

la SCUOLA

25th March 2021





Teaching English and Educazione Civica

Michael Flynn

Today's Talk

- Why, what, when and how?
- Digital competencies teaching
- Competence and 21° Century skills learning
- The nature of the beast
- How DeAgostini books can help you
- Digital competency and competence training
- Material in our books and mapping
- DeA Formazione, the Educazione Civica offer

Why?

«Formare cittadini responsabili e attivi – promuovere la partecipazione piena e consapevole alla vita civica, culturale e sociale della comunità, nel rispetto delle regole, dei diritti e dei doveri»

Legge 92/2019



What, when and how?

Curricular – 33 hours

Importance of the Italian Constitution

Co-ordinating teacher

Collegiate nature of teaching, decision making, and evaluation

Cross-curricular

Stronger ties with families

8 Macro Areas (Themes)

1. Italian Constitution, flag and national anthem
2. Agenda 2030 for sustainable development
3. Digital Citizenship (article 5)
4. Basics of law (especially regarding work)
5. Environmental education
6. Legality and fighting the mafia
7. Respecting and promoting cultural heritage
8. Civil protection

8 Macro Areas

Developed through 25 «educazioni»

Includes:

- Civil Protection
- Educazione stradale
- Understanding Italian state institutions

Digital competency teaching

Through digital citizenship

Article 5

Not just digital competences but...

- critical thinking
- communication
- problem solving
- time spent
- etc.



Digital Citizenship

«Digital citizenship refers to the responsible use of technology by anyone who uses computers, the Internet, and digital devices to engage with society on any level»

C. Zook: www.aeseducation.com December 2019



Digital Citizenship - concepts

Empathy

How the Internet works

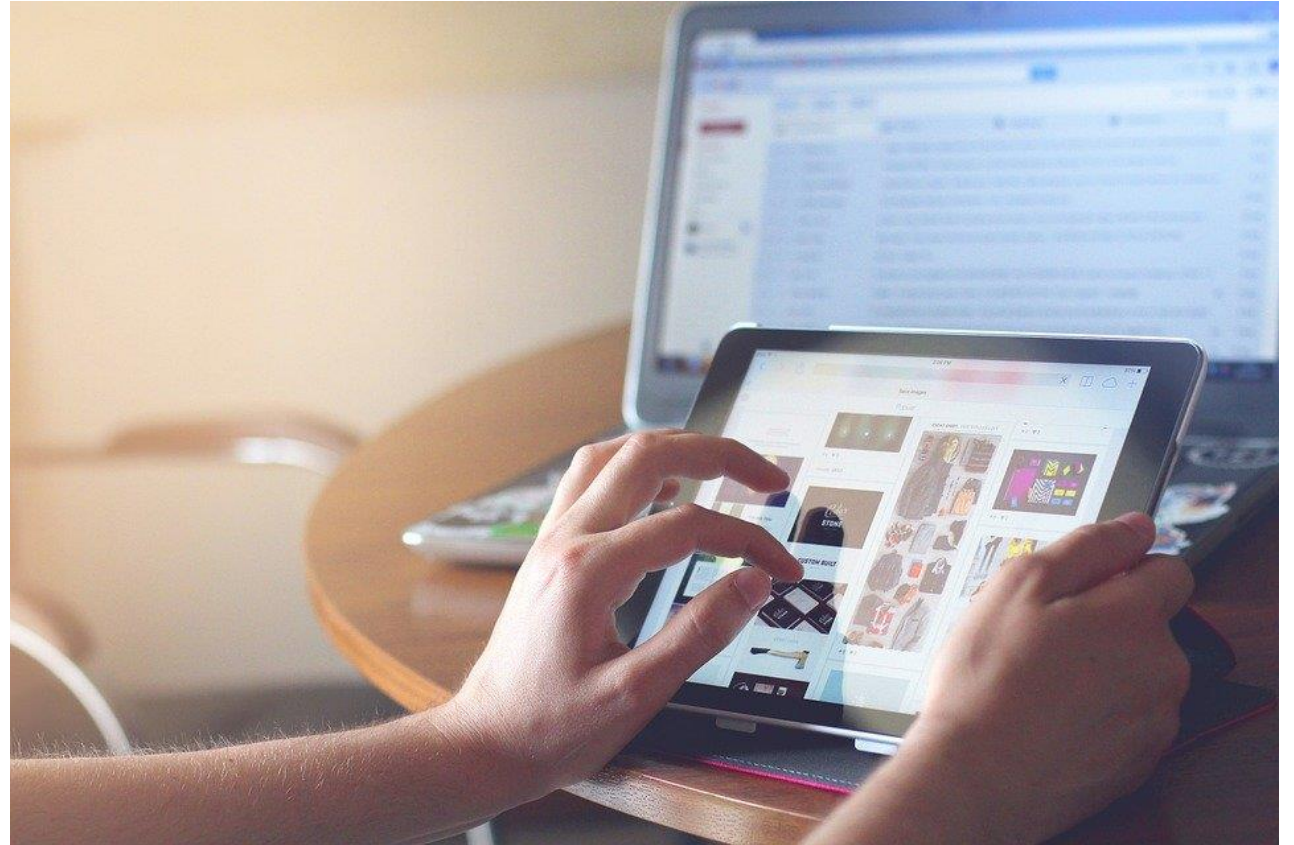
Understanding user data

Practicing digital literacy

Acknowledging the digital divide

Practicing digital wellness

Securing digital devices



Digital Citizenship - concepts

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<https://www.commonsense.org/education/digital-citizenship>

Digital Citizenship

EdTech Reviews

Professional Development & Advice

Resources in Spanish

Distance Learning

SHARE



Interactive lessons and activities for all students! 📖

Digital Citizenship Curriculum

Use digital citizenship lesson plans to address timely topics and prepare students to take ownership of their digital lives. Browse lessons by grade and topic below, or see an [overview of the curriculum](#).



Filter by grade

9, 10, 11, 12 ▼

Media Balance & Well-Being

Privacy & Security

Digital Footprint & Identity

Relationships & Communication

Cyberbullying,
Digital Drama & Hate Speech

News & Media Literacy

INFORMATION LITERACY 21ST-CENTURY COMPETENCES

- 4 Search online and learn more about the EU. Find this information:
- what countries are in the EU, their capital cities, population and when they joined
 - which countries use the Euro
- Then organise and present the information in a mind map.

Competences and Culture

Smartphones = lazy brains¹?

How long have you spent on your phone today? If you have used it a lot, maybe you should read this.

(1) ...² If we use them incorrectly, they can have a negative effect on our posture³, our hearing⁴, our eyes and our sleep.

(2) New research⁵ shows that smartphones can also make our brains lazy. The research found that lots of people use their phones' search engines⁶ more than their own brain because they don't want to have to think.

(3) In today's technological world, that simply isn't realistic, but we should at least try to stop using our smartphones for an hour before bedtime. Looking at screens before going to bed can disturb our sleep.

If we don't sleep enough, it's difficult for our brains to think creatively and to remember what we learn.

(4) So, try to get out for a walk or do some sport at least three or four times a week. And don't forget that you need to eat a balanced diet to build those brain cells⁷!

Finally, the next time you need some information or new ideas, before consulting your phone, stop and think.

(5)



Glossary

¹ brain: cervello
² posture: postura
³ hearing: udito
⁴ research: ricerca
⁵ search engines: motori di ricerca
⁶ cells: cellule

The teenage sleep problem



- 1 You aren't the only person. Scientists think teenagers should sleep between 8 and 10 hours every day. But many teenagers go to bed late. The next morning they are tired, but they have to get up early for school. The result? Over 50% of UK teenagers between 14 and 16 sleep for **less than** seven hours every night.
- 2 In one word: Yes! Sleep is the time when our **minds** and bodies relax. Without sleep, we get illnesses like colds more often, we can't concentrate and we **make mistakes**. We also feel more anxious and stressed. Sleeping is like **breathing**, eating, and physical exercise. We must do it!
- 3 No, you aren't! There is actually a biological reason for teenagers' **sleep patterns**. At the end of the day, our bodies produce a hormone called 'melatonin'. This hormone makes us feel tired. Adults start producing melatonin about 10 p.m., but for teenagers, it's around 11 p.m. Before that time, some teenagers just can't sleep.
- 4 We all need a little extra sleep sometimes, but it's better to have a similar sleep routine every day of the week. When you get up late on Saturdays and Sundays, it's more difficult to get up early again on Monday morning. Your body is confused.
- 5 There's lots of advice on how to **improve** your sleep. You should do exercise and you should eat well, of course. Your bedroom should be a relaxing place – not too hot or too cold. Doctors recommend no screens, like **tablets or phones**, for an hour before



FIND OUT

- 4 In small groups, find out about a typical Thanksgiving dinner in the USA. Answer these questions.
- What is the traditional Thanksgiving menu?
 - What is the origin of the food?
 - What nutritional value does it have?
- 5 Prepare an oral presentation to show your results to the rest of the class. How could you link your research to other subjects for the *Esame di Stato*?

Towards INVALSI

Cyber bullying



A survey has found that 56% of young people aged between 14 and 24 have experienced some kind of digital abuse, which includes receiving inappropriate texts, nasty messages online and posts of ¹..... without their permission.

Why are so many teens ²..... with digital communication? One reason is that it is too easy to hurt others without thinking. The sender can't see how upset the other person is, so they often don't realise they are ³..... doing something really cruel.

Competences & Culture

The truth about

FAKE NEWS

What is fake news?

Fake news is a story that is created to deliberately misinform or deceive people. Fake news can be anything – from celebrity gossip, invented just

¹..... sell papers or magazines, to more serious political and social stories which try and influence public opinion, promote a political party or cover up political scandals.

How does it work and why is it a problem?

¹⁰ Fake news isn't new. Individuals and governments have manipulated information as a propaganda tool for thousands of years. But today, ¹¹..... communication via social media means that anyone can create and spread misinformation in a faster, more ¹²..... and systematic way than ever before.

Fake news is often spread by bots. A bot is a type of artificial intelligence or robot. Networks of bots can share messages online very ¹³..... This creates the perception that a topic is trending or is popular with the public, so we think it must be true, when actually, it isn't. Bots can also pick up keywords or hashtags in controversial topics, and share them to deliberately try to upset people and ¹⁴..... public opinion.

²⁰ Often, there are so many different ²¹..... of the same story or event that we don't know what to believe. In fact, a recent survey found that only 2% of young people in the UK can tell the difference between real and fake news.

²² Many people believe that fake news has also influenced political elections. In 2016, the US Democratic party claimed that the Russians interfered in the American election ²³..... spreading fake news about Hillary Clinton, the Democratic candidate, and that as a result, Republican Donald Trump won. In retaliation, ²⁴..... Donald Trump said that these claims against him were all fake news!

²⁵ Of course, if the abuse continues, then you must take action. You should block the sender from your social networking sites and phone. And you should get advice from a parent, teacher, or in extreme cases, the police.



²⁶....., fake news is just one part of the problem. Social media sites like Facebook are also ²⁷..... facing criticism because they use algorithms to filter searches and only show people things that they agree with, based on their personal information and previous browsing history. This means people often don't get different viewpoints, which reinforces their preconceptions and means they can become intellectually isolated.

How can you spot fake news?

When you read an article online, think about the source – is it from a reliable site or not? Check the ²⁸..... facts and make sure you compare what different reliable sources are saying. Don't automatically assume everything you read, listen to or watch is true!

Competency and 21st Century Skills Learning

- Teaching/learning by competences
- Interdisciplinary
- 21st Century skills



OECD Education 2030 Framework



21st-Century Skills

Foundational Literacies

How students apply core skills to everyday tasks



1. Literacy



2. Numeracy



3. Scientific literacy



4. ICT literacy



5. Financial literacy



6. Cultural and civic literacy

Competencies

How students approach complex challenges



7. Critical thinking/
problem-solving



8. Creativity



9. Communication



10. Collaboration

Character Qualities

How students approach their changing environment



11. Curiosity



12. Initiative



13. Persistence/
grit



14. Adaptability



15. Leadership



16. Social and cultural
awareness

Lifelong Learning

Competency teaching: activity types

Discussion
Debate
Role Play
Brainstorming
Storytelling
Songs and Dances
Case Studies
(ricerche)



1 I'D LIKE A SNACK

Before you start

1 Look at the photo and answer.

- Where are Eddie and Maisie?
- What has Maisie got in her hands?

Watch and listen

2 **Read and listen.**
Eddie is at Maisie's house.

Maisie I'm starving!
Eddie Me too. Is there any food in the fridge?
I'd really like a snack.
Maisie Let's have a look. Hmm... There are some very sad carrots.
Eddie No, thanks.
Maisie And there are lots of olives.
Eddie No, sorry. I don't like olives.
Maisie There's a little broccoli soup.
Eddie Broccoli?
Maisie Yes, it's mum's speciality. It's quite good actually.
Eddie I'm sure it's delicious. Is there any bread?
Maisie Yes, there are a few slices, but they're pretty old.
Eddie How many slices are there?
Maisie Three.

Eddie Oh... that's not many.
Maisie Would you like beans on toast?
Eddie Yes, please. And maybe a glass of water too?
Maisie Oops. There aren't any beans.
Eddie How much money have you got?
Maisie Not much. Why?
Eddie I've got £10. Why don't we get a takeaway? My treat.
Maisie Great idea. I fancy some chips.

3 **Listen again and repeat.**

Check it

4 Write Maisie and/or Eddie. Who...?

- wants something to eat?
- doesn't like olives?
- likes broccoli soup?
- wants something to drink?
- has got ten pounds?
- wants to go out for some food?

Dialogue 1

Map it!

5 Read the dialogue again and complete the map.

Vocabulary

Find 5 other examples of food and a drink.
carrots

Grammar

Find at least 4 other countable nouns.
snack

Find at least 4 other uncountable nouns.
food

Find 7 other expressions of quantity.
any

Find 2 questions with *How many* and *How much*.
.....

Real English

6 Match the expressions (1-5) from the dialogue to their translations (a-e).

1 ☐ I'm starving	a diamo un'occhiata
2 ☐ let's have a look	b Offro io
3 ☐ pretty old	c Ho voglia di... / Mi andrèbbero...
4 ☐ My treat	d Sto morendo di fame
5 ☐ I fancy...	e piuttosto vecchie

Say it

7 In pairs. Act out the dialogue.

8 In pairs. Ask and answer the questions.

- Can you cook?
- Who usually cooks in your family?
- When do your family eat together?
- Do you like olives and broccoli soup?
- How often do you get a takeaway?

A Can you cook?
B I can cook easy things like pasta.

LIFE SKILLS SOLVING PROBLEMS

9 In pairs. Discuss these questions.

- What problem do Eddie and Maisie have? How do they solve it?
- Do you think it is a good solution? Why? / Why not?

LIFE SKILLS (EMPATHY)

9 In pairs. Discuss the questions.

- Secondo voi che cosa pensa Eddie della propria stanza? Da quale frase del dialogo lo capite?
- Che cosa gli dice Maisie per farlo sentire meglio?



Useful language

I think the Emperor is...
The people are...
...because...
He doesn't / They don't want to appear...
The child is...

f ☐ A small child says that the Emperor is naked.
g ☐ The Emperor pays the weavers a lot of money to make new clothes.

LIFE SKILLS (CRITICAL THINKING)

4 Complete the table with the words given. You can use the same word more than once.
vain • proud • honest • afraid • dishonest • weak

The Emperor	The weavers	People and friends	The child
vain			

5 In pairs. Discuss these questions. Use the **Useful language**.

- 1 Why do the Emperor and the people pretend to see the clothes?
- 2 Why does only the child say that the Emperor is naked?
- 3 Can you think of other situations where people do the same as everyone else, even if it is wrong or stupid, just because they don't want to be different?

Your task is to plan what to take on a school trip

Our school trip!

Where: Bristol, UK

When: Monday 8th - Thursday 11th July

Activities include: Visit to the M Shed museum, swimming, sightseeing

Food and Accommodation: B&B in host families; packed lunches every day!

Wednesday night is disco night!

Download the 'What to bring' doc [here](#)

NB Your baggage allowance is 1 small item of hand luggage and a 10kg suitcase that you can bring on the aeroplane.

4 Ora discutete nel gruppo e finalizzate una lista di cose da portare per il viaggio. Usate la tabella e il box **Useful language** per aiutarvi.

	small bag	big suitcase
documents		
clothes		
shoes		
accessories		
personal items		
entertainment		
money		
other		

Comparing cultures

21st-CENTURY COMPETENCES ES

3 Give a presentation of a famous person who is in Madame Tussauds.

Think about:

- why they are in the museum
- what they look like.

Time.out 5-6

podcast



Young lives, big cities
Amanda Hong talks to Li Wei, a 16-year-old high school student, about how young people live in this metropolis.

1 BEFORE YOU LISTEN Check you know the meaning of these words.
coach - noodles - constitution - rights - freedom of speech

2 COMPREHENSION **2-33** Now read and listen to the article. Then answer the questions.

- Who are the *Tanka*?
- What is the *Symphony of Lights*?
- What reminders are there of Hong Kong's colonial past?
- What types of public transport are there?
- Where do ghosts appear in the transport system?
- Why are back streets full of personal belongings?

3 DISCUSS

3 In small groups. Discuss the questions.

- Would you like to visit Hong Kong? Why/Why not?
- What makes Hong Kong a city of contrasts?

Useful language

The problem is... (this part)	Can we try that?
I would... (do this)	That works/doesn't work.
How about... (this/doing this)?	Let's try this.

2 **2-33** Listen to the podcast. Which of these things does Li Wei not talk about?

1 ☐ Hong Kong's autonomy	3 ☐ free time
2 ☐ school	4 ☐ nightlife
	5 ☐ living space

3 **2-33** Listen again and complete each sentence with one word.

- Students study eight _____ at school.
- Wei teaches kick boxing and _____ bubble tea with his friends in his free time.
- People put furniture outside their homes and throw out old _____ to save space.
- Hong Kong's _____ protects rights such as freedom of speech.
- People in China _____ use Google or Facebook.

4 CRITICAL THINKING

4 What do you think are the advantages and disadvantages of living in a city like Hong Kong?

WEBQUEST

In pairs. Use the Internet to research and plan a 24-hour visit to Hong Kong. Think about:

- where you are going to stay
- what you are going to do
- how much you are going to spend

LIFE SKILL Problem solving

Problem solving is finding solutions to difficulties. For example, in Hong Kong people put chairs on balconies to solve space problems. There are four main steps in problem solving.

- In pairs. Put the four stages of problem solving in order (1-4), 1 = most important.
 - _____ evaluate and select possible solutions
 - _____ generate possible solutions
 - _____ define the problem
 - _____ apply solutions
- In pairs. Take three sheets of paper that are the same size. You have two minutes to build a paper tower that can stand alone, using just the paper. Use the Useful language box to discuss how to solve this problem. The winners are the pair who build the tallest tower.

E

About the author and the book

Charlotte Brontë (1816-1855) was an English writer. She had four sisters and one brother. They were very close and they all loved reading and inventing stories. After their mother died, the four sisters, including Charlotte, were sent to a boarding school where the two eldest sisters, Maria and Elizabeth, died, in part because of the severe conditions there. Charlotte never fully recovered from the experience. Later, she became a teacher, and a governess, and she planned to open her own school. These experiences feature in *Jane Eyre* (1847), Charlotte's first novel, which is considered a literary classic.



1 BEFORE YOU READ Read 'About the author and the book'. Answer the questions.

- Who was Charlotte Brontë?
- What happened at the boarding school?
- What aspects of Brontë's life appear in *Jane Eyre*?

2 COMPREHENSION **13-50** Read and listen to the extract from the story. Answer the questions.

- Who interrupts the wedding? Why?
- Who is the second man at the church?
- When did Mr Rochester get married and where?
- What does he say happened to Bertha?
- Who did she try to kill?
- Where is she and who looks after her?

3 VOCABULARY Complete the sentences with the words from the extract.
dangerous - frightening - distressed - white - sad - cold

- When Jane hears the news, her heart becomes _____.
- Mr Rochester's face becomes _____.
- After marrying Mr Rochester, Bertha became strange and _____.
- Jane thinks Bertha is _____.
- Mr Rochester feels _____, then he feels _____.

4 INTERPRET

4 In pairs. Discuss the questions.

- Why do you think Mr Rochester never told Jane that he was married?
- Why do you think Mr Rochester's wife still lives at Thornfield?
- Why does Jane decide to leave?

5 EMPATHISE

5 In small groups. Discuss the questions.

- The revelation breaks the trust between Jane and Mr Rochester. How important is trust in a relationship? What does trust mean to you?
- How easy/difficult for Jane is the decision to leave? Do you think she was right? Why?

Media list



Mia Wasikowska as Jane

After Jane leaves Thornfield, she is taken in by the Rivers family. While this chapter reflects on her past, her present and her future, and she becomes emotionally stronger. When St. John Rivers proposes a loveless marriage to Jane, she decides to follow her heart and return to Mr Rochester. There have been lots of film and TV versions of *Jane Eyre*. In Cary Fukunaga's 2011 film starring Mia Wasikowska as Jane and Michael Fassbender as Mr Rochester, critics particularly praised Wasikowska's portrayal of Jane for its emotional intensity.

1 COMPREHENSION Answer the questions.

- Where does Jane go after leaving Thornfield?
- What does she eventually do? Why?
- What did critics like about the 2011 film of *Jane Eyre*?

2 CRITICAL THINKING

2 Given the historical period, how difficult do you think it was for Jane to reject St John's proposal? Why?

1 BEFORE YOU READ In pairs. Discuss the questions.

- What do you know about Hong Kong?
- Describe the photos.

2 COMPREHENSION **2-32** Now read and listen to the article. Then answer the questions.

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Useful language

The problem is... (this part)	Can we try that?
I would... (do this)	That works/doesn't work.
How about... (this/doing this)?	Let's try this.

Discussions and Debates



Teachers

- Difficult to manage?
- Appropriate for all levels and ages?

Students

- A favourite activity (Stewart 2003)

Benefits of Discussions and Debates

- Develops all 4 skills
- Develops critical thinking, communication, research and logic skills
- Allows quieter students to participate actively
- Uses meaningful English
- Develops life skills

Disadvantages – can all be overcome with good preparation

Discussions and Debates

No different to any other
activity

Preparation, preparation,
preparation

Not an easy option.



Planning the Debate



- Teaching environment
- Pre-teach rules of debate
- Team/group selection and roles
- Importance of timekeeping and limits
- Choice of topic

And...prepare your students!

Preparing your students

- ✓ Language needs – vocabulary, structures, debating language
- ✓ Reading base and more
- ✓ The library
- ✓ Managing groups
- ✓ Check on students' progress in preparing their debate
- ✓ Do they know their roles?
- ✓ Questions and answers
- ✓ Trial runs

Group Project/Research Work

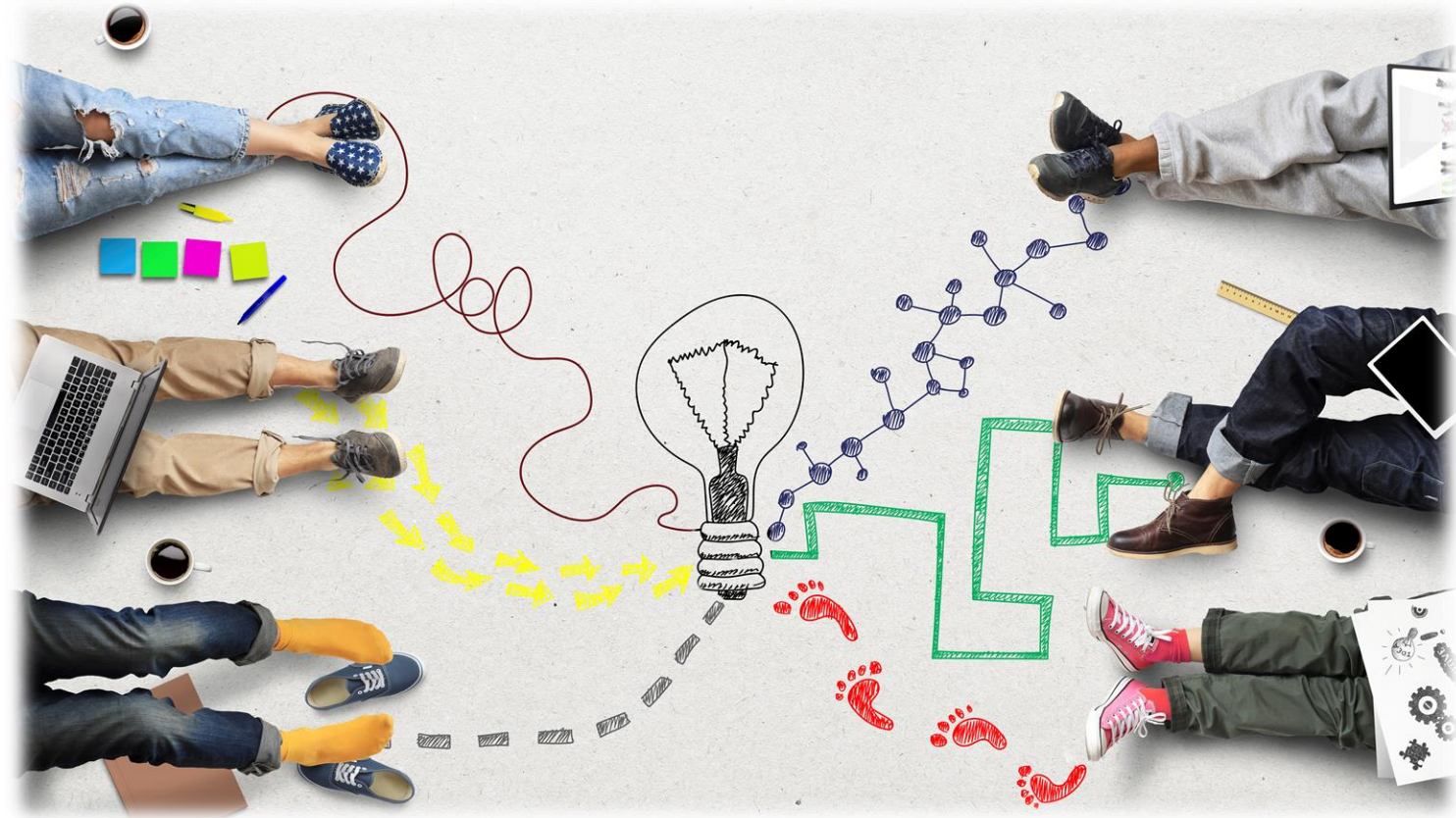
- Clearly defined tasks
- Keep groups small
- Clearly defined group roles
- Fair and clear allocation of tasks
- Clear ground rules for talking and listening
- Regular monitoring of project
- Targeted teacher support and interventions



The nature of the beast

- How can we help you?
- English teacher one voice in many in the CdC.
- When is the choice of topic made?

We cannot predict the future.



How DeAgostini Scuola can help?

Material in the coursebooks

- material to develop and practise competences
- material to train students in digital citizenship
- material linked to the 8 macro areas

Ideas and Mapping

In-depth training

6 Competences and Culture

Give something back

Over a third of young people in the UK aged 14 to 24 volunteer¹ at least² once a month. Lots of them do this as part of the Duke of Edinburgh's (DofE) Award programme. Its aim³ is to help young people develop⁴ important skills for life. Noah Murray is on the programme and he told us about his experiences.

■ Noah, when did you start the Award, and why?

Six months ago. My school organised it. As part of the programme, you have to learn a new skill, do a physical activity and volunteer. The volunteering was important to me. I wanted to do something useful, and the programme is a good way to do that.

■ What level of the Duke of Edinburgh Award are you doing?

The programme has three levels of difficulty – Bronze, Silver and Gold. I'm 14, so I'm doing Bronze. You have to be 15 to do Silver and 16 to do Gold.

■ What sort of volunteering can you do?

You can do something that matches your interests. For example, some volunteers help old people, and some do sports coaching⁵ with kids. I love animals and I'd like to be a vet⁶ one day, so I'm volunteering at a rescue centre⁷ for abandoned animals.

■ How much time do you spend volunteering?

For Bronze level, everyone has to do at least 3 months of voluntary work. Every Saturday, I work for about two or three hours. During school holidays, I do more. I don't have to, but I really enjoy it.

■ What are your duties⁸ at the centre?

First, I have to clean the kennels⁹. Then I have to feed the dogs and cats, and take the dogs for a walk. Sometimes I help the vet with easy jobs like giving the dogs a bath. I love that! I also show visitors around and explain the work we do. The best part is helping people who come to find a pet. It's great when the animals go to a good home.

Glossary

- ¹ volunteer: fare volontariato
- ² at least: almeno
- ³ aim: obiettivo
- ⁴ develop: sviluppare
- ⁵ coaching: allenamento
- ⁶ vet: veterinario
- ⁷ rescue centre: centro di accoglienza
- ⁸ duties: mansioni
- ⁹ kennels: cani

+ Culture flash

Il premio The Duke of Edinburgh's Award è stato creato nel 1956 dal Duca di Edimburgo (il marito della Regina Elisabetta II). Ogni anno più di 100.000 ragazzi vi partecipano, anche dall'estero (inclusa l'Italia).



Citizenship 4

Know yourself – be happy

Do you ever feel under pressure to be what you think other people want you to be? Does this make you happy? It's important to know yourself, so that you can make the right decisions for you. Think about these four questions:

1 What are your values? In other words, what's important to you in life? Is it success and popularity? Is it family, a few good friends and helping others? Is it following trends or being true to yourself? Knowing this will help you to decide what's best for you, and avoid¹ situations that you may later regret².

2 What are your interests? Discover what you are interested in and focus on³ activities that make you happy. They might not always be the same ones that your friends like doing.

3 What type of person are you? Do you like making plans or do you prefer to be spontaneous? Are you an introvert or an extrovert? To be happy, it's important to accept who you are. Everyone is different.

4 What are your strengths? Perhaps you're good at Maths or Music or Art. Recognise your character strengths, too. Perhaps you're good at organising things or communicating with others or working in a team. Focusing on your strengths will make you more self-confident⁴ and help you to believe in yourself. But know your weaknesses⁵, too. Can you improve⁶ them? How?

If you know yourself and what you want, you will be happier. Remember to respect others, but most of all, respect yourself.

Did you know...?

According to a recent survey, 17% of teenagers in the UK say they're unhappy because they worry about their appearance, being popular and their future.

Glossary

- ¹ avoid: evitare
- ² regret: rimpiangere
- ³ focus on: concentrarsi su
- ⁴ strengths: punti di forza
- ⁵ self-confident: sicuro di sé
- ⁶ weaknesses: punti deboli
- ⁷ improve: migliorare



1 In pairs. What type of person are you? What are your positive qualities?

2 2-27 ES Read and listen to the text and answer the questions.

- 1 Why is it important to know your values?
- 2 What kind of interests and activities should you do?
- 3 Why is it important to focus on your strengths?
- 4 Who should you respect?

CRITICAL THINKING 21st-CENTURY COMPETENCES

3 In pairs. Discuss the questions.

- 1 What are your values, interests and strengths?
- 2 Are they similar or different?

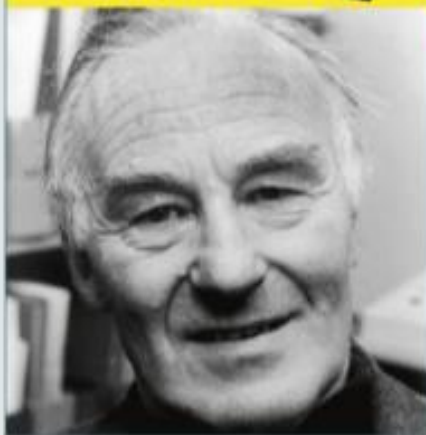
Oral presentation

4 ES In groups. Create a mind map to illustrate your group's values, interests and strengths. Present your map to the class.

Amnesty International

- Human rights belong¹ to everyone, everywhere in the world, whatever² they believe in. Human rights include the right to life, to equality, to education, health and privacy, to freedom of opinion, belief³ and expression, to a fair legal system, to participate in government, and to be protected from cruelty⁴.
- Amnesty International campaigns⁵ to protect everyone's rights under the Universal Declaration of Human Rights, adopted by the United Nations in 1948. It is the world's largest grass-roots⁶ human rights organisation, with millions of activists⁷.
- The founder of Amnesty was Peter Benenson, a British lawyer who believed that ordinary⁸ people could make extraordinary changes. In 1961, thousands of people joined him and started writing letters to fight for justice and freedom of speech. Today, Amnesty involves over 7 million people in more than 150 countries. The movement pressures⁹ governments to respect human rights. In particular, Amnesty International campaigns to free¹⁰ political prisoners, ensure fair trials¹¹, abolish the death penalty¹² and torture, and oppose all human rights abuses.

**AMNESTY
INTERNATIONAL**



Glossary

- | | |
|--|--|
| ¹ belong: appartengono | ⁸ ordinary: comuni |
| ² whatever: qualunque cosa | ⁹ pressures: la pressione |
| ³ belief: credenza, culto | ¹⁰ free: liberare |
| ⁴ cruelty: crudeltà | ¹¹ trials: processi |
| ⁵ campaigns: le delle campagne (di sensibilizzazione) | ¹² death penalty: pena di morte |
| ⁶ grass-roots: popolare | ¹³ effective: efficaci |
| ⁷ activists: attivisti | ¹⁴ Trade Treaty: trattato commerciale |
| | ¹⁵ make sure: garantire |

⁴ Peter Benenson



- Amnesty's researchers investigate and report on human rights abuses around the world, country by country. Unfortunately, there is still torture in a lot of countries, and a quarter of a million people are currently imprisoned without trial. Amnesty wants everyone to know what their human rights are, and it uses the media, arts and entertainment, educational materials, films, school speakers and teacher training to tell people its message.
- Amnesty is completely independent and does not accept money from governments. This means it is not always popular with governments, but the work it does is effective¹³. For example, Amnesty helped to create a global convention against torture in 1984, as well as the International Criminal Court in 2002, and an international Arms Trade Treaty¹⁴ in 2013. In 1977, Amnesty received the Nobel Peace Prize for its campaign to end torture.
- In today's world, sometimes human rights seem less important than national interests. Amnesty International reminds the world that laws and conventions to protect human rights were created after World War II to make sure¹⁵ atrocities like the Holocaust never happened again.

Reading comprehension

- 4-08** Read and listen to the text. Then answer the questions.
 - What are some fundamental human rights?
 - What does Amnesty International do?
 - Who founded Amnesty International?
 - How many people are involved with Amnesty International?
 - What are some of Amnesty's key campaigns?
 - How does Amnesty inform people about their human rights?
 - When did Amnesty help negotiate an international Arms Trade Treaty?
 - What did Amnesty win the Nobel Peace Prize for?
 - Why were human rights laws and conventions created?
 - Do you think Amnesty International is doing good things? Why? / Why not?

Summary

- Read the text again and match the paragraphs (1-6) to the headings (a-f). Then write some notes under each heading and use them to write a summary.
 - What Amnesty International is
 - Why human rights laws were created
 - The history of Amnesty International
 - Major achievements of Amnesty International
 - Ways to inform the public about human rights
 - What are human rights?

Writing: email

- Imagine there are Amnesty International representatives at your school. You listen to their presentation. Write an email to a friend about it and include this information:
 - what Amnesty International is and what it does;
 - what you think its most important campaign is;
 - how you want to help;
 - why you think this is a good thing to do. Ask your friend if they agree or not.

Oral presentation: International Arms Trade Treaty

- Do some research on the 2013 Arms Trade Treaty. Make notes under each heading. Then use your notes to give a brief oral presentation.

Main points

Countries which signed the treaty

Individuals and organisations involved

Why the treaty is important

Educazione civica

- le istituzioni internazionali
- i diritti umani
- la dichiarazione universale dei diritti dell'uomo

Amnesty International

Italiano

- i diritti negati
- Nel mare ci sono i coccodrilli (J. Geda)
- Pappagalì verdi (G. Strada)

3 Culture Bank

London's Great Museums

London is a big, multicultural city. Its population is over 8 million and it's a very popular place for tourists. London's got historic **buildings**, famous shops and beautiful parks – and many interesting museums too. All three of these museums are **free**.

The British Museum is the oldest national public museum in the world. It's got over 8 million objects from all the countries of the world! One famous object in the British Museum is the **Rosetta Stone**. It's more than 2,200 years old and has got writing in ancient Egyptian and ancient Greek on it. The **square** in the middle of the museum has got a beautiful **glass roof**.



The National Gallery is an impressive building on Trafalgar Square. It's nearly 200 years old. It's very popular, with 5 million visitors every year. The gallery's got **more than 2,300** paintings and sculptures: the **works** of hundreds of famous artists are here.



The Natural History Museum has got millions of botanical and animal exhibits. A famous exhibit is a skeleton of a **Diplodocus** dinosaur. It's 26 metres **long**... but it isn't real – it's a **model**! It's got a name too – Dippy. Dippy is sometimes on tour around different buildings in the UK.

Glossary

buildings: edifici
free: gratis
more than: più di
works: opere
the oldest: il più antico
Rosetta Stone: stilo di Rosetta
square: piazza
glass roof: tetto di vetro
long: lungo

- ✓ 1 Scorri velocemente il testo e abbinia ciascun museo (1-3) a ciò che vi è esposto (a-c).

- | | |
|---|----------------------|
| 1 ☐ Natural History Museum | a historical objects |
| 2 ☐ National Gallery | b animals |
| 3 ☐ British Museum | c art |

- 🔊 2 Leggi e ascolta il testo. Poi scegli l'alternativa corretta.

- A ticket for the National Gallery is expensive / cheap / free.
- The National Gallery has got / hasn't got thousands of paintings and sculptures.
- The British Museum has got hundreds / thousands / millions of objects.
- The British Museum has got an ancient / a glass roof.
- The skeleton of Dippy the dinosaur is / isn't real.

Citizenship

I musei ci aiutano a ricordare il passato, ad apprezzare l'arte, e conoscere il patrimonio culturale del nostro Paese e del mondo.
→ Pensa a un oggetto o un'opera che hai visto in un museo o una galleria d'arte. Perché l'hai trovato interessante?

Comparing cultures

21st-CENTURY COMPETENCES

- 3 Presenta brevemente un museo famoso della tua città o del tuo Paese. Che tipi di oggetti o di opere d'arte espone? Usa i testi sopra come modello.

5-6 Extension

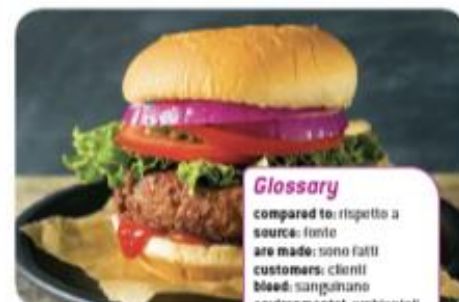
Meatless meat

- 🔊 How often do you eat meat? Once or twice a week maybe? According to a recent survey, globally, we eat more meat today **compared to** 20 years ago – millions of tons more. As the world's population increases and people become richer, they can afford to buy more meat.

Meat is an excellent **source** of protein as well as B-complex vitamins and minerals like iron. These help our bodies grow and work. However, some scientists now think we should eat less meat for health and environmental reasons. This is because meat production uses a lot more resources than vegetable production. For example, water: to produce just 1 kg of meat, you need between 5,000 to 20,000 litres of water, but to produce 1 kg of wheat, you need only 500 to 4,000 litres of water.

Scientists want to encourage people to eat less meat by creating 'meatless' meat products. Meat alternatives like veggie burgers aren't new. However, today's meatless meat burgers are very different: they **are made** from plants, but they look and taste just like real meat! This is because companies want to sell these products to meat-eating **customers**. Some meatless burgers are so realistic they even **'bleed'**.

But that's not all! Scientists are also trying to 'grow' meat in laboratories using animal cells instead of real animals. This lab-grown meat means we can eat real meat, without the **environmental** problems of mass production and without actually killing any animals. And it doesn't stop there – scientists are also working on creating other **'fake'** foods like shellfish, milk, cheese and eggs. These fake foods of the future are good news for our planet – and farm animals everywhere!



Glossary

compared to: rispetto a
source: fonte
are made: sono fatti
customers: clienti
bleed: sanguinano
environmental: ambientali
fake: finto, artificiale

#culture

Circa il 12,5% dei cittadini britannici è vegetariano o vegano e il loro numero è in costante crescita di anno in anno. Il 21% dice di seguire una dieta flexitariana.

Reading

- ✓ 1 **BEFORE YOU READ** Match the words (1-5) to the pictures (a-e).



- | |
|--------------------------------------|
| a ☐ iron |
| b ☐ water |
| c ☐ wheat |
| d ☐ shellfish |
| e ☐ meat |

- Talking about environmental issues, weather and natural disasters
- Talking about future possibilities

- Talking about purpose, cause and result
- Making predictions



TIME OUT 5-6

p. 156



WORDS IN CONTEXT 5
Environmental issues

p. 276



WRITING COMPETENCES 5
An opinion essay

p. 286



BBC CULTURE VIDEO C
Hurricanes

p. 310



Planet plastic

Veterinary student, Louise Jackson, is volunteering at an animal conservation centre in Kenya. Last week, a local fisherman brought in a turtle which he had found floating on the water. Its stomach was full of plastic. If turtles eat a lot of plastic, their digestive systems fill up with air and they float to the surface. Then they can't swim or eat. Louise helped to treat the turtle and, after a few days, it was able to return to the sea. However, if it swallows too much plastic again, which is possible, it might not be so lucky.

Plastic in the ocean is a serious danger to all marine life. In the Pacific Ocean, there is now a massive island of floating plastic three times the size of France. Up to 8 million tonnes of plastic waste – bottles, bags and drinking straws – end up in the sea every year. Unless we do something soon, many species will become extinct. What's more, when fish swallow micro pieces of plastic, the plastic passes up the food chain. It can then harm human health.

Plastic pollution isn't the only problem for our planet. Like many of us, Louise is worried about the effects of climate change. Global temperatures are rising, largely because we burn enormous quantities of fossil fuels – coal, oil and gas. They also cause air pollution, and deforestation has made things worse. Trees naturally absorb

carbon dioxide, so cutting them down contributes to global warming. Extreme weather conditions are becoming more common: and phenomena such as storms, floods, droughts and wildfires are occurring more frequently. There are more arid areas than there used to be, and at the same time, the polar ice caps are melting, causing sea levels to rise. If this continues, the results will be disastrous. Already, between 2008 and 2018, more than 21 million people had to leave their homes because of climate problems.

Louise says, 'We must deal with the plastic problem, we must reduce our carbon footprint by investing in renewable energy and we must protect endangered species in order to save the planet. Otherwise, when our children grow up, the world will be transformed, with fewer resources, less wildlife and more dangers due to extreme weather. It won't be easy but I, for one, won't rest until we succeed.'

Natural English

has made things worse – ha peggiorato le cose
deal with – occuparsi del
I, for one, – per quanto mi riguarda

Before you read

- 1 Describe the photos. What problems do you think plastic in the oceans causes?
- 2 Watch, read and listen to the article. Does it mention any of the problems that you thought of in Ex. 1?

Comprehension

- 3 Answer the questions.
 - 1 What is Louise Jackson doing?
 - 2 What happens to turtles if they eat too much plastic?
 - 3 Why is plastic in the ocean potentially bad for people's health?
 - 4 What does the article say is a major cause of global warming?
 - 5 Why are trees good for the atmosphere?
 - 6 What changes are happening in the world because of global warming?
 - 7 What three problems does Louise say we must solve?
 - 8 What will be the consequences if we don't?

Talk about it

- 4 In pairs. Discuss the questions.
 - 1 What plastic items do you use every day?
 - 2 Could you live without these items, or could you find alternatives?
 - 3 Which of these items could be made out of another material?
 - 4 How much plastic does your family throw away each week?
 - 5 Can you give any examples of recent extreme weather conditions or phenomena?
- A Well, obviously, I use plastic bottles for water.
B Me too, and for shampoo and stuff.



and you?

**EDUCAZIONE CIVICA
AGENDA 2030**

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Petrini



In time

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TWENTY-ONE

21st-century competences

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2 Agenda 2030 per lo sviluppo sostenibile.

- Goal 1** Porre fine alla povertà in tutte le sue forme
- Goal 2** Azzerare la fame, raggiungere la sicurezza alimentare, migliorare la nutrizione e promuovere l'agricoltura sostenibile
- Goal 3** Garantire le condizioni di salute e il benessere per tutti a tutte le età
- Goal 4** Offrire un'educazione di qualità, inclusiva e paritaria e promuovere le opportunità di apprendimento per tutti
- Goal 5** Ottenere l'uguaglianza di genere e migliorare le condizioni di vita delle donne
- Goal 6** Garantire la disponibilità e la gestione sostenibile di acqua e condizioni igieniche per tutti
- Goal 7** Assicurare l'accesso all'energia pulita, a buon mercato e sostenibile per tutti
- Goal 8** Promuovere una crescita economica duratura, inclusiva e sostenibile, la piena e produttiva occupazione e un lavoro decoroso per tutti
- Goal 9** Costruire infrastrutture resistenti, promuovere l'industrializzazione sostenibile e inclusiva e favorire l'innovazione
- Goal 10** Riduzione delle disuguaglianze tra i Paesi
- Goal 11** Rendere le città e le comunità sicure, inclusive, resistenti e sostenibili
- Goal 12** Garantire modelli di consumo e produzione sostenibili
- Goal 13** Promuovere azioni urgenti per combattere il cambiamento climatico e il suo impatto
- Goal 14** Salvaguardare gli oceani, i mari e le risorse marine per un loro sviluppo sostenibile
- Goal 15** Proteggere, ristabilire e promuovere l'uso sostenibile degli ecosistemi terrestri, la gestione sostenibile delle foreste, combattere la desertificazione, fermare e rovesciare la degradazione del territorio e arrestare la perdita della biodiversità
- Goal 16** Promuovere società pacifiche e inclusive per lo sviluppo sostenibile, garantire a tutti l'accesso alla giustizia, costruire istituzioni efficaci, responsabili e inclusive a tutti i livelli
- Goal 17** Rinforzare i significati dell'attuazione e rivitalizzare le collaborazioni globali per lo sviluppo sostenibile

and you? Vol. 1

Pagina	Sezione	Goals	Argomento
p. 168	Competences and culture: <i>#can'tsee #CANPLAY</i>	3	Lo sport e la disabilità
p. 230-231	Extension: <i>I love homeschooling</i>	4	L'istruzione alternativa
p. 253	Culture bank 5: Citizenship	4	Il diritto all'istruzione in Italia

and you? Vol. 2

pp. 116-117	Competences and culture: <i>Dinner's ready</i>	2	Le diete diverse: il vegetarianismo e le abitudini alimentari
pp. 168-169	Competences and culture: <i>Money, money, money</i>	5, 8	La paghetta; i lavori svolti dai minori e le faccende domestiche
pp. 180-181	Competences and culture: <i>The teenage sleep problem</i>	3	I problemi collegati con la mancanza del sonno tra i teenager
pp. 188-189	Competences and culture: <i>The smallpox vaccine: a success story</i>	3	Il vaccino contro il vaiolo
pp. 220-221	Extension 3-4: <i>No phone? Don't panic!</i>	3	Gli effetti collaterali dell'uso eccessivo del cellulare ecc.
pp. 222-223	Extension 5-6: <i>Meatless meat</i>	2,3,8, 12,13,15	I vantaggi delle fonti alternative di proteine
pp. 224-225	Extension: <i>Crazy facts about colds</i>	3	Le difficoltà nell'eradicare i raffreddori / La storia della scoperta di penicillina
p. 247	Culture bank 2: Citizenship, Comparing Cultures	9	Le piste ciclabili / Il trasporto nella tua città
p. 248	Culture bank 3: Citizenship, Comparing Cultures	3, 4, 8	Le scuole italiane e gli studenti con disabilità Un famoso inventore italiano
p. 249	Culture bank 4: Citizenship	13, 14, 15	Proteggere l'habitat della fauna selvatica
p. 250	Culture bank 5: Citizenship	2, 12	Come ridurre lo spreco di cibo
p. 251	Culture bank 6: Citizenship	5	Pari opportunità
p. 253	Culture bank 8: Citizenship, Comparing Cultures	3, 11	La sporcizia e il rischio malattia nelle città Gli effetti della peste nera in Italia

IN PRIMO PIANO

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L'Area web Giovani cittadini/e propone percorsi interdisciplinari di Educazione civica, per aiutare gli studenti a diventare persone informate, responsabili e consapevoli.

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Ciao, Michael



Carrello



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Useful links

- <https://www.aeseducation.com/blog/what-is-digital-citizenship>
- <https://www.commonsense.org/education/digital-citizenship>
- <https://ihjournal.com/debating-in-the-efl-classroom>
- <http://www.ccsenet.org/journal/index.php/elt/article/view/23054>
- <https://esldebates.com/a-teachers-guide-the-basics-of-a-classroom-debate/>
- <https://www.fluentu.com/blog/educator-english/esl-debates/>
- <https://busyteacher.org/21711-great-debates-9-steps-to-organizing.html>



Thank you