62 |
| | Out-of-classroom resources | Sports for all | Both | 120 minutes to several days |
|  | Line up Live Up | Both | Varies | 66 |
| | Transparency board | Both | Year-round | 67 |
| School-family-community engagement resources | Putting rights on the map | Both | 2 to 3 class periods | 70 |
|  | The cultural map | Upper | 120 minutes to several weeks | 71 |
| | Integrity club | Upper | 60 minutes to several days | 72 |
| | Organizing your champions: Human rights clubs | Both | Varies | 73 |

Classroom resources



Short activities and games



Developing students' understanding and skills for promoting the RoL can take place through games or quick activities. The short activities in this section, requiring 30 minutes or less, are appropriate as introductory activities to larger lessons, transitions between subjects, and beginning or end-of-day activities.





Proper process, local tradition

→ Subjects

- Civic education
- Government
- Law
- Social studies

👤 Target learners

Lower secondary

🕒 Time needed

30 minutes

✂️ Materials needed

Handout

🗉 Keywords:

- crime (corruption)
- laws (creation of)
- transparency

DESCRIPTION OF ACTIVITY

In this activity from the OECD (2018), food preparation is used to help teach the importance of process and order.

The teacher shares with the class a list of steps for preparing a barbeque. In small groups, students reflect on why steps are followed in a certain order and what might happen if they were followed out of order, or if some steps were ignored entirely. Students report back to the full group.

The lesson then moves to a full class discussion about the importance of process, relating these principles to the functioning of governments and institutions.

LEARNING OUTCOMES

| Domain | Expected learning outcome |
|---|---|
| Cognitive: informed and critically literate | L1.1 Understands the characteristics of the rule of law (transparency, accountability and equality in front of the law) |

GCED CORE NOTIONS



Shared sense of humanity

TIPS/THINK ABOUT THIS

This lesson is part of a larger curriculum on corruption. The resource includes guidance for teachers on how to deliver this content most effectively (group size, selecting students to share, etc.). Teachers can adapt this lesson by using any culturally familiar process as a starting point.

Source: Based on OECD. 2018. *Education for Integrity – Teaching on Anti-Corruption, Values and the Rule of Law*. Paris, OECD, p. 27. Full information on this resource can be found at: <https://www.oecd.org/governance/ethics/education-for-integrity-web.pdf>



Fortune teller – know your rights

→ Subjects

- Arts (drawing/painting)
- Civic education

👤 Target learners

Lower secondary

🕒 Time needed

30 minutes

✂️ Materials needed

Handout scissors

📖 Keywords:

- children's rights
- values (empathy, respect)

DESCRIPTION OF ACTIVITY

This activity from Equitas (2015) is a simple game that introduces children's rights and prompts interaction among students about their experiences in relation with these rights.

Students are given a piece of paper and are instructed on how to fold it so that it becomes a flower-shaped fortune teller. They use the fortune teller to prompt conversation about children's rights. The teaching resource includes a sample foldable fortune teller with discussion prompts such as 'Tell me about a time you were friendly to someone different than you' and 'Tell me about a time you made a responsible choice.'

LEARNING OUTCOMES

| Domain | Expected learning outcome |
|---|---|
| Socio-emotional: socially connected and respectful of diversity | L2.1 Upholds values that help people live together peacefully (respect, acceptance, solidarity, empathy, inclusion and human dignity) |

GCED CORE NOTIONS



Respect for diversity



Shared sense of humanity



Solidarity

TIPS/THINK ABOUT THIS

This exercise can be used as a warm-up to a longer, more complex human rights education lesson. Teachers can refer to teaching resources such as 'Modern Fairytale' (p. 41), to transition students from a general introduction to children's rights to a more nuanced analysis of how human rights are central to the rule of law.

Source: Based on Equitas. 2015. *Child Rights Fortune Teller*. Montreal, Equitas. Full information on this resource can be found at: <https://equitas.org/wp-content/uploads/2014/06/PIF-child-rights-fortune-teller.pdf>





Appreciation, apology, 'aha'

→ Subjects

- Civic education
- Life skills

👤 Target learners

Lower secondary
Upper secondary

🕒 Time needed

30 minutes

✂️ Materials needed

None

🗉 Keywords:

- community building
- conflict resolution (apology)
- values (empathy, integrity, responsibility, solidarity)

DESCRIPTION OF ACTIVITY

The purpose of this activity from Edutopia (2017) is to promote reflection and to build a sense of solidarity among students.

Students each share something they appreciate, something they would like to apologize for, or something that they have realized (an 'aha' moment). The teacher briefly shares an example of each of these three options. Then students move around the room and share an anecdote that fits one of the three categories.

LEARNING OUTCOMES

| Domain | Expected learning outcome |
|---|--|
| Socio-emotional: socially connected and respectful of diversity | L1.1 Fosters an attitude that is open to negotiation, mediation and reconciliation |
| | U2.2 Uses personal set of values and ethics to guide decisions and actions |

GCED CORE NOTIONS



Solidarity

TIPS/THINK ABOUT THIS

The 'apology' part of this exercise is a way to have students reflect on the consequences of their behaviours on others. Teachers can emphasize values such as responsibility and solidarity at the beginning of the exercise and the importance of being authentic. Students do not have to name to whom they are apologizing; they can simply indicate their action. Over time, this activity can support community building in the classroom and school. A video of the activity in action can be found at <https://www.edutopia.org/video/60-second-strategy-appreciation-apology-aha>

Source: Based on Minero, Emelina. 2017. *13 Powerful SEL Activities*. Edutopia. Full information on this resource can be found at: <https://www.edutopia.org/article/13-powerful-sel-activities-emelina-minero>



Wonder fruit

→ Subjects

- Arts (role-play)
- Civic education
- Language arts
- Life skills

👤 Target learners

Lower secondary
Upper secondary

🕒 Time needed

40 minutes

✂️ Materials needed

Role cards

🗉 Keywords:

- decision-making (ethical)
- transparency
- values (solidarity)

DESCRIPTION OF ACTIVITY

This exercise from Karuna Center for Peacebuilding (2013) uses a short role-play to highlight the importance of communication and transparency in ethical decision-making and negotiation to find win-win situations. In this role-play, there are three actors: a vendor, a hospital owner and a perfume owner. The vendor is selling a wonder fruit and only has one left; its juice can make life-saving medicine while its skin is an essential ingredient for an expensive perfume. The vendor wants to make the most money on his last wonder fruit.

The teacher divides students into the three groups and provide them with information (that they cannot directly share with the other groups). For instance, the hospital and perfume owners do not initially realize they need different parts of the wonder fruit.

During the role-play, students come up with ideas to negotiate with each other and the vendor for the wonder fruit. To conclude, students share how the situation was resolved. They discuss how to be clear in making decisions and negotiation. Students can practise with variations on the role-play that introduces new elements.

LEARNING OUTCOMES

| Domain | Expected learning outcome |
|---|---|
| Socio-emotional: socially connected and respectful of diversity | L1.1 Fosters an attitude that is open to negotiation, mediation and reconciliation |
| Behavioural: ethically responsible and engaged | U1.2 Resolves ethical dilemmas based on an understanding of the consequences of different courses of action |

GCED CORE NOTIONS



Shared sense of humanity

TIPS/THINK ABOUT THIS

Teachers can use the activity to prompt a discussion about the tension between rules and freedom. Teachers might ask students if they believe the rule or law should be in place to guide the actions of the people in the role-play. If so, what kind of law would they write? Who might oppose their law and why? Can they imagine situations in which their law might not function as they intend it to?

Source: Based on Karuna Center for Peacebuilding. 2013. *A Trainer's Guide to Inter-faith Peacebuilding in Sri Lanka*. p. 30. Full information on this resource can be found at: http://www.karunacenter.org/uploads/9/6/8/0/9680374/___karunacenter-_inter-faith-tot-guide-2013.pdf





Titanic

→ Subjects

- Civic education
- Government
- Law
- Life skills
- Social studies

👤 Target learners

Lower secondary
Upper secondary

🕒 Time needed

30 –45 minutes

✂️ Materials needed

Big paper, markers, blackboard

🗉 Keywords:

- community building
- cooperation
- decision-making (ethical)
- rules (reason for)

DESCRIPTION OF ACTIVITY

This exercise from Robert F. Kennedy Human Rights (2017) highlights that the principles of human rights and the rule of law originate in a sense of shared humanity rather than legal documents.

The teacher begins by dividing the students into small groups. Students pretend they are shipwrecked on a deserted island.

Each group draws a bird's-eye view of what they would develop on their island to meet basic needs for survival and for the growth of the community. The full class then takes turns visiting each island.

The lesson concludes with a general discussion of what it felt like to live on the island and where the principles of rule of law originate. Students are guided to recognize that the rules they established were based on their understanding of basic needs.

LEARNING OUTCOMES

| Domain | Expected learning outcome |
|---|--|
| Cognitive: informed and critically literate | L2.2 Understands the benefits of the rule of law and a culture of lawfulness for peaceful societies |
| Socio-emotional: socially connected and respectful of diversity | L2.1 Upholds values that help people live together peacefully (respect, acceptance, solidarity, empathy, inclusion and human dignity) U2.1 Has a sense of responsibility of a global citizen whose actions impact on others |

GCED CORE NOTIONS



Shared sense of humanity



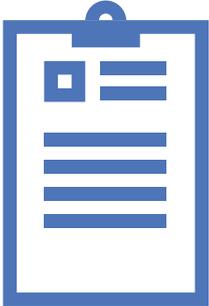
Solidarity

TIPS/THINK ABOUT THIS

This exercise can be used to introduce students to the Universal Declaration of Human Rights (UDHR). After visiting each island, the teacher can distribute a copy of the UDHR and ask students to identify which institutions and establishments on the island represent those rights that are enumerated in the document.

Source: Based on Bowman, E.W. 2017. *Training Manual on Human Rights for Former Political Prisoners of Myanmar*. Washington, DC, RFK Human Rights, p. 22. Full information on this resource can be found at: <https://rfkhumanrights.org/assets/documents/Version-Inglese-Finale-1-1.pdf>

Single lessons



This section describes resources designed for use during a single class period. However, the activities are also suitable for other educational contexts. Suggestions to extend these lessons and deepen students' learning are provided in the 'Tips/Think About This' section of each resource description.





Ideal futures

→ Subjects

- Arts (drawing/painting)
- Civic education
- Government
- Social studies

👤 Target learners

Lower secondary
Upper secondary

🕒 Time needed

30–50 minutes

✂️ Materials needed

Big paper, markers

🗉 Keywords:

- decision-making (ethical)
- global challenges
- values (responsibility)

DESCRIPTION OF ACTIVITY

This activity from Oxfam (2003) involves discussion and a creative activity for students to envision a 'better world'.

The teacher asks students how they would like their school/their community/their country/the world to be in ten years' time.

Students work alone, in pairs, or in small groups to present their ideas on posters or maps, using text and/or drawings. They then share their results with the whole class.

The teacher facilitates a discussion about which visions they consider to be the highest priority and how they might be reached.

LEARNING OUTCOMES

| Domain | Expected learning outcome |
|---|---|
| Socio-emotional: socially connected and respectful of diversity | U2.1 Has a sense of responsibility of a global citizen whose actions impact on others |
| Behavioural: ethically responsible and engaged | L3.1 Engages in the promotion of the common good at school and local community |

GCED CORE NOTIONS



Respect for diversity



Shared sense of humanity



Solidarity

TIPS/THINK ABOUT THIS

The Get Global! resource includes numerous skill-based teaching resources that can be combined for identifying the RoL issue to analyse root causes and take action.

Source: Based on Oxfam. 2003. *Get Global! A skills-based approach to active global Citizenship: Key stages three & four*. (Section I: Get global steps), p. 18. Full information on this resource can be found at: <https://www.oxfam.org.uk/education/resources/get-global>



Action tree

→ Subjects

- Civic education
- Social studies

👤 Target learners

Lower secondary
Upper secondary

🕒 Time needed

30–50 minutes

✂️ Materials needed

Big paper, markers (optional)

🗉 Keywords:

- cooperation
- decision-making (ethical)
- injustice (root causes)

DESCRIPTION OF ACTIVITY

In this exercise from Oxfam (2003), students brainstorm actions to address an issue of concern. Issues can be selected to fit any context. An issue could be broad, such as ‘violence in school’ or specific, such as ‘student A is being bullied by student B’.

The teacher prepares ahead of time an image of a large tree, with room to write or draw on the trunk, branches, roots and around the tree itself. The students decide which issue to address and write it on the trunk. Students work in one large group or in smaller groups to identify possible actions, ways of carrying out the actions and resources needed. The trunk is for writing the issue, fruit can be used for displaying possible actions and the branches are to show the way to achieve them. The roots are where students can write the resources necessary to put their plan into motion.

As a whole group, students share and discuss what has been written on the tree in order to plan further. The teacher helps students to make connections between the local and global effects of each action, who has power, and how to influence them.

LEARNING OUTCOMES

| Domain | Expected learning outcome |
|---|---|
| Cognitive: informed and critically literate | L2.1 Assesses the root causes of injustice (violence, conflict, poverty, discrimination) |
| | U2.2 Is able to understand the political, economic and social factors that promote and/or inhibit the RoL |

GCED CORE NOTIONS

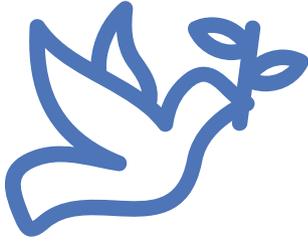
| | | |
|--|--|---|
|  Respect for diversity |  Shared sense of humanity |  Solidarity |
|--|--|---|

TIPS/THINK ABOUT THIS

As an extension, teachers can guide students to apply one of the actions, ensuring that it is practical to organize and implement.

Source: Based on Oxfam. 2003. *Get Global! A skills-based approach to active global citizenship, Key stages three & four.* (Section I, Get global steps). Oxford, Oxfam, p. 45. Full information on this resource can be found at: <https://www.oxfam.org.uk/education/resources/get-global>





Peace news

→ Subjects

- Civic education
- Language arts
- Life skills
- Media/technology
- Social studies

👤 Target learners

Lower secondary

🕒 Time needed

60 minutes

✂️ Materials needed

Copies of news stories

🗉 Keywords:

- conflict resolution (negotiation)
- media
- peace
- values (respect)

DESCRIPTION OF ACTIVITY

This exercise from Arigatou Foundation (2008) encourages students to explore positive solutions to situations involving lack of respect and to apply this method to their own lives.

The teacher distributes copies of short news stories to students. In small groups, students read and discuss their news stories. Each story briefly describes a conflict or tension and concludes with a statement that the issue has been resolved, though that resolution is not articulated in the story.

Student groups imagine what the solution might be and express that solution as a headline for their news story.

Students reconvene in the full group to share their headlines and discuss other possible solutions. They consider the impact that different solutions may have on the rights of those involved.

LEARNING OUTCOMES

| Domain | Expected learning outcome |
|---|---|
| Cognitive: informed and critically literate | L2.2 Understands the benefits of the rule of law and a culture of lawfulness for peaceful societies |
| Socio-emotional: socially connected and respectful of diversity | L1.1 Fosters an attitude that is open to negotiation, mediation, and reconciliation |
| Behavioural: ethically responsible and engaged | L1.1 Participates in collaborative projects on issues of local and/or global concern L2.1 Demonstrates skills such as negotiation, mediation and conflict management in daily life |

GCED CORE NOTIONS



Shared sense of humanity



Solidarity

TIPS/THINK ABOUT THIS

Teachers can use local short news stories or design their own to reflect the interests and circumstances of their learning community.

Source: Based on Arigatou Foundation. 2008. *Learning to Live Together: An Intercultural and Interfaith Programme for Ethics Education*. Geneva, ATAR Roto Presse SA, pp. 93 and 177. Full information on this resource can be found at: <https://ethicseducationforchildren.org/images/zdocs/Learning-to-Live-Together-En.pdf>



Throwing stones

→ Subjects

- Arts (role-play)
- Life skills

👤 Target learners

Lower secondary
Upper secondary

🕒 Time needed

90 minutes

✂️ Materials needed

Handout

🗉 Keywords:

- accountability
- decision-making (ethical)
- human rights (right to protection from exploitation, violence and abuse)
- injustice (root causes)
- values (empathy, responsibility)
- violence (causes)

DESCRIPTION OF ACTIVITY

This activity from the Council of Europe (2015) uses role-play to examine the reasons why people engage in violent acts.

Students are first asked to silently recall a time when they felt angry or frustrated and wanted to do something destructive. A few volunteers share this experience and their emotions.

In small groups, students prepare a short role-play that ends with the act of being about to throw a stone. The handout provides helpful questions to consider.

The role-plays are presented to the whole class, with time left for reactions. The class debriefs on the difference between understanding and justifying violence.

LEARNING OUTCOMES

| Domain | Expected learning outcome |
|---|---|
| Cognitive: informed and critically literate | L2.1 Assesses the root causes of injustice (violence, conflict, poverty, discrimination) |
| | L2.2 Understands the benefits of the RoL and a CoL for peaceful societies |
| Socio-emotional: socially connected and respectful of diversity | U2.2 Uses personal set of values and ethics to guide decisions and actions |
| Behavioural: ethically responsible and engaged | L2.1 Demonstrates skills such as negotiation, mediation and conflict management in daily life |

GCED CORE NOTIONS



Solidarity

TIPS/THINK ABOUT THIS

This activity can be linked with human rights as well as specific forms of violence in one's own community. Compass includes numerous human rights education-related activities and is available in Arabic, Bulgarian, English, Estonian, French, Russian, Spanish and Ukrainian at <https://www.coe.int/en/web/compass/other-languages>

Source: Based on Council of Europe. 2015. *Compass: Manual for Human Rights Education for Young People*. Strasbourg, Council of Europe. Full information on this resource can be found at: <https://www.coe.int/en/web/compass/throwing-stones>





Take care of yourself on the Internet (Disfruta y cuídate en el Internet)

→ Subjects

- Civic education
- Life skills
- Media/technology
- Social studies

👤 Target learners

Lower secondary
Upper secondary

🕒 Time needed

60–90 minutes

🔗 Materials needed

Internet

🗉 Keywords:

- bullying (cyberbullying)
- children's rights
- crime (cybercrime)
- human rights (right to protection from exploitation, violence and abuse)

DESCRIPTION OF ACTIVITY

This resource from the Ministry of Education, Science and Technology, Republic of El Salvador (2019) introduces students to cybersecurity, privacy, cyberbullying, grooming, sexting and sextortion. The methodological guide contains different activities based on videos that can be found on YouTube and other websites and that can be used to discuss specific issues.

The support guide has a specific section on applicable legislation in El Salvador, especially conduct that is considered a crime, such as online sexual exploitation of children, grooming and sextortion. While the content of this section focuses on local legislation, the other parts have information that is widely relevant.

LEARNING OUTCOMES

| Domain | Expected learning outcome |
|--|---|
| Cognitive: informed and critically literate | L1.2 Understands challenges to upholding basic human rights |
| | L2.1 Assesses the root causes of injustice (violence, conflict, poverty, discrimination) |
| Behavioural: ethically responsible and engaged | U3.3 Uses technologies to learn about global issues and to engage through collective action |

GCED CORE NOTIONS



Respect for diversity



Shared sense of humanity



Solidarity

TIPS/THINK ABOUT THIS

This resource was developed in El Salvador for teachers to work with upper primary and lower secondary students on how to stay safe online. It is made up of a methodological guide, with activities to be developed together with students and a support guide for teachers.

Source: Republic of El Salvador Ministry of Education, Science and Technology. 2019. *Disfruta y Cuidate en Internet*. Full information on this resource can be found at <http://www.miportal.edu.sv/recomendaciones-y-buenas-practicas-para-el-uso-de-internet/>



Taking the human rights temperature of your school

→ Subjects

- Civic education
- Government
- Law
- Life skills
- Social studies

👤 Target learners

Lower secondary
Upper secondary

🕒 Time needed

60–90 minutes (could be extended over multiple days)

✂️ Materials needed

Handout

🗉 Keywords:

- accountability
- civic engagement (at school)
- human rights (knowledge of)
- values (responsibility)

DESCRIPTION OF ACTIVITY

This lesson from the Human Rights Resource Center at the University of Minnesota (2000) guides students to analyse conditions in their schools and prepare to take appropriate action to create a safer and more welcoming school environment.

Students complete a handout evaluating the human rights conditions in their school. Alternatively, they can conduct research about human rights in their school before completing the handout.

The teacher collects the responses and shares the average ratings. The full class discusses the results, including patterns they see, explanations for those patterns, reflections on student behaviour, analysis of the behaviour students have witnessed, and how to use this information to move forward.

The full class discusses responsibility and brainstorms how to take action to improve the conditions in the school.

LEARNING OUTCOMES

| Domain | Expected learning outcome |
|---|--|
| Cognitive: informed and critically literate | L3.1 Assesses the degree of a culture of lawfulness within their community (trust in institutions, access to justice, fairness) |
| Socio-emotional: socially connected and respectful of diversity | U1.1 Is concerned with issues that undermine a sense of belongingness at local, national and global levels (inequalities, marginalization, discrimination) |
| Behavioural: ethically responsible and engaged | L3.1 Engages in the promotion of the common good at school and local community |

GCED CORE NOTIONS



Respect for diversity



Shared sense of humanity



Solidarity

TIPS/THINK ABOUT THIS

This teaching resource can be used as the basis for students to take action in their school. Follow-up activities might include outreach to school administrators or the wider community to develop or change existing school regulations or to address human rights issues raised in the survey, such as school violence.

Source: Based on Flowers, N., Tolman, J., Bernbaum, M. and Rudelium-Palmer, K. 2000. *The Human Rights Education Handbook: Effective Practices for Learning, Action and Change*. Minneapolis, Human Rights Resource Center, University of Minnesota. Full information on this resource can be found at: <http://hrlibrary.umn.edu/edumat/hreduseries/hrhandbook/activities/18.htm>





Names can really hurt us

→ Subjects

- Civic education
- Law
- Social studies

👤 Target learners

Lower secondary
Upper secondary

🕒 Time needed

45 minutes

✂️ Materials needed

Access to the Internet for the video, handout (optional)

🗉 Keywords:

- bullying (awareness)
- crime (hate crime)
- discrimination
- inclusion
- media

DESCRIPTION OF ACTIVITY

This lesson by McLaughlin & Brilliant (1997) helps to make students aware of the seriousness and the consequences of prejudice and hate incidents. The teacher begins by explaining that people who commit hate crimes develop their prejudices earlier in life.

The students watch the video 'Names Can Really Hurt Us' and then answer questions that elicit their empathetic responses to the harassment presented in the video.

The teacher facilitates a discussion on the different emotional, social and physical impacts that hate speech has on victims as well as impacts on aggressors.

LEARNING OUTCOMES

| Domain | Expected learning outcome |
|---|--|
| Socio-emotional: socially connected and respectful of diversity | L3.2 Is empathic when witnessing others confronted with discrimination, lack of respect, or violence |
| | U1.1 Is concerned with issues that undermine a sense of belongingness at local, national and global levels (inequalities, marginalization, discrimination) |

GCED CORE NOTIONS



Respect for diversity

TIPS/THINK ABOUT THIS

The Healing the Hate resource offers additional activities that address hate crime, the role of the media, institutionalized racism and social change. This topic can be linked with discussion on laws pertaining to hate crimes.

Source: Based on McLaughlin, K.A. and Brilliant, K.J. 1997. *Healing the Hate: A National Hate Crime Prevention Curriculum for Middle Schools*. Newton, MA, Education Development Center and Rockville, MD, Office of Juvenile Justice and Delinquency Prevention, pp. 31–39. Full information on this resource can be found at: <https://www.ncjrs.gov/pdffiles1/165479.pdf>



Hide and seek

→ Subjects

- Civic education
- Government
- History
- Language arts
- Law

👤 Target learners

Upper secondary

🕒 Time needed

45–60 minutes

✂️ Materials needed

Handouts

🗉 Keywords:

- crime (hate crime)
- discrimination
- equality
- inclusion
- injustice
- values (respect)
- violence (against LGBTQI+)

DESCRIPTION OF ACTIVITY

This lesson from UNESCO (2014) uses a story to encourage students to reflect on the presence and effects of discrimination based on sexual orientation.

Students read an essay by a girl recounting the murder of her sister, who was a lesbian. The girl reflects that the police are not pursuing the murderer because of her sister's sexual orientation. She also reflects that her sister was targeted because she is a lesbian and that in her country, violence towards Lesbian, Gay, Bisexual, Transgender and Intersex (LGBTQI+) people is tolerated.

Students discuss their reactions to the story. They are asked to consider why they think the police are not more proactive in finding the murderer. They reflect on their own experiences of discrimination and consider what action they might take to make their community more accepting of and safe for all members.

LEARNING OUTCOMES

| Domain | Expected learning outcome |
|---|--|
| Socio-emotional: socially connected and respectful of diversity | U1.1 Is concerned with issues that undermine a sense of belongingness at local, national and global levels (inequalities, marginalization, discrimination) |
| | U1.2 Is resilient when faced with adversity or negative peer pressure |
| Behavioural: ethically responsible and engaged | U2.1 Challenges injustice and inequalities with simple actions in a productive and non-violent manner |

GCED CORE NOTIONS



Respect for diversity



Shared sense of humanity

TIPS/THINK ABOUT THIS

Teachers can follow this lesson with student-led research into local organizations that support (LGBTQI+) youth. The story in this exercise may be upsetting; in addition to supporting students as needed, teachers can encourage students to reflect on a course of action to make their community safer. The resource is also available in French and Portuguese.

Source: Based on UNESCO. 2014. *Teaching Respect for All: Implementation Guide*. Paris, UNESCO, pp. 213–215. Full information on this resource can be found at: <http://unesdoc.unesco.org/images/0022/002279/227983e.pdf>





Graphics on violence against women (Gráficos sobre violência contra a mulher)

→ Subjects

- Civic education
- Law
- Life skills
- Math
- Social studies

👤 Target learners

Lower secondary
Upper secondary

🕒 Time needed

90 minutes

✂️ Materials needed

Cardboard, pen, pencil, rubber, scissors, glue and updated graphics on domestic violence (video, print or newspaper)

🗉 Keywords:

- crime (abuse)
- violence (domestic, gender-based)

DESCRIPTION OF ACTIVITY

This lesson from Instituto Promundo (2016) uses interpretation and creation of graphs using data to focus on domestic violence.

The teacher leads a discussion on domestic violence and violence against women. Students form small groups and are given data by the teacher in the form of a chart or graph. The small groups then convert the information they have been given into a specific format (such as a pie chart or bar graph).

Once completed, groups share their work with the full class.

LEARNING OUTCOMES

| Domain | Expected learning outcome |
|---|--|
| Cognitive: informed and critically literate | U3.1 Critically assesses the ways in which power dynamics impact voice, engagement and civic participation |
| Socio-emotional: socially connected and respectful of diversity | L3.2 Is empathic when witnessing others confronted with discrimination, lack of respect or violence |

GCED CORE NOTIONS



Respect for diversity



Shared sense of humanity

TIPS/THINK ABOUT THIS

The teacher must be aware of legal mechanisms in place in their context to prevent and prosecute violence against women.

Source: Based on Instituto Promundo. 2016. *Education and Sports for Equality*. Rio de Janeiro, Instituto Promundo, p. 80. Full information on this resource can be found at: https://promundoglobal.org/wp-content/uploads/2016/07/PraticandoEsporte_Guia_24MAI.pdf



Modern fairytale

→ Subjects

- Civic education
- Government
- Language arts
- Law
- Social studies

👤 Target learners

Lower secondary

🕒 Time needed

60 minutes

✂️ Materials needed

Handouts

🗉 Keywords:

- children's rights
- crime (trafficking in persons/ smuggling of migrants)
- human rights (abuses)

DESCRIPTION OF ACTIVITY

This lesson from the Council of Europe (2009) introduces the issues of child labour and modern-day slavery.

The teacher hands out pictures showing a young girl. Students are asked to use their imagination to explain what they see in the photos. Then the teacher presents the true story of the child in the pictures, who has been trafficked and abused.

The teacher facilitates a discussion, asking students to reflect on how this story relates to stories they have heard about the world today and to human rights documents, such as the Universal Declaration of Human Rights and the Convention on the Rights of the Child.

LEARNING OUTCOMES

| Domain | Expected learning outcome |
|---|---|
| Cognitive: informed and critically literate | L1.2 Understands challenges to upholding basic human rights |
| Socio-emotional: socially connected and respectful of diversity | L3.2 Is empathetic when witnessing others confronted with discrimination, lack of respect or violence |
| Behavioural: ethically responsible and engaged | L2.2 Expresses views on ethical and legal issues and their linkages with local realities |

GCED CORE NOTIONS



Shared sense of humanity



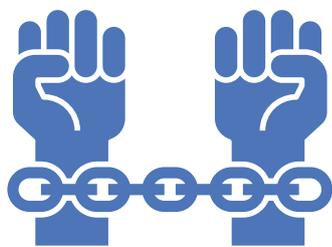
Solidarity

TIPS/THINK ABOUT THIS

This lesson is taken from *Compasito*, a manual with many human rights exercises designed for young students. *Compasito* also features a lesson called 'Putting Rights on the Map' (p. 70), which can be used as a follow-up to this teaching resource. Educators may also consider using 'Sex Trafficking is Worldwide' (p. 42) to prompt conversation about trafficking and child abuse. The resource is also available in French, Hungarian and Russian at <https://www.coe.int/en/web/youth/manuals-and-handbooks>

Source: Council of Europe. 2009. *Compasito: Manual on Human Rights Education for Children*. N. Flowers (ed). Budapest, Council of Europe Directorate of Youth and Sport, pp. 113-117. Full information on this resource can be found at: <https://rm.coe.int/16807023d0>





Sex trafficking is worldwide

→ Subjects

- Arts (drawing/painting)
- Civic education
- Law
- Life skills
- Social studies

👤 Target learners

Lower secondary
Upper secondary

🕒 Time needed

60 minutes

✂️ Materials needed

Blackboard, handouts, paper, pens, access to Internet, projection equipment

🗉 Keywords:

- crime (trafficking in persons/ smuggling of migrants)
- human rights (abuses)
- violence (gender-based)

DESCRIPTION OF ACTIVITY

The purpose of this lesson from Generation Human Rights (2014) is to introduce the issue of human trafficking for the purpose of sexual exploitation and to be aware that it takes place in every region of the world.

The teacher begins the lesson by engaging students in a brief discussion about what sex trafficking is and where it takes place in the world. The teacher then shares three narratives of women who were trafficked. Students guess which country these women come from; at the end the teacher reveals that they are from the United States.

After students view a short film on sex trafficking, the teacher leads a discussion.

The teacher divides the students into small groups and each member of the group is given a narrative, which he/she reads out loud. Group members then write in a journal words that describe their feelings in response to the narratives. There is voluntary sharing of feelings at the conclusion of the class with some discussion. Suggested homework assignments are provided.

LEARNING OUTCOMES

| Domain | Expected learning outcome |
|---|--|
| Cognitive: informed and critically literate | U2.2 Is able to understand the political, economic, and social factors that promote and/or inhibit the RoL |
| Socio-emotional: socially connected and respectful of diversity | L3.2 Is empathetic when witnessing others confronted with discrimination, lack of respect or violence |
| Behavioural: ethically responsible and engaged | L2.2 Expresses views on ethical and legal issues and their linkage with local realities |

GCED CORE NOTIONS



Respect for diversity



Shared sense of humanity

TIPS/THINK ABOUT THIS

This is the first of a three-lesson unit. The second lesson further explores this topic through the use of art and photography and the third lesson engages students in advocacy.

Source: Based on Generation Human Rights. 2014. *Sex Trafficking is Worldwide. Lesson One*. New York. Full information on this resource can be found at: <http://www.generationhumanrights.org/thp-sex-trafficking-module/>



Discussions on violent extremism

→ Subjects

- Civic education
- Government
- History
- Social studies

👤 Target learners

Lower secondary
Upper secondary

🕒 Time needed

45–60 minutes

✂️ Materials needed

None

🗉 Keywords:

- violence (prevention of violent extremism)

DESCRIPTION OF ACTIVITY

This lesson based on a teacher's guide from UNESCO (2016), provides direction on introducing and discussing violent extremism with students. Teachers must first prepare by gaining sound understanding of violent extremism and the prevention of violent extremism (PVE) through education (provided in the introductory chapters of the resource). They should also prepare objectives and outcomes for the discussions.

The resource encourages selecting an appropriate time and tone, and also taking advantage of impromptu 'teachable moments' by being observant, a good listener and utilizing starting questions that assist in engaging students in a conversation. These unplanned conversations can be followed up with planned and structured discussions at a later time.

Debriefing is very important to discussions on PVE that can sometimes be heated and sensitive. The resource provides sample questions for debriefing and ensuring that students' concerns are addressed.

LEARNING OUTCOMES

| Domain | Expected learning outcome |
|---|--|
| Cognitive: informed and critically literate | L2.1 Assesses the root causes of injustice (e.g. violence, conflict, poverty and discrimination) |
| Socio-emotional: socially connected and respectful of diversity | U1.1 Is concerned with issues that undermine a sense of belongingness at local, national and global levels (e.g. inequalities, marginalization and discrimination) |
| Behavioural: ethically responsible and engaged | L2.2 Expresses views on ethical and legal issues and their linkage with local realities |

GCED CORE NOTIONS



Respect for diversity



Solidarity

TIPS/THINK ABOUT THIS

This resource, that also includes extension ideas for discussing PVE, is available in Arabic, English, French, German, Italian, Urdu, Russian and Slovak.

Source: Based on UNESCO. 2016. *A Teacher's Guide on the Prevention of Violent Extremism*. Full information on this resource can be found at: <https://unesdoc.unesco.org/ark:/48223/pf0000244676> pp. 19-34





Right to a fair trial

→ Subjects

- Civic education
- Government
- Law
- Social studies

👤 Target learners

Lower secondary
Upper secondary

🕒 Time needed

60 minutes

✂️ Materials needed

Handouts, sticky notes, pens

🗉 Keywords:

- civic engagement (in community)
- human rights (right to a fair trial)
- legal institutions (courts)

DESCRIPTION OF ACTIVITY

The aim of this activity from Amnesty International (2018) is to introduce students to the procedures and the ethics underlying the right to a fair trial.

On the walls of the classroom, the teacher places four cases associated with the 'Fair Trial' handout. Students circulate in the room to read the cases and indicate on an attached scale how fairly they think the person was treated.

The teacher then facilitates a full class discussion on the student ratings and the reason behind these.

Students are divided into small groups and identify the rights to a fair trial involved in their assigned case, after which the teacher facilitates a whole-group discussion on the results.

Optional: Students organize or participate in a letter-writing campaign.

LEARNING OUTCOMES

| Domain | Expected learning outcome |
|---|--|
| Cognitive: informed and critically literate | L1.1 Understands the characteristics of the rule of law (transparency, accountability and equality in front of the law) |
| | U1.1 Knows national and global systems for protecting human rights and delivering justice |
| | U2.1 Critically examines the responsibility of all actors to model fairness and justice in society (e.g. government, private sector, individuals and groups) |

GCED CORE NOTIONS



Shared sense of humanity



Solidarity

TIPS/THINK ABOUT THIS

This lesson, as well as other lessons in the *Write for Rights* handbook, can be used stand-alone to introduce students to different human rights or in conjunction with Amnesty International's annual letter-writing campaign. Available in English, French and Spanish.

Source: Based on Amnesty International. 2018. *Write for Rights 2018 – A Human Rights Education Toolkit for Educators*. London, Amnesty International, pp. 58–59. Full information on this resource can be found at: <https://www.amnesty.org/en/documents/pol32/8969/2018/en/>



Understanding criminal sentencing

→ Subjects

- Civic education
- Government
- Law
- Social studies

👤 Target learners

Lower secondary
Upper secondary

🕒 Time needed

60–90 minutes

✂️ Materials needed

Access to the Internet for viewing videos, handouts (optional)

🗉 Keywords:

- human rights (right to a fair trial)
- justice (judge)
- law (interpretation)
- legal institutions (courts)

DESCRIPTION OF ACTIVITY

The main purpose of the lesson from Sentencing Council (2019) is to help students understand different kinds of sentencing options and courts in the criminal justice system in England and Wales and considerations influencing how courts make their decisions.

Students watch the 'You Be The Judge' video case studies and discuss the possible sentencing options and rationales for each. After the actual sentence is revealed, students discuss the implications for the offender, family and local community.

The lesson has an optional section where students create a 'You Be The Judge' role-play using one of the cases, and then play either the criminal or the judge.

LEARNING OUTCOMES

| Domain | Expected learning outcome |
|---|---|
| Cognitive: informed and critically literate | L1.1 Understands the characteristics of the rule of law (transparency, accountability and equality in front of the law) |
| Socio-emotional: socially connected and respectful of diversity | U2.2 Uses a personal set of values and ethics to guide decisions and actions |
| Behavioural: ethically responsible and engaged | U1.2 Resolves ethical dilemmas based on an understanding of the consequences of different courses of action |

GCED CORE NOTIONS



Shared sense of humanity

TIPS/THINK ABOUT THIS

The website includes links to the sentencing video case studies, interactive sentencing scenarios, a simplified sentencing guideline, and an overview chart of the criminal justice system.

Source: Based on Sentencing Council. 2019. *Information for teachers: Understanding criminal sentencing in England and Wales – resources for teachers*. London, The Sentencing Council for England and Wales, The Royal Courts of Justice. Full information on this resource can be found at: <https://www.sentencingcouncil.org.uk/about-sentencing/information-for-teachers/>





Right of access to information

→ Subjects

- Civic education
- Government
- Law
- Social studies

👤 Target learners

Lower secondary
Upper secondary

🕒 Time needed

60 minutes

✂️ Materials needed

Handout

🗉 Keywords:

- accountability
- democracy
- human rights (freedom of information)
- transparency

DESCRIPTION OF ACTIVITY

In this lesson from the Danish Institute of Human Rights (2013), the teacher defines access to information, that it is a right, and why it is essential for democracies to function.

Students are divided into small groups and apply the checklist against their school (or an organization which they all belong to).

The groups present their findings to the whole class.

This is followed by a discussion about what the school and/or organization did well and where students see room for improvement in providing access to information.

LEARNING OUTCOMES

| Domain | Expected learning outcome |
|--|---|
| Cognitive: informed and critically literate | L1.1 Understands the characteristics of the rule of law (transparency, accountability, and equality in front of the law) |
| | U1.1 Knows national and global systems for protecting human rights and delivering justice |
| Behavioural: ethically responsible and engaged | L3.1 Engages in the promotion of the common good at school and local community |
| | U3.2 Engages with governance mechanisms in schools (such as student election councils and youth parliaments) and/or society |

GCED CORE NOTIONS



Respect for diversity

TIPS/THINK ABOUT THIS

The handbook contains other human rights education activities and suggestions for organizing a human rights education programme.

Source: Based on Rasmussen, M.L, 2013. The Danish Institute for Human Rights 2013. *The Human Rights Education Teaching Toolbox*. Copenhagen, pp. 94–97. Full information on this resource can be found at: <https://www.humanrights.dk/publications/the-human-rights-education-toolbox>



Running a mock trial

→ Subjects

- Civic Education
- Government
- Law
- Social Studies

👤 Target learners

Lower secondary
Upper secondary

🕒 Time needed

Varies

✂️ Materials needed

Worksheets

🗉 Keywords:

- human rights (right to a fair trial)
- justice (access to)
- legal institutions (courts)

DESCRIPTION OF ACTIVITY

This lesson from Citizenship Foundation (2018) helps students to be aware of the different roles in the court system and to prepare and run a mock trial. It also allows them to understand the process of a criminal trial.

After the class brainstorms on what they already understand about criminal cases and different professionals involved in courts, each student is assigned a role. Teachers split the class into groups according to which roles they have been allocated and provides them a role guide, a copy of the case and the order of procedures (Worksheets 3-14). Students are asked to analyse the case and prepare for the mock trial.

After sufficient preparation, students to run a mock trial in which students assume the role of legal professionals. To conclude, the class can discuss real-life cases and issues surrounding access to justice.

LEARNING OUTCOMES

| Domain | Expected learning outcome |
|--|--|
| Cognitive: informed and critically literate | U1.1 Knows national and global systems for protecting human rights and delivering justice |
| | U2.1 Critically examines the responsibility of all actors (government, private, individual, groups) to model fairness and justice in society |
| Behavioural: ethically responsible and engaged | L2.2 Expresses views on ethical and legal issues and their linkage with local realities |
| | U2.3 Engages with RoL institutions and processes in and out of school |

GCED CORE NOTIONS



Solidarity

TIPS/THINK ABOUT THIS

Since court systems differ, teachers should make the lesson specific to their local context. Inviting legal expert to speak with the class and to answer questions can help deepen students' understanding.

Source: Based on Citizenship Foundation. 2018. *Smart law - Running a mock trial: Classroom notes*. Full information on this resource can be found at https://smartlaw.org.uk/content/uploads/woocommerce_uploads/2018/02/Running-a-mock-trial-classroom-notes-Crown-Court-3.pdf





The role of law

→ Subjects

- Civic education
- Government
- History
- Language arts
- Law
- Social studies

👤 Target learners

Upper secondary

🕒 Time needed

45–60 minutes

✂️ Materials needed

Handout, paper, pens

🗉 Keywords:

- laws (reasons for)
- values (responsibility, solidarity)

DESCRIPTION OF ACTIVITY

This lesson from the Council of Europe and PHZH - International Projects in Education (2008) supports students to reflect on the underlying concepts on which rules and laws are based.

In small groups, students review a worksheet that presents two lists: one list presents rules of conduct and the other list presents underlying concepts of law. Students are asked to relate the rule to the corresponding concept and discuss which concepts seem relevant and which do not.

The exercise can be extended through class discussion or a written activity, with students considering questions about how the RoL concepts apply to their personal lives.

LEARNING OUTCOMES

| Domain | Expected learning outcome |
|---|--|
| Cognitive: informed and critically literate | U2.1 Critically examines the responsibility of all actors to model fairness and justice in society (e.g. government, private sector, individuals and groups) |

GCED CORE NOTIONS



Solidarity

TIPS/THINK ABOUT THIS

This exercise is part of the Living Democracy Series, a collection of resources related to the RoL, democracy, governance and human rights. All manuals are available in English and French; some are also available in Albanian, Azerbaijani, Czech, Georgian, German, Hungarian, Icelandic, Macedonian, Russian and Ukrainian.

Source: Based on the Council of Europe and PHZH - International Projects in Education. 2008. *Teaching Democracy: A collection of models for democratic citizenship and human rights education* (EDC/HRE), Vol 6. Gollob, R. and Krapf, P. (eds). Council of Europe Publishing, pp. 51–52. Full information on this resource can be found at: <https://www.living-democracy.com/textbooks/volume-6/>



Every vote counts

→ Subjects

- Civic education
- Government
- Law
- Life skills
- Social studies

👤 Target learners

Lower secondary
Upper secondary

🕒 Time needed

120 minutes (two lessons)

✂️ Materials needed

Handout, role cards

🗉 Keywords:

- decision-making (process)
- democracy
- governance
- human rights (right to vote)

DESCRIPTION OF ACTIVITY

This lesson from the Council of Europe (2009) asks students to formulate their own decision-making processes as a way to introduce concepts of democracy and good governance.

Students reflect the Article 21 of the Universal Declaration of Human Rights affirmation that 'everyone has the right to take part in the government of his country, directly or through freely chosen representatives.' The group reflects on how those below the voting age are able to participate in important decisions.

In small groups, students create a democratic decision-making process to resolve various situations with which they are provided. Each group shares their process with the whole class.

The teacher then presents a situation where spending a large sum of money needs to be decided. Students must agree on a plan for how they will reach a decision. Once they have agreed, the teacher distributes role cards to students and a mock vote is held.

Afterwards, the full class debriefs to reflect on if and how the decision process was fair, democratic and reflective of human rights.

LEARNING OUTCOMES

| Domain | Expected learning outcome |
|---|--|
| Cognitive: informed and critically literate | U1.1 Knows national and global systems for protecting human rights and delivering justice |
| | U2.3 Understands the mechanisms for citizens to engage and participate responsibly in bringing about change in society |
| Socio-emotional: socially connected and respectful of diversity | U3.1 Is open to engaging with diverse groups |
| Behavioural: ethically responsible and engaged | L2.2 Expresses views on ethical and legal issues and their linkage with local realities |

GCED CORE NOTIONS



Solidarity

TIPS/THINK ABOUT THIS

As this lesson begins with studying a specific aspect of the Universal Declaration of Human Rights, a general human rights exercise, such as Titanic (p. 30), might provide a good introduction. The resource is also available in French, Hungarian and Russian at <https://www.coe.int/en/web/youth/manuals-and-handbooks>

Source: Based on Council of Europe. 2009. *Compassito: Manual on Human Rights Education for Children*. N. Flowers (ed). Budapest, Council of Europe Directorate of Youth and Sport, pp. 103–108. <http://www.eycb.coe.int/compassito/pdf/Compassito%20EN.pdf>





Empathy through game play

→ Subjects

- Civic education
- Language arts
- Life skills
- Media/technology
- Social studies

👤 Target learners

Lower secondary
Upper secondary

🕒 Time needed

Two 50-minute sessions

✂️ Materials needed

Articles, video (optional)

🗉 Keywords:

- discrimination
- diversity
- media
- values (empathy, respect, solidarity)

DESCRIPTION OF ACTIVITY

This activity from Facing History and Ourselves (2018) helps students to develop empathy by asking them to imagine different viewpoints.

The teacher divides students into pairs and provides each partner with a different opinion editorial (op-ed). The two articles should argue opposing sides of an issue.

Students independently read their assigned article and identify the point of view. Based on the reading of their article, students need to predict what the other opposing article is arguing.

Students then share their prediction about their partner's article. Partners would then confirm or clarify this prediction.

The class comes back together to share observations, successes and challenges.

LEARNING OUTCOMES

| Domain | Expected learning outcome |
|---|---|
| Socio-emotional: socially connected and respectful of diversity | L3.2 Is empathetic when witnessing others confronted with discrimination, lack of respect or violence |
| | U3.1 Is open to engaging with diverse groups |

GCED CORE NOTIONS

| | | |
|--|---|---|
|  Respect for diversity |  Shared sense of humanity |  Solidarity |
|--|---|---|

TIPS/THINK ABOUT THIS

The principle of independent media can be linked with democracy and the rule of law.

Source: Based on Facing History and Ourselves. 2018. *Empathy through Game Play*. Full information on this resource can be found at: <https://www.facinghistory.org/resource-library/empathy-through-game-play>



Negotiation: Resolving conflicts

→ Subjects

- Civic education
- Government
- History
- Law
- Life skills
- Social studies

👤 Target learners

Lower secondary

🕒 Time needed

One 60-minute session and one 90-minute session

✂️ Materials needed

Blackboard

🗉 Keywords:

- conflict resolution (negotiation)
- values (empathy)

DESCRIPTION OF ACTIVITY

These two activities from the International Center for Alcohol Policies (2013) introduce students to a model for conflict transformation that they can apply to personal and community conflicts.

The first lesson asks students to consider conflicts that they have encountered at home. They are introduced to a four-step approach to negotiation.

Students work in small groups to prepare a skit that illustrates a family conflict and a subsequent negotiation that resolves the conflict.

LEARNING OUTCOMES

| Domain | Expected learning outcome |
|---|---|
| Socio-emotional: socially connected and respectful of diversity | L1.1 Fosters an attitude that is open to negotiation, mediation and reconciliation |
| Behavioural: ethically responsible and engaged | L2.1 Demonstrates skills such as negotiation, mediation and conflict management in daily life |

GCED CORE NOTIONS



Shared sense of humanity



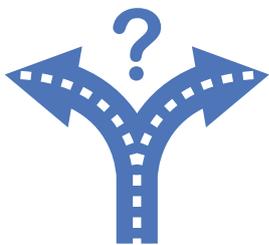
Solidarity

TIPS/THINK ABOUT THIS

The follow-up lesson uses the same model to engage learners in discussion about community-level conflict.

Source: Based on International Center for Alcohol Policies. 2013. *Human Total: A Violence Prevention Learning Resource*. Washington, DC, International Center for Alcohol Policies, pp. 196–207. Full information on this resource can be found at: <http://www.esem.org.mk/en/pdf/Najznachajni%20vesti/2014/3/Human%20Total%20-%20A%20Violence%20Prevention%20Learning%20Resource%20-%20FINAL%20-%20revised%20August%202013.pdf>





Dilemmas

→ Subjects

- Civic education
- Law
- Social studies

👤 Target learners

Lower secondary

🕒 Time needed

45 minutes

✂️ Materials needed

Access to the Internet for the video, handout (optional)

🗉 Keywords:

- decision-making (ethical)
- values (empathy, respect)

DESCRIPTION OF ACTIVITY

This lesson from UNESCO-IICBA (2017) engages students in ethical decision-making and allows them to reflect on the process.

In small groups, students are asked to consider moral dilemmas that have been prepared by the teacher. Guidelines on how to draft a dilemma are provided in the lesson. The groups decide how they would resolve the dilemma. Then students read the guidelines for ethical decision-making and decide how well their proposed solution is in agreement with the guidelines.

In the full group, students share their experiences revising their decisions and discuss if they would like to edit the guidelines for ethical decision-making. Students are then encouraged to consider ethical dilemmas they have faced in their own lives and to apply the guidelines to those dilemmas.

LEARNING OUTCOMES

| Domain | Expected learning outcome |
|---|--|
| Socio-emotional: socially connected and respectful of diversity | L1.1 Fosters an attitude that is open to negotiation, mediation and reconciliation |
| | U2.2 Uses a personal set of values and ethics to guide decisions and actions |
| Behavioural: ethically responsible and engaged | L1.2 Resolves ethical dilemmas of immediate relevance |

GCED CORE NOTIONS



Shared sense of humanity



Solidarity

TIPS/THINK ABOUT THIS

This activity can be linked with different RoL themes and adapted to fit into different subject areas and with different curricula, as teachers can develop their own dilemmas based on their needs. Guidance for developing dilemmas is included in the resource.

Source: Based on UNESCO-IICBA. 2017. *Transformative pedagogy for peace-building: A guide for teachers*. Ethiopia, UNESCO, pp. 56–57. Full information on this resource can be found at: <https://unesdoc.unesco.org/ark:/48223/pf0000261349>



A tasty project

→ Subjects

- Civic education
- Government
- Law
- Life skills
- Media/technology
- Social studies

👤 Target learners

Lower secondary
Upper secondary

🕒 Time needed

45 minutes

✂️ Materials needed

Handout, comic

🗉 Keywords:

- decision-making (ethical)
- transparency
- values (integrity)

DESCRIPTION OF ACTIVITY

Using a graphic book from Tiri and the Aga Khan Development Network Civil Society Programme (2009), this lesson engages students on how to respond to unethical behaviour in a business environment. The exercise raises several issues that can impact the rule of law, including public opinion, power dynamics and the role of the media.

The teacher distributes a graphic book that details the story of a man whose idea is stolen by his boss. Frustrated by the betrayal, the man tells his friend what has happened. His friend suggests he contact the media to expose the wrongdoing.

After reading the story, students are encouraged to consider what they would do in this situation, why such abuses of power are possible, and what breach of integrity they see unfolding.

LEARNING OUTCOMES

| Domain | Expected learning outcome |
|---|---|
| Socio-emotional: socially connected and respectful of diversity | U2.2 Uses personal set of values and ethics to guide decisions and actions |
| Behavioural: ethically responsible and engaged | L2.2 Expresses views on ethical and legal issues and their linkage with local realities |

GCED CORE NOTIONS



Solidarity

TIPS/THINK ABOUT THIS

This exercise can be used in conjunction with 'Dilemmas' (p. 52) to create guidelines for making ethical decisions.

Source: Based on Tiri & Aga Khan Development Network Civil Society Programme. 2009. *A Tasty Project*. Full information on this resource can be found at: https://integrityaction.org/sites/default/files/training_materials/A_Tasty_ProjectEng.pdf





Rules for respect and living together in school

→ Subjects

- Civic education
- History
- Human sciences

👤 Target learners

Lower secondary
Upper secondary

🕒 Time needed

90 minutes

✂️ Materials needed

Poster board, presentation materials

🗉 Keywords:

- community building
- rules (school)
- values (respect, solidarity)

DESCRIPTION OF ACTIVITY

This activity from *École Citoyenne* (2018) involves students in creating new rules for living together. It also helps improve teachers' understanding of how students feel about existing school rules.

Students are asked to think about ways to ensure that they respect each other in their daily interactions in school. The teacher indicates that how well students behave and integrate with others is as important as academic learning. The teacher then facilitates a brainstorming session on what kind of new school rules could promote a greater degree of respect within the school community. Through this discussion, the teacher helps draw out multiple viewpoints, and then arrive at a consensus on a new set of rules which will benefit everyone.

The discussion closes with reflections about commonalities and differences between rules in school and rules in a democracy.

LEARNING OUTCOMES

| Domain | Expected learning outcome |
|---|--|
| Socio-emotional: socially connected and respectful of diversity | L2.1 Upholds values that help people live together peacefully (e.g. respect, acceptance, solidarity, empathy, inclusion and human dignity) |
| Behavioural: ethically responsible and engaged | L2.1 Demonstrates skills such as negotiation, mediation and conflict management in daily life |

GCED CORE NOTIONS



Respect for diversity



Solidarity

TIPS/THINK ABOUT THIS

The rules for living together developed during the activity can be used to structure future interactions within the classroom. Ideally, this activity should be carried out within the school as a whole so that it becomes the foundation for improving the school rules. The website, which is available in French, includes several resources on school rules, justice, empowerment and the common good.

Source: Based on Derbaix, B. 2018. *École Citoyenne*. Full information on this resource can be found at: <https://ecolecitoyenne.org/outils/regles/>



Exploring the world's constitutions

→ Subjects

- Civic Education
- Government
- Law
- Social Studies

👤 Target learners

Upper secondary

🕒 Time needed

60 minutes

🔗 Materials needed

Access to Internet

🗉 Keywords:

- equality
- justice (access to)
- laws (creation of)

DESCRIPTION OF ACTIVITY

This site from Constitute (2019) offers a searchable database to access constitutions from governments all over the world. Teachers can guide students to search, read, and compare the constitutions.

The database of constitutions can be filtered by country, topic, date adopted, and status (enforced or draft). Using this resource, teachers can ask students to search constitutions on specific topics, such as culture and identity or specific rights and duties.

A discussion on constitutions and their purpose essential prior to students working with the resource. One lesson idea is for teachers to have students to work in pairs and compare the constitutions of various countries on one or two topics and to present their findings back to the class.

LEARNING OUTCOMES

| Domain | Expected learning outcome |
|---|--|
| Cognitive: informed and critically literate | U1.2 Understands the role of the executive, legislative and judiciary branches in ensuring the rule of law |
| | U2.1 Critically examines the responsibility of all actors (government, private, individual, groups) to model fairness and justice in society |

GCED CORE NOTIONS



Respect for diversity

TIPS/THINK ABOUT THIS

The teacher should first navigate the site with the whole class so that students become familiar with how to use it. This resource is also available in Spanish and Arabic.

Source: Based on Constitute. 2019. *Constitute*. Full information on this resource can be found at <https://www.constituteproject.org/?lang=en>

Units or projects



This section provides unit plans and projects that teachers can use to provide more sustained exposure to the RoL topics, over a longer period of time. Units built of several lessons or including a project component provide an opportunity for students to extend their learning and skills development from a basic introduction to a deeper analysis and application of the topic under study.

Project-based learning is one of the most widely practised participatory learning methods that can be used for any topic or skill that needs to be taught. When engaged in project-based learning, students produce a project which engages their cognitive and creative skills while also increasing their familiarity with the subject matter through research.



Model United Nations

→ Subjects

- Civic education
- Geography
- Government
- History
- Law
- Life skills
- Social studies

👤 Target learners

Lower secondary
Upper secondary

🕒 Time needed

Several months to prepare and one to five days to hold the session

📚 Materials needed

Books, paper, pens, research materials and other supplies as necessary

🗉 Keywords:

- cooperation
- decision-making (process)
- democracy
- global challenges

DESCRIPTION OF ACTIVITY

Model United Nations (MUN) is an activity where students play the role of UN Member States delegates and attempt to solve real world issues, using the policies and perspectives of their assigned country. Simulating various UN decision-making bodies, the students draft and debate resolutions.

The simulation typically takes one to five days. The preparation may take several months. Students undertake research on the topics they will debate and for which they work towards a resolution. They also research the policies of the country they are assigned to represent.

MUN helps students to understand different perspectives and develop critical thinking and conflict resolution skills.

LEARNING OUTCOMES

| Domain | Expected learning outcome |
|---|---------------------------|
| Cognitive: informed and critically literate | Applicable to all |
| Socio-emotional: socially connected and respectful of diversity | |
| Behavioural: ethically responsible and engaged | |

GCED CORE NOTIONS

| | | |
|--|--|---|
|  Respect for diversity |  Shared sense of humanity |  Solidarity |
|--|--|---|

TIPS/THINK ABOUT THIS

To get started, consider using *MUN Made Easy: How to Get Started with Model United Nations* at <https://bestdelegate.com/mun-made-easy-how-to-get-started-with-model-united-nations/>. For information on mainstreaming crime prevention, criminal justice and other rule of law aspects into MUN conferences, see UNODC's Education for Justice (E4J) MUN Resource Guide, available at https://www.unodc.org/documents/e4j/MUN_Resource_Guide_for_download_1_Feb_2018.pdf

Source: Based on UNODC. 2018. Promoting the rule of law through Model United Nations. Full information on this resource can be found at: <https://www.unodc.org/e4j/en/model-united-nations/index.html>



The refugee

→ Subjects

- Civic education
- Geography
- Government
- Law
- Media/technology
- Social studies

👤 Target learners

Lower secondary
Upper secondary

🕒 Time needed

Several days to weeks

✂️ Materials needed

Paper, pens, map (digital or paper),
access to Internet, projection

🗉 Keywords:

- human rights (freedom of movement)
- refugees
- values (empathy, respect)

DESCRIPTION OF ACTIVITY

This unit from Generation Human Rights and Robert F. Kennedy Human Rights (2016) introduces students to the legal definition of refugees, the conditions that force people to flee and the representation of refugees in art and media.

The definitions and related statistics of refugees, internal displaced persons (IDP) and asylum seekers are introduced.

Students view a video and are asked to reflect on the conditions that forced Syrians to flee their country.

The teacher also guides a discussion and critical reflection on the representation of refugees in the media. An image of the sculpture 'The Refugee' by Frances Bruno Catalano is projected and analysed. The video presentation of refugee teenagers being interviewed as they arrive by rafts to Lesbos, Greece, from war-torn Syrian Arab Republic, Iraq and Afghanistan can be used for a debriefing discussion.

LEARNING OUTCOMES

| Domain | Expected learning outcome |
|---|--|
| Cognitive: informed and critically literate | L2.1 Assesses the root causes of injustice (e.g. violence, conflict, poverty and discrimination) |
| | U2.2 Is able to understand the political, economic, and social factors that promote and/or inhibit the RoL |
| Socio-emotional: socially connected and respectful of diversity | U1.1 Is concerned with issues that undermine a sense of belongingness at local, national and global levels (e.g. inequalities, marginalization and discrimination) |
| Behavioural: ethically responsible and engaged | L3.2 Is motivated to care for others beyond their immediate community |

GCED CORE NOTIONS



Respect for diversity

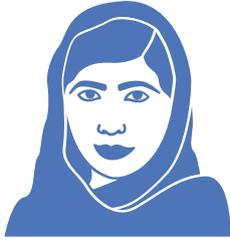


Shared sense of humanity

TIPS/THINK ABOUT THIS

This lesson can be linked with the RoL themes associated with the exploitation of refugees, such as some forms of organized crime, as well as human rights themes. A second lesson addresses refugee camps.

Source: Based on Generation Human Rights and Robert F. Kennedy Human Rights. 2016. *The Refugee*. New York. Brooklyn, NY, Generation Human Rights and Washington, DC, RFK Human Rights. Full information on this resource can be found at: <http://www.generationhumanrights.org/the-refugee-unit/>



Speaking up for the right to education: I am Malala

→ Subjects

- Civic education
- Government
- Law
- Social studies

👤 Target learners

Lower secondary
Upper secondary

🕒 Time needed

Several days to weeks

✂️ Materials needed

Big paper, markers, handouts (all optional), paper, pens, world map

🗉 Keywords:

- children's rights
- civic engagement (activism)
- human rights (right to education)

DESCRIPTION OF ACTIVITY

This activity from Robert F. Kennedy Human Rights (2016) introduces the right to education and the denial of this right to girls in different parts of the world.

In small groups, students discuss their career goals and how education will help them to realize their goals.

Students then receive information about the number of girls worldwide who are not attending primary school and brainstorm the possible reasons. The teacher uses a map to show the countries where large numbers of girls are not attending school.

The teacher introduces Malala Yousafzai and her work as an education activist in Pakistan and shares an interview or speech that she has made. Students discuss what it means to have courage and then journal their responses.

Optional: Students identify a school, community, national or international issue to address; they can also develop an Action Plan, carry it out and share results in their school.

LEARNING OUTCOMES

| Domain | Expected learning outcome |
|---|--|
| Cognitive: informed and critically literate | L1.2 Understands challenges to upholding basic human rights |
| | U3.1 Critically assesses the ways in which power dynamics impact voice, engagement and civic participation |
| Socio-emotional: socially connected and respectful of diversity | U3.2 Holds a supportive attitude towards diverse groups advocating for inclusion and justice |
| Behavioural: ethically responsible and engaged | L3.1 Engages in the promotion of the common good at school and the local community |

GCED CORE NOTIONS



Shared sense of humanity



Solidarity

TIPS/THINK ABOUT THIS

This curriculum includes additional human rights defenders from different parts of the world with associated activities.

Source: Based on Robert F. Kennedy Human Rights. 2016. *Speak Truth to Power: A Guide to Defending Human Rights*. Washington, RFK Human Rights. Full information on this resource can be found at: <https://rfkhumanrights.org/assets/documents/Malala-Yousafzai062018.pdf>





Street Law syllabus

→ Subjects

- Civic education
- Government
- Law
- Social studies

👤 Target learners

Upper secondary

🕒 Time needed

Full semester

🛠️ Materials needed

Various

📖 Keywords:

- law (creation of, interpretation)
- legal institutions (courts)

DESCRIPTION OF ACTIVITY

This section of the Street Law, Inc. website provides teachers with examples of law-related syllabi they can adapt for their own use, as well as instructions for constructing their own courses for teaching law.

The sample provided is Cathy Ruffing's 'Law in Action'. The detailed syllabus contains a thematic overview, learning outcomes and performance indicators for each unit.

The course provides practical information and problem-solving opportunities regarding the law. Students develop knowledge of the law and engage in active learning experiences such as mock trials, moot courts, role-play, case studies, simulations and small group exercises.

Students explore the definition of law, citizen rights and responsibilities under the law, learn methods of dispute resolution, and identify and analyse public issues.

LEARNING OUTCOMES

| Domain | Expected learning outcome |
|---|--|
| Cognitive: informed and critically literate | U1.1 Knows national and global systems for protecting human rights and delivering justice |
| | U1.2 Understands the role of the executive, legislative and judiciary branches in ensuring the rule of law |
| | U2.1 Critically examines the responsibility of all actors to model fairness and justice in society (e.g. government, private sector, individuals and groups) |

GCED CORE NOTIONS



Solidarity

TIPS/THINK ABOUT THIS

The Street Law website provides an overview on how to develop a syllabus. The Ruffing example (found under 'Sample Syllabi' in Step 2) includes components selectively used in developing law-related education activities, or a full course relevant to different national contexts.

Source: Based on Street Law, Inc. Undated. *High School Law Course*. Full information on this resource can be found at: <https://www.streetlaw.org/programs/high-school-law-course> Linked textbook: Street Law, Inc. 2005. *Street Law: A Course in Practical Law, Seventh Edition*. New York, Glencoe/McGraw Hill.



Just law: Teaching youth about the laws in their lives

→ Subjects

- Civic education
- Government
- Law
- Life skills

👤 Target learners

Lower secondary
Upper secondary

🕒 Time needed

Varies (several months)

✂️ Materials needed

Paper and pens/markers, handouts

🗉 Keywords:

- human rights (knowledge of)
- justice (access to)
- values (responsibility)

DESCRIPTION OF ACTIVITY

The purpose of this resource from the Public Legal Education Association of Saskatchewan (2006) is to support teachers to introduce basic concepts of law and application of these concepts in daily life.

The unit on youth criminal justice is designed to help students learn about aspects of the Youth Criminal Justice Act (that governs Canada's youth justice system) such as age of criminal responsibility and sentencing regulations.

The resource provides many cases that are well suited for group work, followed by whole-class discussion. There are also helpful guiding questions and ideas for interacting with justice actors throughout.

LEARNING OUTCOMES

| Domain | Expected learning outcome |
|--|--|
| Cognitive: informed and critically literate | L1.1 Understands the characteristics of the rule of law (transparency, accountability and equality in front of the law) U1.1 Knows national and global systems for protecting human rights and delivering justice |
| Behavioural: ethically responsible and engaged | U2.1 Has a sense of responsibility of a global citizen whose actions impact on others |

GCED CORE NOTIONS



Shared sense of humanity



Solidarity

TIPS/THINK ABOUT THIS

Teachers should find and utilize local legislation on youth justice with the ideas presented in the resource to make the unit relevant to their own context.

Source: Public Legal Education Association of Saskatchewan. 2006. *Just law: Teaching youth about the law in their lives*. Full information on this resource can be found at: <http://docs.plea.org/pdf/JustLawTeachers.pdf>





Avenue opened towards legality

→ Subjects

- Civic education
- Government
- Law
- Life skills

👤 Target learners

Lower secondary
Upper secondary

🕒 Time needed

60 minutes, year-round

✂️ Materials needed

Handout

🗉 Keywords:

- laws (interpretation)
- rules (school)
- values (respect, responsibility)

DESCRIPTION OF ACTIVITY

This resource from the Taranto Law Association (2018) highlights the legal environment of the school and how students can understand their legal rights, and their responsibilities as part of the school community.

This teaching resource presents the key content of Italian laws that pertain to students' rights and responsibilities. The key sections are: principles of democratic citizenship as active involvement in the educational process, students' rights, students' evaluations at school, extracurricular activities, students' duties and disciplinary measures.

The resource includes reflection questions for students, teachers and administrators that help to clarify the intention and application of these laws and the boundary between legal and illegal activities.

LEARNING OUTCOMES

| Domain | Expected learning outcome |
|--|--|
| Cognitive: informed and critically literate | U1.1 Knows national and global systems for protecting human rights and delivering justice |
| | U2.3 Understands the mechanisms for citizens to engage and participate responsibly in bringing about change in society |
| Behavioural: ethically responsible and engaged | L3.1 Engages in the promotion of the common good at school and their local community |

GCED CORE NOTIONS



Respect for diversity



Shared sense of humanity



Solidarity

TIPS/THINK ABOUT THIS

This resource can be used as an example to identify similar regulations in other national settings that can be studied in class and to emphasize the wider legal environment of the school. Within the same document, the laws and reflection questions are presented in Chinese, English, French, Italian and Spanish.

Source: Based on Taranto Law Association. 2018. *Legal Guide Between the School Desks (Guida Giuridica tra i Banchi di Scuola)*. Full information on this resource can be found at: https://www.oravta.it/site/images/pubblicazioni_vdm/Guida_Giuridica_sec.pdf

Out-of-classroom resources



In this section, teachers will find guidance on incorporating transparency, justice and other rule of law concepts into sports and extra-curricular activities.

In recent years, the use of sport to reduce crime, as well as to prevent violent extremism and radicalization, has become more widespread, especially as a teaching resource to improve self-esteem, enhance social bonds and provide participants with a feeling of purpose.

Meanwhile, extra-curricular activities, such as student-led clubs, allow youth the opportunity to apply their class-based learning more concretely in their own school and community.



Sports for all

→ Subjects

- Life skills
- Physical education

👤 Target learners

Lower secondary
Upper secondary (Ages 15–18+)

🕒 Time needed

120 minutes to several days

✂️ Materials needed

Role cards, bandages, rope, small block of wood, blindfold, earplugs, balls, newspaper, scissors, tape

🗉 Keywords:

- cooperation
- human rights (rights of persons with disabilities)
- sports
- values (respect)

DESCRIPTION OF ACTIVITY

In this activity from the Council of Europe (2015), students use their imagination and creativity to design new games that are inclusive of all.

Students are divided into small groups. One person in each group receives a 'disability role card' and they take on that role. Each group has to develop a game (with rules) that everyone can participate in, using the equipment provided.

After the games have been devised, the groups play each other's games. The class then debriefs on their experiences, with attention to the experiences of persons with or without a disability.

LEARNING OUTCOMES

| Domain | Expected learning outcome |
|---|---|
| Socio-emotional: Socially connected and respectful of diversity | Applies to all |
| Behavioural: ethically responsible and engaged | U2.1 Challenges injustice and inequalities with simple actions in a productive and non-violent manner |

GCED CORE NOTIONS

| | | |
|--|--|---|
|  Respect for diversity |  Shared sense of humanity |  Solidarity |
|--|--|---|

TIPS/THINK ABOUT THIS

The debrief for this activity could include a reflection on how the rules of the game were agreed upon by the group and how well they worked. Compass includes numerous human rights education-related activities and is available in Arabic, Bulgarian, English, Estonian, French, Russian, Spanish and Ukrainian.

Source: Based on Council of Europe. 2015. *Compass: Manual for Human Rights Education for Young People*. Strasbourg, Council of Europe. Full information on this resource can be found at: <https://www.coe.int/en/web/compass/sports-for-all>



Line up Live Up

→ Subjects

- Life skills
- Physical education

👤 Target learners

Lower secondary
Upper secondary

🕒 Time needed

Varies (60 minutes per session, several weeks to months to implement the entire programme)

🛠️ Materials needed

Various

🗉 Keywords:

- human rights (right to play)
- justice
- rules (learning about)
- sports

DESCRIPTION OF ACTIVITY

The Line Up Live Up training manual from UNODC (2017) includes ten sessions, each addressing a specific set of core life skills that can play an important role in strengthening young people's resilience, promoting tolerance and respect, and reducing their vulnerability to delinquency, violent behaviour or drug use.

Every session lasts around one hour and include practical sports activities designed to foster critical thinking, decision-making, problem-solving, effective communication, relationship and refusal skills as well as develop participants' ability for self-awareness, empathy and coping with stress and emotions. The debriefing questions after each activity are meant to discuss the experiences of participants during the games, and to link these to daily life.

Apart from addressing life skills, the programme aims to increase knowledge on risks related to violence, crime and substance use, and address attitudes that are affected by normative beliefs and misconceptions regarding the prevalence and acceptability of certain behaviours such as violence.

LEARNING OUTCOMES

| Domain | Expected learning outcome |
|---|---|
| Cognitive: informed and critically literate | L2.3 Understand the threats and risks of crime and violence |
| | U2.1 Critically examines the responsibility of all actors to model fairness and justice in society |
| Socio-emotional: socially connected and respectful of diversity | Applies to all |
| Behavioural: ethically responsible and engaged | L3.2 Uses personal set of values and ethics to guide decisions and actions |
| | U2.1 Challenges injustice and inequalities in simple actions in a productive and non-violent manner |
| | L2.1 Demonstrates skills such as negotiation, mediation and conflict management in daily life |

GCED CORE NOTIONS



Respect for diversity



Shared sense of humanity



Solidarity

TIPS/THINK ABOUT THIS

The ten sessions included in this manual (available online in Arabic, English, Portuguese, Russian and Spanish) can be run in sports centres, schools (either as curricular or extra-curricular sport activities) and other community settings. Line Up Live Up also includes a set of instruction cards and a logbook for the youth.

Source: Based on UNODC. 2017. *Line Up Live up – Life Skills Training through Sports to Prevent Crime, Violence and Drug Abuse*. Vienna, UNODC Full information on this resource can be found at: <https://www.unodc.org/dohadecaration/en/topics/sports/crime-prevention-through-sports---documents.html>



Transparency board

→ Subjects

- Civic education
- Government
- Life skills

👤 Target learners

Lower secondary
Upper secondary

🕒 Time needed

Year-round

✂️ Materials needed

Poster board, presentation materials

🗉 Keywords:

- accountability
- civic engagement (at school)
- transparency
- values (integrity)

DESCRIPTION OF ACTIVITY

The purpose of this school practice from CheckMySchool (2017), is to promote transparency and accountability in the school environment.

This practice is from the Philippines, where the Department of Education has instructed all schools to set up a Transparency Board. A school's Transparency Board at a minimum contains information about a school's income, budget and expenditures. It is placed in a conspicuous place in the school for the public to see.

The example mentions that some schools have used the Transparency Board in addition to convey key information about the school, including the school profile, performance indicators, parent-teacher association reports, and a calendar of activities.

LEARNING OUTCOMES

| Domain | Expected learning outcome |
|--|--|
| Cognitive: informed and critically literate | L1.1 Understands the characteristics of the rule of law (e.g. transparency, accountability and equality in front of the law) |
| Behavioural: ethically responsible and engaged | L3.1 Engages in the promotion of the common good at school and local community U3.2 Engages with governance mechanisms in schools (e.g. student election councils and youth parliaments) and/or society |

GCED CORE NOTIONS



Shared sense of humanity



Solidarity

TIPS/THINK ABOUT THIS

The Transparency Board practice can be built on in classroom lessons and student projects on the RoL. CheckMySchool is a non-profit initiative that addresses public educational issues by empowering Filipino citizens to mobilize and engage with local and national governments through transparency and social accountability.

Source: Based on Masculino, C.J.V. 2017. Volunteers' queries raise transparency in school. CheckMySchool.org . Full information on this resource can be found at: <https://www.checkmyschool.org/volunteers-queries-raise-transparency-in-schools/>

School-family-community

engagement resources



Through these activities, adolescents – with the support of parents and community members – can practise actively shaping a society in which everyone can live peaceful, just, safe and fulfilled lives.



Putting rights on the map

→ Subjects

- Arts (drawing/painting)
- Social studies

👤 Target learners

Lower secondary
Upper secondary

🕒 Time needed

2 to 3 class periods

✂️ Materials needed

Paper, pens, coloured pencils,
copies of rights agreements

📖 Keywords:

- human rights (knowledge of)
- legal institutions (in community)

DESCRIPTION OF ACTIVITY

The purpose of this resource from the Council of Europe (2009) is to have students consider the spaces and institutions in their community that allow them access to specific human rights. In small groups, students draw a map of their neighbourhood, including homes and important places in the community.

After the groups have finished drawing a map, the teacher asks the students to identify which rights people can access through the places they have put on the map. Next to that place, students write the number of the article from specific rights agreements (e.g. the Convention on the Rights of the Child, the Universal Declaration of Human Rights and the African Charter on Human and People's Rights).

The groups present their map. The teacher then leads a discussion about the rights they find or do not find in their communities, as well as organizations in the community, that work to support human rights.

LEARNING OUTCOMES

| Domain | Expected learning outcome |
|---|--|
| Cognitive: informed and critically literate | U1.1 Knows national and global systems for protecting human rights and delivering justice |
| | U2.3 Understands the mechanisms for citizens to engage and participate responsibly in bringing about change in society |
| | L3.1 Assesses the degree of a CoL within their community (e.g. trust in institutions, access to justice and fairness) |

GCED CORE NOTIONS



Shared sense of humanity



Solidarity

TIPS/THINK ABOUT THIS

This exercise requires a basic familiarity with human rights. See 'Titanic' (p. 30) for an activity that introduces students to the Universal Declaration of Human Rights. This resource is available in English, French and Russian. Based on students' findings, teachers can extend the lesson to include action plans and project-based community activities.

Source: Based on Council of Europe. 2009. *Compasito: Manual on Human Rights Education for Children*. N. Flowers (ed). Budapest, Council of Europe Directorate of Youth and Sport, pp. 135–137. Full information on this resource can be found at: <http://www.eycb.coe.int/compasito/pdf/Compasito%20EN.pdf>



The cultural map

→ Subjects

- Civic education
- Geography
- Government
- Language arts
- Law
- Life skills
- Social studies

👤 Target learners

Upper secondary

🕒 Time needed

120 minutes to several days

✂️ Materials needed

Paper, pens, markers, big paper (if creating a physical map)

🗉 Keywords:

- civic engagement (in community)
- community building
- cooperation
- values (solidarity)

DESCRIPTION OF ACTIVITY

This lesson from Abbas (2017) by the Arab Reform Initiative uses a collaborative mapping process to encourage cooperation and active citizenship.

Students are asked to identify and document different cultural resources in their community, including tangible items such as buildings; intangible cultural heritage such as myths, beliefs and traditions; and natural resources. Students can make a list or create a physical map.

Once the documentation has been completed, students conduct an analysis of the cultural resources they have identified. They consider how groups or individuals in the community use, value and interact with these resources.

Based on the analysis, students develop an intervention they would like to deliver in their community, for example to improve access. Teachers may link with community groups or political leaders to translate this teaching resource into a real world exercise.

LEARNING OUTCOMES

| Domain | Expected learning outcome |
|---|--|
| Cognitive: informed and critically literate | U2.3 Understands the mechanisms for citizens to engage and participate responsibly in bringing about change in society |
| Socio-emotional: socially connected and respectful of diversity | U1.1 Is concerned with issues that undermine a sense of belongingness at local, national and global levels (e.g. inequalities, marginalization and discrimination) |
| Behavioural: ethically responsible and engaged | U3.1 Actively promotes the RoL through advocacy, social entrepreneurship and/or civic engagement U3.2 Engages with governance mechanisms in schools (e.g. student election councils and youth parliaments) and/or society |

GCED CORE NOTIONS



Respect for diversity



Shared sense of humanity



Solidarity

TIPS/THINK ABOUT THIS

Teachers might consult 'Putting Rights on the Map' (p. 70) for additional guidance and ideas on how to conduct a (physical) mapping exercise.

Source: Based on Abbas, H. 2017. *The Cultural Map: A Tool for Development and Peacebuilding*. Full information on this resource can be found at: Arab Reform Initiative. <https://www.arab-reform.net/en/node/1086>



Integrity club

→ Subjects

- Civic education
- Government
- Law
- Life skills
- Social studies

👤 Target learners

Upper secondary

🕒 Time needed

60 minutes to several days

✂️ Materials needed

Art supplies, paper, pens, blackboard

🗉 Keywords:

- accountability
- community building
- transparency
- values (integrity)

DESCRIPTION OF ACTIVITY

This resource from Integrity Action (2016) familiarizes students with the concept of integrity and provides activity options for students to develop the identity of their own Integrity Club.

Students begin by considering how they would respond to ethical dilemmas that are presented by the teacher. They then reflect on their definition of integrity. The teacher introduces definitions from the main resource, Integrity Action.

Students then collaborate to develop their Integrity Club, through activities such as creating a club logo, writing a club pledge or song, sharing personal stories of witnessing acts of integrity, and brainstorming community projects the group can undertake as part of its effort to promote integrity.

LEARNING OUTCOMES

| Domain | Expected learning outcome |
|---|--|
| Socio-emotional: socially connected and respectful of diversity | U2.2 Uses a personal set of values and ethics to guide decisions and actions |
| Behavioural: ethically responsible and engaged | U2.3 Engages with justice institutions and processes in and out-of-school |
| | U3.2 Engages with governance mechanisms in schools and/or society |

GCED CORE NOTIONS



Shared sense of humanity



Solidarity

TIPS/THINK ABOUT THIS

This resource has many activities for club members, including lessons focused on anti-corruption, transparency, inclusion, rights and responsibilities and community action. Integrity Action also provides access to a free online game called the Integrity Game, which is linked in the outline. There is flexible guidance for teachers in forming their own Integrity Clubs. Manuals are also available in French and Arabic.

Source: Based on Integrity Action. 2016. *Integrity Clubs Manual Outline*. London, Integrity Action. Full information on this resource can be found at: https://integrityaction.org/sites/default/files/training_materials/IntegrityClubsManualOutline_%20V2%2020%2004%202016.pdf



Organizing your champions: Human rights clubs

→ Subjects

- Civic education
- Social studies

👤 Target learners

Lower secondary
Upper secondary

🕒 Time needed

Varies (several weeks to months)

✂️ Materials needed

Meeting space, pens, notebooks

🗉 Keywords:

- civic engagement (activism)
- human rights (knowledge of)
- values (solidarity)

DESCRIPTION OF ACTIVITY

This resource from Amnesty International (2017) aims to assist youth and teachers to build human rights-friendly schools, including organizing human rights clubs.

While teachers can support youth to identify champions in their school and community, the ideas should be led by youth and focused on their interest. The resource also contains several real cases of human rights clubs such an extra-curricular club started by Moroccan students who wanted to express their human rights through arts, theatre, music and sport.

LEARNING OUTCOMES

| Domain | Expected learning outcome |
|--|---|
| Cognitive: informed and critically literate | U2.3 Understands the mechanisms for citizens to engage and participate responsibly in bringing about change in society |
| Behavioural: ethically responsible and engaged | L1.1 Participates in collaborative projects on issues of local and/or global concern U1.1 Demonstrates civic engagement by participating in actions in favour of peace and justice |

GCED CORE NOTIONS



Shared sense of humanity



Solidarity

TIPS/THINK ABOUT THIS

Bringing justice advocates from the community to the school or visiting them at their institutions are some ways that students can generate ideas for their club. This resource is also available in Spanish and Portuguese.

Source: Amnesty International. 2017. *Human rights friendly schools: A toolkit*. London, Amnesty International, p. 11. Full information on this resource can be found at <https://www.amnesty.org/en/documents/pol32/6609/2017/en/>

Section 4

Assessing learning



Assessment is an important part of the teaching and learning process. The broad types of assessment are diagnostic, formative and summative.

- **Diagnostic** assessment is used to understand students' baseline knowledge and skills. It allows teachers to be aware what students are already familiar with and the areas that require further attention. Usually in the form of surveys and pre-tests, diagnostic assessment provides valuable insight for improved lesson planning.
- **Formative** assessment is part of the learning process itself and often takes the form of discussions, observations and reflections. They can help teachers gauge if there are learning gaps and to see if any individual students require additional support. These assessments help the teacher make future pedagogical decisions based on students' feedback (UNESCO 2015, p. 57).
- **Summative assessment** serves as an overall evaluation of knowledge and skills and often occurs at the end of the unit, semester or school year. This type of assessment takes a long-term view and is best conducted using a variety of instruments (e.g. journals, observation, discussion, portfolios). It should be a holistic evaluation of what a student has learned and demonstrated.

4.1 Approaches to assessment

Using a variety of assessments provides a fuller image of learning progress. A few key approaches to assess areas relevant to GCED are:

a) Self-assessment

When students assess themselves, they develop an awareness about their own understanding (IBE-UNESCO, 2017). It encourages them to take an objective, critical look at their own work, in particular when done with rubrics co-developed with teachers. If done regularly, students are able to develop a sense of their growth over time.

b) Learning journals

Student journals are a way for students to reflect deeply about their learning. Journaling is best done at the end of the lesson with guiding questions by the teachers. These journals should be private so that students can feel safe making honest and open reflections. Even if teachers do not read these journals, by having this dedicated time and space to reflect on their learning, students grow in self-awareness of their knowledge, values and skills and how they see themselves in this world.

c) Peer-assessment

Peer-assessment allows students to review each other's work and provide feedback and ideas to make improvements. Delivering and receiving constructive feedback is an important life skill that should first be taught. Just like self-assessment, peer-assessment methods enhance the student's learning since they take an active, participatory role. Both types of assessments build important socio-emotional learning skills of being honest, fair and being able to communicate peacefully with diverse others.

d) Observation

Linking learning outcomes to formative assessment during day-to-day classroom tasks could be adapted for socio-emotional and behavioural skills. For example, while observing group work, a teacher can assess students' ability to communicate and collaborate and to practise conflict resolution. Qualities such as empathy and respect for diversity could be assessed through observation of teacher–student and student-to-student interactions. There are a variety of ways in which competency-specific assessment tasks and rubrics can be structured, and analysing existing rubrics for their alignment to the RoL learning outcomes is a necessary first step.

e) Portfolio

Portfolios are collections of students' work and can include creative work, completed projects, and other samples and are very effective when considering arts-based approaches to GCED. They provide a holistic approach to understanding students' growth over a period of time. Students should be provided with the opportunity to select at least some of the work they want in their portfolio, to provide them with a sense of ownership.

f) Projects

Student-led projects are an important way for students to demonstrate cognitive, socio-emotional and behaviour development. For instance, group projects that involve local communities can build and enhance skills in critical thinking, problem-solving, communication, advocacy, and understanding of various mechanisms for civic action and/or political engagement.

Box 2: OSCE/ODIHR guidelines for student assessment in human rights education

In keeping with the human rights values of the RoL, learning assessments should reflect the following principles:

- Students are formally assessed (and graded when possible) for achievements in knowledge and skill-based human rights education competencies. Teachers can also track changes in student attitudes informally, although these are not used as a basis for grading.
- Students actively take part in designing and carrying out assessments/evaluations and reflecting on their own work as an important part of their learning process.
- Assessment of students' progress, whether formal or informal, is carried out regularly.
- Assessments are designed to support the learning of students by providing feedback on areas for improvement, and results are shared and discussed with students.
- Students' achievements are recognized and valued.
- Assessment methods for individual students or groups of students are seen as fair, reliable and non-threatening to learners and are carried out with transparency and fairness.
- The means of assessment are varied, including, for example, tests, essays, simulations, learning diaries, portfolios, project-based work and peer – and self – review processes.
- Assessments are appropriate to the learning context and the age and abilities of students and accommodation is made for learners in vulnerable situations and with disabilities.

Source: OSCE/ODIHR (2012) pp. 35-36.

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Annex: Adaptation ideas

Box 3. Adapting for large class sizes¹

| | |
|------------------------------------|---|
| Group discussion strategies | <p>Rather than asking a question to the full class, and then taking responses from one student at a time:</p> <ul style="list-style-type: none"> • Pose a question to all students • Then have them discuss it in pairs or small groups • Have the group share with the full class |
| Small group work | <p>If a teaching resource uses a role-play or project activity intended for a small number of students:</p> <ul style="list-style-type: none"> • Divide the class into small groups of that number • Each group can follow the same instructions, and the teacher can rotate through the groups listening to and advising each one • The teacher then calls the groups together for discussion |
| Creative use of space | <p>To implement teaching resources with a great deal of student interaction in a crowded classroom:</p> <ul style="list-style-type: none"> • Move unnecessary furniture out of the room • Store materials where they are easily accessible until needed • Conduct an activity outdoors in a field or courtyard, or in another school space, such as a hall or gym |

Box 4. Adapting for availability of materials²

| | |
|---|--|
| Reusable and locally available materials | <ul style="list-style-type: none"> • If printing and photocopying machines are not available, print or write on sturdy paper or card and laminate if possible, so the materials can be used again • Create game boards and pieces, puzzles, flash cards and other teaching aids using everyday materials – cans, bottle caps, cardboard boxes, plastic bottles, etc. |
| Alternatives to technology | <ul style="list-style-type: none"> • Instead of asking students to type, have them write on paper • As an alternative to Internet or library-based research, invite knowledgeable community members as guest speakers • If a teacher cannot show a video, try creating a student role-play activity that shows or demonstrates a similar situation or story |

¹ UNESCO Bangkok, 2006

² IDP Foundation 2018

Box 5. Adapting for cultural familiarity³

| | |
|------------------------------------|---|
| Content changes | Much of the simple content can usually be changed without affecting the learning outcomes. Some examples include: <ul style="list-style-type: none">● Names (characters and place names)● Foods and clothes● Pictures related to the setting and characters |
| Story, art and game changes | In some cases, a teaching resource may focus on a text, story, play, game or artwork that is unfamiliar and from a foreign region or culture. In these cases, teachers can substitute a local equivalent, such as a story that has a similar plot or lessons, or artwork showing a similar issue. |
| Sensitivity to local norms | Stories, pictures and texts in the teaching resources may include people behaving in ways that are not considered appropriate in the local society. In these cases, teachers may wish to discuss this cultural difference explicitly with students or change the text as described under 'cultural familiarity', above. |

Box 6. Adapting for local relevance⁴

| | |
|--|--|
| Institution and process changes | Because RoL topics often involve discussing institutions and political processes, teachers will frequently need to substitute the names of local institutions such as the police and courts, or describe how individuals access police, courts and government offices in the local society. |
| Strength of RoL in society | It is important for teachers to be sensitive to the state of the RoL that they and their students experience in their society. For example, where the RoL is weak, corruption is common, and/or violence and crime are frequent, a teacher may choose teaching resources that focus on values and skills for 'doing good', respecting one another's rights and conflict resolution, rather than on citizens' ability to organize campaigns or protest injustice. |

3 UNESCO, 2018

4 UNESCO and UNODC, 2019

Box 7. Adapting for diverse students, learning styles and abilities⁵

Students' reading level

Many teaching resources include activities in which students must read text. Review the reading requirements before using a teaching resource to decide if the text is a good fit for the students' reading level(s). To adjust the reading level for students, teachers can:

- Simplify the language themselves
- Bring simpler or more complex texts about the same topic
- Read aloud to the class or ask students with higher reading levels to read aloud to their peers

Learning style adaptations

In any classroom, teachers will have students with a wide range of learning styles. Some learn better visually, others by reading or solving problems. Some students learn better independently, while others learn well in groups. Choose teaching resources with a range of activities, so that students have multiple opportunities to learn the content in different ways

Accommodations for students with special needs

For those students who are affected by a known disability, or who struggle with certain types of learning tasks, adapt the activities for their specific needs. For example:

- Follow any accommodations or modifications that they usually receive through an individual education plan, if applicable
- Allow them to receive extra help from an aid or a peer with reading and writing tasks
- Provide more visual support (pictures and symbols) for those with low reading levels or less knowledge of the language of instruction

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Education
Sector

United Nations
Educational, Scientific and
Cultural Organization



The Doha Declaration:
**PROMOTING A CULTURE
OF LAWFULNESS**



Empowering students for just societies

A handbook for secondary school teachers

Education systems that promote respect for the rule of law in adherence with international human rights and fundamental freedoms can help empower young people. Education, with teachers at the core, has a key role in nurturing future generations to become champions of peace and justice.

This handbook is intended for teachers and teacher trainers in formal school settings at the secondary school level. It aims to provide teachers with relevant and accessible educational resources that aim to support the development of youth who are critically informed, socially connected, and ethically responsible and engaged. It may also be of interest to professionals working in non-formal education settings or other sectors – namely the justice, social and health sectors – working with secondary level students.

Empowering students for just societies: A handbook for secondary school teachers was developed in the context of the UNESCO/UNODC partnership on Global Citizenship Education for the Rule of Law: Doing the right thing.

