

LIVING TOGETHER 2

Respect for Nature, Tolerance and socio-political aspects in the European cultural environment

TEACHER'S GUIDE

Contents:

Main Goal	p. 2
Objectives and Competences.....	p. 2
Area of research and Method of enquiry	p. 4
Common Resources	p. 4
Subjects.....	p. 4
Procedure: Respect for Nature.....	p. 5
Procedure: Tolerance.....	p. 7
Timetable: Respect for Nature.....	p. 9
Timetable: Tolerance.....	p. 10
Extended Timetable.....	p. 11
Vocabulary Activity.....	p. 15
Questionnaire "How green are you?".....	p. 14
Problems / Solutions in the Environment	p. 17
Bullying quiz for parents and children	p. 18
Anti-bullying quiz.....	p. 19
Internet sites for Human Right in the E. U.	p. 20
International Contacts.....	p. 21
Portfolio.....	p. 22

An initiative of: INTERNATIONAL EDUCATION

Contributions from associated schools in: Barcelona, Gottingen, Montauban, Pordenone, Vught

LIVING TOGETHER 2

Respect for Nature and Tolerance in the European intercultural environment

Project for the 2nd year

16 lessons, 8 weeks, 2 lessons per week

MAIN GOAL: Achieving awareness and competence in the fields of Respect for Nature and Tolerance through a study of the socio-political aspects that these issues involve in the European intercultural environment.

OBJECTIVES:

1. To communicate through peaceful interchange and harmony.
2. To improve interpersonal skills.
3. To learn through social and cultural life, collaboration with families, voluntary associations, people active in cultural, social and political life.
4. To show mutual understanding and self-criticism.

COMPETENCES:

- To be able to respect the ideas of different types of verbal communication that characterize different groups.
- To be able to communicate with other European Students.
To be able to use the Internet as an information source and as a way to communicate.
To be able to collect and interpret information from different sources.
- To be able to individuate and write lists of problems, articles, paragraphs, to create a Forum in the Internet.
- To be able to value the differences and the similarities between the experiences of other countries.
To be able to value the positive and negative influence of own culture and social environment on an European intercultural level.

AREA OF RESEARCH AND METHOD OF ENQUIRY

MAIN QUESTION: *What are the main attitudes and behavioural models that characterize Respect for Nature and Tolerance in our everyday life and in our environment - what are their socio-political implications?*

To become responsible citizens –in their own country first, and in Europe later - students need to become aware of the importance that issues like “Respect for Nature” and “Tolerance” have in our society. Students should learn how all European citizens can benefit from adopting solutions that emerge from the analysis of the different European systems. Working at the different activities suggested in the module, students can also reflect again on the implications of the *Living-Together approach*: dialogue and an open mind for different points of view - as such attitudes can be adopted to address successfully fundamental questions of our times.

METHOD: starting from their personal experience in the different areas of research, Students are requested to expand their knowledge of the topic by comparing and analysing similarities and differences in the experiences collected from the other parties (parents, teachers, members of associations, legislation of town, region, country and E.U.). They have to report on their findings and compare the results with their colleagues from the other European countries.

COMMON RESOURCES

- program: 2 hours a week, 8 weeks
- ability to communicate in English (at a pre-intermediate level)
- ability and willingness to work in groups
- motivated teacher(s)
- questionnaires
- Computers - The Internet
- experts' advice (local authorities)
- common European portfolio

SUBJECTS

- Communication:
 - verbal: native language and English or other foreign language
 - non-verbal: physical and artistic languages.
- ICT
- Cultural awareness: Geography
- Cultural awareness: Science
- Cultural awareness: Civic Education
- Cultural awareness: Attitudes to common, everyday situations
- Interpersonal, intercultural and social relationships
- Learning to learn

PROCEDURE: Respect for nature

- **Lesson 1**

- Presentation of module: Schedule – Portfolio - Evaluation etc.

The teacher introduces the topic of the module as well as the working method, the timetable, the international contacts, the items that should be included in the portfolio, the grading criteria, etc. → see relevant sections in the Guide.

- Vocabulary activity (keywords for topic)

THIS ACTIVITY CAN BE USED TOGETHER OR AS AN ALTERNATIVE TO THE “HOW GREEN ARE YOU?” QUESTIONNAIRE.

Students work at the “Vocabulary activity” (keywords for topic). The activity is meant to provide Students with relevant items of vocabulary that will come useful at the international exchange-of-information stage; for this purpose, the activity should be in English. The vocabulary in the activity - as included in this Guide - is only meant as a suggestion and can be adapted to the needs of each class selecting the items that are most suitable to each situation.

- Questionnaire: How Green Are You?.

Students answer the questionnaire. The rationale of the activity is to raise Ss’ awareness to the topic through personal response.

- List of problems in the environment where you live

Teacher divides class into groups. Groups prepare a list of the problems they can see in their Environment. They should as well, order their lists according to the relevance of the problems detected, for example, from “the most serious” down. The rationale of the activity is that Students are invited to reflect on their environment in terms of its quality.

→ **PORTFOLIO**

- **Lesson 2**

- List of things ordinary people can do to improve their environment.

In groups Students. prepare a List of things ordinary people can do to improve their environment. Also in this case the rationale is that of raising Students’ level of awareness to the topic through personal response. Students are, therefore, invited to brainstorm ideas in order to come up with solutions as “realistic” as possible. → **PORTFOLIO**

- Identify location to “adopt”

To round off the previous activity, Students should identify a location to “adopt”. The location should be a place that Ss. have acknowledged as in need of improvement in terms of its ecological quality and especially meaningful to them.

- Writing assignment / Presentation: *A Better Town for Teenagers* .

Students should be encouraged to re-use the information collected so far by means of a written assignment. The assignment could be in the style of a newspaper or magazine article, but also other formats or ... Media could be used. The rationale is to encourage Ss. to make use of and reflect on the ideas they have collected from the previous activities. →

PORTFOLIO

- **Lesson 3**

- EXCHANGE OF INFORMATION about lists of problems/solutions.

At this stage, Students are requested to exchange the information they have collected in their “lists of problems/solutions” with partner students across Europe. The language of the exchanges should be English.

- Find out about policy/legislation for the environment in your region, country etc.

Having explored the topic in terms of personal experience (environment where you live) and personal response (things ordinary people can do to improve their environment), Students should be guided to explore the implications of environment-related issues at a different level; they should, therefore focus their attention on the policy/legislation for the