

UNIT 1 - EQUITY AND EQUALITY

CITIZENSHIP 8

Content

- To be able to describe the difference between equality (rights) and equity (respecting differences)
- To create a sketch to demonstrate the difference between equality and equity
- To comment critically on the real-life issues of equality and equity (e.g. salary difference between genders)

Resources & ICT

- iPad app: Human Rights
- Thinking Through Citizenship (Folens): Rights & Responsibilities
- BM Resources Equity & Equality
- Universal Declaration of Human Rights
- Charter of the rights of the child
- Newspaper articles describing salary scale differences in Switzerland

Types of assessment

- Formative: question and answer sessions, short quizzes, class discussions

Students to Know

- 10 articles from the Universal Declaration of Human Rights

Students to Understand

- The difference between human rights (equality) and respecting differences (equity)

Students to be able to Do

- Comment critically upon real-life situations of equality and equity

Cross curricular links

- MUN; debating skills

Differentiation incl. EAL

- Vocabulary lists, language assistance for EAL students
- Extension: students creating their own list of the rights of the child and justifying choices

Learning styles activities

- Intrapersonal: students exploring the perspectives of others



Global citizenship, internationalism, local environment

- Local environment: the base for the United Nations in Geneva, possible school visit



UNIT 2 - IMAGES IN THE MEDIA

Content

- Exploration of gender issues through images in the media
- Comparison of images from present day to recent past (50's onwards)
- Contrasting images in publicity for same products, past and present
- Exploration of race through publicity
- Definition of politically correct and the changing perspectives through time
- Health issues seen through images in publicity
- Images immediately surrounding students: Lausanne

Resources & ICT

- Online newspapers and magazines
- Images accessed through internet search engines
- Newspaper and magazine clippings
- Keynote for compiling image comparisons

Students to Know

- How to gather images from different media resources
- The meaning of politically correct/incorrect
- Gender and race issues identified through images in the media and in particular publicity

Students to Understand

- That gender roles and race can be seen through images used in the media
- Changing perspectives of health through images in the media over time

Students to be able to Do

- Identify differences in how gender and race are portrayed in the media and through time
- Compare and contrast images in the media for the same product over time

Cross curricular links

- History; exploration of images in publicity past and present
- Geography; comparison of images in the media from around the world

Types of assessment

- Rubric-based end of unit test
- Formative and ongoing
- Check-list of developed skills

Differentiation incl. EAL

- EAL students may describe images using a given set of vocabulary
- Extension: more able students may be asked to provide more in-depth descriptions of images but also reasons why there has been a change with time in what we are prepared to accept in different societies

Learning styles activities

- Individual: research to collect different images seen in the media
- Paired: comparisons of images in publicity marketing the same product over time
- Group and whole class: discussions about what is politically incorrect about images, particularly associated with gender and race



Global citizenship, internationalism, local environment

- Internationalism: comparing images in the media from around the world and from different perspectives
- Local environment: students visit and collect images from Lausanne town centre

UNIT 3 - SOCIAL NETWORKS

Content

- Benefits and pitfalls of social networking
- Pressures to belong
- Risks and risk avoidance
- Inclusion/ exclusion issues
- Alternatives to social networking
- Exploration of the idea of 'anti-social' networking
- Cyber bullying

Resources & ICT

- "Look Up" poem recital (Youtube)
- "Anti-social Networks" poem recital (Youtube)
- Concept map iPad applications

Students to Know

- 10 The risks that may be involved in using social networking including cyber bullying
- The pressures and pitfalls of social networking
- Alternatives to social networking

Students to Understand

- That social networking may become addictive
- Positive ways of using social networks

Students to be able to Do

- Explain personal reasons for using or not using social networks
- Describe the steps to take if subject to cyber bullying

Cross curricular links

- PSHE; anti-bullying campagne
- Science; social nature of animals

Types of assessment

- Rubric-based end of unit test
- Formative and ongoing
- Check-list of developed skills

Differentiation incl. EAL

- EAL students may explain through images which social networks they use and why
- Extension: more able students may be asked to develop ideas relating to the pressures of belonging to social networks and the impact of social networks in society at large

Learning styles activities

- Individual reflections and writing concerned with personal use of social networks
- Action plans for students wishing to break away from addictive use of social networking



Ant colony

Geoff Gallice / CC BY 2.0

Global citizenship, internationalism, local environment

- Internationalism; comparisons of social network use around the world



UNIT 4 - DEBATING SKILLS

Content

- Great debaters through history
- The skill of persuasion
- Powerful arguments by the use of evidence
- Using narratives in arguments
- Understanding 'devil's advocate'
- Debating within a framework
- Respecting your opponent
- Listening to arguments and replying
- Objective versus subjective evidence

Resources & ICT

- Extracts from "The Great Debaters", "Dead Poet's Society", "To Sir With Love" to show the power of persuasion
- Extracts from American primaries with debating politicians
- Extracts from Richard Dawkins and Laurence Strauss public debates on science

Types of assessment

- Rubric-based end of unit test
- Formative and ongoing
- Check-list of developed skills

Students to Know

- Examples of great debaters throughout history
- A framework for presenting arguments in debate
- The difference between objective and subjective evidence

Students to Understand

- That persuasion is a skill that requires practice and development
- That persuasion in debate is achieved through the presentation of evidence and reasoning
- The benefits of using a 'devil's advocate' approach to strengthen arguments

Students to be able to Do

- Improve their debating skills within a given framework for argumentation
- Use personal narratives to persuade in debate
- Listen to an opponent's arguments and respond
- Plan a series of powerful arguments
- Summarise a series of points in a debate

Cross curricular links

- History; political debate
- Science; Dawkins, Strauss public debates on science

Differentiation incl. EAL

- EAL students are provided with a list of powerful vocabulary for persuasion and are allowed a translator to understand the arguments presented
- Extension; more able students must provide a written structure before presenting their case (introduction, main arguments, concluding statement)

Learning styles activities

- While debating, students should be divided randomly into two groups, each representing one side of an argument
- Arguments should be chosen that are deliberately contentious
- They are presented as statements with a for or against possibility, e.g. 'students should wear a school uniform'



United States Congress

Lawrence Jackson / Public domain

Global citizenship, internationalism, local environment

- Global citizenship: students strengthen arguments by collecting evidence from various sources, e.g. school uniform use in other international schools around the world

