



Erasmus+

THE CURRICULUM

FOR THE OPTIONAL DISCIPLINE

"YOUR RIGHTS ARE MY RIGHTS

FIGHTING AGAINST

DISCRIMINATION" (CURRICULUM FOR

HIGH SCHOOL EDUCATION)

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1 . PRESENTATION NOTE

The school curriculum for "Your rights is my rights, fighting against discrimination" is an optional curricular offer for high school education, designed for a time budget one hour / week over a school year. The curriculum can be studied within the curriculum at the school's decision or within the themes included in the curricular area "Counseling and guidance".

In line with the developments of the Romanian education envisaged by the new legislative framework, this school curriculum has as main objectives:

- developing social and civic competences: the ability to put ideas into practice through creativity, innovation and risk-taking;
- protecting fundamental human rights for EU citizens and promoting human rights throughout the world;
- Sensitization and cultural expression: the ability to appreciate the importance of creative expression of ideas, experiences and emotions in a variety of environments;
- promoting and protecting human rights, democracy and the rule of law worldwide;
- promoting tolerance: Say NO to discrimination, racism and intolerance
- manifesting active and responsible social behavior, appropriate to a changing world;
- Participation in decision making and community problem solving.

The structure of the curriculum comprises the following elements:

§ Presentation note

§ General competencies

§ Specific competencies and content

§ Methodological suggestions

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2. Competences

It is the amount of knowledge, skills and attitudes that contribute to a person's ability to perform their tasks and responsibilities effectively.

Attitude is a key element that guides, motivates and enhances performance. Skills training should be static: from systematic control and assistance to the stage of self-control and other person's management

2.1. General Competences

The general competencies are formed in our case during a school year and reflect the need for knowledge of human rights, the rights of people with disabilities, women's rights and gender non-discrimination etc. to become a responsible, autonomous, creative and independent person able to plan and make decisions about options and professional development.

2.2 . Specific Competences

They are derived from general competences and are stages in their acquisition, the specificity of the pupil class, but also the options and methodology used by the didactic framework.

3. Contents

The selected content as well as the learning experiences proposed are related to the specific competencies envisaged.

The content is structured on six thematic modules specific to human rights;

- Module I: The Right to Development
- Module II: Promoting the rights of people with disabilities
- Module III: Promoting the indivisibility and interdependence of all human rights
- Module IV: Promoting tolerance - Says NO to discrimination, racism and intolerance
- Module V: Promoting women's rights: Say NO to gender discrimination
- Module VI: Promoting the rights of children and adolescents

4. Specific competences and contents

SPECIFIC COMPETENCES	CONTENTS
<ol style="list-style-type: none">1. Proper use of the terms of each individual's right to development2. Analysis of UN Declaration on the Right to Development, Argumentation, Debate3. Recognition of the right to development as a fundamental human right	I The Right to Development <ul style="list-style-type: none">-The current state of development law and the Millennium Development Goals-Decision on the right to development-The first steps towards the right to development- States' rights and economic duties- From rights holders

<p>2.1. Understanding and understanding key words on the rights of people with disabilities</p> <p>2.2. Raising awareness of the rights of persons with disabilities and their protection</p> <p>2.3. Explanation of differentiated treatment</p> <p>2.4. Illustrating the needs of people with disabilities</p>	<p>II. Promoting the rights of people with disabilities</p> <ul style="list-style-type: none"> - Key topics: normality - impediment - deficit - disability - discrimination - invisibility - institutionalization - segregation - special needs approach - inclusion - participation - Convention on the Rights of Persons with Disabilities adopted by the UN General Assembly -Protection of rights of children and adolescents with disabilities - "The same rights but different needs"- - "Non-discrimination means equal rights, differentiated treatment, differences are treated differently to guarantee the same rights in the best possible way
<p>3.1. Identifying Human Rights Features</p> <p>3.2. Exercise of their own rights and assuming responsibilities respecting the rights of others</p> <p>3.3. Forming a personal point on human rights violations</p>	<p>III. Promoting the indivisibility and interdependence of all rights</p> <ul style="list-style-type: none"> -All human rights are universal, indivisible, interdependent, and interconnected -Civil and political rights in the first generation -Economic, social and cultural rights in the second generation -Solidarity or the rights of peoples or the third generation of human rights Fourth generation: human genome rights and the right to the genetic patrimony of the individual
<p>4.1. Knowing the notion of tolerance and non-discrimination</p> <p>4.2. Designing a citizen's rational behavior that encourages interculturality and social integration</p>	<p>IV. Promoting tolerance - Says NO to discrimination, racism and intolerance</p> <ul style="list-style-type: none"> - Key words: discrimination - intolerance - stereotyping - prejudice - xenophobia - racial segregation - homophobia - holocaust - genocide - ethnic cleansing - people in transit - race - human race - positive discrimination - interculturality What are the stereotypes? What is discrimination? -What is a bias? -International Convention on the Elimination of All Forms of Racial Discrimination -21 March - International Day for the Elimination of Racial Discrimination

<p>5.1. Promoting women's rights</p> <p>5.2. Working with others to explain the need to defend human rights in a democratic society</p> <p>5.3. Use of procedures to solve real or imaginary cases involving human rights</p> <p>5.4. Identifying stereotypes and prejudices about human rights</p>	<p>V. Promovarea drepturilor femeilor. Spune NU discriminării de gen</p> <p>-Cuvinte cheie: sex și gen – valori tradiționale – stereotipuri – prejudecăți – muncă neremunerată – violență împotriva femeilor – violență domestică – omuciderea femeilor – avort selectiv – molestare sexuală – fizică, emoțională și abuz psihologic – egalitate de șanse – integrarea discriminării de gen</p> <p>-Ce este genul?</p> <p>-Exemple de violență împotriva femeilor</p> <p>-Mituri și adevăruri despre violența împotriva femeilor</p> <p>-Declarația privind eliminarea violenței împotriva femeilor</p> <p>-Ce este integrarea egalității de gen?</p> <p>-Egalitatea de gen, dezvoltare și pace pentru secolul XXI</p>
<p>6.1. Promoting the rights of children and adolescents</p> <p>6.2. Participating children and adolescents in making decisions about real or imaginary situations, exercising rights and assuming responsibilities</p> <p>6.3. Promote active, free and meaningful participation of children and adolescents</p>	<p>VI. Promoting the rights of children and adolescents</p> <p>- Key points: Subject of the law - Protection - Excess or degeneration of social aid - Paternalism - Theory of the irregular situation - Social danger - Institutionalization - Need-based approach - Human rights approach - discrimination - survival and development</p> <p>- Convention on the Rights of the Child (CDC)</p> <p>-From stigmatization of the child excluded from international human rights standards</p> <p>-Trending from child protection and / or child protection measures: a new vision of the New York Convention</p> <p>- Needs-based approach and rights-based approach</p> <p>-The most powerful attitude of the child and adolescent</p>

1. Methodological Suggestions

The methodological suggestions concern how to organize activities in order to train the pupils in the competences formulated in the curriculum.

1. Methods and didactical strategies

- For the formation and consolidation of specific competencies, the following can be used:
 - • different active - participatory methods, such as:
 - a definition of key words and notions about human rights, to understand the contents correctly
 - a text analysis
 - a brainstorming
 - a formal debate - filmed examples from some debates and human rights pleadings
 - a case study - it is recommended to work on groups, in teams
 - a role-playing game
 - an analysis of some cases of human rights violations in the media
 - a portfolio
 - a practical demonstration
 - a questioning
 - a learning by discoverydiferite modalități de lucru cu elevii, așa cum sunt:
 - a documentation - human rights issues, cases of violations in different life situations, at work, public spaces, etc. are recommended.
 - an argument for and against an idea
 - an investigation into cases of human rights violations, abuses
 - campaigns to promote students' responsibilities, tolerance, non-discrimination

- collaboration with NGOs to promote and defend human rights.

2. Assessment Methods

Assessment methods must be designed in close connection with the specificity of the proposed optional course. It is recommended to use alternative assessment methods, such as:

- Initial and progress tests with items on the notions and key words specific to each module in this school curriculum
- analysis of cases of human rights violation / violation
- designing projects on different themes
- portfolios on: the right to development, the rights of people with disabilities, tolerance, non-discrimination, etc.
- Making posters, drawings, leaflets, brochures to promote the rights of children and adolescents
- Systematic observation of the activity and behavior of the students
- self assessment

2. Bibliography

1. Curs Glocal Tour: Dreptul la dezvoltare
2. <https://www.portalhr.ro/definitii-ale-notiunii-de-competenta/>
3. www.irea.ro/ro/images/prezentari/irea_steliana.ppt
4. oldsite.edu.ro/index.php/articles/c557
5. www.edu.ro