

A COURSE BOOK OF INTERDISCIPLINARY LESSONS FOCUSING ON CIVIC EDUCATION

Titus Pop, Borbála Bökös,
Ottília Veres, Iuliana Borbely



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Book Title: A **Course Book** of Interdisciplinary Lessons Focusing on **Civic Education**

Editors: Titus Pop, Borbála Bökös, Ottilia Veres, Iuliana Borbely

The output of the Erasmus Project KA220-SCH-D652636A, Fostering Students' Interdisciplinary Competence through the Action-Oriented Approach and COIL (Collaborative Online International Learning)

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Foreword

This course book is the intellectual output of the Erasmus Project KA220-SCH-D652636A, a project coordinated by the Constantine the Philosopher University in Nitra entitled *Fostering Students' Interdisciplinary Competence through the Action-Oriented Approach and COIL (Collaborative Online International Learning)*. Partium Christian University is one of the partners of the project which has been assigned to edit and publish one of the four interdisciplinary course books containing lesson plans designed and validated by the members of the project through in-person and online workshops and COIL. The course book contains twenty-five carefully selected lesson plans meant to be used in teaching in English B2-level high-school students some civic education-related topics through an interdisciplinary and action-oriented approach. The authors are teachers from different countries and cultures and thus they have shared their expertise in this highly qualitative intellectual output.

The contributors to this course book as well as their lesson plans are the following: Karen MacDonald from Eszterházy Károly Catholic University with *Intergenerational Understanding 1, Intergenerational Understanding 2 and Exploring Identity Through Objects*; Iuliana Borbely-Partium Christian University with *Mansplaining': The Transformation of a Term in Literature and Culture*; Titus Pop-Partium Christian University with *Caribbean Music and the Quest for Freedom-The Reggae music*; Fella Benabed-Badji Moktar-Annaba University with *Human Rights: "Nelson Mandela: The HERO within", Human Rights: "Malala Yousafzai: Empowerment through Education", The Four Pillars of Sustainability, Human Sustainability, Social Sustainability, Economic Sustainability, Environmental Sustainability and Global Peace and Partnership*; Martina Jurickova-Constantine the Philosopher University of Nitra with *Friendship 1 and Friendship 2*; Ondrej Halan- *Bilingual Secondary Grammar School of Andrej Kmeť with Rationalism vs Empiricism and Plato*; Katarina Michalikova- *Constantine the Philosopher University of Nitra with Philosophers: The Separation of Powers and Niccolo Machiavelli - Double Standard of Morality*; Monika A. Kelebercova- *Grammar School Golianova with Segregation and Civil Rights in American Literature*; Rita Di Fiore Czipczér- *Eszterházy Károly Catholic University with Volunteerism (1) M. L. King's Speech & Volunteering, Volunteerism (2) Acts of Kindness, Volunteerism (3) A Random Act of Kindness*; Alena Cilikova- *Grammar School, Myjava with Student Parliament Elections 1, Student Parliament Elections 2*.

All of these lesson plans fall under the wide umbrella of Civic Education in terms of their subject matter and into the wider realm of interdisciplinary approach and are meant to be accessible to university and high school teachers.

The editors

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Intercultural Communication

Intergenerational Understanding 1

Karen MacDonald

Session n.	1 of 2 lessons in a series
Time	45 min
Topic of the session	Developing an understanding of another generation
Problem task	Exploring images of old age in pictures and poetry, and designing interview questions
Interdisciplinarity	Intercultural Awareness
Prior preparation requirements	No prior preparation necessary
Procedure	
Activity 1	Warm-up: Familiarising students with the topic – Images of the older generation
<i>Aims</i>	<p>Collaborative: Individual work followed by pair work, then whole class communication to establish the topic with the teacher</p> <p>Soft skills: critical thinking</p> <p>Action orientation: thinking about the lives of the elderly</p> <p>Knowledge: Language knowledge - building vocabulary around old age</p>
<i>Form:</i>	Individual, pair work, and whole class
<i>Aids:</i>	Screen visible to the class (attached to a computer) or smart board with the image
<i>Time:</i>	8 minutes
<i>Instructions:</i>	<ul style="list-style-type: none"> Teacher shows pictures of older people generated by AI or from own photographs or public web images. <ul style="list-style-type: none"> Please look at these images and write down 10 words that come to your mind about the lives of older people Then the teacher asks the students to compare their 10 words and to explain to each other why they chose those words. Then, as a whole class, the teacher collects the words from the students on a word wall. This image should be saved for students to refer to later.
<i>Tips for in-person teaching</i>	This lesson is designed for in-class teaching, although the tasks can be adapted for an online lesson.
Activity 2	Working with two poems on old age: Frances Cornford's 'Childhood' and Jenny Joseph's 'Warning'.
<i>Aims</i>	<p>Collaborative: Discussion of 2 poems and drawing illustrations through discussion of what the poems represent</p> <p>Soft skills: Creativity</p> <p>Action orientation: Creating a visual image from the written word</p> <p>Knowledge: Realising how poems 'paint a picture' with words</p>
<i>Form:</i>	Pair work
<i>Aids:</i>	Copies of the two poems for each student
<i>Time:</i>	25 minutes (8 minutes reading and understanding the poem and choosing words, 17 minutes for illustrations and class discussion)

Instructions:	<ul style="list-style-type: none"> • Every student receives a copy of the two poems on old age. Using the word wall vocabulary from Activity 1, individual students choose the words that best illustrate the overall meaning of each poem. • Pairs then compare the words they chose and explain using examples from each poem why they thought the poems were negative or positive about old age. • Continuing in pairs, one student is chosen to be the illustrator, and both students collaborate through discussion to create an illustrated drawing that would represent each poem. • Whole class feedback on the overall meanings of the poems and brief presentations of their illustrations.
Tips for in-person teaching	
Activity 3	Setting up the interview task
Aims	<p>Collaborative: Whole class communication and group work</p> <p>Soft skills: Critical thinking, creativity</p> <p>Action orientation: Preparing to interview an elderly person whom the students know</p> <p>Knowledge: Knowledge of asking questions politely and being able to switch between their mother tongue and English</p>
Form:	Whole class and pair work
Aids:	Whiteboard
Time:	12 minutes
Instructions:	<ul style="list-style-type: none"> • The teacher gives the following instructions: <ul style="list-style-type: none"> ○ You are going to interview an elderly person (perhaps over 70 years old) whom you know personally. This could be a neighbour, a family friend, or an elderly relative. ○ By interviewing your chosen person, you want to find out about their daily lives, what they enjoy the most about living a long time, and what they don't like so much now that they have reached a certain age. ○ In small groups, you are now going to think about the questions you will politely ask your elderly contact, first in English, then about how you might ask these questions in your own language. In your group, you should also decide how you will record their answers, how many questions to ask, and for how long you plan to speak to them. ○ You will come back next week with the answers to those questions, be prepared to summarise the ideas in English, and then we will do a creative story writing task using the information you have gathered. • Small groups of 3 or 4 students decide on appropriate questions to ask, how they might ask these questions politely in both languages, and determine how they will record the answers. • Whole-class feedback, and students go home with a set of questions agreed upon by the whole class.

Tips for in-person teaching	
Sources	<p>Cornford, Frances. "Childhood." Poetry Nook. (n.d.). Classic Poem. Retrieved March 12, 2025, from https://www.poetrynook.com/poem/childhood-17</p> <p>Joseph, Jenny. "Warning." Scottish Poetry Library. (n.d.). Retrieved March 12, 2025, from https://www.scottishpoetrylibrary.org.uk/poem/warning/</p>
Instructor's post-session reflection, suggested changes	

Working materials

Frances Cornford - Childhood

Poetry Nook. (n.d.). Classic Poem. Retrieved March 12, 2025, from <https://www.poetrynook.com/poem/childhood-17>

I used to think that grown-up people chose
 To have stiff backs and wrinkles round their nose,
 And veins like small fat snakes on either hand,
 On purpose to be grand.
 Till through the banisters I watched one day
 My great-aunt Etty's friend who was going away,
 And how her onyx beads had come unstrung.
 I saw her grope to find them as they rolled;
 And then I knew that she was helplessly old,
 As I was helplessly young.

Jenny Joseph - Warning

Scottish Poetry Library. (n.d.). Warning by Jenny Joseph. Retrieved March 12, 2025, from <https://www.scottishpoetrylibrary.org.uk/poem/warning/>

When I am an old woman I shall wear purple
 With a red hat which doesn't go, and doesn't suit me.
 And I shall spend my pension on brandy and summer gloves
 And satin sandals, and say we've no money for butter.
 I shall sit down on the pavement when I'm tired
 And gobble up samples in shops and press alarm bells
 And run my stick along the public railings

And make up for the sobriety of my youth.
I shall go out in my slippers in the rain
And pick flowers in other people's gardens
And learn to spit.

You can wear terrible shirts and grow more fat
And eat three pounds of sausages at a go
Or only bread and pickle for a week
And hoard pens and pencils and beermats and things in boxes.

But now we must have clothes that keep us dry
And pay our rent and not swear in the street
And set a good example for the children.
We must have friends to dinner and read the papers.

But maybe I ought to practise a little now?
So people who know me are not too shocked and surprised
When suddenly I am old, and start to wear purple.

Intergenerational Understanding 2

Karen MacDonald

Session n.	2 of 2 lessons in a series
Time	45 min
Topic of the session	Developing understanding of another generation
Problem task	Collating the results from interviews and writing a collaborative story
Interdisciplinarity	Intercultural Awareness
Prior preparation requirements	Students need to have completed an interview set in the 1 st lesson of this two-part series and bring the results to class.
Procedure	
Activity 1	Warm-up: General questions about the people the students interviewed
Aims	<p>Collaborative: Pair work and whole class</p> <p>Soft skills: critical thinking – answering questions in the L2 after interviewing in students' L1, and eliciting questions to review interviews</p> <p>Action orientation: reviewing the range of elderly people interviewed</p> <p>Knowledge: Language knowledge - applying vocabulary around old age</p>
Form:	Individual work, pair work, and whole class feedback
Aids:	
Time:	10 minutes
Instructions:	<ul style="list-style-type: none"> • The teacher asks the students what they would like to know about their partner's interview. Students should think about this alone and write some ideas down. • The teacher then elicits questions as a whole class from the students' ideas, such as: <ul style="list-style-type: none"> ○ Who did you interview? ○ What topics did the person talk about? ○ Did you learn something new about the person? ○ Did you enjoy the interview? Did they? ○ Do you want to spend more time with that person now that you have spoken to them? • The teacher then asks the students to ask and answer the elicited questions. Feedback as a whole class, particularly concentrating on the topics covered in the interviews.
Tips for in-person teaching	This lesson is for in-class teaching.
Activity 2	Producing a mind map of topics and experiences
Aims	<p>Collaborative: Group work discussion</p> <p>Soft skills: Critical thinking and creative thinking</p> <p>Action orientation: Creating a visual mind map of topics, ideas, and experiences described by the elderly people interviewed</p> <p>Knowledge: Applying language vocabulary knowledge from L1 interviews</p>
Form:	Group work

Aids:	A3 paper and marker pens
Time:	10 minutes
Instructions:	<ul style="list-style-type: none"> • Students are grouped in threes and given large pieces of paper and marker pens. • Students are asked to draw a mind map of the main topics from the interviews and also include emotional reactions (both from the students and the interviewees) in the form of adjectives and expressions that are part of that topic. All members of the group add as many words and expressions as possible they can to the mind map. • A student representative from each group presents their mind maps, explaining their choices.
Tips for in-person teaching	
Activity 3	Creating a story in a collaborative story writing process, using the interviews and mind maps as a basis for the stories.
Aims	<p>Collaborative: Group work</p> <p>Soft skills: Critical thinking, creative thinking</p> <p>Action orientation: Writing a collaborative story in the 1st person from the perspective of an elderly person</p> <p>Knowledge: Knowledge of story writing features, using adjectives, and emotional expressions</p>
Form:	Group work
Aids:	Screen/board
Time:	25 minutes
Instructions:	<ul style="list-style-type: none"> • On screen/board: "To truly understand someone, you must walk in their shoes". That One Rule. (n.d). Quotes about Walking in Someone Else's Shoes. Retrieved March 12, 2025, from https://quotepoem.com/rule/quotes-about-walking-in-someone-elses-shoes/ • And "You never really understand a person until you consider things from his point of view, until you climb inside of his skin and walk around in it." Lee, H. (1963) To Kill A Mockingbird. Penguin Books. • The teacher asks what the quotations mean, then says that the students will now imagine themselves as an elderly person. • The teacher gives the following instructions: <ul style="list-style-type: none"> ○ Using your mind maps as a guide, you will think of a story or scene in the life of an imaginary elderly person. You will use lots of adjectives and descriptive language to create a story in the 1st person of 250 to 300 words. You will discuss ideas and write the story together, with one of you acting as the group's secretary (either on paper or into a device, depending on what is available/appropriate). • Students work in their groups, creating their story/dramatic scene. • The final versions of the stories can be shared in the class's chosen social platform (e.g., Classroom or Facebook), and/or the stories can be read out in class

<i>Tips for in-person teaching</i>	
Sources	<p>Lee, H. (1963). To Kill A Mockingbird. Penguin Books.</p> <p>That One Rule. (n.d). Quotes about Walking in Someone Else's Shoes. Retrieved March 12, 2025, from https://quotepoem.com/rule/quotes-about-walking-in-someone-elses-shoes/</p>
Instructor's post-session reflection, suggested changes	

Exploring Identity Through Objects

Karen MacDonald

Session n.	1
Time	45 min
Topic of the session	<i>Exploring Identity Through Objects</i>
Problem task	<i>Using clues to draw conclusions and writing a report</i>
Interdisciplinarity	<i>Intercultural Awareness, Visual Arts (Photography)</i>
Prior preparation requirements	<i>None for the students. The teacher may choose to create an object gallery of their own for discussion purposes prior to the lesson.</i>
Procedure	
Activity 1	Warm-up: Familiarising students with the topic – asking critical questions and collecting relevant vocabulary
Aims	<p>Collaborative: Whole class communication to establish the topic with the teacher, and an introductory discussion in pairs</p> <p>Soft skills: critical thinking (concluding and making suppositions)</p> <p>Action orientation: thinking about the work of archaeologists and how objects can define individuals and communities</p> <p>Knowledge: Language knowledge - building vocabulary around objects</p>
Form:	Whole class and pair work
Aids:	Screen visible to class (attached to a computer) or smart board
Time:	8 minutes
Instructions:	<ul style="list-style-type: none"> • The teacher writes the word 'Archaeologist' on the board and asks: <ul style="list-style-type: none"> ○ What exactly does an archaeologist do? ○ Look at this object that archaeologists found from medieval times – what could an object like this reveal about the way someone lived at that time? An object example could be: https://www.bbc.com/news/uk-england-northamptonshire-63860132 • Then the teacher continues with: <ul style="list-style-type: none"> ○ What if we documented the objects we use and touch in one day? Can objects tell the story of our lives? • The teacher asks the students to work in pairs: <ul style="list-style-type: none"> ○ Think of some of the objects you use in one day – what could they reveal about how we live now? ○ Whole class: feedback ideas • On screen, whole class and pairs: <ul style="list-style-type: none"> ○ Example page of objects shown to the whole class (teacher can choose one example from everythingwetouch.org at https://everythingwetouch.org/Gallery-Archive, or the teacher might decide to create their own page of objects from their own life). ○ In pairs, students make a list of the objects and draw possible conclusions about the person to whom these objects belong. ○ Feedback as a whole class.

Tips for in-person teaching	<i>This lesson is for in-class teaching. Please note that an alternative online lesson will be available on the Objects and Identity theme.</i>
Activity 2	Working with the object gallery – making suppositions about certain people’s belongings.
Aims	<p>Collaborative: Discussion of 3 sets of objects, making suppositions together in groups regarding the people and their objects.</p> <p>Soft skills: Teamwork, critical thinking</p> <p>Action orientation: Drawing conclusions about people’s identities based on their objects</p> <p>Knowledge: general knowledge of how people live, cultural knowledge based on where objects might be used geographically and culturally, and language knowledge of conditionals used when making suppositions.</p>
Form:	Group Work (3 to 4 individuals)
Aids:	Printed versions of the three gallery picture sets, or students could access the site page on their phones https://everythingwetouch.org/Gallery-Archive
Time:	12 minutes
Instructions:	<ul style="list-style-type: none"> • Each group receives three sets of gallery pages from the website chosen by the teacher (printed out or available for students to find using their phones). Students, as a group, collect the names of the objects and make notes about the possible assumptions they can make about each person’s life. • Whole class feedback. <i>N.B. After collecting the students’ ideas, the teacher may decide to share the real stories that belong to each set of objects, which are included in the photographer’s book (please see Materials section of this lesson plan)</i>
Tips for in-person teaching	
Activity 3	Writing a Report: Introduction
Aims	<p>Collaborative: Whole class communication where the teacher elicits ideas from the students as a scaffolding exercise for the report writing product (both in class and later at home).</p> <p>Soft skills: Critical thinking (deciding what would go into a report)</p> <p>Action orientation: Preparing to write a report</p> <p>Knowledge: Knowledge of report writing, language knowledge of transition signals</p>
Form:	Whole class
Aids:	Whiteboard
Time:	5 minutes

Instructions:	<ul style="list-style-type: none"> • The teacher gives the following instructions: <ul style="list-style-type: none"> ○ You are going to choose one of your three sets of objects to write a report about that person. You will need to organise your notes and write complete sentences that connect well together. • Teacher elicits the different sections of the report: description of the objects, how the person likely spends their day, and the overall conclusions they have drawn using the objects about the person's personality traits, gender, age, geographical location/nationality, and/or likely environment they live in, e.g., city, countryside, etc. • <i>The teacher may provide language support for connecting words, e.g., by displaying a table on the screen for students to refer to.</i>
Tips for in-person teaching	
Activity 4	Writing a Report Collaboratively
Aims	<p>Collaborative: Organising and constructing a report collaboratively</p> <p>Soft Skills: Teamwork, critical thinking, self- and peer assessment</p> <p>Action orientation: Producing and assessing report writing</p> <p>Knowledge: Using prior knowledge of the world to make suppositions and structure writing logically, language knowledge to construct sentences, and evaluate their own writing as well as other people's writing</p>
Form:	Group work (3 to 4 individuals)
Aids:	Pen and paper, access to the chosen set of objects
Time	15 mins (10 mins for Writing and 5 mins for Assessment)
Instructions:	<ul style="list-style-type: none"> • The teacher asks students to work in the same group again and choose their set of objects to write about, using the notes they already made. As a group, they need to agree on how to describe the objects and how they will convey the conclusions about the person in their report. • Once the students have a working copy of a report, the teacher distributes a peer assessment form, and the groups exchange their reports with another group. As a group, they should read and comment on the other group's writing using the peer assessment form provided (either on screen for students to make notes or printed for each table). • The groups come together to provide feedback in writing and through spoken comments.
Tips for in-person teaching	

Home assignment	<ul style="list-style-type: none"> • 5 minutes will be needed to set up the home assignment as it builds on the classroom activities: • Individual work. • Instructions: <ul style="list-style-type: none"> ○ Choose a familiar person – they can be a family member, neighbour, acquaintance, or family friend. ○ Preferably a different generation – younger or older sibling or cousin, aunt or uncle, grandparent, elderly neighbour, etc. ○ What do you already know about this person? What kind of objects might they use throughout the day? What types of things could their objects reveal about them that you don't know much about? Write notes so that you can compare your ideas with the information revealed through the objects. ideas down. • Task: Ask the chosen person to document the objects they touch in a day (that they are willing to share!) using their phone. They should collect a minimum of 10 objects and send the photos to you. Using the images, you write a report to include: <ul style="list-style-type: none"> ○ Description of the objects, impressions you get about the person, and conclusions you can make, write down any surprises and something new you've learned about the person. Ask your person how accurate your conclusions are about them and add this to your report. • N.B. Students can produce their report in various ways, depending on the teacher's wishes. One effective method for presenting the product could be to upload pictures and their reports to a closed social media group. This way, students can see each other's reports and objects, and comment on each other's work as a continuation of peer assessment. • The teacher can assess the reports using the peer assessment form as a basis for grading, along with the school's established grading system.
Sources	<p>BBC News. (2022, December 6). Medieval necklace found near Northampton 'internationally important'. https://www.bbc.co.uk/news/uk-england-northamptonshire-63860132</p> <p>Zuccotti, P. (2019). Gallery Archive – Every Thing We Touch. Everything We Touch. https://everythingwetouch.org/Gallery-Archive</p> <p>Zuccotti, P. (2015). Everything We Touch. UK: Random House.</p>
Instructor's post-session reflection, suggested changes	

Working materials

Peer Assessment Rubric for Report Writing for Objects and Identity Lesson 1

Writing Issue	We agree that this piece of writing has... (✓)	This piece of writing needs more work on creating... (✓) Please add a piece of advice on how it could be improved in that area
clearly defined sections of the report		
a clear description of the objects		
a logical order for the description of the person		
logical conclusions about the person based on their objects		
correct spelling		
correct punctuation		
correct grammar		
a good range of vocabulary		

Suggested Set of Objects for Activity 2 from Zuccotti, P. (2019). Gallery Archive – Every Thing We Touch. Everything We Touch.
<https://everythingwetouch.org/Gallery-Archive>

“Mansplaining”: The Transformation of a Term in Literature and Culture

Iuliana Borbely

Session n.	
Time	45 min
Topic of the session	The Transformation of a Term in Literature and Culture
Problem task	<i>Using clues formulated in class, write a report on how the term “mansplaining” changed</i>
Interdisciplinarity	<i>Literature, Culture and Arts, Language Use</i>
Prior preparation requirements	Students read the essay “Men Explain Things to Me” by Rebecca Solnit beforehand.
Procedure	
Activity 1	Warm-up and Lead-In
Aims	<p>Collaborative: Whole class introductory discussion of the text read before the class. Collect relevant vocabulary.</p> <p>Soft skills: Critical thinking (state an opinion about the essay and support it with arguments from the text)</p> <p>Action orientation: Participate in an introductory discussion. Find definitions of “mansplaining.” Make notes of conclusions drawn.</p> <p>Knowledge: Essay read before class, appropriate language for argumentation.</p>
Form:	group work / whole class
Aids:	Paper and pen, phones/laptops, Wi-Fi connection
Time:	8 min
Instructions:	<p>The teacher gives a short presentation on Rebecca Solnit.</p> <p>The presentation is followed by a discussion based on these points:</p> <ul style="list-style-type: none"> - Who were the characters? - What is the gist of the essay? - How does the author of the essay reflect on what has happened? - Find clues in the text to support your claim. - How would you characterize the man’s behaviour? - What term was coined after the essay was published? - How would you characterize the term that was coined? - Have you had a similar experience to the one described in the essay? <p>Following the discussion, students check the definition of “mansplaining” in various online dictionaries and report their findings to the whole class. They assess the definitions along the criteria of objective/subjective.</p> <p>Note down the main characteristics that the definitions contain.</p>
Tips for in-person teaching	

Activity 2	Presentation
	Finding the term on social media
Aims	<p>Collaborative: Whole class discussion of texts they find on the internet in groups. Interpret what they read in accordance with the given criteria.</p> <p>Soft skills: Critical thinking. Teamwork.</p> <p>Action orientation: Form an opinion and present it, supporting it with proof from the texts.</p> <p>Knowledge: Activate the language necessary to present an argument and support it with relevant details.</p>
Form:	group work / whole class
Aids:	Paper and pen, phones/laptops, Wi-Fi connection
Time:	10 min
Instructions:	<p>The teacher forms an even number of groups, each containing an even number of students.</p> <p>Half of the groups work on Facebook, the other half on Twitter. They check posts that contain the term “mansplaining.”</p> <p>They will report their findings back to class based on the following criteria:</p> <ul style="list-style-type: none"> - Explain the “mansplaining” going on; does it comply with the dictionary definitions? - Characterize the discourse of the users (grammar, vocabulary, register) - What is your opinion about the post? <p>The teacher puts down notes on the board, and Students in their notebooks with the characteristics they found.</p>
Tips for in-person teaching	
Activity 3	Practice
	Interpret the term in literature and film
Aims	<p>Collaborative: Whole class discussion of the term. In groups, interpret what they see based on the given criteria.</p> <p>Soft skills: Critical thinking (decide whether it is mansplaining or not). Teamwork.</p> <p>Action orientation: Be able to recognize mansplaining and determine how the use of the term changed. Report their opinion to the class.</p> <p>Knowledge: Activate knowledge of Pride and Prejudice, comedies, and contemporary blockbusters.</p>
Form:	group work / whole class
Aids:	Paper and pen, phones/laptops, wi-fi connection
Time:	15 min
Instructions:	<p>The teacher shows three short clips from the Pride and Prejudice adaptation, The Lost City (2022), and Bullet Train (2022).</p> <p>In groups (the same from Activity 2), they discuss the clips based on the following criteria:</p> <ul style="list-style-type: none"> - What is the “mansplaining” happening in the clip?

	<ul style="list-style-type: none"> - Who is explaining to whom? - What is the context of mansplaining? - Does the situation show any of the characteristics you found in the dictionaries? - Would you qualify as mansplaining the scene presented in the adaptation? - What changes are there in the use of the word in the two contemporary films? <p>The groups report back to the whole class. They draw conclusions and make notes.</p>
<i>Tips for in-person teaching</i>	
Activity 4	Production
	Write a report on the transformation of the term mansplaining
Aims	<p>Collaborative: Whole class discussion in which the teacher elicits ideas from students as to the writing of a report. Students organize and write a report (they start in class and finish at home if necessary).</p> <p>Soft skills: Critical thinking, teamwork. Self and peer assessment.</p> <p>Action orientation: Produce a report.</p> <p>Knowledge: What they gained in class and activate language to construct a written text.</p>
Form:	group work / whole class
Aids:	Pen and paper
Time:	13 min
Instructions:	<p>Whole class discussion on what goes in the report and its structure.</p> <p>The structure of the report:</p> <ul style="list-style-type: none"> - Introduction - Origin of the term - Definitions in the dictionaries - Presence on social media - Presence in literature and films - Conclusions <p>Students write the report collaboratively.</p> <p>Once the students have a working copy of the report, they present it orally to the class. They complete their report with ideas that might have been left out if need be.</p> <p>Based on the reports, students formulate closing ideas on the topic.</p>
<i>Tips for in-person teaching</i>	
Home assignment	<p>Write an essay on the comic effect of the use of the term mansplaining in the clips of contemporary films you saw and Rebecca Solnit's 2023 essay.</p> <p>Deadline: next week.</p>

Sources	<p>Solnit, R. (2012, August 20). Men Explain Things to Me. Guernica. https://www.guernicamag.com/rebecca-solnit-men-explain-things-to-me/</p> <p>Solnit, R. (2023, February 9). The serious side of ‘mansplaining’ has been lost. That’s where the harm begins. The Guardian. https://www.theguardian.com/commentisfree/2023/feb/09/mansplaining-word-problem-rebecca-solnit</p> <p>Langton, S. (Director). (1995). Pride and Prejudice. [miniseries] BBC. https://www.youtube.com/watch?v=eDFZ0k53A5s&list=PLZLDGG5xCVjN2DW0gn4mtvwJJ2yQ9bU-_&index=9</p> <p>Nee, A., & Nee, A. (Directors). (2022). The Lost City [Film]. Paramount Pictures. https://www.youtube.com/watch?v=aJ7IbjejFlk</p> <p>Leitch, D. (Director). (2022). Bullet Train. [Film]. Sony Pictures. https://www.youtube.com/watch?v=oopZY4qskvE</p>
Instructor’s post-session reflection, suggested changes	The teacher corrects essays and gives written feedback to students.

Friendship 1

Martina Jurickova

Session n.	1.
Time	45 min
Topic of the session	Friendship
Problem task	Identify the qualities of a good friend. What should and should not a good friend do?
Interdisciplinarity	Literature. Film. Media. Philosophy. Civics.
Prior preparation requirements	In-person lesson, but can be easily adapted to online
Procedure	
Activity 1	Warm up - Pictures
<i>Aims</i>	<p>Collaborative: students work in 6 groups to characterize the people in pictures</p> <p>Soft skills: discussion, agree on the description of the provided picture, and characterize the relationship among the people</p> <p>Action orientation: characterizes the people's personal traits and behaviour</p> <p>Knowledge: practice of media/literature knowledge</p>
<i>Form:</i>	Individual work/ group work / whole class
<i>Aids:</i>	Pictures of various friend groups from literature and media.
<i>Time:</i>	5 + 5
<i>Instructions:</i>	<p>Divide the students into groups of equal size.</p> <p>Each group gets a picture depicting a friend group from literature or films, without the other groups seeing the picture.</p> <p>The task is to identify the people in the picture, determine the types of relationships they have with each other, and observe the good/bad qualities they display when interacting with one another.</p> <p>Questions to answer:</p> <p>Who are the people? Where do you know them from?</p> <p>What kind of relations do they have with each other?</p> <p>How do they behave towards each other?</p> <p>What good or bad qualities do each of them display/show when they interact with each other?</p> <p>Students have 5 minutes to discuss it in groups and then another 5 to report to the class.</p>
<i>Tips for online teaching</i>	If held online, divide students into breakout rooms (or the equivalent, depending on the online class application used) and then share one of the pictures with each group. Give them five minutes to discuss in breakout rooms, then call them back to the main room.

Activity 2	What is friendship?
Aims	<p>Collaborative: discussion, to present arguments politely, to agree on a definition</p> <p>Soft skills: discussion, awareness of moral qualities, evaluation of one's own friendships</p> <p>Action orientation: Discuss what friendship is, what it means to them, what a good friend should be like,</p> <p>Knowledge: practice of personal traits and qualities vocabulary</p>
Form:	Individual work/group work / whole class
Aids:	Pictures from the previous task
Time:	20
Instructions:	<p>1.</p> <p>Now show all the pictures to the whole class and ask if they can identify something that all the pictures have in common.</p> <p>What do all these pictures have in common?</p> <p>Are there any characteristics that these different groups of famous characters share?</p> <p>Answer: friendship; each picture represents a friend group</p> <p>2.</p> <p>Then discuss with the whole class the following:</p> <p>Try to explain the following sayings: (written on the board)</p> <p>A friend in need is a friend indeed.</p> <p>Birds of a feather flock together.</p> <p>The opposites attract each other.</p> <p>Suggested follow-up questions:</p> <p>What is friendship?</p> <p>How would you define it?</p> <p>What qualities should a good friend have, based on the examples in the pictures?</p> <p>What should a good friend do and what not?</p> <p>Do you think there can be different kinds of friendship?</p> <p>What are they?</p> <p>Can friends be critical of each other?</p> <p>What should friends have in common?</p>
Tips for online teaching	If held online, display the questions on a slide for everyone to see. Be mindful of giving each student space to talk. Encourage them to either speak directly or respond in the chat.

Activity 3	What does friendship mean to me?
Aims	<p>Collaborative: raise awareness of how one interacts with their friends, what they do together, and how they complement each other.</p> <p>Soft skills: awareness of one's own and friends' moral qualities, evaluation of one's own friendships, reflection on one's own behaviour.</p> <p>Action orientation: Evaluate their own friendship.</p> <p>Knowledge: practice of personal traits and qualities vocabulary.</p>
Form:	Individual work/group work / whole class
Aids:	paper
Time:	10
Instructions:	<p>Now students work individually for about 5 minutes. Let them think about their own friendships. Answer the following questions:</p> <p>Based on what has just been said about a good friendship, think about your best friend. You don't have to name the person.</p> <p>What do you appreciate about the person?</p> <p>What good qualities does this person have?</p> <p>Is there anything that irritates you about this person?</p> <p>What do you do in such a case?</p> <p>How do you resolve arguments or fights?</p> <p>Do you think you are a good friend?</p> <p>Do you possess the necessary qualities, or is there something you can work on improving in your relationship with this person?</p> <p>How many Facebook friends do you have?</p> <p>Are they real friends?</p> <p>Is it better to have many friends or just one, the best?</p> <p>In the next 5 minutes, those who want can present their ideas to the whole class. Otherwise, this activity is intended instead for silent personal reflection, providing students with something to consider in their personal lives.</p>
Tips for online teaching	If held online, display the questions on a slide so that everyone can see them. Give students time for self-reflection and afterwards encourage those who want to respond to share their opinions.
Home assignment	<p>In preparation for the next session, students should work in 5 groups and read about how friendship has been defined by various scholars or philosophers throughout the ages.</p> <p>The provided selection is exemplary; you can adapt it to your own needs/familiarity with other definitions/philosophies.</p> <p>Since the reading texts are lengthy, students would benefit from dividing the text within the group fairly, so that it is not just up to one person to read the whole thing, but everyone should read some pages. Students can be divided into groups, each focusing on a different philosophy.</p> <p>They should make a comprehensive list of the characteristics of friendship based on the read texts. They will report on what they read at the beginning of the next class. That is also why it would be best to schedule the next session on friendship for no sooner than a week, so that they have enough time to read it and agree on basic points within their groups, which they will then report to their classmates.</p>

Here are links to the texts:

1. Aristotle: Nicomachean Ethics – Book VIII

<https://www.gutenberg.org/files/8438/8438-h/8438-h.htm#chap08>

2. Aristotle: Nicomachean Ethics – Book IX

<https://www.gutenberg.org/files/8438/8438-h/8438-h.htm#chap09>

3. Cicero – De Amicitia – Articles 4-27

<https://www.gutenberg.org/cache/epub/7491/pg7491.html>

4. Thomas Aquinas: Summa Theologica – different articles about friendship and charity

<http://www.catholicapologetics.info/morality/general/friends.htm>

<https://www.newadvent.org/summa/3023.htm#article1>

<https://www.newadvent.org/summa/3023.htm#article6>

<https://www.newadvent.org/summa/3023.htm#article7>

<https://www.newadvent.org/summa/3027.htm#article1>

<https://www.newadvent.org/summa/3027.htm#article2>

<https://www.newadvent.org/summa/3027.htm#article7>

<https://www.newadvent.org/summa/3027.htm#article8>

<https://www.newadvent.org/summa/3114.htm>

5. C. S. Lewis: The Four Loves – chapter 4: On Friendship

<https://gutenberg.ca/ebooks/lewiscs-fourloves/lewiscs-fourloves-00-h.html#chapter04>

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Cicero. (2025). De amicitia, Scipio's dream. Retrieved September 28, 2025, from <https://www.gutenberg.org/cache/epub/7491/pg7491.html>

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Friendship according to St. Thomas. (n.d.). Catholic Apologetics. Retrieved September 28, 2025, from <http://www.catholicapologetics.info/morality/general/friends.htm>

	<p>Image gallery for Friends (TV Series). (n.d.). FilmAffinity. Retrieved September 28, 2025, from https://www.filmaffinity.com/us/movieimage.php?imageId=105579046</p> <p>Lewis, C. S. (2012). The four loves. C. S. Lewis Signature Classic.</p> <p>Top 10 epic MCU battles: From intimate showdowns to Universe-Shaking conflicts. (n.d.). IMDb. Retrieved September 28, 2025, from https://www.imdb.com/news/ni64933816/?ref_=tt_nwr_1</p> <p>The Big Bang Theory. (n.d.). Channel 4. Retrieved September 28, 2025, from https://www.channel4.com/programmes/the-big-bang-theory</p> <p>Watson, J. (2020, November 11). The hobbits. The One Ring. https://www.theonering.com/the-hobbits-new-line-cinema/</p>
<p>Instructor's post-session re- flection, suggested changes</p>	

Friendship

ARISTOTLE'S *PHILIA* FRIENDSHIP OF PLEASURE

- arises from selfishness
- based on pleasure and beauty
- born of physical or intellectual attraction
- dies when the friend changes, ceases to be pleasant or nice to look at
- most closely tied to emotions
- driven by momentary feelings
- I enjoy myself more when I am with my friend

ARISTOTLE'S *PHILIA* FRIENDSHIP OF UTILITY

- based on usefulness
- makes friends with someone when he needs something from him
- aim is primarily profit
- lasts only while the other person provides one with what is needed

ARISTOTLE'S *PHILIA* VIRTUOUS FRIENDSHIP

- „those who wish well to their friends for their sake are most truly friends“
- only among good men; therefore, rare; proven in hardship
- only between two people
- not determined by blood relation or the area of living, rather a matter of choice
- similar qualities bring people together

- requires time to develop, is strengthened by the time they spent together, yet neither long separation can ruin it
- true friends are steadfast, hold tightly to each other in good and bad
- delight in each other and help each other when the need arises in view to the other's well-being
- cannot be only a one-sided feeling

ARISTOTLE'S *PHILIA* VIRTUOUS FRIENDSHIP

- most important requirements: equality, justice, reciprocity
- cannot exist among people from different social classes
- friends have all things in common, are not jealous, have to give each other equally
- friend is another self, a mirror
- a person can contemplate himself in the person of his friend, who provides with clear, objective judgment of the former one

- a person can see a part of himself in his friend, so he does him good as if he was doing it to himself
- try to comfort our friends when they are sad, but we should not trouble our friends with our problems in order not to cause them pain
- true friend is not afraid to sacrifice his own interests or throw away all his possessions for the benefit of a friend

CICERO'S *DEAMICITIA*

- is the strongest tie among humanity
- life without friends is joyless
- is the greatest gift of Heaven to humans
- stimulates hope and maintains spirits
- is a natural inclination
- affection comes after exercise of judgment

- stimulated by an admiration for virtues of a friend, and his service on our behalf
- is destroyed by change of tastes in the passing of time, rivalry, demands made contrary to virtue and morality
- a friend should be honest, outspoken, interested
- pleasure and advantage is a consequence, not a cause, of friendship

CICERO'S *DEAMICITIA*

- we do things for friends that we wouldn't do for ourselves
- the duty of a friend is to cheer and inspire
- we may support a friend, even in extreme situations, provided there is no disgrace
- examine and test friends most carefully, especially when they are in unfavorable circumstances
- loyalty is the most important quality: but they must be free from slander and hypocrisy

- old friends are preferred, but new ones not rejected; all are on an equal footing.
- friends should be made in maturity, not youth.
- good will should not lead one to harm a friend
- Advising: a part of friendship, but not to be done by way of abuse or harshly
- flattery harms friendship, we should be sincere

AQUINAS'S *CHARITY*

- Based on Aristotle, Augustine, Cicero
- friendship starts from choice, is based on likeness, proven in hardships
- is a gift from God
- demands mutual and reciprocal love

- requires time to develop and is strengthened by shared interests and activities
- a friend cares about the welfare of his fellow
- wishes to fulfill his will if it is in concordance with God's law
- respects him, helps him readily, gives him counsels

AQUINAS'S CHARITY

- man wishes his friend the same good as to himself, so they are two in body but one in soul
- rejoices with him in his good fortune
- defends him zealously and consoles him in his pain for the friend's sake
- they bring each other to God, develop each other's goodness
- love makes us give ourselves to our friends as much as we can, there are no debtors
- "Greater love hath no man than this, that a man lay down his life for his friends" (John 15:13).

C. S. LEWIS'S FRIENDSHIP

- friendship is the least necessary of loves, we can live without it, but it adds a new value to our lives
- it is a matter of free choice, no one had a duty to become friends with anyone
- arises from companionship, when two people realize that they share the same insights on something, have the same visions or see the same truth
- in their interest they are drawn apart from the society and become intimate
- is unacquisitive and the least jealous of loves
- can be between multiple people, but cannot exist between a man and a woman

C. S. LEWIS'S FRIENDSHIP

- friends are not ignorant of each other's needs and feelings, and when necessary, they help each other
- if help is provided from one side or another, there remains no debtor; the friends are still equals
- friends in their exclusive relationship are in some sense separated from the mass, they see it from a different perspective and can even affect it by their behavior towards other people
- in friendship men become allies, support and stand for each other in every situation
- it gives strength, increases courage and makes the good people better and bad worse

Friendship 2

Martina Jurickova

Session n.	2.
Time	45 min
Topic of the session	Friendship
Problem task	Help a newcomer find and maintain friendships.
Interdisciplinarity	Literature. Film. Media. Philosophy. Civics.
Prior preparation requirements	Home assignment from the previous session.
Procedure	
Activity 1	Homework reports
<i>Aims</i>	<p>Collaborative: students work in 5 groups, present their reading findings</p> <p>Soft skills: discussion, agree on the description of the relevance of the characteristics of friendship</p> <p>Action orientation: assess key features of friendship as a philosophical concept</p> <p>Knowledge: various philosophies about friendship</p>
<i>Form:</i>	Individual work/ group work / whole class
<i>Aids:</i>	Texts from home assignments
<i>Time:</i>	10
<i>Instructions:</i>	Within five groups, students were tasked with creating a comprehensive list of the characteristics of friendship based on the read texts. They report on what they read.
<i>Tips for online teaching</i>	If held online, divide students into breakout rooms based on how they worked together for the home assignment. Give them 5 minutes to discuss it in breakout rooms and then call them to the main room to report on their findings.
Activity 2	Relevance of past philosophies
<i>Aims</i>	<p>Collaborative: discussion, to present arguments politely, to agree on a definition.</p> <p>Soft skills: discussion, agree on the description of the relevance of the characteristics of friendship.</p> <p>Action orientation: Discuss whether the features of friendship as described by the studied philosophies are relevant/applicable in today's world.</p> <p>Knowledge: various philosophies about friendship.</p>
<i>Form:</i>	Individual work/group work /whole class
<i>Aids:</i>	Texts from home assignments, PowerPoint "Friendship theories"
<i>Time:</i>	10

Instructions:	<p>1.</p> <p>Either the groups display the list of characteristics they compiled for the whole class (if it is in a document or a poster), or the teacher shows the summary of key features attached at the end of this lesson plan.</p> <p>2.</p> <p>The whole class discusses whether the features of friendship as described by the studied philosophies are relevant/applicable in today's world. You can go point by point and express agreement or disagreement with each one or select the arguable points. Students should provide reasons why they believe certain features are no longer relevant or applicable today.</p>
Tips for online teaching	<p>If held online, each group should share its document so that all can see and comment on it. Once a group is done, the other shares their document, and so on.</p>
Activity 3	How to find and maintain friendships?
Aims	<p>Collaborative: discussion, agreeing on advice.</p> <p>Soft skills: awareness of sound, friendly qualities, using and evaluating one's own experience with finding/keeping friendships.</p> <p>Action orientation: Provide advice to a student who is new to the class/ town and does not know anyone in the area. Offer guidance on how to make new friends, maintain old friendships, and balance both.</p> <p>Knowledge: the practice of personal knowledge about the traits and qualities of friendship.</p>
Form:	Individual work/ group work /whole class
Aids:	paper
Time:	20 + 10
Instructions:	<p>Students must solve a problem task:</p> <p>There is a new student in the class who has just moved into the town. They don't know anybody in the city; all their friends are back where they came from, hundreds of kilometres away. Offer them guidance on how to make new friends in this town and how to balance both their old and new friendships. Use the knowledge from the past two lessons to advise them on how to behave/what to do, or not to do when you want to befriend someone and turn the friendship into a true and lasting one.</p> <p>Students work in 5 groups at the beginning of the class. It is suggested to change the students in the groups as they usually prefer working with their friends. When they form groups with other students in the class, they may find themselves talking to them for the first time (a common occurrence nowadays). They can share the information from the homework since they read different articles about friendship. They can offer their advice in the form of a letter/message to the new student. They have approximately 20 minutes to complete this task, and the remaining class time will be dedicated to presenting their advice.</p>

	<p>They can also form pairs and play role-plays - how to make friends in various situations - in the class on the first school day, in a sports club, at the party... (ask to join in, offer to include others, look for similarities, be open, ask about them, or give a compliment)</p> <p>Alternatively, it can be left as homework and presented at the beginning of the next class.</p>
<i>Tips for online teaching</i>	If held online, divide students into breakout rooms. After 20 minutes, call them back to the main room, and each group will present their advice to the other groups, who can provide comments on it.
<i>Home assignment</i>	
Sources	
Instructor's post-session reflection, suggested changes	

Human Rights

Nelson Mandela: The HERO within

Fella Benabed

Time	60 min.
Topic	Nelson Mandela: The HERO within
Problem tasks	This lesson relies on an action-oriented scenario, with a sequence of reception, production, interaction, and self-reflection tasks. Participants learn about Nelson Mandela's Psychological Capital (PsyCap) and its defining traits—Hope, Efficacy, Resilience, and Optimism (HERO)—as well as his activism for human rights during the anti-apartheid struggle in South Africa. Participants are inspired to develop these traits and use them in their own lives to overcome challenges and promote human rights.
Interdisciplinarity	This lesson builds interdisciplinary bridges between history, civic education, and psychology
Prior preparation requirements	No
Procedure	
Activity 1	Psychological Capital and HERO Traits
Aims	By the end of this activity, participants are expected to understand the concepts of Psychological Capital and HERO traits: Hope, Efficacy, Resilience, and Optimism. <u>Collaboration:</u> no <u>Soft skills:</u> critical thinking, communication <u>Action orientation:</u> no <u>Knowledge:</u> Psychological Capital and HERO traits: Hope, Efficacy, Resilience, and Optimism
Form:	Expository teaching and whole-class discussion
Aids:	Handout on Psychological Capital (appendix 1)
Time:	15 min.
Instructions:	<ul style="list-style-type: none"> • The facilitator begins by asking the question: Do you know examples in your country or in the world that show how a person's psychological strength can change the course of history? • They introduce the theory of Psychological Capital and the HERO traits.
Activity 2	Nelson Mandela's Psychological Capital and Fight for Human Rights
Aims	By the end of this activity, participants will be expected to identify the traits of PsyCap and HERO in Nelson Mandela's fight for human rights. <u>Collaboration:</u> yes <u>Soft skills:</u> critical thinking, communication, collaboration <u>Action orientation:</u> yes <u>Knowledge:</u> human rights in Apartheid South Africa, leaders' PsyCap
Form:	In-person learning pods or online breakout rooms
Aids:	Handout on Nelson Mandela's Psychological Capital (appendix 2)
Time:	30 min.

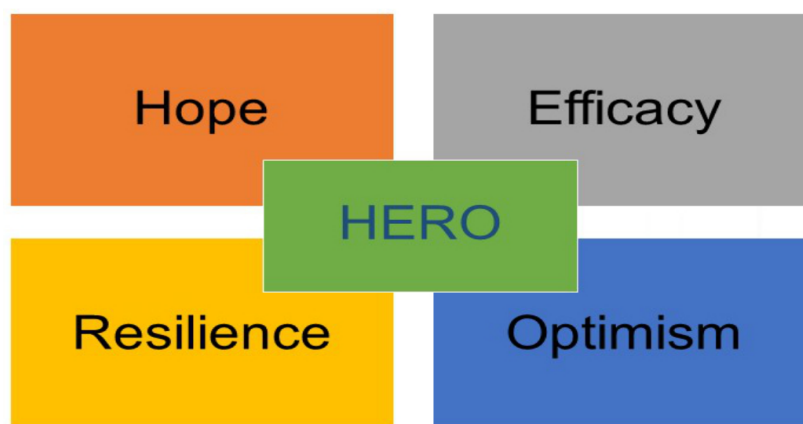
Instructions:	<ul style="list-style-type: none"> • The facilitator asks participants to work collaboratively in small groups (in-person learning pods or online breakout rooms during 20 min.). • They ask them to read the handout on HERO traits and their application to Nelson Mandela's personality. • They instruct them to work in collaboration by reading Mandela's inspirational quotations and explaining how each one highlights his HERO traits. • Participants designate a spokesperson and return to the whole-class space to share their answers (10 min.).
Closing and home-work Time: 15 min.	<p><u>Reflection:</u> Participants reflect on what they have learned in the lesson. The facilitator asks, "To what extent do you think you possess HERO traits?" What would be the advantage of incorporating them into your daily lives?</p> <p><u>Homework/Extension:</u> The facilitator explains how participants should keep a HERO diary. Every day, they should write about a situation where they or someone they know exemplifies one of the HERO traits.</p>
Sources	<ul style="list-style-type: none"> • Luthans, F., Youssef, C. M., & Avolio, B. J. (2007). Psychological capital: Developing the human competitive edge. Oxford University Press.

Working Materials

Appendix 1: Psychological Capital (PsyCap)

Psychological Capital is defined as "an individual's positive psychological state of development and is characterized by: having confidence (self-efficacy) to take on and put in the necessary effort to succeed at challenging tasks; making a positive attribution (optimism) about succeeding now and in the future; persevering toward goals and, when necessary, re-directing paths to goals (hope) in order to succeed; and when beset by problems and adversity, sustaining and bouncing back and even beyond (resilience) to attain success" (Luthans et al., 2007, p. 3).

PsyCap is composed of four primary traits, commonly known as **HERO**:



Hope is the aspiration to persevere towards one's goals and the ability to achieve them despite obstacles.

Efficacy is the confidence in one's ability to put in the necessary efforts to succeed in one's tasks.

Resilience is the capacity to bounce back from failure, conflict, and adversity, and even to grow psychologically from these experiences.

Optimism is a positive attitude that fosters success even in the face of adversity.

Everyone possesses varying levels of these traits, but PsyCap theory argues that these traits are developable; with individual effort and social support, one can strengthen them for personal and professional growth.

Appendix 2: Nelson Mandela's Psychological Capital

Nelson Mandela (1918–2013) was a South African revolutionary who spent 27 years in prison (1962–1990) for his resistance against the apartheid regime (a system of institutionalized racial discrimination in South Africa between 1948 and 1994). After his release in 1990, he led negotiations to end apartheid and became South Africa's first Black president (1994–1999); his presidency was marked by interracial reconciliation and nation-building. He is remembered as a proponent of peace and human rights, and his life is rich with lessons on hope, efficacy, resilience, and optimism.

Hope: Notwithstanding his long imprisonment, Mandela's hope never faded; he believed that one day, South Africa would see the end of apartheid and racial discrimination.

Efficacy: Mandela showed that determination and strategic action could defeat the cruelest systems of oppression. His wise leadership, articulate speech, and unifying ability inspired South Africans to believe in him and in their collective ability to enact change.

Resilience: Despite the harsh conditions, Mandela continued to educate himself and turned the prison into a learning environment where he and other prisoners reflected on freedom. His resilience meant that if he could persevere, then the broader freedom movement could as well.

Optimism: Mandela's optimism played a determining role in healing and uniting a divided nation. He envisioned a country where all citizens, regardless of race, could live in harmony, and rather than seeking revenge against those who had imprisoned him, he called for reconciliation.

Discuss the meaning of the following quotes by Nelson Mandela and identify which HERO trait(s) each one illustrates:

1. "I am fundamentally an optimist. Whether that comes from nature or nurture, I cannot say. Part of being optimistic is keeping one's head pointed toward the sun, one's feet moving forward. There were many dark moments when my faith in humanity was sorely tested, but I would not and could not give myself up to despair. That way lays defeat and death" (Mandela, 1994).

2. "We stand here today as nothing more than a representative of the millions of our people who dared to rise up against a social system whose very essence is war, violence, racism, oppression, repression and the impoverishment of an entire people" (Mandela, 1993).
3. "Our daily deeds as ordinary South Africans must produce an actual South African reality that will reinforce humanity's belief in justice, strengthen its confidence in the nobility of the human soul, and sustain all our hopes for a glorious life for all" (Mandela, 1994).
4. "Difficulties break some men but make others. No axe is sharp enough to cut the soul of a sinner who keeps on trying, one armed with the hope that he will rise even in the end" (Mandela, 1975).
5. "I have cherished the ideal of a democratic and free society in which all persons live together in harmony and with equal opportunities. It is an ideal which I hope to live for and to achieve. But if needs be, it is an ideal for which I am prepared to die" (Mandela, 1964).

References

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Malala Yousafzai: Empowerment through Education

Fella Benabed

Time	60 min.
Topic	Malala Yousafzai: Empowerment through Education
Problem tasks	This lesson relies on an action-oriented scenario, with a sequence of reception, production, interaction, and self-reflection tasks. Participants learn about girls' unequal access to education across the world, the importance of empowerment through education, with the story of Malala Yousafzai as a case in point. They are inspired to take action in support of girls' education as an important human right.
Interdisciplinarity	This lesson builds interdisciplinary bridges between history and civic education
Prior preparation requirements	No
Procedure	
Activity 1	Empowerment through Education
Aims	By the end of this activity, participants will have gained an understanding of the importance of education as a tool for empowerment. <u>Collaboration</u> : no <u>Soft skills</u> : critical thinking, communication <u>Action orientation</u> : no <u>Knowledge</u> : Nelson Mandela's and Malala Yousafzai's quotes on the importance of empowerment through education
Form:	Whole-class discussion
Aids:	Whiteboard
Time:	10 min.
Instructions:	The facilitator writes two quotes on the whiteboard and invites participants to share their thoughts on them: "Education is the most powerful weapon you can use to change the world" (Mandela, 2003) and "Let us pick up our books and our pens, they are the most powerful weapons" (Malala, 2013). What is the common argument given by the two activists?
Activity 2	Girls' Access to Education
Aims	By the end of this activity, participants are expected to: <ul style="list-style-type: none"> • notice the unequal access to education across the world, • understand the importance of education in the empowerment of girls. <u>Collaboration</u> : yes <u>Soft skills</u> : critical thinking, communication, collaboration <u>Action orientation</u> : no <u>Knowledge</u> : girls' unequal access to education and the importance of empowerment through education
Form:	In-person learning pods or online breakout rooms
Aids:	Handout on girls' access to education (appendix 1)
Time:	20 min.

Instructions:	<ul style="list-style-type: none"> • The facilitator asks participants to work collaboratively in small groups (in-person learning pods or online breakout rooms). • They ask participants to read a text on girls' access to education and answer comprehension and reflection questions (10 min.). • Participants designate a spokesperson and return to the whole-class space to share their answers (10 min.).
Activity 3	From Victim to Victor: The Inspiring Story of Malala Yousafzai
Aims	<p>By the end of this activity, participants are expected to learn about Malala Yousafzai's fight for the empowerment of girls through education.</p> <p><u>Collaboration:</u> yes</p> <p><u>Soft skills:</u> critical thinking, communication, collaboration</p> <p><u>Action orientation:</u> yes</p> <p><u>Knowledge:</u> Malala Yousafzai's story</p>
Form:	In-person learning pods or online breakout rooms
Aids:	Handout on Malala Yousafzai's human rights activism (appendix 2)
Time:	20 min.
Instructions:	<ul style="list-style-type: none"> • The facilitator asks participants to work collaboratively in small groups (in-person learning pods or online breakout rooms). • They ask them to read the short biography of Malala and watch a video excerpt from her speech in the United Nations (10 min.). • Participants designate a spokesperson and return to the whole-class space to share their answers (10 min.).
Closing and home-work Time: 10 min.	<p><u>Reflection:</u> Participants reflect on what they have learned in the lesson, emphasizing the importance of girls' empowerment through education.</p> <p><u>Homework/Extension:</u> Write a personal pledge on how you, as an individual, can defend human rights in your daily life, your community, and the wider world.</p>
Sources	<ul style="list-style-type: none"> • Mandela, N. (2003). Lighting your way to a better future. Planetarium, University of the Witwatersrand, Johannesburg. http://www.mandela.gov.za/mandela_speeches/2003/030716_mindset.htm • Yousafzai, M. (2013). Malala Yousafzai's speech to the United Nations. United Nations Youth Assembly. https://www.un.org/youthenvoy/2013/07/malala-yousafzai-addresses-united-nations-youth-assembly/

Working Materials

Appendix 1: Girls' Access to Education

Over 122 million girls are out of school across the world; the reasons vary from cultural norms to economic constraints:

Sociocultural beliefs:

- Some families prioritize boys' education over girls'.
- Early marriage often leads to school dropout.
- Girls' safety while commuting to school may be a concern for their parents.

Economic constraints:

- Some families cannot afford school fees.
- Some families expect girls to contribute to housework.

Inadequate facilities:

- The lack of facilities, like girls' toilets, discourages families from sending them to school.
- The absence of female teachers also discourages families from sending girls to school.

Conflict and displacement:

- In conflict zones, girls are more likely to be out of school.
- Displacements due to war or natural disasters affect girls more than boys.

Advantages of girls' empowerment through education:

- Educated women's participation in the workforce positively affects a country's economy.
- Educated women effectively participate in decision-making at home and in the community.
- Educated women tend to have fewer children and have them at healthier intervals; they also tend to ensure better healthcare for their children.
- Educated women are more likely to prioritize the education of their children.

Source: Malala Fund. (2025). Why girls' education? <https://malala.org/girls-education?sc=header>

Discussion Questions

- Do the causes (indicated above) lead to girls' unequal access to education in your country?
- Can you indicate other causes that prevent girls from going to school?
- Do you agree with the advantages (listed above) of girls' empowerment through education?
- Can you list other advantages of girls' empowerment through education?

Appendix 2: Malala Yousafzai's Human Rights Activism (born July 12, 1997)

Malala Yousafzai is a Pakistani girls' education activist and the youngest-ever Nobel Prize laureate. In 2009, she became known when she wrote a BBC blog detailing her life under the Taliban's influence in the region, and in 2012, she was shot in the head by a gunman while riding a bus home from school. Miraculously, she survived and continued her activism, becoming a global symbol of resistance against efforts to prevent girls' education. In 2013, she co-authored the memoir, *I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban*, in which she detailed her early life, her injury, and her activism. In 2014, at the age of 17, she was co-awarded the Nobel Peace Prize for her efforts to promote the right of all children, especially girls, to education.

Discussion Questions

- "I don't want to be remembered as the girl who was shot. I want to be remembered as the girl who stood up" (Malala & Lamb, 2013). How does this statement reflect her determination to prevent a tragic event from defining her life?
- Can you think of other individuals who have used their voice to contribute something important to society or help change the world for the better?

Reference

Yousafzai, M., & Lamb, C. (2013). *I am Malala: The girl who stood up for education and was shot by the Taliban*. Little, Brown and Company.

Human Sustainability

Fella Benabed

Time	60 min.
Topic	The Four Pillars of Sustainability
Problem tasks	This lesson relies on an action-oriented scenario, with a sequence of reception, production, interaction, and self-reflection tasks. Participants learn about the four pillars of sustainability and the United Nations' Sustainable Development Goals (SDGs). The activities are designed to inspire them to take action for these goals.
Interdisciplinarity	This lesson is mainly about civic education, and it builds bridges with the numerous disciplines covered by the SDGs.
Prior preparation requirements	No
Procedure	
Activity 1	Sustainability
Aims	<p>By the end of this activity, participants will have a clear understanding of the meaning of sustainability and its four key pillars.</p> <p><u>Collaboration</u>: no</p> <p><u>Soft skills</u>: critical thinking, communication</p> <p><u>Action orientation</u>: no</p> <p><u>Knowledge</u>: four pillars of sustainability</p>
Form:	Expository teaching and whole-class discussion
Aids:	Dictionary and handout on the four pillars of sustainability (appendix 1)
Time:	10 min.
Instructions:	<ul style="list-style-type: none"> • The facilitator asks participants if they know the meaning of sustainability. • They look for a dictionary definition of the term: <ol style="list-style-type: none"> 1. the quality of being able to continue over a period: e.g., The long-term sustainability of the community 2. the quality of causing little or no damage to the environment and therefore able to continue for a long time: e.g., The company's commitment to environmental sustainability • The facilitator provides a handout (appendix 1) on the four pillars of sustainability and asks participants to interpret the picture.
Activity 2	From MDGs to SDGs
Aims	<p>By the end of this activity, participants are expected to:</p> <ul style="list-style-type: none"> • understand the concepts of Millennium Development Goals (MDGs) and Sustainable Development Goals (SDGs), • analyze the evolution of global concerns related to these goals. <p><u>Collaboration</u>: yes</p> <p><u>Soft skills</u>: self-awareness, critical thinking, vision, communication, collaboration, cultural sensitivity</p> <p><u>Action orientation</u>: yes</p> <p><u>Knowledge</u>: MDGs & SDGs</p>
Form:	Whole-class discussion

Aids:	UNDP's video "Transitioning from MDGs to SDGs."
Time:	15 min.
Instructions:	<ul style="list-style-type: none"> • The facilitator asks questions to evaluate the participants' knowledge about SDGs: <ol style="list-style-type: none"> 1. Have you ever heard about Sustainable Development Goals (SDGs)? 2. Can you name some of them? • They share a UNDP video titled "Transitioning from MDGs to SDGs." • They ask the following questions: <ol style="list-style-type: none"> 1. What was the total number of Millennium Development Goals (MDGs) and Sustainable Development Goals (SDGs), and how do their numerical differences reflect changes in global development priorities? 2. Does your country have some policies related to the achievement of these goals?
Activity 3	The 17 Sustainable Development Goals
Aims	<p>By the end of this activity, participants are expected to:</p> <ul style="list-style-type: none"> • identify the 17 SDGs, • reflect on their personal contributions to the achievement of the SDGs. <p><u>Collaboration:</u> yes</p> <p><u>Soft skills:</u> self-awareness, critical thinking, vision, communication, collaboration, multicultural sensitivity</p> <p><u>Action orientation:</u> yes</p> <p><u>Knowledge:</u> SDGs</p>
Form:	In-person learning pods or online breakout rooms
Aids:	Handout on "The 17 Sustainable Development Goals" (appendix 2) and worksheet (appendix 3)
Time:	25 min.
Instructions:	<ul style="list-style-type: none"> • The facilitator asks participants to work collaboratively in small groups (in-person learning pods or online breakout rooms during 15 min.). • They ask each group to read the provided handout (appendix 2) and follow the instructions on the worksheet (appendix 3). • They inform participants that they should designate a spokesperson for the group and that, after 15 minutes of discussion, they need to share their answers with the whole class.
Closing and home-work (10 min.)	<p><u>Wrap-up:</u> The facilitator asks participants to reflect on the key takeaways of the lesson.</p> <p><u>Homework/Extension:</u> Take action for the SDGs: Read "The Lazy Person's Guide to Saving the World" (UN, 2021) and write a brief reflection on your current engagement with the goals, assess your level, and identify ways to improve your contribution to achieving the SDGs.</p>
Sources	<ul style="list-style-type: none"> • Cambridge Dictionary. (2024). Sustainability. https://dictionary.cambridge.org/dictionary/english/sustainability • United Nations Development Program. (2015). Transitioning from MDGs to SDGs. https://www.youtube.com/watch?v=5_hLuEui6ww&ab_channel=UnitedNationsDevelopmentProgramme%28UNDP%29 • United Nations. (2021). The lazy person's guide to saving the world. https://www.un.org/sustainabledevelopment/takeaction/

Appendix 1: The Four Pillars of Sustainability

The human pillar: It is about the conditions that enable humans to fulfil their basic needs and realize their potential, such as reducing poverty and hunger, as well as promoting health-care and education.

The social pillar: It is about the conditions that permit humans to live in local and global communities defined by justice and equality.

The economic pillar: It is about the qualitative and quantitative aspects of economic development. It is not only about profit, but also about how it is achieved and who benefits from it.

The environmental pillar: It is about the social, economic, and political measures adopted to conserve natural resources for future generations.

Appendix 2: The 17 Sustainable Development Goals

In September 2000, the leaders of 189 countries signed the United Nations' Millennium Development Goals (MDGs), a declaration to collaborate on achieving eight goals by 2015. However, since the MDGs were largely unmet, world leaders gathered again and set 17 Sustainable Development Goals (SDGs) to be achieved by 2030. Today, 2030 is drawing closer, and most goals remain unmet. To make matters worse, their achievements were negatively impacted by pandemics, wars, and other global crises. In September 2023, world leaders met again at a Sustainable Development Goals summit as part of the UN's General Assembly. Secretary-General, Antonio Guterres, talked about the urgency of a "global rescue plan" to save the SDGs because failure to achieve them would leave millions of people behind, with unequal access to food, healthcare, and education. He affirmed, "You made a solemn promise, a promise to build a world of health, progress, and opportunity for all, a promise to leave no one behind, and the promise to pay for it." Yet, he added, "Instead of leaving no one behind, we risk leaving the SDGs behind" (2023).

Reference

Guterres, A. (2023). Secretary-General's remarks to the High-Level Political Forum on Sustainable Development. <https://www.un.org/sg/en/content/sg/statement/2023-09-18/secretary-generals-remarks-the-high-level-political-forum-sustainable-development>

Source: United Nations Association of Australia. (2017). The United Nations Millennium Development Goals: successes and failures from 2000 until today.

<https://www.unaa.org.au/2017/01/19/the-united-nations-millennium-development-goals-successes-and-failures-from-2000-until-today/>

Source: The United Nations. (2015). UN Sustainable Development Goals. <https://sustainabledevelopment.un.org/sdgs>

SDGs to be discussed by group 1

SDG 1 - No Poverty: This goal aims to reduce poverty worldwide, improve the lives of individuals who cannot afford their basic needs, and provide access to essential resources, education, and employment opportunities.

SDG 2 - Zero Hunger: This goal aims to combat hunger and malnutrition, improve food security, promote sustainable agriculture, and ensure access to sufficient food for all.

SDG 3 - Good Health and Well-being: This goal aims to promote healthy and thriving lives for people of all ages, and to find solutions to disease prevention and treatment accessibility, particularly in low-income regions worldwide.

SDGs to be discussed by group 2

SDG 4 - Quality Education: This goal seeks to achieve inclusive education, facilitate lifelong learning, and provide a foundation for individual growth.

SDG 5 - Gender Equality: This goal aspires for a world where every individual, regardless of gender, has equal opportunities. It seeks to eliminate discrimination and violence against women and girls, and allow them to have equal access to education, healthcare, work, and representation in sociopolitical sectors.

SDG 6 - Clean Water and Sanitation: This goal is about making quality water and sanitation available for everyone; it is also about protecting water resources for future generations and sharing them equitably.

SDGs to be discussed by group 3

SDG 7 - Affordable and Clean Energy: This goal provides solutions for a future powered by affordable and clean energy, utilizing renewable resources and advanced technologies that reduce pollution.

SDG 8 - Decent Work and Economic Growth: This goal advocates for equitable economic development that provides job security, fair wages, and environmental sustainability.

SDG 9 - Industry, Innovation, and Infrastructure: This goal promotes sustainable industries, technological innovations, and reliable infrastructure that stimulate economic development, create job opportunities, and minimize environmental hazards.

SDGs to be discussed by group 4

SDG 10 - Reduced Inequality: This goal seeks to reduce inequality within and among countries, leaving no one behind and changing the policies that perpetuate local and global disparities.

SDG 11 - Sustainable Cities and Communities: This goal encourages the transformation of cities and communities into spaces where everyone has access to basic services, green spaces, and efficient transportation.

SDG 12 - Responsible Consumption and Production: This goal works toward doing more and better with less, lowering the levels of waste and pollution, and encouraging sustainable consumption habits that contribute to the conservation of the planet.

SDGs to be discussed by group 5

SDG 13 - Climate Action: This goal is about the ecological catastrophes that are resulting from climate change, like global warming, droughts, floods, and other extreme weather conditions. It calls on countries to reduce greenhouse gas emissions and improve preparedness to climate-related disasters.

SDG 14 - Life below Water: This goal is about the protection of oceans and seas, with their aquatic resources, from overfishing and pollution.

SDG 15 - Life on Land: This goal promotes the sustainable use of terrestrial ecosystems, reduces deforestation, combats desertification, and curbs the loss of biodiversity.

SDGs to be discussed by group 6

SDG 16 - Peace, Justice, and Strong Institutions: This goal aims to foster inclusive and peaceful societies, provide access to justice for all, and build effective and inclusive institutions at all levels.

SDG 17 - Partnerships for the Goals: This final goal emphasizes the importance of global partnerships in achieving the ambitious goals of the 2030 Agenda. It seeks to bring together nations, organizations, and individuals to take collective action for a world where people live in peace with each other and in harmony with their natural environment.

Appendix 3: Worksheet

Each of the SDGs represents a step toward a more sustainable future for all. As young people, you are not only the leaders and decision-makers of tomorrow but also the change-makers of today; every action you take, no matter how small, contributes to this global movement for positive change.

Use the following guiding questions to discuss the SDGs assigned to your group:

1. What do these SDGs seek to achieve?
2. What are the potential challenges to achieving them?
3. How can you, as an individual, contribute to achieving them?

Human Sustainability Fella Benabed

Time	60 min.
Topic	Human Sustainability (SDGs 1, 2, 3, and 4)
Problem tasks	This lesson relies on an action-oriented scenario, with a sequence of reception, production, interaction, and self-reflection tasks. Participants learn about the human side of sustainability and the related SDGs (SDGs 1, 2, 3, and 4). The activities are designed to inspire them to take action for the goals.
Interdisciplinarity	This lesson primarily focuses on civic education, building bridges with the numerous disciplines encompassed by the SDGs.
Prior preparation requirements	No
Procedure	
Activity 1	SDGs: Problems
Aims	<p>By the end of this activity, participants are expected to identify the problems that hinder the achievement of SDGs 1, 2, 3, and 4.</p> <p><u>Collaboration</u>: no</p> <p><u>Soft skills</u>: critical thinking, vision, communication</p> <p><u>Action orientation</u>: no</p> <p><u>Knowledge</u>: problems related to SDGs 1, 2, 3, and 4</p>
Form:	Whole-class discussion
Aids:	De Heer's comic strips on the Global Goals of Sustainable Development (Appendix 1)
Time:	15 min.
Instructions:	<ul style="list-style-type: none"> • The facilitator shares comic strips related to SDGs 1, 2, 3, and 4. • They ask participants to comment on the challenges related to each SDG.
Activity 2	Pandemic Impacts on SDGs 1, 2, 3, and 4
Aims	<p>By the end of this activity, participants are expected to:</p> <ul style="list-style-type: none"> • evaluate the impacts of the Covid-19 pandemic on SDGs 1, 2, 3, and 4, • suggest possible solutions to avoid similar impacts in the future. <p><u>Collaboration</u>: no</p> <p><u>Soft skills</u>: self-awareness, critical thinking, vision, communication</p> <p><u>Action orientation</u>: no</p> <p><u>Knowledge</u>: impacts of the COVID-19 pandemic on SDGs 1, 2, 3, and 4 and resilience measures for the future</p>
Form:	Whole-class discussion
Aids:	UNDESA's poster "COVID-19 impacts and the SDGs" (Appendix 2)
Time:	15 min.
Instructions:	<ul style="list-style-type: none"> • The facilitator asks participants to analyze the impacts of the COVID-19 pandemic on SDGs 1, 2, 3, and 4 • They ask them to suggest possible solutions to avoid similar impacts in the future.

Activity 3	SDGs: Solutions
Aims	<p>By the end of this activity, participants are expected to discuss measures they can adopt in their daily lives to reach SDGs 1, 2, 3, and 4.</p> <p><u>Collaboration</u>: yes</p> <p><u>Soft skills</u>: self-awareness, critical thinking, vision, communication, collaboration, cultural sensitivity</p> <p><u>Action orientation</u>: yes</p> <p><u>Knowledge</u>: solutions related to SDGs 1, 2, 3, and 4</p>
Form:	In-person learning pods or online breakout rooms
Aids:	De Heer's comic strips on the Global Goals of Sustainable Development (Appendix 1)
Time:	25 min.
Instructions:	<ul style="list-style-type: none"> The facilitator asks participants to work collaboratively in small groups (in-person learning pods or online breakout rooms during 15 min.). They ask each group to review 1 of the four comic strips, taking into consideration the following questions: <ol style="list-style-type: none"> 1. Have you ever personally taken action to prevent these issues? 2. Has your community taken action to prevent these issues? 3. Are there any obstacles to their achievement? 4. If yes, how can you overcome them? They inform participants that they should designate a spokesperson for the group and that, after 15 minutes of discussion, they need to share their answers with the whole class.
Closing and homework (5 min.)	<p><u>Wrap-up</u>: The facilitator asks participants to reflect on the key takeaways of the lesson.</p> <p><u>Homework/Extension</u>: The facilitator asks participants to reflect on their daily habits that contribute to achieving SDGs 1, 2, 3, and 4.</p>
Sources	<ul style="list-style-type: none"> De Heer, M. (2015). The Global Goals of Sustainable Development. https://www.margreetdeheer.com/the-global-goals-of-sustainable-development/ UNDESA. (2020). "COVID-19 impacts and the SDGs." https://devpolicy.org/wp-content/uploads/2020/06/Figure-1_COVID-19-impacts-and-the-SDGs_Source-UNDESA.png

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Appendix 1: De Heer's comic strips on the Global Goals of Sustainable Development

<https://www.margreetdeheer.com/the-global-goals-of-sustainable-development/>

Appendix 2: UNDESA's poster on "COVID-19 impacts and the SDGs."

https://devpolicy.org/wp-content/uploads/2020/06/Figure-1_COVID-19-impacts-and-the-SDGs_Source-UNDESA.png

Social Sustainability

Fella Benabed

Time	60 min.
Topic	Social Sustainability (SDGs 5 and 10)
Problem tasks	This lesson relies on an action-oriented scenario, with a sequence of reception, production, interaction, and self-reflection tasks. Participants learn about the social side of sustainability and the related SDGs (5 and 10). The activities are designed to inspire them to take action for the goals.
Interdisciplinarity	This lesson is mainly about civic education, and it builds bridges with the numerous disciplines covered by the SDGs.
Prior preparation requirements	No
Procedure	
Activity 1	SDGs: Problems
Aims	<p>By the end of this activity, participants are expected to identify the problems that hinder the achievement of SDGs 5 and 10.</p> <p><u>Collaboration</u>: no</p> <p><u>Soft skills</u>: critical thinking, vision, communication</p> <p><u>Action orientation</u>: no</p> <p><u>Knowledge</u>: problems related to SDGs 5 and 10</p>
Form:	Whole-class discussion
Aids:	De Heer's comic strips on the Global Goals of Sustainable Development (Appendix)
Time:	10 min.
Instructions:	<ul style="list-style-type: none"> • The facilitator shares comic strips related to SDGs 5 and 10. • They ask participants to comment on the challenges related to each SDG.
Activity 2	Share your Story
Aims	<p>By the end of this activity, participants are expected to:</p> <ul style="list-style-type: none"> • notice the persistence of racial segregation in the modern world, • share a story of discrimination that affected them personally. <p><u>Collaboration</u>: no</p> <p><u>Soft skills</u>: self-awareness, critical thinking, vision, communication</p> <p><u>Action orientation</u>: no</p> <p><u>Knowledge</u>: discrimination</p>
Form:	Whole-class discussion
Aids:	BBC's video "It's as if they blamed my daughter for being black"
Time:	20 min.
Instructions:	<ul style="list-style-type: none"> • The facilitator displays the video titled "It's as if they blamed my daughter for being black." • They invite them to watch the video and share their opinions and feelings provoked by it.

	<ul style="list-style-type: none"> • They instruct them to take 5 minutes of silent reflection, and then share a story about a form of discrimination they have personally experienced, watched on the media, or read about. • They ask: What did you feel about it? What can you do to prevent similar acts of discrimination?
Activity 3	SDGs: Solutions
Aims	<p>By the end of this activity, participants will be expected to discuss measures they can adopt in their daily lives to achieve SDGs 5 and 10.</p> <p><u>Collaboration:</u> yes</p> <p><u>Soft skills:</u> self-awareness, critical thinking, vision, communication, collaboration, cultural sensitivity</p> <p><u>Action orientation:</u> yes</p> <p><u>Knowledge:</u> solutions related to SDGs 5 and 10</p>
Form:	In-person learning pods or online breakout rooms
Aids:	De Heer's comic strips on the Global Goals of Sustainable Development (Appendix)
Time:	25 min.
Instructions:	<ul style="list-style-type: none"> • The facilitator asks participants to work collaboratively in small groups (in-person learning pods or online breakout rooms during 15 min.). • They instruct each group to review 1 of the two comic strips, taking into consideration the following questions: <ol style="list-style-type: none"> 1. Have you ever personally taken action to prevent these issues? 2. Has your community taken action to prevent these issues? 3. Are there any obstacles to their achievement? 4. If yes, how can you overcome them? • They inform participants that they should designate a spokesperson for the group and that, after 15 minutes of discussion, they need to share their answers with the whole class.
Closing and homework (5 min.)	<p><u>Wrap-up:</u> The facilitator asks participants to reflect on the key takeaways of the lesson.</p> <p><u>Homework/Extension:</u> The facilitator asks participants to reflect on their daily habits that contribute to achieving SDGs 5 and 10.</p>
Sources	<ul style="list-style-type: none"> • BBC News Africa. "It's as if they blamed my daughter for being black." https://www.youtube.com/watch?v=rN7qXf7MaRw&ab_channel=BBC-NewsAfrica • De Heer, M. (2015). The Global Goals of Sustainable Development. https://www.margreetdeheer.com/the-global-goals-of-sustainable-development/

Working Materials

Appendix: De Heer's comic strips on the Global Goals of Sustainable Development
<https://www.margreetdeheer.com/the-global-goals-of-sustainable-development/>

Economic Sustainability

Fella Benabed

Time	60 min.
Topic	Economic Sustainability (SDGs 8, 9, 11, and 12)
Problem tasks	This lesson relies on an action-oriented scenario, with a sequence of reception, production, interaction, and self-reflection tasks. Participants learn about the economic side of sustainability and the related SDGs (8, 9, 11, and 12). The activities are designed to inspire them to take action towards achieving their goals.
Interdisciplinarity	This lesson primarily focuses on civic education, building bridges with the numerous disciplines encompassed by the SDGs.
Prior preparation requirements	No
Procedure	
Activity 1	SDGs: Problems
Aims	<p>By the end of this activity, participants are expected to identify the problems that hinder the achievement of SDGs 8, 9, 11, and 12.</p> <p><u>Collaboration</u>: no</p> <p><u>Soft skills</u>: critical thinking, vision, communication</p> <p><u>Action orientation</u>: no</p> <p><u>Knowledge</u>: problems related to SDGs 8, 9, 11, and 12</p>
Form:	Whole-class discussion
Aids:	De Heer's comic strips on the Global Goals of Sustainable Development (Appendix)
Time:	15 min.
Instructions:	<ul style="list-style-type: none"> • The facilitator shares comic strips related to SDGs 8, 9, 11, and 12. • They ask participants to comment on the challenges related to each SDG.
Activity 2	Ecological Footprint
Aims	<p>By the end of this activity, participants will have gained an understanding of the challenges related to the ecological footprint.</p> <p><u>Collaboration</u>: no</p> <p><u>Soft skills</u>: self-awareness, critical thinking, vision, communication</p> <p><u>Action orientation</u>: no</p> <p><u>Knowledge</u>: Earth Overshoot Day, ecological footprint</p>
Form:	Whole-class discussion
Aids:	Al Jazeera's video on "Earth Overshoot Day marks unprecedented environmental damages"
Time:	15 min.
Instructions:	<ul style="list-style-type: none"> • The facilitator asks participants if they know the concepts of Earth Overshoot Day and ecological footprint. • They share Al Jazeera English's video titled "Earth Overshoot Day marks unprecedented environmental damages." • They instruct participants to connect to check data about their respective countries by clicking on the link to the website "How many Earths? How many countries?" • They ask them to analyze the findings related to their respective countries.

Activity 3	SDGs: Solutions
Aims	<p>By the end of this activity, participants are expected to discuss measures they can adopt in their daily lives to reach SDGs 8, 9, 11, and 12.</p> <p><u>Collaboration</u>: yes</p> <p><u>Soft skills</u>: self-awareness, critical thinking, vision, communication, collaboration, cultural sensitivity</p> <p><u>Action orientation</u>: yes</p> <p><u>Knowledge</u>: solutions related to SDGs 8, 9, 11, and 12</p>
Form:	In-person learning pods or online breakout rooms
Aids:	De Heer's comic strips on the Global Goals of Sustainable Development (Appendix)
Time:	25 min.
Instructions:	<ul style="list-style-type: none"> The facilitator asks participants to work collaboratively in small groups (in-person learning pods or online breakout rooms during 15 min.). They instruct each group to review 1 of the four comic strips, taking into consideration the following questions: <ol style="list-style-type: none"> 1. Have you ever personally taken action to prevent these issues? 2. Has your community taken action to prevent these issues? 3. Are there any obstacles to their achievement? 4. If yes, how can you overcome them? They inform participants that they should designate a spokesperson for the group and that, after 15 minutes of discussion, they need to share their answers with the whole class.
Closing and home-work (5 min.)	<p><u>Wrap-up</u>: The facilitator asks participants to reflect on the key takeaways of the lesson.</p> <p><u>Homework/Extension</u>: The facilitator asks participants to reflect on some daily habits that contribute to the achievement of SDGs 8, 9, 11, and 12.</p>
Sources	<ul style="list-style-type: none"> Al Jazeera English. (2017). "Earth Overshoot Day marks unprecedented environmental damages." https://www.youtube.com/watch?v=l-aQBYLQs2Q&ab_channel=AlJazeeraEnglish De Heer, M. (2015). The Global Goals of Sustainable Development. https://www.margreetdeheer.com/the-global-goals-of-sustainable-development/ Earth Overshoot Day. "How Many Earths? How Many Countries?" https://overshoot.footprintnetwork.org/how-many-earths-or-countries-do-we-need/

Working Materials

Appendix: De Heer's comic strips on the Global Goals of Sustainable Development
<https://www.margreetdeheer.com/the-global-goals-of-sustainable-development/>

Environmental Sustainability

Fella Benabed

Time	60 min.
Topic	Environmental Sustainability (SDGs 6, 7, 13, 14, and 15)
Problem tasks	This lesson relies on an action-oriented scenario, with a sequence of reception, production, interaction, and self-reflection tasks. Participants learn about the environmental side of sustainability and the related SDGs (6, 7, 13, 14, and 15). The activities are designed to inspire them to take action towards achieving their goals.
Interdisciplinarity	This lesson primarily focuses on civic education, building bridges with the numerous disciplines encompassed by the SDGs.
Prior preparation requirements	No
Procedure	
Activity 1	SDGs: Problems
Aims	<p>By the end of this activity, participants are expected to identify the problems that hinder the achievement of SDGs 6, 7, 13, 14, and 15.</p> <p><u>Collaboration</u>: no</p> <p><u>Soft skills</u>: critical thinking, vision, communication</p> <p><u>Action orientation</u>: no</p> <p><u>Knowledge</u>: problems related to SDGs 6, 7, 13, 14, and 15</p>
Form:	Whole-class discussion
Aids:	De Heer's comic strips on the Global Goals of Sustainable Development (Appendix)
Time:	15 min.
Instructions:	<ul style="list-style-type: none"> • The facilitator shares comic strips related to SDGs 6, 7, 13, 14, and 15. • They ask participants to comment on the challenges related to each SDG.
Activity 2	SDGs: Solutions
Aims	<p>By the end of this activity, participants are expected to discuss measures they can adopt in their daily lives to reach SDGs 6, 7, 13, 14, and 15.</p> <p><u>Collaboration</u>: yes</p> <p><u>Soft skills</u>: self-awareness, critical thinking, vision, communication, collaboration, cultural sensitivity</p> <p><u>Action orientation</u>: yes</p> <p><u>Knowledge</u>: solutions related to SDGs 6, 7, 13, 14, and 15</p>
Form:	In-person learning pods or online breakout rooms
Aids:	De Heer's comic strips on the Global Goals of Sustainable Development (Appendix)
Time:	30 min.
Instructions:	<ul style="list-style-type: none"> • The facilitator asks participants to work collaboratively in small groups (in-person learning pods or online breakout rooms during 15 min.). • They instruct each group to review 1 of the five comic strips, taking into consideration the following questions: <ol style="list-style-type: none"> 1. Have you ever personally taken action to prevent these issues? 2. Has your community taken action to prevent these issues? 3. Are there any obstacles to their achievement? 4. If yes, how can you overcome them?

	<ul style="list-style-type: none"> • They inform participants that they should designate a spokesperson for the group and that, after 15 minutes of discussion, they need to share their answers with the whole class.
Activity 3	Plogging
Aims	<p>By the end of this activity, participants are expected to reflect on the plogging physical activity and its related SDGs.</p> <p><u>Collaboration</u>: no</p> <p><u>Soft skills</u>: self-awareness, critical thinking, vision, communication</p> <p><u>Action orientation</u>: no</p> <p><u>Knowledge</u>: Plogging and related SDGs</p>
Form:	Whole-class discussion
Aids:	Video on “Plogging - how fitness can save the climate!”
Time:	10 min.
Instructions:	<ul style="list-style-type: none"> • The facilitator presents the definition of plogging, which originated in Sweden around 2016, meaning “picking up” litter + “jogging.” It is gaining popularity worldwide as an environmentally and community-conscious fitness trend. It goes hand in hand with recycling. • They share a video titled: “Plogging - how fitness can save the climate!” • They ask: What are the SDGs that can be achieved through plogging?
Closing and homework (5 min.)	<p><u>Wrap-up</u>: The facilitator asks participants to reflect on the key takeaways of the lesson.</p> <p><u>Homework/Extension</u>: The facilitator asks participants to reflect on their daily habits that contribute to achieving SDGs 6, 7, 13, 14, and 15.</p>
Sources	<ul style="list-style-type: none"> • De Heer, M. (2015). The Global Goals of Sustainable Development. https://www.margreetdeheer.com/the-global-goals-of-sustainable-development/ • Sweden (Channel). “Plogging - how fitness can save the climate!” https://www.youtube.com/watch?v=vG_ZKgE1N6Y&ab_channel=Sweden

Working Materials

Appendix: De Heer’s comic strips on the Global Goals of Sustainable Development

<https://www.margreetdeheer.com/the-global-goals-of-sustainable-development/>

Global Peace and Partnership

Fella Benabed

Time	60 min.
Topic	Global Peace and Partnership (SDGs 16 and 17)
Problem tasks	This lesson relies on an action-oriented scenario, with a sequence of reception, production, interaction, and self-reflection tasks. Participants learn about global peace and partnerships initiatives related to SDGs 16 and 17. The activities are designed to inspire them to take action towards achieving their goals.
Interdisciplinarity	This lesson primarily focuses on civic education, building bridges with the numerous disciplines encompassed by the SDGs.
Prior preparation requirements	No
Procedure	
Activity 1	SDGs: Problems
Aims	<p>By the end of this activity, participants are expected to identify the problems that hinder the achievement of SDGs 16 and 17.</p> <ul style="list-style-type: none"> • <u>Collaboration</u>: no <p><u>Soft skills</u>: critical thinking, vision, communication</p> <p><u>Action orientation</u>: no</p> <p><u>Knowledge</u>: problems related to SDGs 16 and 17</p>
Form:	Whole-class discussion
Aids:	De Heer's comic strips on the Global Goals of Sustainable Development (Appendix)
Time:	10 min.
Instructions:	<ul style="list-style-type: none"> • The facilitator shares comic strips related to SDGs 16 and 17. • They ask participants to comment on the challenges related to each SDG.
Activity 2	SDGs: Solutions
Aims	<p>By the end of this activity, participants are expected to discuss measures they can adopt in their daily lives to reach SDGs 16 and 17.</p> <p><u>Collaboration</u>: yes</p> <p><u>Soft skills</u>: self-awareness, critical thinking, vision, communication, collaboration, cultural sensitivity</p> <p><u>Action orientation</u>: yes</p> <p><u>Knowledge</u>: solutions related to SDGs 16 and 17</p>
Form:	In-person learning pods or online breakout rooms
Aids:	De Heer's comic strips on the Global Goals of Sustainable Development (Appendix)
Time:	25 min.
Instructions:	<ul style="list-style-type: none"> • The facilitator asks participants to work collaboratively in small groups (in-person learning pods or online breakout rooms during 15 min.). • They instruct each group to review 1 of the two comic strips on SDGs 16 and 17, taking into consideration the following questions:

	<ol style="list-style-type: none"> 1. Have you ever personally taken action to prevent these issues? 2. Has your community taken action to prevent these issues? 3. Are there any obstacles to their achievement? 4. If yes, how can you overcome them? <ul style="list-style-type: none"> • If yes, how can you overcome them? They inform participants that they should designate a spokesperson for the group and that, after 15 minutes of discussion, they need to share their answers with the whole class.
Activity 3	How far have you progressed in achieving the SDGs?
Aims	<p>By the end of this activity, participants are expected to evaluate their progress in achieving the SDGs since lesson one.</p> <p><u>Collaboration:</u> no</p> <p><u>Soft skills:</u> self-awareness, critical thinking, vision, communication, cultural sensitivity</p> <p><u>Action orientation:</u> no</p> <p><u>Knowledge:</u> all SDGs</p>
Form:	Whole-class discussion
Aids:	UN's "The lazy person's guide to saving the world"
Time:	15 min.
Instructions:	<p>The facilitator says:</p> <ul style="list-style-type: none"> • Do you remember the document that was given to you at the end of the first lesson on? I asked you to read "The Lazy Person's Guide to Saving the World" (UN, 2021) and write a brief reflection on your current engagement with the goals, assess your level, and identify ways to improve your contribution to achieving the SDGs. • Today, I would like to know how far you have progressed in achieving the SDGs. • All participants take turns to reflect on their progress and share with the whole group.
Closing and home-work (10 min.)	Wrap-up: Using the comic strip titled "What we can do!", the facilitator asks participants to continue their reflection on individual contributions to the achievement of the 17 SDGs.
Sources	<ul style="list-style-type: none"> • De Heer, M. (2015). The Global Goals of Sustainable Development. https://www.margreetdeheer.com/the-global-goals-of-sustainable-development/ • United Nations. (2021). The lazy person's guide to saving the world. https://www.un.org/sustainabledevelopment/takeaction/

Working Materials

Appendix: De Heer's comic strips on the Global Goals of Sustainable Development

<https://www.margreetdeheer.com/the-global-goals-of-sustainable-development/>

Freedom of Expression

Volunteerism (1) M. L. King's Speech & Volunteering

Rita Di Fiore Czipczer

Session n.	1
Time	45 min
Topic of the session	Volunteerism
Problem task	Discuss the historical background for Martin Luther King's speech. Analyse speech. Evaluate and critique volunteer opportunities. Select a suitable volunteer activity.
Interdisciplinarity	Civics. USA history. Photography. Rhetoric. Community service
Prior preparation requirements	none
Procedure	
Activity 1	Warmup: Description and interpretation of images – activating existing knowledge
<i>Aims</i>	Collaborative: Students work in teams of four Soft skills: communication and critical thinking Action orientation: research and discussion Knowledge: Activating knowledge of USA history/ MLK/ Civil rights movement
<i>Form:</i>	group work
<i>Aids:</i>	Peppler, J. (n.d.). MLK Jr. slide show images [Photograph collection]. PhotoShelter. https://jimpeppler.photoshelter.com/gallery/MLK-JR-SLIDE-SHOW-IMAGES/G0000oaluv4Vx9wU/C0000qSywOn48WXA
<i>Time:</i>	10 minutes
<i>Instructions:</i>	Provide students with the link to the photo gallery and have them view images on their digital device. Each student will select an image, click on it, and read the description. Then have students in teams of 4 discuss the images they have chosen. They will need to describe the picture, paraphrase, and share the information about the history of the image, and discuss their own perspective on the photo.
<i>Tips for in-person teaching</i>	This LP is for online teaching. For in-person, students may use their phones to view images. In a setting where this is not possible, the teacher may print out several photos, and students can select the one they wish to comment on.
Activity 2	Reading the article about MLK's speech
<i>Aims</i>	Collaborative: Present their ideas to the class. Soft skills: Information analysis Action orientation: Analyse speech. Find vocabulary and sentence structure that make language persuasive. Identify elements of speech that convey the most essential meaning. Knowledge: understanding the main idea of the speech, and new vocabulary.
<i>Form:</i>	Individual work

Aids:	Denton, J.A. (2012, December 17). Life's most persistent question. Joint Base Langley-Eustis. https://www.jble.af.mil/News/Commentaries/Display/Article/260233/lifes-most-persistent-question/
Time:	15 minutes
Instructions:	<p>Have students read the article and then underline the words of MLK in blue, the words of the narrator in green.</p> <p>Then have them re-read only the speech without the narration.</p> <p>Ask students to circle words that they believe are related to the word VOLUNTEERISM. Discuss vocabulary with the class.</p> <p>Have students summarize the speech by answering the question: What did MLK want his congregation to do?</p> <p>Let students share their summary sentence with the class and vote on the best sentence.</p> <p>Have students identify sentences that appeal to their emotions, their morals, and their logic.</p>
Tips for in-person teaching	This LP is for online teaching. For in-person, students will receive a hard copy of the speech previously printed out by the teacher.
Activity 3	Research volunteer opportunities
Aims	<p>Collaborative: work in pairs to explore volunteer opportunities</p> <p>Soft skills: Research, communication, cross-cultural understanding</p> <p>Action orientation: Use information from websites to understand the statement: "Make it a day, not a day off."</p> <p>Knowledge: Gaining information about the USA culture and values</p>
Form:	Pair work
Aids:	AmeriCorps. (n.d.). MLK Day resources. Retrieved July 26, 2025, from https://www.americorps.gov/serve/volunteer/mlk-day/mlk-day-resources
Time:	20 minutes
Instructions:	<p>Provide a link to the AmeriCorps USA government site. Have students read the Project ideas, explore the recommended sites, and evaluate the volunteer opportunities.</p> <p>Discuss questions like:</p> <p>What kind of skills would you need to volunteer for this project?</p> <p>What kind of characteristics do volunteers need for this project?</p> <p>What type of equipment would you need to participate in this project?</p> <p>How much time would be involved to do this project?</p> <p>Who might this project be popular with?</p> <p>What may be the challenges to joining this project?</p> <p>Then, have each pair select a project that they believe would be the most suitable for them and have them explain to the class why they think it would be successful.</p>
Tips for in-person teaching	This LP is for online teaching. For in-person, either allow students to use mobile phones or prepare a list of volunteer activities on handouts.
Home assignment	Write a 250-300-word inspirational speech for your peers to motivate them to volunteer for a cause. Use informal language that is appropriate for addressing your peers.

Sources	<p>Peppler, J. (n.d.). MLK JR slide show images [Photograph collection]. PhotoShelter. https://jimpeppler.photoshelter.com/gallery/MLK-JR-SLIDE-SHOW-IMAGES/G0000oaluv4Vx9wU/C0000qSywOn48WXA</p> <p>Denton, J.A. (2012, December 17). Life's most persistent question. Joint Base Langley-Eustis. https://www.jble.af.mil/News/Commentaries/Display/Article/260233/lifes-most-persistent-question/</p> <p>AmeriCorps. (n.d.). MLK Day resources. Retrieved July 26, 2025, from https://www.americorps.gov/serve/volunteer/mlk-day/mlk-day-resources_</p>
Instructor's post-session reflection, suggested changes	

Working materials

- Peppler, J. (n.d.). MLK JR slide show images [Photograph collection]. PhotoShelter. <https://jimpeppler.photoshelter.com/gallery/MLK-JR-SLIDE-SHOW-IMAGES/G0000oaluv4Vx9wU/C0000qSywOn48WXA>
- Denton, J.A.. (2012, December 17). Life's most persistent question. Joint Base Langley-Eustis. <https://www.jble.af.mil/News/Commentaries/Display/Article/260233/lifes-most-persistent-question/>
- AmeriCorps. (n.d.). MLK Day resources. Retrieved July 26, 2025 from <https://www.americorps.gov/serve/volunteer/mlk-day/mlk-day-resources>
<https://www.americorps.gov/serve/volunteer/mlk-day/mlk-day-resources>

Volunteerism (2) Acts of Kindness

Rita Di Fiore Czipczer

Session n.	2
Time	45 min
Topic of the session	Volunteerism
Problem task	Understand and evaluate random acts of kindness, then work out a routine to perform them.
Interdisciplinarity	Civics. Community development. Media. Written communications.
Prior preparation requirements	Homework from Session 1: Write a 1-minute inspirational speech to motivate your peers to volunteer.
Procedure	
Activity 1	Review
<i>Aims</i>	<p>Collaborative: Students work in groups of 4 to present or read their speeches to each other.</p> <p>Soft skills: Communication, collaboration</p> <p>Action orientation: Use prosody and persuasive body language to inspire peers.</p> <p>Knowledge: Persuasive language, listening comprehension</p>
<i>Form:</i>	group work
<i>Aids:</i>	Students' homework assignments
<i>Time:</i>	10 minutes
<i>Instructions:</i>	Students will present their motivational speeches in groups of 4's.
<i>Tips for in-person teaching</i>	Encourage students to speak with persuasion instead of simply reading. Provide or suggest props for the performance, such as a podium, a microphone, or a simple box to stand on. Make sure that students do not exceed 1 minute.
Activity 2	Read information on the website: Random Acts of Kindness Foundation.
<i>Aims</i>	<p>Collaborative: Share ideas</p> <p>Soft skills: IT literacy, information literacy, citizenship, connectivity</p> <p>Action orientation: Explore opportunities to perform random acts of kindness</p> <p>Knowledge: learn about actions that make a difference in people's and communities' lives.</p>
<i>Form:</i>	Individual work, then whole class
<i>Aids:</i>	Random Acts of Kindness Foundation. (n.d.). Random Acts of Kindness Foundation. https://www.randomactsofkindness.org/
<i>Time:</i>	15 minutes
<i>Instructions:</i>	Provide a link to students. Have students view the site on their own digital devices and collect the ideas they find most rewarding, then share the information with the class.

Tips for in-person teaching	Students will be able to use their own digital devices for this task. If they do not all have access to mobile devices, they may work in pairs or groups.
Activity 3	Brainstorming
Aims	<p>Collaborative: Students work together in groups, which are formed by the students' choice.</p> <p>Soft skills: Communication, creativity</p> <p>Action orientation: Brainstorm and invent random acts of kindness you will be able to complete in your community (home, school, city)</p> <p>Knowledge: organizing activity</p>
Form:	group work
Aids:	Construction paper, markers, pens
Time:	20 minutes
Instructions:	<p>During online class, students work in break-out rooms and create a Google document to share their ideas in writing.</p> <p>Let them brainstorm for 10 minutes, then select the best idea. Then, for 10 minutes, they can work out the specifics of implementation.</p> <p>Ideas to work out are the following: Where are they going to complete this random act of kindness? How long will the project last? (days, weeks, etc) What kind of tools and equipment will they need? Do they need financial support, and if so, how are they planning to obtain the funds? Who is likely to benefit from their random act of kindness? How do they wish to document the process and the result?</p> <p>During online class, students work in a shared Google document created by the team.</p>
Tips for in-person teaching	When students work in class, give teams construction paper to write ideas for random acts of kindness.
Home assignment	Each team will begin working on their chosen random acts of kindness and document the process.
Sources	Random Acts of Kindness Foundation. (n.d.). Random Acts of Kindness Foundation. https://www.randomactsofkindness.org/
Instructor's post-session reflection, suggested changes	

Working materials

Random Acts of Kindness Foundation. (n.d.). Random Acts of Kindness Foundation.
<https://www.randomactsofkindness.org/>

Volunteerism (3) A Random Act of Kindness

Rita Di Fiore Czipczer

Session n.	3
Time	45 min
Topic of the session	Volunteerism
Problem task	Create a report on “random act of kindness”
Interdisciplinarity	Civics, Community development, Communications.
Prior preparation requirements	Homework from session 2: perform a random act of kindness and document the process
Procedure	
Activity 1	Report
<i>Aims</i>	<p>Collaborative: The groups will tell the class about the random act of kindness they performed.</p> <p>Soft skills: Communication.</p> <p>Action orientation: The students have prepared a detailed report based on the questions provided for them during Session 2, Activity 3. During this activity, participants will practice effective communication, focusing on three key elements: tailoring the message to the current audience, providing context, and ensuring that the purpose of the communication is clear.</p> <p>Knowledge: organizing data, storytelling.</p>
<i>Form:</i>	Individual work/group work/ whole class
<i>Aids:</i>	Students’ homework assignment, flipchart
<i>Time:</i>	15 min
<i>Instructions:</i>	<p>Each group will provide a brief explanation of the random act of kindness they performed in their community. The class will rate the acts according to their creativity/originality. The act of kindness performed by the winning team will be the topic of Activity 2, which will be presented as a role-play.</p> <p>The number of groups varies according to the class size. Typically, three or four students comprise a group.</p> <p>The evaluation is based on a Likert scale. Students will rate the originality of each reported act on a scale of 1 to 5.</p>
<i>Tips for in-person teaching</i>	Encourage students to quantify their results by providing data as they introduce their project to the class. Emphasize the usefulness of their project through numbers.
Activity 2	Role play – spontaneous conversation
<i>Aims</i>	<p>Collaborative: students can volunteer to be actors and give their adaptation to the situation described by the winning team.</p> <p>Soft skills: creativity, communication.</p> <p>Action orientation: drama.</p> <p>Knowledge: speech acts (expressing appreciation, complaining, clarifying, asking for clarification, suggesting, offering, etc.) and vocabulary related to speech acts.</p>
<i>Form:</i>	Individual work/group work/ whole class
<i>Aids:</i>	Props to act out the situation
<i>Time:</i>	20 minutes

Instructions:	Ask students to volunteer to become actors in the situation that is presented by the winning team. (Situation: What was the act of kindness? Where and how was it performed? Who performed it? Who benefited from it? What was their interaction? How did the receiving party respond?) Two or more actors can participate depending on the situation described by the winning team. Different pairs or groups may have different interpretations of the situation. Encourage students to use authentic language and express emotions that the situation may call for.
Tips for in-person teaching	Encourage students to move around, use gestures and facial expressions, and pretend they are actually in the situation where a random act of kindness was performed.
Activity 3	Create a thank-you speech.
Aims	<p>Collaborative: Students will videotape themselves thanking the person who performed the random act of kindness, and share their videos.</p> <p>Soft skills: digital tech, communication.</p> <p>Action orientation: video recording, video sharing.</p> <p>Knowledge: practicing the speech act of thanking someone.</p>
Form:	Individual work
Aids:	Recording device: telephone
Time:	10 min
Instructions:	Students will find the appropriate background and record a brief “thank you” speech pretending that they were the beneficiaries of the random act of kindness. They briefly describe the situation and express their emotions concisely and professionally.
Tips for in-person teaching	
Home assignment	Share the video with classmates and the teacher.
Sources	
Instructor’s post-session reflection, suggested changes	

Segregation and Civil Rights in American Literature

Monika A. Kelebercova

Session n.	
Time	45 min
Type of lesson	In-person
Topic of the session	Segregation and Civil Rights in American Literature: Racism in the Novel To Kill a Mockingbird by Harper Lee
Problem task	To create a sign promoting equality in contrast to the signs used during the segregation era, which divided people of different ethnicities. To examine and comprehend the civil rights and basic concepts of racism and segregation in the USA in the political, historical, and literary context of the 19th and 20th centuries.
Interdisciplinarity	Civic Education, Literature, History
Prior preparation requirements	none
Procedure	
Activity 1	Segregation Signs
<i>Aims</i>	<p>Collaborative: to collectively summarize the knowledge on the topic.</p> <p>Soft skills: to engage empathy and develop emotional intelligence.</p> <p>Action orientation: to find the examples of segregation in history by sharing knowledge.</p> <p>Knowledge: to define the terms 'racism', 'segregation', and 'civil rights.'</p>
<i>Form:</i>	whole class
<i>Aids:</i>	PC, PPT presentation (teacher's materials), working materials - pictures – Activity 1 – Segregation Signs (students' materials)
<i>Time:</i>	5 minutes
<i>Instructions:</i>	<ol style="list-style-type: none"> Students are shown two pictures depicting the signs used during the segregation period in the USA, dividing people of different ethnicities. They briefly reflect on them and try to think of other examples of segregation they have heard of. After a minute of reflection, the class discusses the examples together. Finally, they try to think of a definition of 'racism,' as well as 'segregation' and 'civil rights.'
<i>Tips for in-person teaching</i>	<p>In the case of online teaching, the teacher can use an online platform of their choice and utilize breakout rooms to divide students into groups.</p> <p>The pictures – Segregation Signs can be projected by the teacher using the PPT presentation, while students also have the images printed in pairs.</p>
Activity 2	'I have a dream'
<i>Aims</i>	<p>Collaborative: to ensure that each member is equally involved in the group work.</p> <p>Soft skills: to employ teamwork and effective communication skills.</p> <p>Action orientation: to draw connections among the ideas found in the text and the pieces of information found online.</p> <p>Knowledge: to learn basic facts about the racial situation in the USA of the last two centuries.</p>

Form:	group work, whole class
Aids:	Tablets, Internet, working materials – extract – Activity 2 - 'I have a dream' (both teacher's and students' materials)
Time:	15 minutes
Instructions:	<p>1. Students are divided into groups of 4-5 people. Each group is given a paper with an excerpt from Martin Luther King Jr.'s famous speech, 'I Have a Dream.' Their task is to read and analyse it carefully. Moreover, they need to use tablets and find at least three new pieces of information online related to the racism, civil rights, and equality movements of the 19th and 20th centuries.</p> <p>2. After the time limit of 10 minutes, they need to share their opinions and findings with the rest of the class. The teacher helps students summarize the ideas and clarify specific points as needed.</p>
Tips for adaptation	In the case of online teaching, the teacher can use an online platform of their choice and utilize breakout rooms to divide students into groups.
Activity 3	Atticus's defence
Aims	<p>Collaborative: to analyse and create a discussion about the literary text.</p> <p>Soft skills: to employ critical thinking.</p> <p>Action orientation: to identify the ideas of equality in the text and compare them to the facts and ideas already presented in the lesson.</p> <p>Knowledge: to familiarize oneself with the novel that is one of the examples of classical American literature, and to understand its importance for the given topic.</p>
Form:	group work, whole class
Aids:	Working materials - literary text - Activity 3 – Atticus' defence (both teacher's and students' materials)
Time:	15 minutes
Instructions:	<p>1. Students work in the same groups they were in the previous activity and are given a paper with a text from the novel To Kill a Mockingbird by Harper Lee.</p> <p>2. Their task is to read the text in detail and identify the concepts of equality and racial discrimination presented in the text, as well as their significance for the story.</p> <p>3. After the time limit of 10 minutes, students share their group views with the whole class and reflect on different points of the story, summarizing the story itself but also commenting on the way society is or is not just towards the case of Tom Robinson through the eyes of his defender, Atticus Finch.</p>
Tips for adaptation	In the case of online teaching, the teacher can use an online platform of their choice and utilize breakout rooms to divide students into groups.
Activity 4	Equality signs
Aims	<p>Collaborative: to interact and exchange ideas using teamwork.</p> <p>Soft skills: to apply creativity and empathy when creating the sign.</p> <p>Action orientation: to create a sign promoting the ideas of equality in society.</p> <p>Knowledge: to identify the specific examples in which equality is reflected or should be reflected in today's society.</p>

Form:	group work, whole class
Aids:	colourful sheets of paper, markers, whiteboard, magnets
Time:	10 minutes
Instructions:	<ol style="list-style-type: none"> 1. Students again work in the same groups. Their task is to create a sign similar to the ones they had been shown at the beginning of the lesson, but this time the objective is to promote equality in society. 2. After 7 minutes of working on the signs, one representative of each group comes closer to the board and attaches their sign, so the whole class can see what they created.
Tips for adaptation	In the case of online teaching, the teacher can use an online platform of their choice and utilize breakout rooms to divide students into groups. Finally, an interactive board or an online platform that allows posting images can be used to share the students' signs.
Home assignment	None
Sources	<p>King Jr., M. L. (1963). I have a dream. NPR. https://www.npr.org/2010/01/18/122701268/i-have-a-dream-speech-in-its-entirety</p> <p>Lee H. (1989). To Kill a Mockingbird. Arrow Books.</p> <p>Royalty-free pictures: [A Man Drinking]. Retrieved March 8, 2025, from https://pixabay.com/photos/discrimination-racism-colored-60512/</p> <p>Vachon, J. (1938). Drinking fountain on the county courthouse lawn, Halifax, North Carolina [colorized photograph]. Unsplash. https://unsplash.com/photos/a-young-african-american-boy-drinks-out-of-a-fountain-labeled-colored-L_9wMSdNGVo</p>

Working materials for students - pictures
Activity 1

Segregation signs:

<https://pixabay.com/photos/discrimination-racism-colored-60512>

https://unsplash.com/photos/a-young-african-american-boy-drinks-out-of-a-fountain-labeled-colored-L_9wMSdNGVo

Working materials for students - extract
Activity 2

'I have a dream'

Martin Luther King Jr.'s 'I have a dream' speech at the Lincoln Memorial in Washington, D.C. on Aug. 28, 1963 – an excerpt from the transcript.

Rev. Martin Luther King Jr.:

(...) "There are those who are asking the devotees of civil rights, when will you be satisfied? We can never be satisfied as long as the Negro is the victim of the unspeakable horrors of police brutality. We can never be satisfied as long as our bodies, heavy with the fatigue of travel, cannot gain lodging in the motels of the highways and the hotels of the cities.

We cannot be satisfied as long as the Negro's basic mobility is from a smaller ghetto to a larger one. We can never be satisfied as long as our children are stripped of their selfhood and robbed of their dignity by signs stating: for whites only.

We cannot be satisfied as long as a Negro in Mississippi cannot vote and a Negro in New York believes he has nothing for which to vote.

No, no, we are not satisfied, and we will not be satisfied until justice rolls down like waters, and righteousness like a mighty stream.

I am not unmindful that some of you have come here out of great trials and tribulations. Some of you have come fresh from narrow jail cells. Some of you have come from areas where your quest for freedom left you battered by the storms of persecution and staggered by the winds of police brutality. You have been the veterans of creative suffering. Continue to work with the faith that unearned suffering is redemptive. Go back to Mississippi, go back to Alabama, go back to South Carolina, go back to Georgia, go back to Louisiana, go back to the slums and ghettos of our Northern cities, knowing that somehow this situation can and will be changed.

Let us not wallow in the valley of despair, I say to you today, my friends.

So even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream. I have a dream that one day this nation will rise up and live out the true meaning of its creed: We hold these truths to be self-evident, that all men are created equal."

Adapted from: King Jr., M. L. (1963). I have a dream. NPR.
<https://www.npr.org/2010/01/18/122701268/i-have-a-dream-speech-in-its-entirety>

Activity 3

Atticus's defence

Text from chapter 20 (pp. 224 – 227) – Atticus's defence of Tom Robinson (a black man accused of raping a white woman).

'Gentlemen,' he was saying, 'I shall be brief, but I would like to use my remaining time with you to remind you that this case is not a difficult one, it requires no minute sifting of complicated facts, but it does require you to be sure beyond all reasonable doubt as to the guilt of the defendant. To begin with, this case should never have come to trial. This case is as simple as black and white.

'The state has not produced one iota of medical evidence to the effect that the crime Tom Robinson is charged with ever took place. It has relied instead upon the testimony of two witnesses whose evidence has not only been called into serious question on cross-examination, but has been flatly contradicted by the defendant. The defendant is not guilty, but somebody in this court-room is.

'I have nothing but pity in my heart for the chief witness for the state, but my pity does not extend so far as to her putting a man's life at stake, which she has done in an effort to get rid of her own guilt.

'I say guilt, gentlemen, because it was guilt that motivated her. She has committed no crime, she has merely broken a rigid and time-honored code of our society, a code so severe that whoever breaks it is hounded from our midst as unfit to live with. She is the victim of cruel poverty and ignorance, but I cannot pity her: she is white. She knew full well the enormity of her offense, but because her desires were stronger than the code she was breaking, she persisted in breaking it. She persisted, and her subsequent reaction is something that all of us have known at one time or another. She did something every child has done - she tried to put the evidence of her offense away from her. But in this case she was no child hiding stolen contraband: she struck out at her victim - of necessity she must put him away from her - he must be removed from her presence, from this world. She must destroy the evidence of her offense.

'What was the evidence of her offense? Tom Robinson, a human being. She must put Tom Robinson away from her. Tom Robinson was her daily reminder of what she did. What did she do? She tempted a Negro.

'She was white, and she tempted a Negro. She did something that in our society is unspeakable: she kissed a black man. Not an old Uncle, but a strong young Negro man. No code mattered to her before she broke it, but it came crashing down on her afterwards.

'Her father saw it, and the defendant has testified as to his remarks. What did her father do? We don't know, but there is circumstantial evidence to indicate that Mayella Ewell was beaten savagely by someone who led almost exclusively with his left. We do know in part what Mr Ewell did: he did what any God-fearing, persevering, respectable white man would do under the circumstances - he swore out a warrant, no doubt signing it with his left hand, and Tom Robinson now sits before you, having taken the oath with the only good hand he possesses - his right hand.

'And so a quiet, respectable, humble Negro who had the unmitigated temerity to "feel sorry" for a white woman has had to put his word against two white people's. I need not remind you of their appearance and conduct on the stand - you saw them for yourselves. The witnesses for the state, with the exception of the sheriff of Maycomb County, have presented themselves to you gentlemen, to this court, in the cynical confidence that their

testimony would not be doubted, confident that you gentlemen would go along with them on the assumption—the evil assumption - that all Negroes lie, that all Negroes are basically immoral beings, that all Negro men are not to be trusted around our women, an assumption one associates with minds of their calibre.

‘Which, gentlemen, we know is in itself a lie as black as Tom Robinson’s skin, a lie I do not have to point out to you. You know the truth, and the truth is this: some Negroes lie, some Negroes are immoral, some Negro men are not to be trusted around women - black or white. But this is a truth that applies to the human race and to no particular race of men. There is not a person in this court-room who has never told a lie, who has never done an immoral thing, and there is no man living who has never looked upon a woman with desire.’

(...) ‘One more thing, gentlemen, before I quit. Thomas Jefferson once said that all men are created equal, a phrase that the Yankees and the distaff side of the Executive branch in Washington are fond of hurling at us. There is a tendency in this year of grace 1935 for certain people to use this phrase out of context, to satisfy all conditions. The most ridiculous example I can think of is that the people who run public education promote the stupid and idle along with the industrious - because all men are created equal, educators will gravely tell you, the children left behind suffer terrible feelings of inferiority. We know all men are not created equal in the sense some people would have us believe - some people are smarter than others, some people have more opportunity because they’re born with it, some men make more money than others, some ladies make better cakes than others - some people are born gifted beyond the normal scope of most men.

‘But there is one way in this country in which all men are created equal - there is one human institution that makes a pauper the equal of a Rockefeller, the stupid man the equal of an Einstein and the ignorant man the equal of any college president. That institution, gentlemen, is a court. It can be the Supreme Court of the United States or the humblest J.P. court in the land, or this honourable court which you serve. Our courts have their faults, as does any human institution, but in this country our courts are the great levellers, and in our courts all men are created equal.

‘I’m no idealist to believe firmly in the integrity of our courts and in the jury system - that is no ideal to me, it is a living, working reality. Gentlemen, a court is no better than each man of you sitting before me on this jury. A court is only as sound as its jury, and a jury is only as sound as the men who make it up. I am confident that you gentlemen will review without passion the evidence you have heard, come to a decision, and restore this defendant to his family. In the name of God, do your duty.’

(...) ‘“In the name of God, believe him.” (...)’

Adapted from: Lee Harper. (1989). *To Kill a Mockingbird*. Arrow Books.

Caribbean Music and the Quest for Freedom -The Reggae music

Titus Pop

Session n.	1
Time	45 min
Topic of the session	Caribbean Music and the Quest for Freedom - The Reggae Music
Problem task	What does freedom mean? How can music influence freedom of expression?
Interdisciplinarity	Music. Civic education. History. Media. The lesson aims to raise awareness about the role of music, particularly Reggae music, in the fight for the freedom of a community oppressed during the colonial era.
Prior preparation requirements	None
Procedure	
Activity 1	Warm up - Pictures
<i>Aims</i>	<p>Collaborative: Students will describe the pictures and the video provided</p> <p>Soft skills: Students will discuss and debate the condition of the people in the provided picture and video.</p> <p>Action orientation: Students will characterize and demonstrate empathy for the social conditions of people in pictures and videos.</p> <p>Knowledge: Students will practice civic education/history knowledge.</p>
<i>Form:</i>	Individual work / group work / whole class
<i>Aids:</i>	Pictures/video of Caribbean people during colonial rule(Working material 1-5)
<i>Time:</i>	5 + 5
<i>Instructions:</i>	<p>The teacher divides the students into groups of equal size.</p> <p>Each group receives a picture depicting life during colonial rule in Jamaica. (Working material 1-4)</p> <p>The task is to identify the social condition of the people, their mood, and their music.</p> <p>Questions to answer:</p> <p>Who are the people?</p> <p>What is their age?</p> <p>How are the buildings?</p> <p>How do the young people spend their day?</p> <p>What is the name of the town in the video?</p> <p>In what country is it?</p> <p>What music do they sing?</p> <p>Do you recognize the rhythm?</p> <p>Who is the most famous singer of this style?</p> <p>Students have 5 minutes to discuss in groups and then another 5 to report to the class.</p>
<i>Tips for in-person teaching</i>	For in-person teaching, pictures can be turned upside down, and a student from each group draws one. The teacher may prompt students to hum and beat the rhythm of reggae music to create a positive atmosphere in class.
Activity 2	What is Afro-Caribbean English or Creole English? What is Reggae?
<i>Aims</i>	Collaborative: Students will discuss and debate the theme of freedom

	<p>Soft skills: Students will become aware of the themes of peace and liberty as the main messages of reggae music.</p> <p>Action orientation: Students will discuss what peace and liberty mean to them as individuals and as a community.</p> <p>Knowledge: Students will practice some Caribbean English vocabulary features, civic education, and reggae music terms.</p>
Form:	Individual work / group work / whole class
Aids:	PPT presentation, internet
Time:	15
Instructions:	<p>Listen to a presentation on the main features of Afro-Caribbean English. (Working material 8)</p> <p>The teacher introduces a short history of British colonial rule in Jamaica, the stages of the development of Afro-Caribbean English, and the main features of the dialect. Then follows a brief interactive introduction to Reggae music. The students are then asked to watch/listen to a Reggae song by L.K. Johnson-Sonny's Letter (Johnson, 2006) and answer the questions (Working material 6, 9):</p> <p>a, Recognize Caribbean English features in the lyrics.</p> <p>b, What is the theme of the song?</p> <p>c, Try to translate it into plain English. Is there a story? What happens with the protagonist?</p> <p>d, Why does he lose his freedom? How important is freedom to him, and what message does he send to his mother?</p> <p>e, How does the protagonist motivate his deed?</p> <p>Students discuss in groups or pairs and report their answers to the class.</p>
Tips for in-person teaching	
Activity 3	Listen/read Redemption Song by Bob Marley (Marley & The Wailers, 1980) (Working material 7, 10)
Aims	<p>Collaborative: students will discuss the song's messages of freedom, hope, and happiness.</p> <p>Soft skills: students will debate about the importance of freedom as a fundamental human right.</p> <p>Action orientation: Students will assess what freedom means to them personally.</p> <p>Knowledge: students will practice civic education and Afro-Caribbean vocabulary.</p>
Form:	Individual work / group work / whole class
Aids:	paper
Time:	15
Instructions:	<p>Now, students listen and answer the questions:</p> <ol style="list-style-type: none"> 1. What are the main messages of the song? 2. Underline the lines referring to these ideas: <ol style="list-style-type: none"> a. slave trade b. refusing to be told how to live c. spreading a message of freedom d. hope in God e. no fear 3. Find two examples of Caribbean grammar features in the song. 4. Explain the significance of the title and sum up the theme of the song.
Tips for in-person teaching	

Home assignment	<p>The teacher reviews the main points discussed and indicates that students read one article about Caribbean English and Reggae music.</p> <p>Find two reggae songs about freedom and write a comparative essay (2-3 pages) entitled "Caribbean voices singing about freedom."</p> <p>Articles: The Importance of Reggae Music in the Worldwide Cultural Universe (Dragini, 2010)</p> <p>https://journals.openedition.org/etudescaribeennes/4740?lang=en</p> <p>5 min</p>
Sources	<p>Pictures</p> <p>Boot, A. (1986). Trench Town [Photograph]. Urban Image. https://www.urbanimage.tv/portfolio/C0000D9I_WBTM8os/G00003B_wzNlb1bA/I0000ydv7EZK-DG.8</p> <p>Boot, A. (1986). Massive Dread. [Photograph]. Urban Image. https://www.urbanimage.tv/portfolio/C0000D9I_WBTM8os/G00003B_wzNlb1bA/I0000RsT95OA-1Ka8</p> <p>Boot, A. (1986). Trenchtown. [Photograph]. Urban Image. https://www.urbanimage.tv/portfolio/C0000D9I_WBTM8os/G00003B_wzNlb1bA/I0000p5q8l12o3Z0</p> <p>Boot, A. (1986). Kingston Yard [Photograph]. Urban Image. https://www.urbanimage.tv/portfolio/C0000D9I_WBTM8os/G00003B_wzNlb1bA/I0000RsT95OA-1Ka8</p> <p>Recordings</p> <p>Jeromet, R. (2020, April 12). Trench Town walk [Video]. YouTube. https://www.youtube.com/watch?v=Ris1liqwyAg</p> <p>Msh.Kibalchish. (2013, January 6) Linton Kwesi Johnson - Sonny's Lettah (Anti-sus Poem) [Video]. YouTube. https://www.youtube.com/watch?v=7uvY-5qU7ayg</p> <p>Bob Marley (2020, February 5). Bob Marley & The Wailers - Redemption Song (Official Music Video) [Video]. YouTube. https://www.youtube.com/watch?v=yv5xonFSC4c</p> <p>Texts</p> <p>Johnson, L. K. (2006). Sonny's Lettah. In Selected poems (pp. 123–127). Penguin. https://poetryarchive.org/poem/sonnys-lettah/</p> <p>Marley, B. (1980). Redemption Song [Song recorded by Bob Marley & The Wailers]. On Uprising. Tuff Gong; Island Records. https://genius.com/Bob-marley-and-the-wailers-redemption-song-lyrics</p> <p>Dagnini, J. K. (2010, August 16). The importance of reggae music in the worldwide cultural universe. Études Caribéennes. https://doi.org/10.4000/etudescaribeennes.4740</p>
Instructor's post-session reflection, suggested changes	

Working materials

- Bob Marley. (2020, February 5). Bob Marley & The Wailers - Redemption song (official music video) [Video]. YouTube. <https://www.youtube.com/watch?v=yv5xonFSC4c>
- Boot, A. (1986). Kingston Yard [Photograph]. Urban Image. https://www.urbanimage.tv/portfolio/C0000D9I_WBTM8os/G00003B_wzNlb1bA/I0000RsT95OA1Ka8
- Boot, A. (1986). Massive Dread [Photograph]. Urban Image. https://www.urbanimage.tv/portfolio/C0000D9I_WBTM8os/G00003B_wzNlb1bA/I0000RsT95OA1Ka8
- Boot, A. (1986). Trench Town [Photograph]. Urban Image. https://www.urbanimage.tv/portfolio/C0000D9I_WBTM8os/G00003B_wzNlb1bA/I0000ydv7EZKDG.8
- Boot, A. (1986). Trenchtown [Photograph]. Urban Image. https://www.urbanimage.tv/portfolio/C0000D9I_WBTM8os/G00003B_wzNlb1bA/I0000p5q8l12o3Z0
- Caribbean English and reggae [PowerPoint slides]. (n.d.). https://docs.google.com/presentation/d/1rUGYGBd-WrygETo8DhxUoigpqXL9fiBkK/edit?usp=drive_web&ouid=110661278946742066515&rtprof=true
- Jeromet, R. (2020, April 12). Trench Town walk [Video]. YouTube. <https://www.youtube.com/watch?v=Ris1liqwyAg>
- Johnson, L. K. (2006). Sonny's Lettah. Poetry Archive. <https://poetryarchive.org/poem/sonnys-lettah/>
- Marley, B., & The Wailers. (1980). Redemption song [Song]. Genius. <https://genius.com/Bob-marley-and-the-wailers-redemption-song-lyrics>
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Afro-Caribbean English and Reggae music

Afro Caribbean English or Creole

- One variety of English spoken in Britain is Afro-Caribbean or British Black English (BBE) or Creole, and it is spoken by about 1,000,000 people, out of whom 650,000 are of West Indian descent and the rest are from West Africa and other regions of the African Continent. They form the Afro-Caribbean community.

- Although slavery had already been flourishing for a century or more by then, the mid-17th c saw the slave trade expand dramatically; the reason? The Englishman's predilection for sugar in their coffee, tea, and rum.
- Statistically, there was a 20-fold increase in sugar consumption in Britain from 1663 to 1775, and this sugar was the product of slave labour in the Caribbean, so slavery was the first phase.

- The second phase which involved the displacement of Blacks from the land of their birth, was the period from the 1950 to the late 60s when black settlement in the UK was at its peak.
- The relevance of these periods to the language issue should not be underestimated, for they form the basis of the cultural criteria for the use or non-use of English in many contexts and for most speakers.

- The settlers found England an inhospitable place, both physically and emotionally. The emotional frostiness of the British people was an obstacle hard to overcome, and this led to alienation and distrust between Whites and Blacks.
- They used Creole as a form of protest for the treatment they faced. Today, there is a trend of reinventing Creole, epitomized in the sound of ragga, the archetypal music of Britain's black communities.

- In the 17th century, the tropical island of Jamaica, with its fertile land and safe harbours, was a prized possession. Kingston was one of the busiest ports in the Caribbean and the centre of the slave industry.
- The cruelty of the trade was heightened by the deliberate policy of separating people from the same regional backgrounds and splitting up families, as well as people from the same village.

- Keeping apart members of the same tribal and family groups has had an important linguistic consequence.
- Communication between master and slave was limited, and it was out of this situation that a form of pidgin language evolved.
- Pidgins are simplified languages which are developed in contact situations between people with no common language and are used for restricted, functional purposes, often trade, although for a less beneficial purpose.

Terminology

- **Creole** - double meaning
 1. "people of European descent who regard the Caribbean islands as home"(Longman 2024)
 2. the linguistic term *Creole* - "a combination of a European language with one or more other languages." (Longman 2024)

Creole-BBE

- Nigel Townson defines BBE (British Black English)-Jamaican Creole, Caribbean Creole, Patois, Afro-English Creole, and Patwa. Afro-English Creole and BBE are technical terms (used by scholars).
- The other terms denote the different dialects of Creole spoken by many Blacks of West Indian descent in Britain. *Patois* –spoken in Jamaica and other Caribbean islands. (Townson, 1998)

Linguistic feature of Afro-Caribbean English or Creole

- **Peter Patrick - *Jamaican Creole Morphology And Syntax* (Patrick 2004)**
 - Grammar features
 - Examples
 - **1. the use of –dem for animate plurals**
 - De tiicher-dem

- **1.the use of prep. a for in, at, to**
y'u goh a y'u bed
- **3.multiple negation**

Im neva du notin

grammar features

- **4.pronouns *im-him, mi-I, unu-you***
 - me kick him
 - wa dem do to im?
- **5. diff. in signalling past time**
 - Mi tell you so

- **6. omission of articles**

Police shoot Starman inna dance

- **7. omission of copula**

Ebry day da fishing day

Lexical features

- Examples
- 1. *fi*-to
- try fi hide fram it
- 2. *pan*-on
- shi waak pan

Sound features

- Examples
- 1. These-
- dez
- 2. Health-
- helt
- 3. best-
- bes
- 4. every-
- Ebry (Patrick 2004)

creolization

- **creolization** derived from *Creole*
- emerged from the experience of colonization in the Caribbean.
- "the unceasing process of transformation through which people create a collective sense of identity from multiple cultural sources," (Glissant, 1989)

Creole poetry, Reggae music

- L.K. Johnson – *Sonny's Lettah* (Johnson 2006)
- Bob Marley's reggae music
- Derek Walcott's poetry

Reggae

- Reggae, is a style of popular music that originated in Jamaica in the late 1960s and quickly emerged as the country's dominant music. By the 1970s it had become an international style that was particularly popular in Britain, the United States, and Africa. It was widely perceived as a voice of the oppressed

- According to *Britannica*, reggae is based on ska, an earlier form of Jamaican popular music, and employs a heavy four-beat rhythm driven by drums, bass guitar, electric guitar, and the “scraper,” a corrugated stick that is rubbed by a plain stick. (Reggae, n.d.)

- The chunking sound of the rhythm guitar that comes at the end of measures acts as an “accompaniment to emotional songs often expressing rejection of established ‘white-man’ culture.” (Reggae, n.d.)

- Another term for this distinctive guitar-playing effect, skengay, is identified with the sound of gunshots ricocheting in the streets of Kingston’s ghettos; tellingly, skeng is defined as “gun” or “ratchet knife.”
- Thus, reggae expressed the sounds and pressures of ghetto life. It was the music of the emergent “rude boy” (would-be gangster) culture (Reggae, n.d.).

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Johnson, L. K. (2006). Sonny's Lettah. In *Selected Poems*. (pp. 123-127). Penguin
<https://poetryarchive.org/poem/sonnys-lettah/>

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Philosophical Debates

Philosophers: The Separation of Powers

Katarina Michalikova

Session n.	1
Time	45 min
Type of lesson	The plan is designed to be used both online and in person in this version.
Teachers	Katarína Michalíková
Topic of the session	Philosophers: The Separation of Powers
Problem task	How did philosophers like Montesquieu contribute to the development of the separation of powers, and how is this concept applied in modern government systems?
Interdisciplinarity	Political Science, History, Philosophy
Prior preparation requirements	<ul style="list-style-type: none"> Students should read a brief overview of Montesquieu's The Spirit of the Laws and be familiar with the concepts of legislative, executive, and judicial branches.
Procedure	
Activity 1	Introduction to the Separation of Powers
Aims	<ul style="list-style-type: none"> • Collaborative: To encourage discussion about the basic principles of governance. • Soft skills: Critical thinking, communication. • Action orientation: To understand and to explain the three branches of government. • Knowledge: To learn the historical context of Montesquieu's The Spirit of the Laws.
Form:	Whole class discussion
Aids:	PowerPoint presentation, whiteboard
Time:	10 minutes
Instructions:	<ol style="list-style-type: none"> 1. Begin with a brief overview of Montesquieu and the historical context of the 18th century. 2. Present the three branches of government (legislative, executive, judicial) with simple definitions. 3. Ask the class: "Why do you think these powers need to be separated?" and encourage a short open discussion.
Tips for in-person teaching	Engage the class by using real-world examples of how the separation of powers functions today, like the roles of Congress, the President, and the Supreme Court in the U.S.
Activity 2	Group Analysis - Philosophers and Modern Governments
Aims	<ul style="list-style-type: none"> • Collaborative: To work together to connect historical concepts with modern systems. • Soft skills: Teamwork, problem-solving. • Action orientation: To analyse how the separation of powers operates in different countries today. • Knowledge: To apply philosophical concepts to modern political systems.

Form:	Group work (3-4 students per group)
Aids:	Printed handouts with excerpts from Montesquieu's <i>The Spirit of the Laws</i> (Montesquieu, 1748) and brief descriptions of modern political systems (U.S., France, Germany, etc.)
Time:	20 minutes
Instructions:	<ol style="list-style-type: none"> 1. Divide the class into small groups and give each group a different country to analyse. 2. Instruct them to compare Montesquieu's original ideas with how the separation of powers works in the given country. 3. Groups should note key similarities and differences and prepare to present their findings.
Tips for in-person teaching	Circulate around the room to guide discussions and clarify points as needed.
Activity 3	Group Presentations
Aims	<ul style="list-style-type: none"> · Collaborative: To share insights with the whole class. · Soft skills: Public speaking, information synthesis. · Action orientation: To explain the application of philosophical concepts. · Knowledge: To demonstrate understanding of the separation of powers in historical and modern contexts.
Form:	Group work, whole class presentations
Aids:	Whiteboard, projector for visual aids if needed
Time:	15 minutes
Instructions:	<ol style="list-style-type: none"> 1. Each group will present its analysis to the class, focusing on how Montesquieu's ideas of separation of powers are applied in the assigned country. 2. Encourage questions from the audience after each presentation.
Tips for in-person teaching	Provide feedback on each group's presentation and link it back to the original philosophical concept.
Home assignment	Write a short essay (300-500 words) explaining how Montesquieu's ideas about the separation of powers have influenced your country's government or another government of your choice.
Sources	<p>Montesquieu, C. de. (1748). <i>The spirit of the laws</i> (T. Nugent, Trans.). (2020 edition). Amazon. https://www.amazon.com/dp/1420967851</p> <p>Montesquieu, C. de. (1748). <i>The spirit of the laws</i>. (T. Nugent, Trans.). Bloomsbury. https://media.bloomsbury.com/rep/files/primary-source-104-montesquieu.pdf</p>
Instructor's post-session reflection, suggested changes	<ul style="list-style-type: none"> · Evaluate how well students grasped the philosophical underpinnings of the separation of powers. · Assess group dynamics and presentation skills. · Suggest modifications for future sessions, such as incorporating more contemporary examples.

Working materials
Handouts for Group Analysis

The handouts will provide excerpts from *The Spirit of the Laws* and brief descriptions of different political systems for students to analyse.

Handout Content:

- **Title:** “Group Activity: Philosophers and Modern Governments”
- **Instructions:**
 - Work with your group to analyse the political system of the country assigned to you.
 - Compare it with Montesquieu’s ideas on the separation of powers.
 - Identify similarities, differences, and the role of each branch of government.

Countries: U.S., France, Germany, U.K. (each group will receive one)

Excerpts from *The Spirit of the Laws* (for all groups):

1. *The Spirit of the Laws* (Book XI, Chapter 6)
 - “When the legislative and executive powers are united in the same person or body, there can be no liberty... Nor is there liberty if the power of judging is not separate from the legislative and executive.” (Montesquieu, 1748)
2. On Judiciary:
 - “Of the three powers above mentioned, the judiciary is next to nothing.” (Montesquieu, 1748)

Montesquieu, C. de. (1748). *The spirit of the laws*. (T. Nugent, Trans.). Bloomsbury.
<https://media.bloomsbury.com/rep/files/primary-source-104-montesquieu.pdf>

Brief Descriptions of Political Systems:

1. **United States:**
 - The legislative branch (Congress) passes laws.
 - The executive branch (President) enforces laws.
 - The judicial branch (Supreme Court) interprets laws.
 - The system of checks and balances ensures no branch becomes too powerful.
2. **France:**
 - France has a semi-presidential system where power is shared between the President and Parliament.
 - The judiciary is independent, ensuring laws are in line with the constitution.
3. **Germany:**
 - Federal parliamentary republic with a Chancellor (executive) and Bundestag (legislative).
 - The judiciary ensures laws are constitutional.
4. **United Kingdom:**
 - Parliamentary system where Parliament (legislative) holds most power.
 - The Prime Minister leads the executive branch.
 - The judiciary is independent but follows Parliamentary sovereignty.

3. Excerpts from The Spirit of the Laws

Provide students with concise and relevant excerpts to facilitate a deeper understanding.

Excerpt 1: Legislative, Executive, and Judiciary Powers (Book XI, Chapter 6)

- “In every government, there are three sorts of power: the legislative; the executive in respect to things dependent on the law of nations; and the executive in regard to matters that depend on the civil law.” (Montesquieu, 1748)
- “When the legislative and executive powers are united in the same person or body, there can be no liberty.” (Montesquieu, 1748)

Montesquieu, C. de. (1748). *The spirit of the laws*. (T. Nugent, Trans.). Bloomsbury. <https://media.bloomsbury.com/rep/files/primary-source-104-montesquieu.pdf>

Excerpt 2: Checks and Balances (Book XI, Chapter 6)

- “The political liberty of the subject is a tranquillity of mind arising from the opinion each person has of his safety.” (Montesquieu, 1748)
- “If the judiciary is not separate from the legislative and executive, oppression will follow.” (Montesquieu, 1748)

Montesquieu, C. de. (1748). *The spirit of the laws*. (T. Nugent, Trans.). Bloomsbury. <https://media.bloomsbury.com/rep/files/primary-source-104-montesquieu.pdf>

Niccolo Machiavelli - Double Standard of Morality

Katarina Michalikova

Session n.	1
Time	45 minutes
Type of lesson	The plan is designed to be used both online and in person in this version.
Teachers	Katarína Michalíková
Topic of the session	Niccolò Machiavelli – Double Standard of Morality
Problem task	How does Machiavelli's idea of a "double standard of morality" in leadership challenge traditional ethical views?
Interdisciplinarity	History Political Science Ethics/Philosophy
Prior preparation requirements	<p>· Students should read the following excerpts from Niccolò Machiavelli's works:</p> <ol style="list-style-type: none"> 1. The Prince, Chapter 15: "Of the Things for Which Men, and Especially Princes, Are Praised or Blamed" (Machiavelli, 1513/2008). 2. The Prince, Chapter 18: "In What Way Princes Must Keep Their Word" (Machiavelli, 1513/2008). 3. Discourses on Livy, Book I, Chapter 9: "That to Govern a Multitude One Must Either Please or Oppress" (Machiavelli, 1517/1996). 4. Discourses on Livy, Book III, Chapter 3: "On Whether a State Can Be Held More Securely by the Nobles or the People" (Machiavelli, 1517/1996). <p>· Students should research the historical figures Cesare Borgia and Lorenzo de' Medici, who exemplify Machiavellian leadership.</p>
Procedure	
Activity 1	Introduction to Niccolò Machiavelli's Life and Context
<i>Aims</i>	<p>· Collaborative: To initiate a group discussion on Machiavelli's historical and political background.</p> <p>· Soft skills: Critical thinking, listening, and communication.</p> <p>· Action orientation: To engage students with Machiavelli's contributions to political thought, emphasizing his stance on leadership.</p> <p>· Knowledge: To understand Machiavelli's background, including the political turbulence of Renaissance Italy.</p>
<i>Form:</i>	whole class
<i>Aids:</i>	<p>Handout 1: Overview of Machiavelli's Life</p> <ul style="list-style-type: none"> • Biography of Machiavelli, including his political career and exile. • A brief explanation of Renaissance Italy's political instability and its effect on Machiavelli's writing. <p>Introduction to Cesare Borgia and Lorenzo de' Medici as models of Machiavellian leadership.</p>
<i>Time:</i>	10 minutes
<i>Instructions:</i>	<p>Introduction to Machiavelli's Life (3 minutes):</p> <ul style="list-style-type: none"> • Present Machiavelli's role as a Florentine diplomat and his experiences with political power.

	<ul style="list-style-type: none"> Discuss how his experiences influenced The Prince and his concept of pragmatic, sometimes ruthless leadership. <ul style="list-style-type: none"> Historical Context of Renaissance Italy (4 minutes): <ul style="list-style-type: none"> Explain how Italy's fragmented political situation fostered a survival-of-the-fittest mentality among city-states. Introduce key figures like Cesare Borgia, whom Machiavelli admired for using power ruthlessly yet effectively. Cesare Borgia and Lorenzo de' Medici (3 minutes): <ul style="list-style-type: none"> Describe Cesare Borgia's use of power and his reputation as a "Machiavellian" leader who embodied the double standard of morality. <p>Discuss how Machiavelli wrote The Prince with Lorenzo de' Medici in mind as the ideal ruler.</p>
Tips for adaptation	Ask students to share their impressions of leaders who have similar reputations for pragmatism in modern contexts.
Activity 2	Exploring Machiavelli's Double Standard of Morality
Aims	<ul style="list-style-type: none"> Collaborative: Group work to analyse specific excerpts. Soft skills: Argumentation, text interpretation, and group communication. Action orientation: To interpret Machiavelli's justification of a double standard of morality—different rules for leaders versus ordinary people. Knowledge: To understand the concept of the double standard of morality in political leadership.
Form:	Group work (each group analyses a different excerpt).
Aids:	<p>Excerpts from The Prince and Discourses on Livy:</p> <ol style="list-style-type: none"> The Prince, Chapter 15: "It is necessary for a prince who wishes to maintain his position to learn how not to be good" (Machiavelli, 1513/2008). The Prince, Chapter 18: "A prince never lacks legitimate reasons to break his promise" (Machiavelli, 1513/2008). Discourses on Livy, Book I, Chapter 9: "Men in general judge more by their eyes than by their hands" (Machiavelli, 1517/1996). Discourses on Livy, Book III, Chapter 3: "A wise prince must rely on what is in his power" (Machiavelli, 1517/1996). <ul style="list-style-type: none"> Group 1: The Prince, Chapter 15 "It is necessary for a prince who wishes to maintain his position to learn how not to be good, and to use this knowledge or not to use it according to necessity." (Machiavelli, 1513/2008). <ul style="list-style-type: none"> Double Standard Theme: Leaders cannot always adhere to conventional moral standards. They must prioritize the state's survival. Group 2: The Prince, Chapter 18 "A prince never lacks legitimate reasons to break his promise. The ends justify the means." (Machiavelli, 1513/2008). <ul style="list-style-type: none"> Double Standard Theme: A ruler's moral obligations are different from those of ordinary individuals because their actions affect the whole state.

	<ul style="list-style-type: none"> • Group 3: Discourses on Livy, Book I, Chapter 9 “Men in general judge more by their eyes than by their hands; because seeing is given to everyone, touching to a few. Everyone sees what you appear to be, few really know what you are.” (Machiavelli, 1517/1996). <ul style="list-style-type: none"> ◦ Double Standard Theme: Leaders must manage their image and manipulate appearances, a double standard not applied to ordinary citizens. • Group 4: Discourses on Livy, Book III, Chapter 3 “A wise prince must rely on what is in his power and not on what is in the power of others. He must endeavour to avoid hatred.” (Machiavelli, 1517/1996). <ul style="list-style-type: none"> ◦ Double Standard Theme: A prince must use manipulation and control without worrying about personal morality or popularity, as long as it benefits the state. <p>· Worksheet for Group Analysis</p> <ul style="list-style-type: none"> • Each group should: <ol style="list-style-type: none"> 1. Summarize the main argument of the excerpt. 2. Identify how Machiavelli’s concept of a double standard of morality applies. <p>Discuss a modern-day example of a leader operating under this double standard.</p>
Time:	15 minutes
Instructions:	<p>· Divide the class into four groups.</p> <p>Each group receives one excerpt to analyse.</p> <p>· Group Work (10 minutes):</p> <p>Groups read the assigned excerpt and complete the worksheet.</p> <p>Each group should focus on how the double standard of morality applies to leaders.</p> <p>· Class Discussion (5 minutes):</p> <p>Each group presents its findings and discusses how Machiavelli’s double standard of morality might be applied in modern leadership scenarios.</p>
Tips for adaptation	Ensure groups discuss practical examples of how leaders today face moral dilemmas similar to those described by Machiavelli.
Activity 3	Class Debate on Machiavelli’s Double Standard of Morality
Aims	<ul style="list-style-type: none"> · Collaborative: To facilitate a debate on Machiavelli’s view of leadership ethics. · Soft skills: Debate, persuasion, critical thinking. · Action orientation: To explore how Machiavellian ideas apply to contemporary leadership. · Knowledge: To analyse the pros and cons of accepting a double standard of morality in leadership.

Form:	Whole-class debate.
Aids:	<p>Modern Leadership Scenarios Handout</p> <ul style="list-style-type: none"> • Scenario 1: A president orders a covert military operation that is necessary for national security but violates international law. • Scenario 2: A CEO cuts costs by reducing staff but saves the company from bankruptcy. • Scenario 3: A politician breaks a campaign promise in order to pass critical legislation that benefits the public. <p>Scenario 4: A whistleblower exposes government secrets, believing that transparency is more important than loyalty to the state.</p>
Time:	15 minutes
Instructions:	<p>Instructions:</p> <ol style="list-style-type: none"> 1. Set up the debate (3 minutes): <ul style="list-style-type: none"> ◦ Divide the class into two sides: one side defends Machiavelli's double standard of morality as necessary for effective leadership, while the other side critiques it. 2. Debate (10 minutes): <ul style="list-style-type: none"> ◦ Students debate based on the provided scenarios, focusing on whether it's acceptable for leaders to operate under a different moral code. ◦ Encourage rebuttals and responses from both sides. 3. Conclusion (2 minutes): <ul style="list-style-type: none"> ◦ Summarize key points raised during the debate. ◦ Reflect on whether Machiavelli's ideas are still relevant today and if there is a place for a double standard of morality in modern leadership.
Tips for adaptation	Encourage students to think critically about the consequences of applying different moral standards to leaders versus ordinary individuals.
Home assignment	<p>Instruction: Give instructions for the homework assignment. (5 minutes)</p> <p>Write a short essay (300-500 words) addressing the following question: "Do you agree with Machiavelli's double standard of morality? Should leaders be held to a different set of ethical rules than ordinary people? Provide examples to support your argument."</p>
Sources	<p>Machiavelli, N. (1996). Discourses on Livy (H. C. Mansfield & N. Tarcov, Trans.). University of Chicago Press. (Original work published 1517)</p> <p>Machiavelli, N. (2008). The prince (T. Parks, Trans.). Penguin Classics. (Original work published 1513)</p>
Instructor's post-session reflection, suggested changes	<ul style="list-style-type: none"> • Were the students able to identify the double standard of morality in Machiavelli's writings? • Did the debate stimulate critical thinking about leadership ethics? • How engaged were the students in connecting historical and modern examples?

Excerpts from The Prince and Discourses on Livy:

1.The Prince, Chapter 15: "It is necessary for a prince who wishes to maintain his position to learn how not to be good, and to use this knowledge or not to use it according to necessity." (Machiavelli, 1513/2008).

2.The Prince, Chapter 18: "A prince never lacks legitimate reasons to break his promise. The ends justify the means." (Machiavelli, 1513/2008).

3.Discourses on Livy, Book I, Chapter 9: "Men in general judge more by their eyes than by their hands; because seeing is given to everyone, touching to a few. Every one see what you appear to be, few really know what you are." (Machiavelli, 1517/1996).

4.Discourses on Livy, Book III, Chapter 3: "A wise prince must rely on what is in his power and not on what is in the power of others. He must endeavour to avoid hatred." (Machiavelli, 1517/1996).

Rationalism vs Empiricism

Ondrej Halan

Session n.	1.
Time	45 min
Topic of the session	Rationalism vs Empiricism
Problem task	How do we know what we know?
Interdisciplinarity	Philosophy. Civics. History, Literature. English CLIL (Content and Language Integrated Learning)
Prior preparation requirements	<ol style="list-style-type: none"> 1. Basic Understanding of Knowledge and Learning <ul style="list-style-type: none"> ○ What it means to “know” something. ○ The difference between belief and knowledge. ○ Familiarity with how we learn (e.g., through senses, reasoning, memory). 2. Introduction to Philosophy (Optional but Helpful) <ul style="list-style-type: none"> ○ Awareness that philosophy asks big questions (e.g., “What is truth?”, “How do we know what we know?”). ○ Fundamental exposure to famous philosophers like Plato or Descartes (even just by name). 3. Critical Thinking Skills <ul style="list-style-type: none"> ○ Ability to compare and contrast ideas. ○ Comfort with abstract thinking and hypothetical reasoning. ○ Understanding that different people can have different views on the same topic. 4. Language Skills (for CLIL context) <ul style="list-style-type: none"> ○ Familiarity with key academic vocabulary in English (e.g., “concept,” “evidence,” “reason,” “experience”). ○ Ability to follow and discuss a short educational video in English. 5. Group Work and Communication <ul style="list-style-type: none"> ○ Experience working in small groups. ○ Basic skills in presenting ideas and listening to others.
Procedure	
Activity 1	Warm up – brainstorming
Aims	Collaborative: Soft skills: creativity, communication, presenting ideas Action orientation: brainstorm the key ideas about? Knowledge: more motivation than knowledge in this phase
Form:	whole class
Aids:	whiteboard, pen
Time:	5 min

Instructions:	<p>The teacher asks questions and elicits answers, then writes relevant information on the whiteboard.</p> <p>How do we acquire our knowledge?</p> <ol style="list-style-type: none"> 1. What organs do we use to acquire our knowledge about the world? 2. Which of the mentioned organs are the most important? 3. What do we know just after birth? ...
Tips for distant teaching	We use a board through f.e. Microsoft Teams, Google Workspace for Education (Google Meet + Google Chat + Classroom), Zoom, or Moodle with BigBlueButton
Activity 2	Watching a Video: Rationalism vs Empiricism - while watching
Aims	<p>Collaborative: groups of three</p> <p>Soft skills: communication, presenting results</p> <p>Action orientation: Students will watch a short video and identify key epistemological concepts. They will be guided to understand and define the following terms:</p> <ul style="list-style-type: none"> • Innate ideas • A priori knowledge (logic-based learning) • A posteriori knowledge (experience-based learning) • Deduction • Rationalism • Empiricism <p>The goal is for students to distinguish between rationalist and empiricist approaches to knowledge and to grasp how these philosophical traditions explain the origin and justification of human understanding.</p> <p>Knowledge: Students will learn and be able to explain the following key vocabulary and concepts:</p> <ul style="list-style-type: none"> • Innate ideas • A priori • A posteriori • Deduction • Rationalism • Empiricism <p>These terms are essential for understanding the foundations of epistemology and will be supported by a glossary-style</p> <p>Working Materials handout provided at the end of the lesson plan.</p>
Form:	group work
Aids:	<p>Video: Element 99. (2013, May 22). Science is madness [Video]. YouTube. https://youtu.be/m1g8wjsEQyw</p> <p>Licensed under Creative Commons: By Attribution 3.0 https://creativecommons.org/licenses/by/3.0/</p>
Time:	10 min

Instructions:	<p>Watch the video Rationalism vs Empiricism and define the following terms from the video:</p> <p>INNATE IDEAS</p> <p>A POSTERIORI</p> <p>A PRIORI</p> <p>DEDUCTION</p> <p>After watching the video, ask the speakers of the groups about the correct answers. The teacher helps the students with the correct answers provided in the Working materials at the end of the lesson.</p> <p>Alternative: Use the handout attached at the end of the plan.</p>
Tips for distant teaching	<p>Break-out rooms and feedback could be conducted in the main room, sent to students, or facilitated through chat.</p>
Activity 3	Video Rationalism vs Empiricism - after watching
Aims	<p>Collaborative: groups of three</p> <p>Soft skills: creativity, communication, teamwork, and presenting results</p> <p>Action orientation: Students will watch a short video and identify key epistemological concepts. They will be guided to understand and define the following terms:</p> <ul style="list-style-type: none"> • Innate ideas • A priori knowledge (logic-based learning) • A posteriori knowledge (experience-based learning) • Deduction • Rationalism • Empiricism <p>The goal is for students to distinguish between rationalist and empiricist approaches to knowledge and to grasp how these philosophical traditions explain the origin and justification of human understanding.</p> <p>Knowledge: grasp the key vocabulary. Students will learn and be able to explain the following key vocabulary and concepts:</p> <ul style="list-style-type: none"> • Innate ideas • A priori • A posteriori • Deduction • Rationalism • Empiricism <p>These terms are essential for understanding the foundations of epistemology and will be supported by a glossary-style</p>
Form:	<p>group work</p>
Aids:	<p>Charts</p>
Time:	<p>10 min</p>

Instructions:

To each concept, write four key words.

RATIONALISM	EMPIRICISM

It is possible to give a bank of words to choose from.

Word Bank of Key Terms

Innate Ideas: Ideas or knowledge that are inborn or naturally part of the mind, not acquired through experience.

A Priori: Knowledge that is independent of experience; known through reason or logic.

A Posteriori: Knowledge that is dependent on experience or empirical evidence.

Deduction: A logical process in which a conclusion follows necessarily from the stated premises.

Rationalism: The philosophical view that reason is the primary source of knowledge.

Empiricism: The philosophical view that knowledge comes primarily from sensory experience.

Check for correction could be done in various ways: short whole-class feedback, comparing groups, etc.

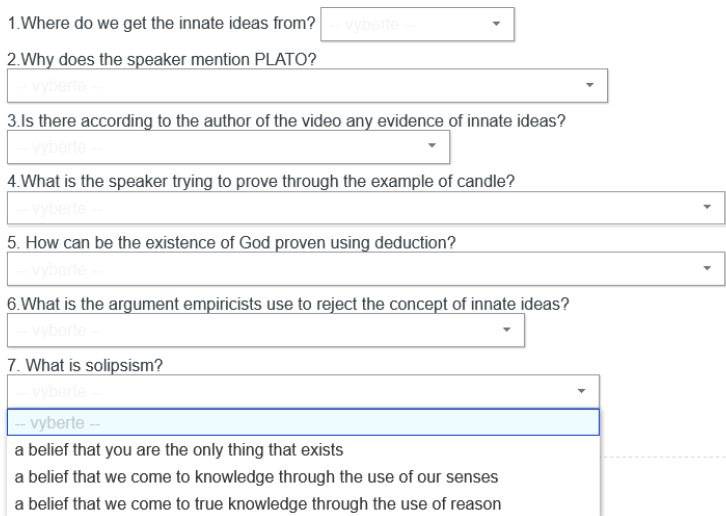
Tips for distant teaching

For distant teaching, I have created a chart in Edupage that evaluates answers immediately. After submitting the answers, the results can be shared. Here is an example for illustration of how it was done in an intranet environment; unfortunately, the link cannot be provided because it is a password-protected area.

Put these words into a correct category.

Rationalism	Empiricism
<input type="checkbox"/> A posteriori	<input type="checkbox"/> A priori
<input type="checkbox"/> Deduction	<input type="checkbox"/> Innate ideas
<input type="checkbox"/> Induction	<input type="checkbox"/> No innate ideas
<input type="checkbox"/> Reason	<input type="checkbox"/> Senses

Všetky položky musia byť priradené. Presunutím položku priradíte. Až potom ti odpoveď započíta.

Activity 4	Questions
Aims	<p>Collaborative: group of three</p> <p>Soft skills: communication, teamwork</p> <p>Action orientation: understanding the key features of rationalism and empiricism.</p> <p>Knowledge:</p>
Form:	group work
Aids:	Worksheet with questions.
Time:	20 min
Instructions:	<p>Answer the questions in pairs. First, try to remember what you have just watched. Do not be sad if you do not succeed. We will watch the video once more.</p> <ol style="list-style-type: none"> 1. Where do we get the innate ideas from? 2. Why does the speaker mention PLATO? 3. Is there any evidence of innate ideas? 4. What is the speaker trying to prove through the example of a candle? 5. How can the existence of God be proven using deduction? 6. What is the argument empiricists use to reject the concept of innate ideas? 7. What is solipsism? <p>Watch the video again.</p>
Tips for distant teaching	<p>I have prepared material in Edupage, which can be used through smart-phones (can be multiple choice), or you can use Kahoot.</p> <p>Here is an example for illustration of how it was done in an intranet environment; unfortunately, the link cannot be provided because it is a password-protected area.</p> 

Home assignment	<p>Each student should select one philosopher associated with either rationalism or empiricism. Then, be ready to explain why that philosopher is connected to that way of thinking.</p> <p>Examples</p> <p>Rationalist Philosophers (believed that knowledge comes mainly from reason and logic):</p> <p>René Descartes – Famous for “I think, therefore I am.”</p> <p>Baruch Spinoza – Believed that everything can be understood through reason.</p> <p>Gottfried Wilhelm Leibniz – Argued that the mind has innate ideas.</p> <p>Empiricist Philosophers (believed that knowledge comes mainly from experience and the senses):</p> <p>John Locke – Said the mind is a “blank slate” at birth.</p> <p>George Berkeley – Believed that reality depends on perception.</p> <p>David Hume – Argued that all knowledge comes from sensory experience.</p>
Sources	<p>Element 99. (2013, May 22). Science is madness [Video]. YouTube. https://youtu.be/m1g8wjsEQyw</p> <p>Licensed under Creative Commons: By Attribution 3.0 https://creativecommons.org/licenses/by/3.0/</p>
Instructor's post-session reflection, suggested changes	

Working materials

video: <https://youtu.be/m1g8wjsEQyw>

key to the activities

Put these words into a correct category.

Rationalism	Empiricism
• Reason	• Senses
• Innate ideas	• No innate ideas
• Deduction	• Induction
• A priori	• A posteriori

Two handouts that can be used as an alternative

Student Handout: Rationalism vs Empiricism

This handout will help you follow the video ‘Science is Madness’. It introduces key philosophical terms and provides guiding questions to help you focus on the main ideas.

Key Terms

Innate Ideas: Ideas or knowledge that are inborn and not acquired through experience.

A Priori: Knowledge that is independent of experience; known through reason alone.

A Posteriori: Knowledge that is dependent on experience or empirical evidence.

Deduction: A logical process in which a conclusion follows necessarily from given premises.

Rationalism: The philosophical view that reason is the primary source of knowledge.

Empiricism: The philosophical view that knowledge comes primarily from sensory experience.

Guiding Questions

1. What is the difference between the rationalist and empiricist ways of learning?
2. What does Plato argue about the origin of knowledge?
3. How does the video illustrate the concept of innate ideas?
4. What examples are used to explain a priori and a posteriori knowledge?
5. How is deduction used to support rationalist arguments?
6. What criticisms do empiricists raise against the idea of innate knowledge?
7. Which philosophical position do you find more convincing, and why?

Or another option

Fill-in-the-Gaps: Rationalism vs Empiricism

Word Bank: Innate Ideas, A Priori, A Posteriori, Deduction, Rationalism, Empiricism

Fill in the blanks using the words from the word bank above.

1. _____ are concepts or knowledge believed to be present in the mind from birth.
2. Knowledge that comes from logical reasoning and does not rely on experience is called _____ knowledge.
3. _____ knowledge is derived from sensory experience and observation.
4. _____ is a method of reasoning from general principles to specific conclusions.
5. _____ is the philosophical view that reason is the primary source of knowledge.
6. _____ is the belief that knowledge comes primarily from sensory experience.

Answer Key – Fill-in-the-Gaps: Rationalism vs Empiricism

1. Innate ideas are concepts or knowledge believed to be present in the mind from birth, according to rationalist philosophers like Plato.
2. A priori knowledge is independent of experience and is based on logic or reasoning.
3. A posteriori knowledge is derived from sensory experience and observation.
4. Deduction is a logical process where conclusions follow necessarily from premises.
5. Rationalism emphasizes reason and logic as the primary source of knowledge.
6. Empiricism emphasizes experience and evidence from the senses as the foundation of knowledge.

To prepare students, you might start with:

- A short pre-reading or discussion on **how we learn** (e.g., “Do you trust your senses?”).
- A vocabulary warm-up with terms like “**reason**,” “**experience**,” “**logic**,” and “**evidence**.”
- A brief introduction to **Plato’s Allegory of the Cave** or **Descartes’ “I think, therefore I am”** to spark curiosity.

Text that could be used as homework or at the beginning of the next lesson (it also serves as a key; the first option is the correct one)...

1. Where do we get the innate ideas from? [we are born with them/we learn them]
2. Why does the speaker mention PLATO? [because his ideas or forms are, in fact, innate ideas/because he was a dualist and distinguished between idea and matter]
3. Is there, according to the author of the video, any evidence of innate ideas? [yes, e.g., your music taste/no, there certainly is not adequate evidence]
4. What is the speaker trying to prove through the example of a candle? [Things are known through reason rather than the senses/that an object can be defined only by the senses, even though they can be easily tricked]
5. How can the existence of God be proven using deduction? [By evidence, we are imperfect beings who have an objective reality, including the notion that perfection exists and therefore have a distinct idea of a perfect being, God/from our experience of motion in the universe, we can see that there must have been an initial mover, God.]
6. What is the argument empiricists use to reject the concept of innate ideas? [If there were innate ideas, babies would use and show them/innate ideas cannot be, because it is irrational]
7. What is solipsism? [a belief that you are the only thing that exists/a belief that we come to true knowledge through the use of reason/a belief that we come to knowledge through the use of our senses]

Other support

Teaching Tips for Explaining Each Concept

Innate Ideas: Use examples like mathematical truths or moral intuitions to illustrate ideas that seem to be known without learning.

A Priori: Explain with examples such as 'All bachelors are unmarried'—true by definition and logic.

A Posteriori: Use examples like 'Water boils at 100°C'—knowledge gained through observation.

Deduction: Demonstrate with a syllogism: 'All humans are mortal. Socrates is a human. Therefore, Socrates is mortal.'

Rationalism: Mention philosophers like Descartes and emphasize the role of logic and reason.

Empiricism: Mention philosophers like Locke or Hume and emphasize the role of experience and observation.

Classroom Strategies for Supporting Students

- Before watching the video, distribute a handout with definitions of key terms to help students focus.
- Use guiding questions during the video to direct attention to important concepts.
- Pause the video at key moments to clarify terms or check understanding.
- Encourage group discussion after the video to reinforce learning through peer explanation.
- Provide a fill-in-the-gaps worksheet for students who need additional support.
- Use visual aids (e.g., diagrams or concept maps) to show the relationship between rationalism and empiricism.
- Summarize key points on the board after the video and invite students to contribute examples.

Sources

Element 99. (2013, May 22). Science is madness [Video].

YouTube. <https://youtu.be/m1g8wjsEQyw>

Plato Ondrej Halan

Session n.	
Time	45 min
Topic of the session	Plato (Soul, state)
Problem task	What is the structure of the soul in Plato's philosophy?
Interdisciplinarity	Philosophy. Civics. History, Literature. English CLIL (<i>Content and Language Integrated Learning</i>), UHV (<i>Introductory course to Humanities</i>)
Prior preparation requirements	Students can use any electronic devices, such as tablets, laptops, notebooks, PCs, and smartphones, to prepare electronic materials, or they can rely on a classic method and print the worksheets beforehand.
Procedure	
Activity 1	
Aims	<p>Collaborative:</p> <p>Soft skills: creativity, communication, and presenting ideas</p> <p>Action orientation: analyse and complete the tasks in the groups</p> <p>Knowledge: just revision</p>
Form:	Groups
Aids:	smartboard, overhead projector to show the tasks or prepared worksheets
Time:	10 min (7 + 3min feedback)
Instructions:	<p>Instructions: Distribute or display the following excerpt from Plato's Symposium. Ask students to read and discuss the questions in groups. Then conduct a class-wide feedback discussion.</p> <p>TASK 01</p> <p>"He who has been instructed thus far in the things of love, and who has learned to see the beautiful in due order and succession, when he comes toward the end will suddenly perceive a nature of wondrous beauty... beauty absolute, separate, simple, and everlasting... not like the beauty of a face or hands or anything of the flesh... but beauty itself, divine and unchanging." — Plato, Symposium, 210e–211b</p> <p>What is Platonic love?</p> <ul style="list-style-type: none"> · It is a sexual type of love. · It is a non-sexual type of love. <p>Why do you think so? Use the Internet or other sources of information to evaluate your answer.</p>
Tips for distant teaching	We prepared open questions online. Unfortunately, the link cannot be provided because it is a password-protected area; however, you can use any software that is convenient for you and copy the above questions into it. Or send by email.
Activity 2	PLATO's SOUL

Aims	<p>Collaborative: group work</p> <p>Soft skills: communication, teamwork</p> <p>Action orientation: search for the key information in the passages.</p> <p>Knowledge: students learn key features of Plato's soul theory: the body-soul dichotomy, the immortality of the soul, the division of the soul, and the cardinal virtues of the soul in Plato</p>
Form:	group work
Aids:	Worksheets with original extracts
Time:	<p>5-minute lead-in on Platonic love</p> <p>25 minutes for the group discussion & how much time for the explanations, round-up at the end of the class (15 minutes)?</p>
Instructions:	<p>The teacher distributes the extracts to the students and tells them to read the extract, discuss it, and present the main idea to the rest of the class.</p> <p>The Body-Soul Dualism</p> <p>PASSAGE 01</p> <p>While we are in the body, and while the soul is infected with the evils of the body, our desire will not be satisfied. And our desire is of the truth. For the body is a source of endless trouble to us because of the mere requirement of food. It is liable also to diseases which overtake and hinder us in the search after true being. It fills us full of loves, lusts, fears, fancies of all kinds, endless foolishness, and in fact, as people say, it takes away from us the power of thinking at all. What is the source of some wars, and fighting, and factions? The body and the lusts of the body. Wars are occasioned by the love of money, and money has to be acquired for the sake and in the service of the body.</p> <p>Plato. (2002). <i>Phaedo</i> (G. M. A. Grube, Trans.). Hackett Publishing. (Original work published ca. 360 BCE), p. 66.</p> <p>PASSAGE 02</p> <p>Experience shows that if we would have pure knowledge of anything, we must leave the body. The soul by herself must observe things in themselves. Then we shall attain the wisdom which we desire, and of which we say that we are lovers, not while we live, but after death. If while in company with the body, the soul cannot have pure knowledge, one of two things follows: either knowledge cannot be attained at all, or, if at all, only after death. For then, and not till then, the soul will be parted from the body and exist in herself alone.</p> <p>Plato. (2002). <i>Phaedo</i> (G. M. A. Grube, Trans.). Hackett Publishing. (Original work published ca. 360 BCE), p. 67.</p> <p>The Immortality of the Soul</p> <p>PASSAGE 03</p> <p>When the soul and the body are united, then nature orders the soul to rule and govern, and the body to obey and serve. Now consider which of these two functions is more like the divine, and which is more like the mortal. Doesn't the divine appear to you to be that which naturally orders and rules, and the mortal that which is subject and servant? ... The soul is in the very likeness of the divine, and immortal, and intelligible, and uniform, and indissoluble, and unchangeable.</p> <p>By contrast, the body is in the very likeness of the human, and mortal, and unintelligible, and multiform, and dissoluble, and changeable.... If this is true, then isn't the body susceptible to speedy dissolution, and is not the soul almost or altogether indissoluble?</p>

Plato. (2002). *Phaedo* (G. M. A. Grube, Trans.). Hackett Publishing. (Original work published ca. 360 BCE), p. 117.

PASSAGE 04

Only the self-moving, never leaving self, never ceases to move, and is the fountain and beginning of motion to all that moves besides. Now, the beginning is uncreated, for that which is created has a beginning; but the beginning is created of nothing, for if it were created by something, then the created would not come from a beginning. But if it is uncreated, it must also be indestructible; for if beginning were destroyed, there could be no beginning out of anything, nor anything out of a beginning; and all things must have a beginning. Plato. (1997). *Phaedrus* (A. Nehamas & P. Woodruff, Trans.). Hackett Publishing. (Original work published ca. 370 BCE), p. 245.

PASSAGE 05

But if the self-moving is proved to be immortal, he who affirms that self-motion is the very idea and essence of the soul will not be put to confusion. For the body which is moved from without lacks a soul. However, that which is moved from within has a soul, for such is the nature of the soul. If this is true, must not the soul be the self-moving, and therefore of necessity uncreated and immortal?

Plato. (1997). *Phaedrus* (A. Nehamas & P. Woodruff, Trans.). Hackett Publishing. (Original work published ca. 370 BCE), p. 245.

The three-part division of the Soul in Plato

PASSAGE 06

The right-hand horse is upright and cleanly made. He has a lofty neck and a curved nose; his colour is white, and his eyes dark; he is a lover of honour and modesty and temperance, and the follower of true glory; he needs no sting of the whip, but is guided by word and gentle warning only.

The other is a crooked and lumbering animal, put together every which way. He has a short thick neck; he is flat-faced and of a dark colour, with grey and blood-shot eyes. He is the companion of insolence and pride, shag-eared and deaf, barely yielding to whip and spur.

Plato. (1997). *Phaedrus* (A. Nehamas & P. Woodruff, Trans.). Hackett Publishing. (Original work published ca. 370 BCE), p. 253.

INSTRUCTIONS

After the group presentations, the teacher summarizes Plato's theory of the soul using the Working Materials provided at the end of the lesson. The teacher explains the four main features of Plato's theory:

- **Dualism**
- **Immortality**
- **The Three Parts of the Soul**
- **The Cardinal Virtues**

These concepts should be clearly defined and discussed with the students. The teacher may either write the notes on the whiteboard or display them on a projector, allowing students to follow along.

EXPLANATION

THE THEORY OF KNOWLEDGE, THE IDEAL STATE

Plato believed that the soul is **immortal** and existed before our birth. According to him, all knowledge is actually a form of recollection from this prior existence.

Before entering the body, the soul resided in the **realm of Ideas (Forms)**, where it directly perceived these perfect, eternal truths. Because of this, we can recognize things as what they are (for example, trees as trees) and understand the relationships between them. In his middle period, particularly in the *Phaedrus*, Plato presents the soul as having **three distinct parts**:

- **The rational part** – This part of the soul loves truth and should govern the other parts through the use of reason. In the body, it is represented by the head.
- **The spirited part** – This part is drawn to courage, honor, and victory. In the body, it is represented by the chest.
- **The appetitive part** – This part desires physical pleasures such as food, drink, and sex. In the body, it is represented by the **abdomen**.

Each part of the soul should perform its own function. None should interfere with the roles of the others. However, Plato acknowledges that the **appetitive part** can sometimes overpower the rational part, leading to internal conflict.

Plato draws a parallel between the structure of the soul and the structure of the **ideal state**, as described in his most famous work, the *Republic*. Just as the soul has three parts, the state has three classes:

- The **appetitive part** corresponds to the **craftsmen** (or laborers), who are responsible for producing goods and services.
- The **spirited part** corresponds to the **guardians** (or auxiliaries), who defend the state and uphold its laws.
- **The rational part** corresponds to the rulers (or philosopher-kings), who govern with wisdom and reason.

Although individuals are born into a class, Plato believed that people could move to a higher or lower class based on their natural abilities and aptitudes.

In a **well-ordered soul**, as in a **just state**, the rational part must be in control. The ideal state is a **class-structured aristocracy** ruled by philosopher-kings—individuals who are naturally suited to rule because of their wisdom and love of truth. These rulers, along with the guardians, are not permitted to own private property or have private families, ensuring their focus remains entirely on the common good.

Passage/

Until philosophers are kings, or the kings and princes of this world have the spirit and power of philosophy, and political greatness and wisdom meet in one, and those commoner natures who pursue either to the exclusion of the other are compelled to stand aside, cities will never have rest from their evils – no, nor the human race, as I believe. Only then will our State have a possibility of life and behold the light of day.... We will discover some people whose natures are such that they ought to study philosophy and to be leaders in the State. There are others who are not born to be philosophers, and are meant to be followers rather than leaders. ... And may we not say of the philosopher that he is a lover, not of a part of wisdom only, but of the whole?

Plato. (1992). *Republic* (G. M. A. Grube, Trans., C. D. C. Reeve, Rev. ed.). Hackett Publishing. (Original work published ca. 380 BCE), Book 5, p. 473d–e.

Home assignment

/ can be used digitally

/ can be used as an extra activity or revision for the next lesson.

Here is an example for illustration of how it was done in an intranet environment, unfortunately, the link cannot be provided, because it is a password-protected area.

TASK 01




/ shuffle the information and let students connect

PART OF THE SOUL	CLASS IN THE IDEAL STATE
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- rational part governing class (rulers)
- appetitive part craftsmen
- spirited part guardians (auxiliaries)

Otázka
1. / 4



PART OF THE SOUL	CLASS IN THE IDEAL STATE
rational part	 governing class (rulers)
appetitive part	 guardians (auxiliaries)
spirited part	 craftsmen

Všetky položky musia byť pripravené. Presunutím položku pripraviť. Až potom ti odpoveď započíta.

TASK 02

Answer

What do you think about Plato's idea of philosophers ruling the state? Is this idea actual and inspiring in modern democracies?

TASK 03

Karl Raimund Popper wrote a book on Plato's political philosophy in *The Open Society and Its Enemies*, vol. I. Use internet sources to find out whether he agreed with Plato's political vision or rejected it. Was Plato's ideal state a type of open or closed society?

Sources

Plato. (2002). *Phaedo* (G. M. A. Grube, Trans.). Hackett Publishing. (Original work published ca. 360 BCE)

Plato. (1997). *Phaedrus* (A. Nehamas & P. Woodruff, Trans.). Hackett Publishing. (Original work published ca. 370 BCE)

Plato. (1992). *Republic* (G. M. A. Grube, Trans.; C. D. C. Reeve, Rev. ed.). Hackett Publishing. (Original work published ca. 380 BCE)

Stanford Encyclopedia of Philosophy. (n.d.). Title of entry. Stanford Encyclopedia of Philosophy. Stanford University. Retrieved [11 08, 2017], from <https://plato.stanford.edu/>

Working materials

Lead-in Activity (5 minutes): Discuss the concept of Platonic love as introduced by Plato in 'Phaedrus'. Use a short excerpt to prompt students to reflect on how this differs from romantic love and how it relates to the soul's pursuit of truth and beauty.

Explanation

Soul: Dualism, Immortality, Three Parts, Virtues

EXPLANATION FOR PASSAGES 01, 02

The scientific study of psychology emerged relatively recently, at the close of the nineteenth century. However, philosophers from the Presocratic era onward have speculated about the nature of the human mind, or the soul, as it was called in ancient Greek times. Plato's account of the soul is undoubtedly one of the most influential in the history of philosophy, and its impact is felt even today. There are four components to his theory:

- (1) body-soul dualism,
- (2) the immortality of the soul,
- (3) the three-part division of the soul. and -
- (4) the cardinal virtues.

We begin with his body-soul dualism. We've already seen that Plato's theory of the Forms depicts the universe as having two different levels of reality: the physical realm and the realm of the Forms. This is a type of **matter-spirit dualism**, where the **material component** of the universe is the changing physical realm of appearances, and the **spirit realm** is the unchanging realm of the Forms. When turning to his analysis of human nature, we see a parallel kind of dualism: each human being is made of both a **physical body and an immaterial soul**. The soul, though, is the vastly superior component within us. Our bodies and all the desires that they produce are obstacles to knowledge and immortality. In a sense, the body entombs the soul, and death releases the soul from bodily limitations.

EXPLANATIONS FOR PASSAGES 03, 04

Lusts of the body, he explains, are the source of so many of life's woes, such as wars, which are driven by a desire for wealth. Our bodies also distract us from inquiring after truth, and, ultimately, we will attain true wisdom only after death when we shed our bodies:

The second aspect of Plato's theory of the soul is that it is immortal. Unlike our bodies, which will die and decay, the soul, Plato believes, is eternal, and he offers various arguments in proof of this. One argument for the soul's immortality is from the unchanging Forms: the soul resembles the unchanging Forms and, thus, like the Forms themselves, **the soul is immortal**.

Laid out more formally, the argument is this:

1. Material things come into existence and go out of existence. 2. Forms such as beauty and goodness are eternal and unchanging.
3. The soul is more like the Forms than it is like material things.
4. Therefore, the soul is eternal and unchanging.

EXPLANATION FOR PASSAGE NR. 5.

Another argument for the soul's immortality is based on self-motion. Plato believed that the soul moves the body from within. Anything that moves itself must be immortal because it is not created by something else.

Since self-moving things are eternal, and the soul is self-moving, the soul must be immortal.

The argument for the immortality of the soul from self-motion is this:

1. If something is self-moving, it is immortal, since self-motion is uncreated and that which is uncreated is immortal.
2. The soul is self-moving, since it moves the body from within (rather than the body moving from an outside force).
3. Therefore, the soul is immortal.

EXPLANATION FOR PASSAGE NR 06

The third element of Plato's theory of the soul is that **the soul has three parts** to it. We regularly see cartoon images of a man trying to make a decision, such as eating a high calorie slice of cake. On one shoulder a tiny devil says —Go on, eat it, it will make you happy!! On the other shoulder a tiny angel says —Don't eat it, it will make you gain weight!! The man then has to judge between the two. This parallels Plato's account of the three parts of the soul: a bad part, a good part, and a third part that controls the impact of the first two. Using an analogy, he explains that the three parts are related to each other like a charioteer driving two horses, one of a good nature and the other of a bad one.

The good horse is a high-energy creature that is motivated by honor and other noble goals, and anxious for victory. The problem, though, is that if it had its way it would become arrogant and hot-tempered.

The bad horse is motivated by pleasures of every sort. If the bad horse always got its way, the results would be disastrous and lead to over-indulgence in every area of desire. The job of the charioteer is to be in charge of both horses, and make reasoned judgments about which horse to hold back at which time. He describes the role of the charioteer in a situation in which the charioteer sees a woman that he is in love with. The bad horse tries to jump on the woman, while the good horse tries to ignore her. The charioteer decides to behave himself, so he pulls back the reins forcing both horses into submission. At a later time, however, the charioteer decides to court the woman, and he controls the horses differently, allowing the bad horse a little more leeway.

The fourth and final aspect of Plato's theory of the soul involves what are now called the **four cardinal virtues**. This draws directly on his theory of the three-part division of the soul. The charioteer analogy describes how each part of the soul plays a role when making difficult choices. However, for Plato, there's an important step we need to take to assure that the whole chariot will always run smoothly. We need to develop good habits that keep each aspect of the soul in line. These good habits are virtuous character traits that we are taught when young and continue to develop as we mature in life. Specifically, the four cardinal virtues are **temperance, courage, wisdom, and justice**. Temperance restrains the bad horse. It has us control our basic desires and natural impulses towards food, lust, and any other pleasurable drive that we might have. Courage restrains the good horse, and it helps control the heroic parts of our personalities. We don't want to thoughtlessly rush into danger when trying to rescue someone, or act arrogantly about how courageous we are. Wisdom guides the charioteer, and helps the rational part of our soul make delicate judgments about the right way to live. Finally, justice helps us integrate all three parts of our soul's personality (the bad horse, the good horse, and the charioteer) so that each part performs precisely as it should in the right situation. For Plato, the three parts of our soul are so intertwined that the four cardinal virtues are a package: if you have one virtue you also have the others, and if you lack one you also lack the others.

Sources

Kraut, R. (2017). Plato. In E. N. Zalta (Ed.), The Stanford encyclopedia of philosophy (Fall 2017 ed.). Stanford University. <https://plato.stanford.edu/entries/plato/>

Plato. (1992). Republic (G. M. A. Grube, Trans.; C. D. C. Reeve, Rev.). Hackett Publishing. (Original work published ca. 380 BCE)

Plato. (1997). Phaedrus (A. Nehamas & P. Woodruff, Trans.). Hackett Publishing. (Original work published ca. 370 BCE)

Plato. (1997). Symposium (A. Nehamas & P. Woodruff, Trans.). Hackett Publishing. (Original work published ca. 385 BCE)

Plato. (2002). Phaedo (G. M. A. Grube, Trans.). Hackett Publishing. (Original work published ca. 360 BCE)

Stanford Encyclopedia of Philosophy. (n.d.). Title of entry. Stanford Encyclopedia of Philosophy. Stanford University. Retrieved [11 08, 2017], from <https://plato.stanford.edu/>

Lesson Structure:

- Lead-in: 5 minutes
- Group Discussion: 25 minutes
- Wrap-up and Reflection: 15 minutes

Student Parliament Elections 1

Alena Cilikova

Session n.	in-person
Time	45 min
Topic of the session	<i>Student Parliament Elections – preparation phase</i>
Problem task	Think of areas of responsibility where students can make meaningful contributions to improving their school and identify the qualities and achievable promises presented in the posters and voting speeches.
Interdisciplinarity	Civic education, Art, Psychology.
Prior preparation requirements	It is planned as a follow-up activity after covering the topic of the Political System. (Civic Education). It requires a basic knowledge of the principles of elections and the voting system of a particular country.
Procedure	
Activity 1	The importance of the school parliament
<i>Aims</i>	<p>Collaborative: students work in four groups of three (or more, but four groups are recommended) to discuss the problems they face in their school and suggest improvements.</p> <p>Soft skills: collaboration, discussion, and agreement on opportunities provided by a student parliament, as well as critical thinking.</p> <p>Action orientation: students are encouraged to think of some problems at their school and consider their own contribution to improving students' lives in school.</p> <p>Knowledge: the practice of political system knowledge.</p>
<i>Form:</i>	Whole class/group work
<i>Aids:</i>	PowerPoint presentation
<i>Time:</i>	5 + 5
<i>Instructions:</i>	<p>Students are divided into groups of 3.</p> <p>Each group is assigned to think about the importance of the student parliament, to discuss problems they have at school, and suggest some improvements.</p> <p>Questions to answer:</p> <p>What problems do you face at school? Is there anything you miss? Is there anything you would like to improve? Is it possible to change anything with the actions of just one student? What is the importance of a student parliament? What opportunities does a student parliament offer students?</p> <p>Students have 5 minutes to discuss it in groups and then another 5 to report to the class.</p>
<i>Tips for in-person teaching</i>	<i>The presentation from 'Teaching materials' is used step by step when following specific activities.</i>
<i>Tips for online teaching</i>	<i>Teams application from Office 365 or Zoom can be used, with the main room for all class activities, and placing students into smaller groups/chambers is used during group work activities.</i>
Activity 2	Pre-election phase
<i>Aims</i>	Collaborative: discussion, presenting arguments politely, agreeing on basic vote promises, an attractive poster, and a voting speech.

	<p>Soft skills: discussion, awareness of moral qualities, critical thinking, creativity.</p> <p>Action orientation: Discuss the basic point included in the voting poster, prepare an attractive poster, prepare an attractive vote speech, prepare the ballot box, the electoral register, and ballot papers.</p> <p>Knowledge: practice of personal traits and qualities, vocabulary, civic political system vocabulary.</p>
Form:	Individual work/group work/whole class
Aids:	PowerPoint presentation, paper for voting posters, colourful pencils or markers, two big cardboard boxes, paper for ballot papers and envelopes
Time:	5+30
Instructions:	<p>1. Discuss campaign guidelines to ensure a free and fair election.</p> <p>2. Activities within the A group and the B group:</p> <p>A group - is formed by groups of 3 students forming parties</p> <p>Each group represents one political student party. They think of the name of their party, choose the leader who will make a voting speech lasting a maximum of 5 minutes, and prepare their voting posters, including some suggestions on how to improve the lives of students at school.</p> <p>B group – is formed by the last group of students who represent the Election Commission (can have more than three members)</p> <p>They prepare the ballot box from a cardboard box with the opening on the top. This should be a large box, clearly labeled and placed.</p> <p>They prepare the electoral register with the names of all the students in the class (including their own).</p> <p>They prepare ballot papers where they write the names of the parties and their leaders.</p> <p>They prepare a sufficient number of envelopes.</p> <p>They prepare a privacy booth from another cardboard box.</p> <p>They think of the instructions for voters at the polling station and the instructions for polling workers.</p> <p>Students have 5 minutes to discuss the campaign guidelines as a class and 30 minutes for A group - creating the voting posters, voting speeches, and B group – making the ballot box, the privacy booth, the electoral register, and the ballot papers, and the envelopes, and think of the instructions for both the voters and the polling workers.</p> <p>The suggested campaign guidelines:</p> <ol style="list-style-type: none"> 1. Think of areas of responsibility, where you can meaningfully contribute to improving your school through your representation, decisions, and activities, should be clearly outlined (school rules, school canteen, furniture, equipment, after-school activities, eco-friendly attitude...) 2. Use appropriate language. 3. Provide true and accurate information. 4. Make achievable promises (promises cannot be used as an inducement, e.g., "I will give candies to everyone who votes for me").

	<p>The suggested instructions for voters at the polling station:</p> <ol style="list-style-type: none"> 1. When you enter the polling station, tell them your name so they can check that you are on the electoral register. 2. Show your ID card. 3. Take your ballot paper with an envelope and go to a privacy booth to vote. 4. Vote for one candidate by circling the number before his name. In case of circling more or no candidates, the ballot paper is invalid. 5. Put the ballot paper into the envelope and then insert it into the ballot box. Your vote will be kept safe and will always stay secret. 6. The elections have just finished for you. <p>The suggested instructions for polling workers:</p> <ol style="list-style-type: none"> 1. After voting for all possible voters, take the ballot box for the votes to be counted. 2. Check the validity of the ballot papers and count only the valid ones. 3. The candidate with the most votes is elected and becomes the head of the school parliament. 4. Announce the name of the winner officially.
<p>Tips for in-person teaching</p>	<p><i>When preparing the speech and the program, students can think of the current conditions at their school and consider possible changes referring to school rules, school canteen, furniture, equipment, after-school activities, eco-friendly attitude... All the promises should be achievable. All students should be involved, either in creating the poster, preparing the programme, or making the speech.</i></p> <p><i>B group students should also be given instructions referring to the labour division at the polling station, such as checking the identity of voters, supplying them with the ballot papers, giving instructions on how to vote, checking the validity of the ballot papers, counting only the valid votes, and announcing the name of the winner.</i></p>
<p>Tips for online teaching</p>	<p><i>Teams application from Office 365 or Zoom can be used, with the main room reserved for all class activities, and students are placed into smaller groups or chambers during group work activities.</i></p> <p><i>A group of students can use any creative platform, e.g., Canva, to prepare their poster. When preparing the speech and program, students can consider the current conditions at their school and think about possible changes, referring to school rules, the school canteen, furniture, equipment, after-school activities, and an eco-friendly attitude. All the promises should be achievable. All students should be involved, either in creating the poster, preparing the programme, or making the speech.</i></p> <p><i>B group students should prepare Instructions for voters at the polling station. They might need the help of the teacher, who can use the presentation from the Teaching materials. The students should consider the labour division at the polling station, such as making the list of possible voters, checking the identity of voters online, using an application for voting online, supplying students with the link for voting, giving instructions on how to vote, and announcing the name of the winner.</i></p>

**Instructor's
post-session re-
flection,
suggested changes**

Groups A are recommended to be formed of a maximum of three students. We can let the students choose their partners. If they have problems with that, they can be grouped randomly by selecting the same number (we prepare three pieces of paper with number 1, three with number 2,..., students with the same number form one group)

Group B can consist of more students, as they have more paperwork to complete. If students have not yet experienced the act of voting, preparing the instructions can be rather challenging. That's why the teacher's help will be required using the presentation from the Teaching materials.

SOURCES

Vale of White Horse District Council (2023). Elections and voting.

<https://www.whitehorsedc.gov.uk/vale-of-white-horse-district-council/local-democracy-and-elections>

Working materials

Student Parliament Ballot Paper

Circle the number of one candidate you want to vote for.

Vote for one candidate only!

.....

.....

.....

The Electoral Register

1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

11.

12.

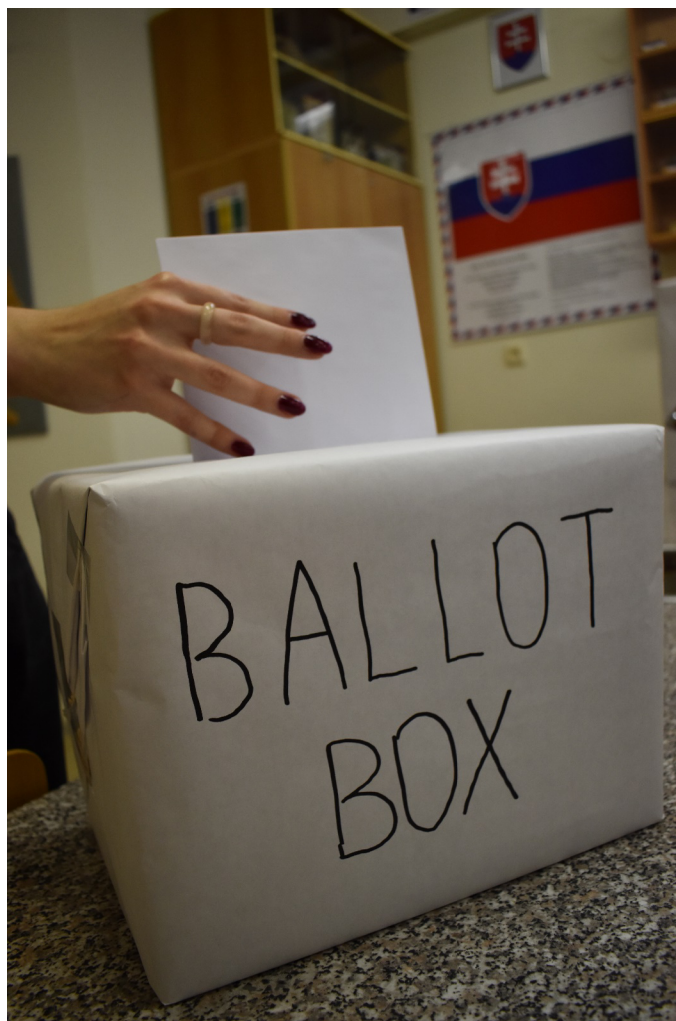
13.

14.

15.

16.

3. Ballot box



my own photograph, May 24 2023

Teaching materials



The Department of English and American Studies
Faculty of Arts, Constantine the Philosopher University in Nitra,
Slovakia

invites you to a workshop titled:

STUDENT PARLIAMENT ELECTIONS

The workshop is led by:
ALENA CILÍKOVÁ
(Gymnázium in Myjava)

DATE: **MAY 24, 2023**

TIME: **15:30 – 17:00 (CET)**

LOCATION: **in-person**

 **Co-funded by the European Union**
Erasmus+ 2022-1-SK01-KA220-SCH-000085134

Student Parliament Elections preparation phase

Workshop: Student Parliament Elections (In-person)

Lecturer: Mgr. Alena Čilíková

Participants: students of Gymnázium Myjava

Annotation: This workshop is planned as a follow-up activity after covering the topic of the Political System. (Civic Education). It requires a basic knowledge about the principles of elections and the voting system of a particular country. The aim of this workshop is to teach students civic responsibility through a sequence of activities connected with Student Parliament elections. Students are supposed to form parties, prepare posters for attracting voters, prepare a speech and simulate the act of voting. The workshop is interdisciplinary, encompassing Civic Education, Art, and Psychology. The soft skills to be developed are communication, teamwork, creativity and public speaking. Through self and peer-assessment, students learn to accept criticism and respect their opponents.

The role of the Student Parliament

A school parliament provides an opportunity for students to be involved in school governance and decision making through a group of democratically elected students who represent the views of all students at the school.

The parliament provides an opportunity to:

- involve students in democratic processes and decisions making within the school
- demonstrate the importance of representation and active involvement in the school community
- democratically elect student representatives

- develop student leadership and communication skills
- give a forum for the presentation of student ideas and opinions on school policies that directly impact students
- improve the school community by addressing student issues and concerns

Activity 1A : Pre-election period

- Make groups of three students representing a party.
- Choose the Speaker of your party.
- Announce the Speaker's name to the Election Commission
- Outline your ideas and plans as well as giving some general biographical information.
- Make a poster to attract the voters.
- Prepare the voting speech.

Campaign guidelines

- - to ensure a free and fair election.
- 1. Think of areas of responsibility, where you can meaningfully contribute to improving your school through your representation, decisions and activities, should be clearly outlined (school rules, school canteen, furniture, equipment, after-school activities, eco-friendly attitude...)
- 2. Use appropriate language.
- 3. Provide true and accurate information.
- 4. Make achievable promises (promises cannot be used as an inducement (e.g. "I will give candies to everyone who votes for me").

Activity 1B : Pre-election period

- Make one group representing members of the Election Commission
- Make a ballot box. This should be a large box clearly labelled and obviously placed.
- Make ballot papers with the names of candidates.
- Prepare list of voters - the electoral register

Activity 2: Voting Speeches

1. The Speaker of each party will deliver his speech with presenting the poster.
2. The time limit is maximum 5 mins.

Activity 3: At the polling station

A, Instructions for voters

1. When you enter the polling station, tell them your name so they can check that you are on the electoral register.
2. Show your ID card.
3. Take your ballot paper with an envelope and go to a privacy booth to vote.
4. Vote for one candidate by circling the number before his name. In case of circling more or no candidates the ballot paper is invalid.
5. Put the ballot paper into the envelope and then insert it into the ballot box. Your vote will be kept safe and will always stay secret.
6. The elections have just finished for you.

B, Instructions for polling workers

- Check-in the voters – ask them their names and to show you their ID card.
- Cross the name off your list so you know who has voted.
- Hand the voter a ballot paper and an envelope.
- After voting of all possible voters, take the ballot box for the votes to be counted.
- Check the validity of the ballot papers and count only the valid ones.
- The candidate with the most votes is elected and becomes the head of the school parliament.
- Announce the name of the winner officially.

Student Parliament Elections 2

Alena Cilikova

Session n.	2. (in-person)
Time	45 min
Topic of the session	Student Parliament Elections – the Act of Voting
Problem task	To attract voters with the voting speech and posters, to distinguish between achievable and unachievable promises, and to carry out the act of voting.
Interdisciplinarity	Civic education, Art, Psychology
Prior preparation requirements	Posters, voting speech, paper material – the electoral register, ballot papers and envelopes, and a ballot box with a ballot booth from the previous session.
Procedure	
Activity 1	Voting Speeches
<i>Aims</i>	<p>Collaborative: students from group A from the previous lesson present their posters, and the leader makes his voting speech.</p> <p>Soft skills: discussion, creativity, communication, presenting ideas, critical thinking</p> <p>Action orientation: present the ideas by giving voting speeches within a given time limit of 5 minutes, and active listening</p> <p>Knowledge: practice of vocabulary - education, school rules, ecology, political system</p>
<i>Form:</i>	Individual work/ group work /whole class
<i>Aids:</i>	Posters from the previous lesson
<i>Time:</i>	15 minutes
<i>Instructions:</i>	Students from Group A, consisting of three students, present their voting posters one by one in front of the whole class. The leader then delivers a speech, lasting a maximum of 5 minutes, outlining the basic points and promises of their program. The other students listen to them actively, making decisions about their ideal candidate.
<i>Tips for in-person/online teaching</i>	<p>When presenting, speeches should last between 3 and 5 minutes; otherwise, it is not possible to finish within one lesson.</p> <p>Team applications from Office 365 or Zoom can be used, with the main room reserved for all class activities. Students are then placed into smaller groups or chambers during group work activities.</p>
Activity 2	At the polling station
<i>Aims</i>	<p>Collaborative: decision-making procedures, group discussion, agreeing on optimum candidates, sharing roles within the election commission</p> <p>Soft skills: comparing information, critical thinking, and finding a compromise</p> <p>Action orientation: discuss the possible candidates, the act of voting</p> <p>Knowledge: rules at the polling station, vocabulary of the political system</p>
<i>Form:</i>	Individual work/group work / whole class
<i>Aids:</i>	The electoral register, ballot papers, envelopes, a ballot box, a ballot booth, an ID card, or any other document for identification (driving card, ISIC card, or just a health insurance card)

Time:	20 minutes
Instructions:	<p>1. Students of B group – the Election Commission – prepare the privacy ballot booth with a pen at the edge of the classroom (the last desk), clearly label and obviously place the ballot box (the first desk in the classroom), and share the activities at the polling station</p> <p>The first student, the head of the commission, presents the rules from the previous lesson to all students at the polling station.</p> <p>The second student checks the identity of each student, locates the name in the electoral register, and allows the student to sign next to their name in the register.</p> <p>The third student gives the student a ballot paper and an envelope</p> <p>2. All the students, one by one, play the act of voting.</p>
Tips for in-person teaching	
Tips for online teaching	<p>The head of the Election Commission from the B group should acknowledge all students and provide them with prepared Instructions for voters at the polling station. Another student can write the names of all possible voters to the Electoral Register and verify their identity by showing a valid identification document on camera.</p> <p>B group students do not have to prepare envelopes and the ballot box. Instead, they must prepare to vote through any application, e.g., xoyondo.com, where the names of party leaders will be listed. All students will be sent the link, and they will vote anonymously. The system automatically counts the votes, and the results are then announced to all students by the head of the Election Commission.</p>
Activity 3	The election results
Aims	<p>Collaborative: discussion, sharing the activities within the election commission</p> <p>Soft skills: acceptance of criticism, active feedback, critical thinking, self-assessment, peer-assessment</p> <p>Action orientation: Students forming the election commission are supposed to check the validity of the ballot papers, count them, and announce the winner of the elections</p> <p>Knowledge: rules at the polling station, responsibilities of the election commission</p>
Form:	Group work / whole class
Aids:	Ballot papers, the electoral register
Time:	10

Instructions:	<p>1. Students forming the election commission follow the instructions for polling workers from the previous lesson.</p> <p>2. After checking the validity of the ballot papers and counting them, the head of the election commission announces the results to the class and congratulates the winner.</p> <p>3. At the end of the lesson, students assess the reasons for their win or loss and their own contribution and suggest possibilities for improvement.</p>
Tips for in-person teaching	
Tips for online teaching	The system automatically counts the votes, and the results are then announced to all students by the head of the Election Commission.
Home assignment	
Sources	
Instructor's post-session reflection, suggested changes	The number of students (3) forming one party was sufficient; a higher number could lead to more arguments and more difficulty agreeing on the final form of the poster. In cases where there is an uneven number of students, more of them can serve as polling workers. At the end of the activity, students can analyse the reasons for success/failure and suggest possible changes for the future.

SOURCES

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LIST OF CONTRIBUTORS

Alena Cilíková is the Head Teacher of the Section of Foreign Languages at Gymnázium Myjava. She has successfully and responsibly participated in several Erasmus+ projects. She has also participated in Comenius projects for individual teachers' education in England and France, where she exchanged her professional experiences in cross-cultural activities and teaching languages with other teachers from Spain, Germany, Poland, the Czech Republic, and Hungary. She is the founder of the school magazine "What's Up GYMY," which received a special award at the international Czech and Slovak Technical Conference for its design. She also supported the students' theatre ensemble, whose performance took first place in the Slovak national competition. Currently, she teaches Biology in English and the English language at the bilingual section.

Karin Macdonald is an experienced language teacher. She started her professional career in 1994 as a German and French teacher at a secondary comprehensive school in England, United Kingdom. She continued as a German teacher at a Grammar School in England, before training to teach English as a foreign language and first moving to Eger, Hungary in 1999. She soon began working as an English language teacher at the (now) university in Eger. She returned to the UK in 2002 to complete a master's degree in Applied Linguistics for Language Teaching at the University of Southampton. Before returning to Eger to work permanently as a master teacher at the university in 2016, she continued to gain experience in various teaching settings, including teaching English at one of the European Schools in Brussels. Since returning to the university in 2016, Karin has taken on the role of Language Development Coordinator in the Department of English and American Studies, coordinating with Language Development team members on the structure of courses and the English Proficiency exam at the department. Recent publications are related to the language courses she designed for a three-year EU project that fostered 21st-century skills for secondary and university language students in Hungary.

Rita DiFiore-Czipczer, a native of Hungary, earned her M.Ed. in TESOL at DeSales University in Pennsylvania, USA. Her US experience includes teaching ESP and EAP courses for international graduate and undergraduate students at Lehigh University, Pennsylvania, teaching citizenship classes and training interpreters at various community colleges in NJ and PA, working as a bilingual Russian-English instructor at Elizabeth High School in Elizabeth, NJ, and serving as a diplomatic Hungarian-English interpreter for the US Department of State and a translator for international agencies. Since 2018, she has been employed as a faculty member in the Department of English and American Studies at Eszterházy Károly Catholic University in Eger, Hungary, where she is responsible for researching, designing, and implementing innovative, competency-based language development courses that focus on interdisciplinary topics while developing 21st-century, transferable skills. In her free time, she enjoys providing language assistance for contributors of an online journal that publishes research about volunteerism.

Titus Pop is Senior Lecturer at the Department of Languages and Literature at the Partium Christian University of Oradea. He is the author of *Imaginary Everyman's Land: The Plea for a Hybrid Identity in S. Rushdie's Discourse*, *Cultural and Linguistic Hybridity in Postcolonial Text*, *Reading/E-Reading Modern English Literature*, and of several articles on language, literature, and culture. He holds a PhD in Philology from the West University of Timișoara. He is a member of the European Society for the Study of English (ESSE), RSEAS, and RAAS. His research areas are English Literature, Postcolonial Studies, and Cultural Studies. He teaches British Literature, British Culture and Civilization, British and American Pop Culture, British and American Press, Discourse Analysis, Grammar, and Lexicology.

Iuliana Borbely is a Senior Lecturer of English Language and Literature, and Head of the Department for Teacher Training at Partium Christian University, Oradea, Romania. She holds a PhD in Philology from the West University of Timișoara. She authored *Reading and Watching Jane Austen: Sense and Sensibility and Pride and Prejudice*. She teaches Writing courses, English Morphology, Syntax, and English Teaching Methodology. In addition to serving as the Head of the Teacher Training Department, she coordinates a group of English teacher trainees. Her research interests also include translation studies, with a special focus on audio-visual translation, based on her experience as a dubbing translator from English to Hungarian. She is a member of the European Society for the Study of English (ESSE) and the Romanian Society for English and American Studies (RSEAS).

Katarína Michalíková obtained a degree in the Teacher Training programme for English Language and Literature, History, and Political Science from Constantine the Philosopher University in Nitra. Currently, she teaches English, Civics, and History at Grammar School Goliánova 68, Nitra. She also works as the coordinator of The Duke of Edinburgh's International Award. Since the beginning of her teaching career, she has participated in various courses and workshops to develop her teaching skills. These include: a summer course CLIL in the UK, a five-week programme in the US organized by the Fulbright Commission, where she had, as the only Slovak teacher, a chance to take part in the summer seminar "the Study of the U.S. Institute for Secondary Educators." In 2018, she completed her studies at Komenského Inštitút (KI). She also completed a coaching-mentoring programme. Since 2018, she has been organizing Summer Schools for Teachers. She is interested in pedagogical practices that can enhance student engagement. Aside from teaching, she strives to instill in students the importance of critical thinking and encourage them to connect freedom with responsibility.

Fella Benabed is a Professor of global Anglophone literature and postcolonial studies at the English department of Badji Mokhtar-Annaba University, Algeria. In her research, she is interested in the postcolonial, ecological, and medical approaches to literature. She is an alumna of the US exchange program. She participated in the Study of the United States Institute on Contemporary American Literature at the University of Louisville, Kentucky, in 2011. She returned to the USA in 2021 as a Fulbright visiting scholar at the Institute of Comparative Literature and Society, Columbia University in New York City. She has over 20 years of experience in intercultural studies, which is part of her literary career. As a life-long learner, she has followed courses on the use of ICTs in education and virtual exchange, and she has worked on the action-oriented approach to ELT as part of her Cambridge Delta course. She has publications on both literature and educational technologies.

Monika Antolin Kelebercová completed the second cycle of university studies, obtaining a degree in the study programme of Teacher Training in English Language and Literature and Spanish Language and Literature. In 2020, she expanded her literary horizons, defending a rigorous thesis in the field of Teacher Training and Education Science. Having written about Victorian England in her diploma thesis, she continued in the same area, focusing on life values in Victorian literature. During her university studies, she taught at the language school Via Tell, primarily one-on-one classes with adults. Currently, she is a teacher of English and Spanish at Grammar School, Goliánova 68, Nitra, mainly teaching students in the 5-year and 4-year studies. In the afternoon, she leads a CAE course at the same Grammar School.

Ondrej Halan - Civics and ELT teacher with 27 years of English teaching experience, 5 years of experience as a secondary grammar school teacher. During his classes, he attempts to discuss questions related to ethical issues and morality; moreover, he introduces topics such as psychology, sociology, law, and even economics. A significant part of the civics subject content is philosophy, but he also enhances critical thinking and motivates the development of the valuable skill of doubting. He serves as a mentor for students' research projects in the field of humanities. In addition to ELT textbook material, he uses the original literary masterpieces, book extracts, short stories, and poems, persuading pupils to read as much as possible. His teaching approach and material connect interrelated topics of philosophy, literature, critical thinking, logic, ethics, psychology, sociology, law, and economics, through which he develops the interdisciplinary competence of his students.

Martina Juričková - Having graduated with a master's degree in teaching English language and Mathematics and a doctoral degree in English studies, Mgr. Martina Juričková, PhD. Now, she works as a postdoc assistant at the Department of English and American Studies at Constantine the Philosopher University in Nitra. She specializes in fantasy, British, and postcolonial literature. In her research, she focuses on the depiction of virtues and vices in fantasy literature, particularly in the works of J. R. R. Tolkien and C. S. Lewis. However, she also has experience teaching across all age groups, from 9-year-olds in primary schools, through teenagers at vocational and grammar schools, to young adults at university and seniors at language schools.

