

1. EMANCIPATION

→ SWEDEN'S PROPOSAL:

Working process specifically for **Human Rights/No Borders** topic

1. Shared question at issue – develop to a more concrete matter.

“Human Rights/No Borders” (Sweden’s issue)→

- Why and where do people travel?
- Does everyone have the same rights/freedom to travel?
- Can you see yourself moving abroad for work or study opportunities?

2. Collect information from Lessons/Internet/Investigations/Statistics.

- Please ask all students involved in the project to fill out the questionnaire that students have prepared. Find out information/statistics from authorities.
- Interview exchange students, immigrants, foreign workers.
- Play the interactive game “Against all odds” www.motallaodds.org

3. Gather and return with material.

- What material has been collected? How can we use it? Present it?
- Do we need further investigations?

4. Share and compare. (WEB)

This is the stage where we share and compare our work with each other.

5. Publish shared materials. (WEB)

This is the stage where we publish our work on the web-site.

6. Draw conclusions together and locally. (WEB)

What can we learn from this? How can we teach others?

7. Spread the information. (WEB/Locally)

This is the stage where we spread our knowledge through the web-site and within our local community.

8. Evaluate according to plan.

→ **SLOVENIA'S PROPOSAL:**

GENDER ROLES

1. Collecting information on the topic

- survey (prepared and made by students)
- statistics
- internet
- books

Elements within the topic:

- **suffrage** (European women advocated their right to vote at different time,...)
- **women in public sphere** (politics,...)
- **abortion** (Human Right watch considers abortion within the context of human rights...)
- **division of labour**: → gender division of housework

- →gender division of childcare and the sharing of parental leave
- → gender wage equality/gap...
- **glass ceiling** (barriers that prevent women or men from obtaining and securing some job positions)
- **the rate of divorce, “out of wedlock” children, the (un)popularity of marriage, single parent families...**
- **gender stereotypes ...**

2. *Organising material*
3. *Sharing and comparing*
4. *Drawing conclusions*
5. *Evaluating*

2. EDUCATION

→ FRANCE'S PROPOSAL:

With our students, we thought about the following subjects :

- Cost and level of education
- Is education an economic growth factor ?
- Education and ecology : the sustainable development by education.

Our students chose « Cost and level » :

- The cost of education in 2008 : what does our government spend regarding this, how much it spends pro pupils, depending on age...
- The evolution of this cost
- The social inequalities at school : is education a way for social promotion ? The school success compared to the social environment.

3. ENVIRONMENT

→ FRANCE'S PROPOSAL:

1. **Paper** : how to reduce our environmental impact around paper in our schools (recycling paper, using recycled paper, making our own recycled paper (a few samples), reducing our paper consumption, organizing sales of recycled furniture for the next back to school in September 2009...)
2. **Transportation** : how to reduce our environmental impact about transportation (to go to school), (collective transportation, car pool organization, using less polluting way to travel ...)
3. **Sustainable stuff**: how to reduce the use or consumption of chemical products in our school (trying to use ecological product to clean the school...), using low consumption bulbs, organizing the recycling of different stuff such as batteries, phone cell, empty ink cartridges ...
4. **Organic food** : trying to introduce organic food to the students : organizing an organic breakfast, organizing organic meals at the canteen of the school...
5. **Natural environment** : how to improve and make sustainable our natural environment in school (matching the vegetation with the kind of soil, making compost...)

Of course all these projects will include, besides concrete actions, an important part to communicate and improve the awareness of students about the studied topic.

→ SLOVENIA'S PROPOSAL:

1. Gathering information

- **energy consumption** in different regions

(getting to know different sources of energy, students research the current situation and environmental problems..., ideas for future)

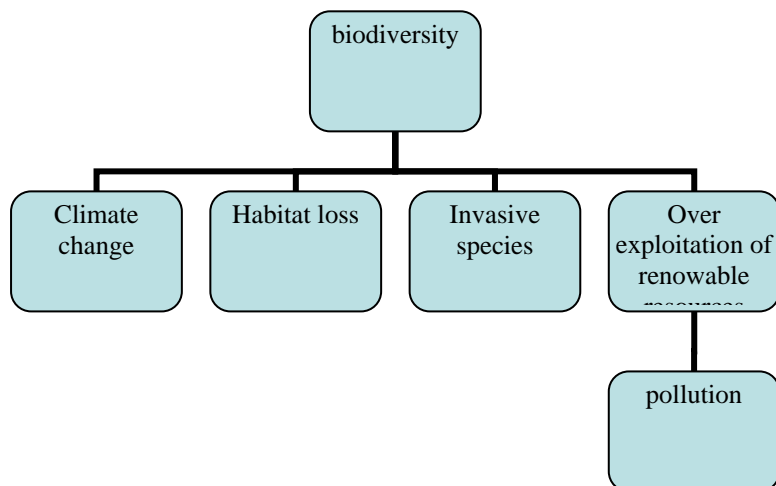
Introducing ALTERNATIVE SOURCES OF ENERGY

- Geo-thermal power
- Bio-fuels (from plants or animals; wood, wood clippings, methane from animal excrement...
- wind energy
- hydroelectric power
- solar energy
- nuclear energy...

- air pollution

- Using lichens as bio-indicators of air pollution
- Forests – the impact of pollution on trees, animals, plants ; acid rain (mainly gathering information...)

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- water analysis : water-born diseases

- all students

- collecting paper for recycling

- recycling (waste disposal) at school
- environment in pictures:
 - photo contest
 - exhibition in the town centre – boards
 - aim: to inform, criticise and alert the public

2. Organising material

3. Sharing and comparing

4. Drawing conclusions

5. Evaluating

4. STRESS

→ SLOVENIA'S PROPOSAL:

The main purpose of this workshop would be introducing several types of stress reducing exercises.

1. Musical workshop

- relaxation with breathing exercises, using body as an instrument (voices, rhythms, clapping, echo, improvising...) – by using these students learn how to relax before public speaking, evaluation, testing and other situations that might represent stress.
- In the next stage students are given musical instruments each (Orff's instruments). By using the Chinese pentatonic scale (which is known to relax) the students will create sounds. No previous knowledge of music and instruments is needed to perform this workshop.

2. Sport workshop

- students get to know the basis of Thai massage, go for a walk (to meet the sun rise), learn the right way to jog in order to fight stress, and learn the basis of

Tai –chi in the nature. (Chinese martial art often practiced for health reasons.

Tai chi is typically practiced for a variety of reasons: its soft martial techniques, demonstration competitions, health and longevity.)

3. Psychosomatic workshop

- lectures on stress and its impact on teenagers.

☺ ☺ *(We understand that these workshops might not be usable at your school, but the idea of introducing the students some ways of tackling stress is very appealing to us. We are more than willing to introduce some of these workshops in October, when we meet in Slovenia.)*