

# GLOBAL CITIZENSHIP EDUCATION CURRICULUM

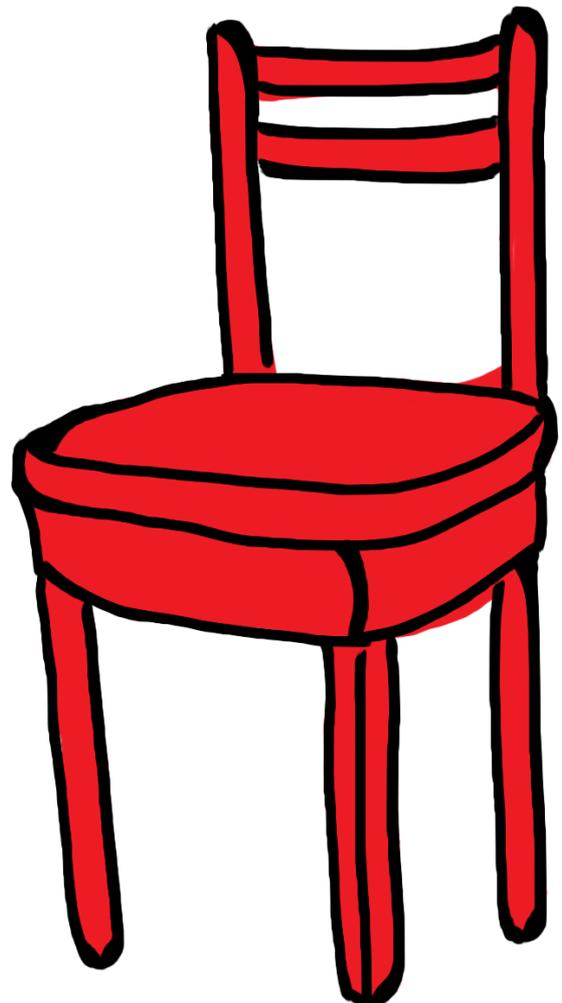
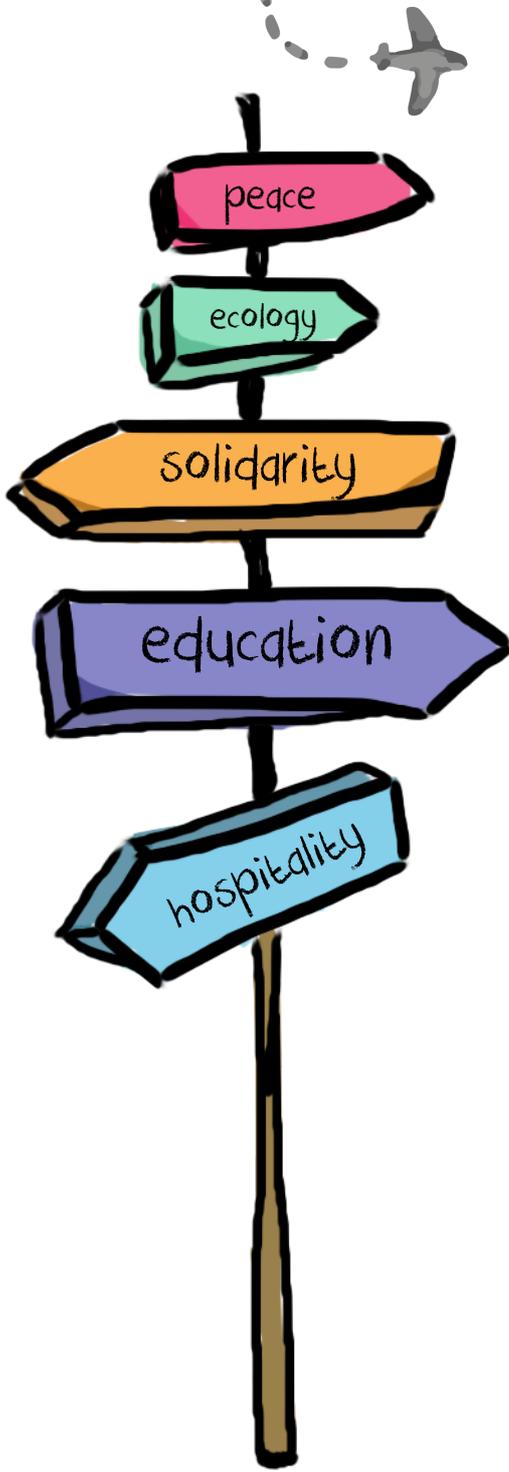
2017-18 school year



Friends of  
**Fe y Alegria**  
in the United States

## LA SILLA ROJA

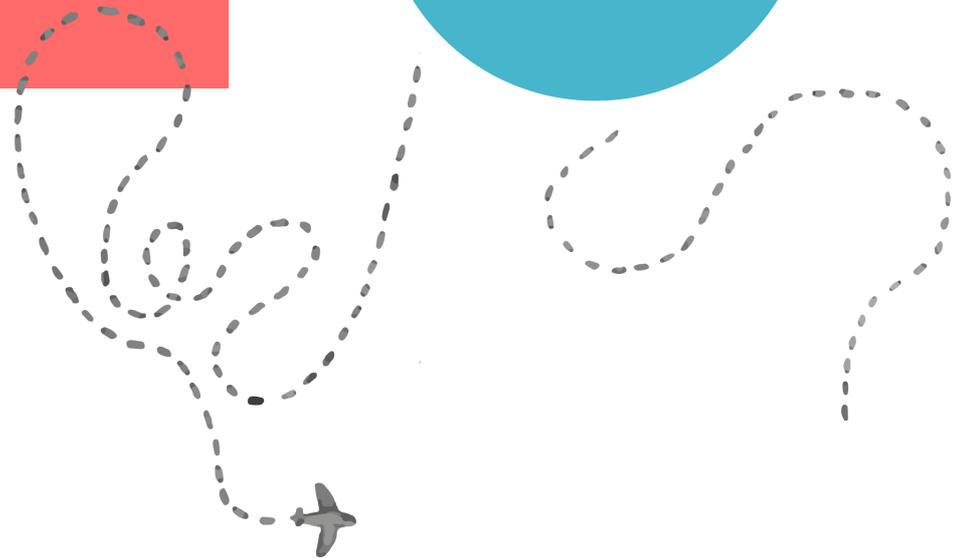
A journey toward  
justice



Thank you for joining us  
on the journey to promote  
global citizenship



Through this global education proposal, we seek to offer easy-to-use, adaptable lesson plans to help educate in the values that sustain human rights. We hope to offer you tools so that students can discover their role in contributing to a more just world and commit to building bridges of peace and solidarity in their daily lives. We also seek to highlight the importance of the right to education, which is key to accessing other fundamental rights.



Education also allows us to recognize our co-responsibility and to take part in the construction of a society based on the values of human dignity and solidarity.

The lesson plans included in this guide seek to help create spaces that encourage youth to:

- Actively participate and develop an interest in human rights and discover the intrinsic value and human dignity of all people.
- Understand the responsibilities that human rights involve.
- Learn about and analyze situations where human rights are being violated.
- Understand the role the right to education plays as the pathway to other human rights.
- Promote a sense of belonging to the global family.

We welcome your feedback on these resources and invite you to share any adaptations so that we can promote a community of learning on global citizenship education.

You can request these resources at [gloaled@feyalegria.us](mailto:gloaled@feyalegria.us) or download them at [www.feyalegria.us/our-work/la-silla-roja](http://www.feyalegria.us/our-work/la-silla-roja)

For more resources, visit our partners at Educate Magis:  
[www.educatemagis.org/collections/global-red-chair-project/](http://www.educatemagis.org/collections/global-red-chair-project/)

These lesson plans were adapted from global citizenship curriculum created by the Education Department at Entreculturas-Fe y Alegría Spain: [www.redec.es/es/redec/home](http://www.redec.es/es/redec/home)

Elements from “Empowering Global Citizens: A World Course” by Fernando Reimers et al are integrated into the proposed curriculum, using Creative Commons Attribution 4.0 International License: [www.creativecommons.org/licenses/by/4.0/](http://www.creativecommons.org/licenses/by/4.0/)



## About this material

These lesson plans were created to be used with high school students, although there are elements that can serve other age groups. The person facilitating can adjust the level of reflection to the age and characteristics of the participants. The lesson plans are available in [both Spanish and English](#). Some of the resources highlight important international awareness raising days (i.e. World Literacy Day, World Earth Day, etc.); however, they can also be used during moments that best suit your academic calendar. Each activity is focused on tackling [different themes](#), all related to encouraging a commitment to human rights:

- An introduction to “La Silla Roja” or the Global Red Chair Project
- An introduction to the Universal Declaration of Human Rights, which is based on the human dignity of all
- Right to Peace
- Right to Quality Education
- Right to a Healthy Environment

The lesson plans are based on the following methodology:

### 1) Learn - Inspire - Act

The units are designed to help facilitate spaces where students can learn about and understand different global realities and critically analyze situations of injustice and violations of human rights. However, each activity also seeks to show the connection between these injustices and our daily decision making and activities, paying special attention to whether we are respecting and defending the rights of others and following through on our responsibilities as global citizens. Finally, each unit seeks to encourage students to develop personal and/or group commitments and actions to implement at the local level.

### 2) "Mini-me" Handout for Reflection

Throughout the year, we encourage you to facilitate spaces where students can share their feelings, reflections, questions and commitments following each activity.

At the beginning of the activity, each participant will receive a “mini-me” handout where they will draw themselves and write their name on the top. Offer them time at the end of each lesson plan to reflect on the following:





What have I learned or discovered?



What feelings and values have I experienced?

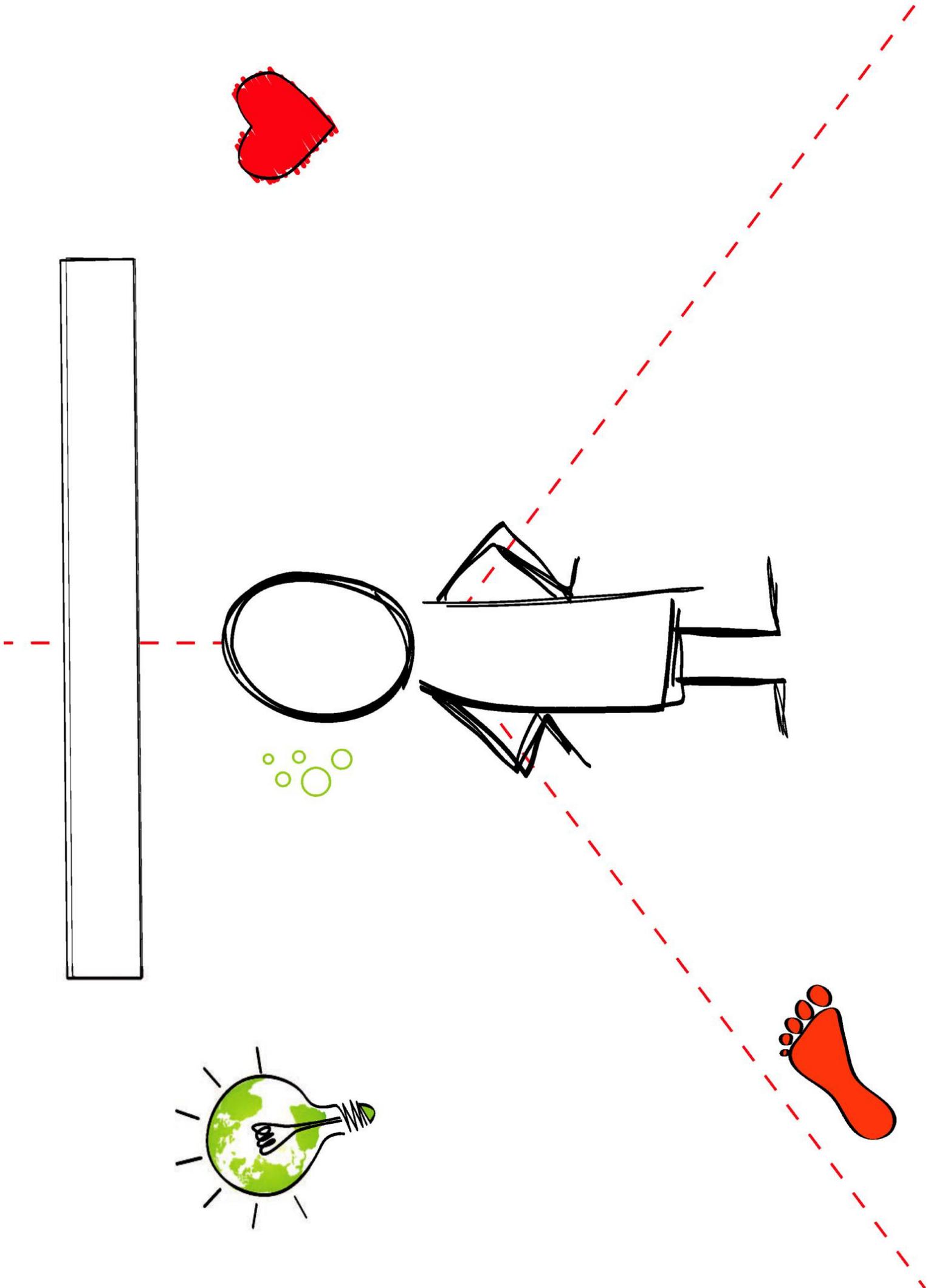
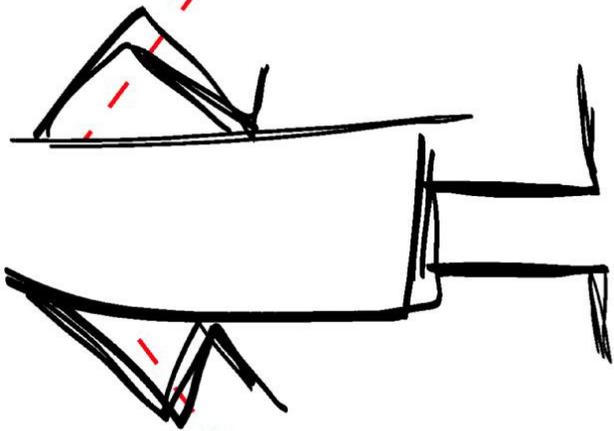
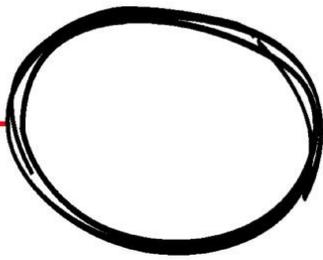
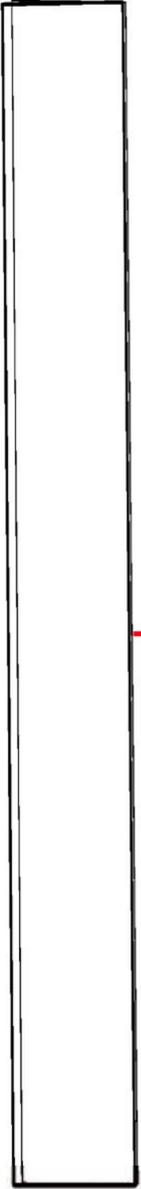
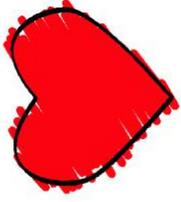


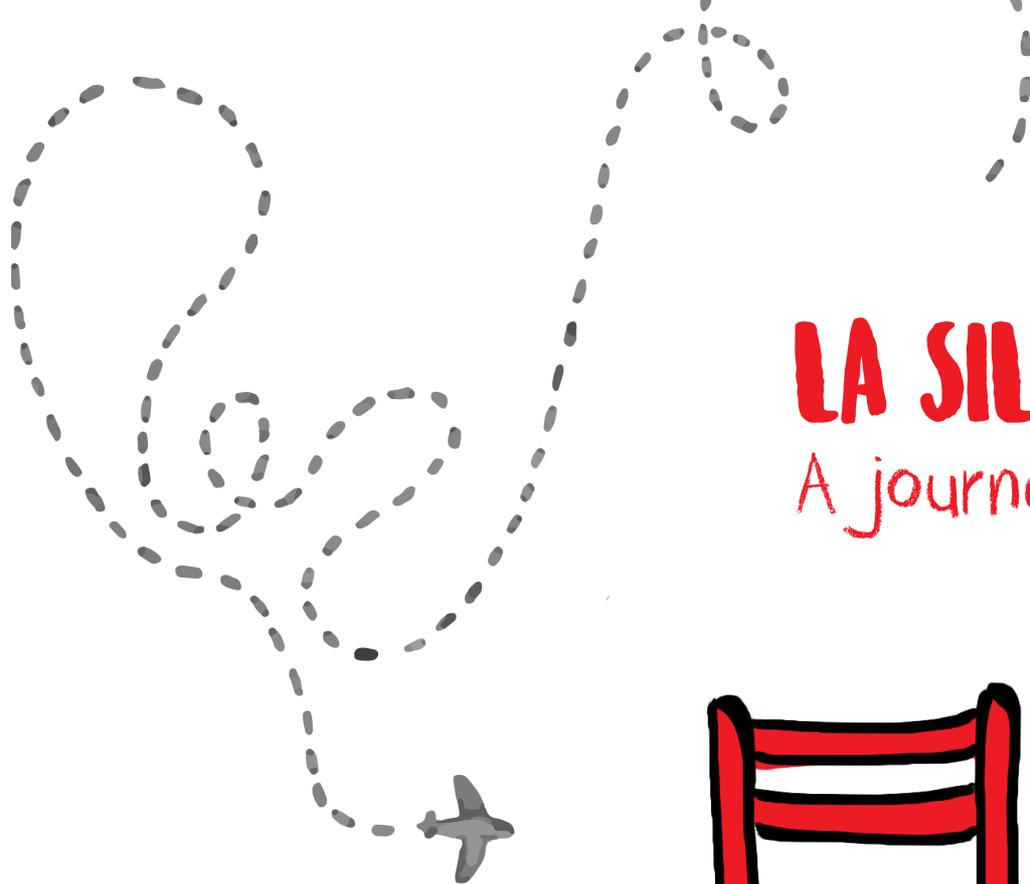
What actions can I implement right now in line with what I experienced?

We understand the “Mini-me” handout as an evaluation tool for students but also for facilitators. It helps us to be more aware of the process we are experiencing at three levels: the cognitive, emotional, and behavioral. At the end of the year, students can review each of their “Mini-me” handouts to see how they have grown and their individual and collective learning process throughout the academic year. To help facilitate this reflection, we can use the following questions:



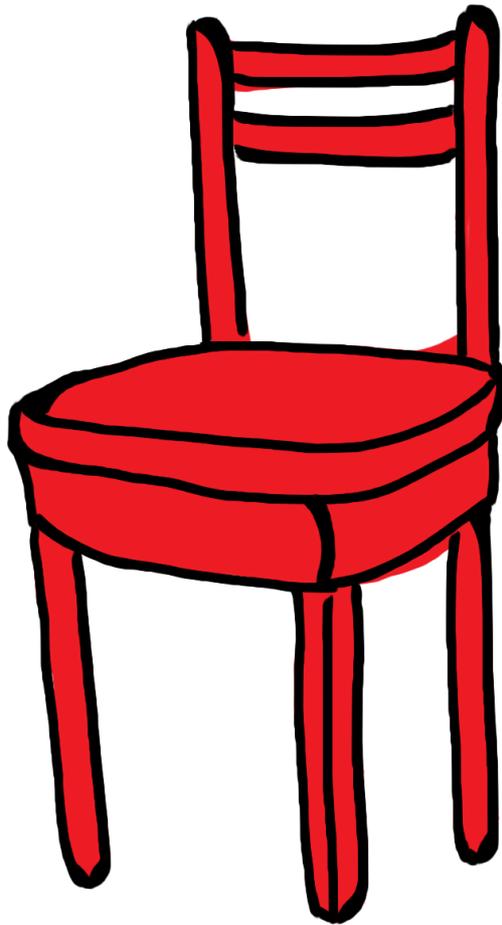
- What have I learned this year?
- What have I discovered that I did not know before?
- What activities have I become involved in to defend the dignity and rights of others?
- What attitudes have changed in me?
- What abilities have I developed?





# LA SILLA ROJA

A journey toward  
justice



Materials adapted  
from  
Entreculturas -  
Fe y Alegría Spain

Adaptation: Erika Meyer  
Design: Macarena Romero  
Clara Panella  
Angie Suárez  
Nate Radomski



Friends of  
**Fe y Alegría**  
in the United States