

How to educate students to be human



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unesco-projekt-schulen



Our best practices to help our students in being
a part of ONE WORLD

The four columns of teaching and living democracy and tolerance in school life:

- Integration/inclusion



- School subjects



- Projects



- Optional courses „Unesco- Human Rights“..



Integration/inclusion

- students with special needs or handicaps (e.g. in learning, ...)

Problem:
one/two in a group of 20 or more- in most subjects 1 teacher only

Help: - special teachers, assistants

Great help: students from the classes

- children of refugees

Problem: no language training before, or only a little

To be involved in the work with „different“ students = great effect on tolerance and understanding ... but problems, too

Subjects



Social Studies:

- from grade 8
- teaching about rights and duties people have, about laws, government in Germany
- discussions about several topics:
 - how (and if) democracy works
 - how to be a part of the democratic system
 - power of people to change things
 - the importance of taking the right to go to elections

Problem with teens: to make them understand - only if they take the right and be active they can change things and solve problems

Ethics



- students can choose between Ethics and RE
- from grade 5
- teaching the kids in being responsible for their acting
- rules of humanity, tolerance, behaviour, respect
- discussions about addictions, current problems/ problems of students
(like sexuality, drugs, pollution of environment, refugees...)
- students are often asked to create presentations, do surveys...

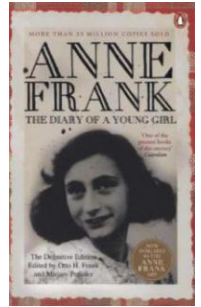
Religion



- from grade 5
- not a church school - students are taught about each big religion, get an overview
- surprised to find out: Christians, Moslems, Jewish have the same roots
- regular excursions to Wittenberg- the cradle of reformation

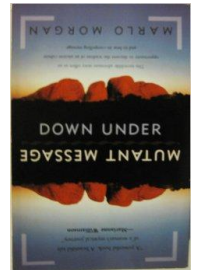
German language

- train the theoretical knowledge on topics of currency
- teach students how to argue in a correct way, help them to articulate their point of view
- let them create role- plays
- literature: in each year 1 novel about youth problems (according to the age, the topics vary from bullying to addiction to alcohol and, of course, the time of fascism in Germany - „Diary of Anne Frank“)



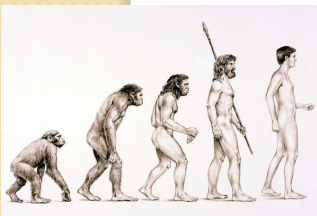
English language

- not only the teaching of language, but also to teach about the living conditions in several English speaking countries
- closer look to natives of the countries by doing projects, reading chapters from novels in native tongue (Native Americans, Inuit in Canada, Aborigines in Australia)
- discussing the (always negative) influence of Whites, showing the importance to know different cultures to accept them (e.g. the amazing knowledge about nature)



History

- from year 5
- make students understand who they are and where they are from
- in the last two years: closer look to German history
- they have to understand how the earlier history effects the present and future
- don't let them forget the times of cruelty during Hitler- era
- teach them what happened during GDR- times
- make them understand that people have the ability to change/ abolish injustice
- enable them to show empathy for people who immigrated



Students - learning by doing... no, by watching -
best way to get them familiar with history = visit important places

Class 9: a visit to the concentration camp
„Auschwitz“



Class 10: a visit to the former
inner German border at
Marienborn and Berlin
(where the wall was)



Projects

- Created to develop characteristics: from team- spirit to self- confidence, develop the strengths and lower the weaknesses of each student
- Make them open- minded to all new, enforce their curiosity to all strange

a) Regular projects for different grades



Class 5: - being a team
- Life in the middle- age

Class 6: pet- project (treat them with respect)



Class 7: bookslam



Class 8: canoing- course

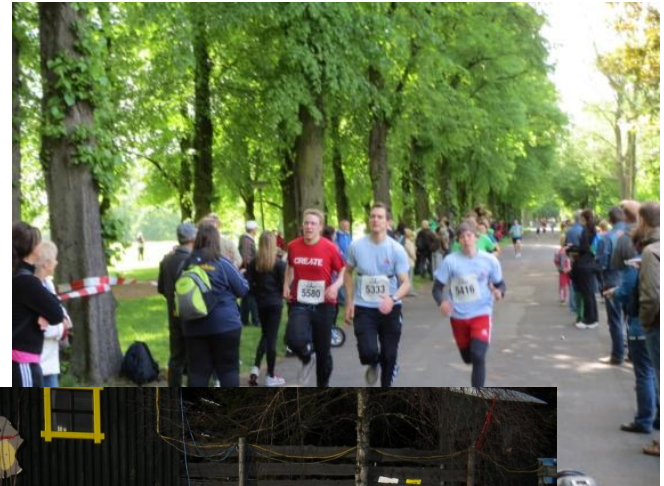


Class 9: Trip to Britain



b) every year: regular sports events

- sport brings people together
- good ability to abolish prejudices against „any“ differences
- Students learn to help each other



c) Special projects

- for special occasion- all grades work on one topic
- results are presented to school and community



e.g. „Being one world“



„Our village in history and today“



Others: The Middleage, X-mas project, Olympic Games...

„25th anniversary of reunion“- to remember the time and people who enforced the reunion of German states, discover the living conditions in the time before and find out about the reasons of the development



Extracurricular courses

Small school, but offer a variety of courses, 3 very important ones:

a) Environment:

- Students learn to be responsible for the world we live in, they are shown what they can do



Being
responsible
for creatures



Protecting bats



Saving old
ecological
systems

b) Human rights (Unesco)

- Enforce students to live human rights, help others who are suffering
- Stand for human rights
- Enforce tolerance to anyone
- With projects „in front of the door“, e.g.

show interest and
respect to the old generation



“light the night for children´s right“-
human chain for rights of kids world wide



collecting money for the pet´s home



collecting money for the children´s
hospice to fulfill wishes

„Hilfe in der Not-ich zeige Zivilcourage“ war eins der acht für würdige empfundenen Projekte

Zielitzer Schule erhielt Förderpreis des Bundestages

Zielitz (asi). Der Sekundarschule „Werner Seelenbinder“ in Zielitz wurde vor kurzem in Berlin eine große Ehre zuteil.

Im glasdurchfluteten Foyer des gerade erst fertiggestellten Paul-Löbe-Hauses konnten Schulleiter Henning Bialek und Marita Bürger als Unesco-Projektgruppenleiterin, stellvertretend für alle Schüler, aus den Händen von Bundestagspräsident Wolfgang Thierse den diesjährigen Förderpreis „Demokratie leben“ entgegen nehmen, der mit einem Geldpreis in Höhe von 3750 Mark dotiert ist.

Die anerkannte „Unesco-Projekt-Schule“ hatte sich mit dem Projekt „Hilfe in der Not – ich zeige Zivilcourage“ an der bundesweiten Ausschreibung beteiligt. An diesem Wettbewerb, der zum dritten Mal vom Deutschen Bundestag ausgeschrieben wurde, nahmen insgesamt über 115 Gruppen und Organisationen teil, von denen letztlich acht mit dem begehr-

ten Preis ausgezeichnet wurden. „Mit diesem Preis werden Projekte und Initiativen gewürdigt, die sich aktiv mit der Frage auseinandersetzen, was junge Menschen selbst zur Verhinderung von Fremdenfeindlichkeit und Gewalt tun und wie sie für sozial mutiges und gerechtes Verhalten, für Zivilcourage und Eigeninitiative in Schulen und Gemeinden eintreten können“, erklärt der Schulleiter. „Durch das unter Leitung von Marita Bürger initiierte und immer wieder mit neuen kreativen Ideen von Schülern, Lehrern und Eltern versehene Projekt, konnten einigen benachteiligten Kindern der Welt materiell und ideell geholfen werden“, ergänzt Henning Bialek. Bei vielfältigen Aktivitäten, die im Laufe der letzten Jahre stattfanden, sammelten die Schüler und Lehrer aller Klassen Gelder und spendeten diese unter anderem 1998 im Rahmen einer Unicef-Aktion für afrikanische

Kinder, 1999 für Kinder im Kosovo. Im Jahr 2000 erfolgte eine Scheck-Übergabe in Höhe von 1100 Mark an die Deutsche Stiftung „Weltbevölkerung“ für ein Kombi-Projekt in Nepal.

Noch in guter Erinnerung dürfte das Projekt sein, mit dem in diesem Jahr eine Schule in Bosnien-Herzegowina unterstützt wurde. Es wurde mit Hilfe des Deutschen Roten Kreuz des Obkreises ein Hilfstransport mit Sach- und Geldspenden (3 800 Mark) persönlich durch fünf Schüler und zwei Lehrer der Zielitzer Sekundarschule nach Bogojno gebracht. Das Projekt „Hilfe in der Not – ich zeige Zivilcourage“ hat mittlerweile viele Helfer gefunden.

In seiner Laudatio würdigte Prof. em. Dr. Schweizer von der Universität Bonn vor allem das langfristige stetige Mühen der Schüler und Lehrer der Schule Zielitz, benachteiligten Kindern der Welt zu helfen.



Schulleiter Henning Bialek und die Leiterin der Unesco-Projektgruppe an der Sekundarschule, Marita Bürger, nahmen die Auszeichnung aus den Händen von Bundestagspräsident Wolfgang Thierse entgegen.

Students supported life- aid projects in several countries, organized events to collect money, e.g. for ...

- children in Bosnia- Herzegovina (taking part in a convoi to take helpful goods and money to a school there)
- Unicef- life aid for children in Kosovo
- Christoffel Blind- mission to pay for operations for kids in Africa
- German Assosiation „Worldpopulation“- help kids in Nepal

For the engagement, our school was marked and honoured by the German Bundestag.

since 5 years: **partnership to a Polish school in Goworowo**

- regular student's exchanges, working on projects together („From being strangers to be friends“, „The wolf- old and new neighbour“)
- great opening of an exhibition about „Glasnost“ and the Polish role of changing society in Germany (at 25th anniversary of the fall of the wall)



c) International relations (Unesco)

Why -> simple reason: to develop tolerance and abolish prejudices - the best way to let the students be in touch with different cultures, to see themselves how equal we are.

Since 20 years, we have been working in different European projects. The effects on the students are sometimes really amazing. It's great fun for teachers to see how they become more mature.

A second effect: positive influences on „thinking“ of people in a community.



Working with refugees

- last year a lot of refugees arrived in villages nearby
- **our students:** wondering how they are, some full of prejudices, no ideas about the life they left
- **suggestion:** let's go to them, talk to them, play with them
- some students followed this invitation- were shocked about the stories they told, saw the living conditions in the camp, did „workshops“ with the kids (do handycrafts like X-mas decorations...)
- **students:** changed their mind
- **today:** families were taken to different places in Germany or sent back home, some stayed here and children go to school now
- **two teachers:** started to help voluntarily with all the form papers of the offices, the daily life in Germany
- children of families take part in youth life of villages: football, youth club

Last words

- project work: a hard but very successful way of teaching children, because they don't really recognize that they are taught
- you can develop all the competences they need in life, encourage them to be an open-minded person
- best method to lower prejudices - students have to see, feel and experience different cultures to learn one thing:

"people are the same wherever they live"

