



Unità di apprendimento



HUMAN RIGHTS HEROES AND HEROINES

UDA Scuola secondaria di primo grado

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Anno scolastico: 2025/2026



UDA
SCUOLA SECONDARIA DI I GRADO

UNITA' DI APPRENDIMENTO	
Denominazione	Human rights heroes and heroines
Compito di realtà	Produzione di un podcast: gli alunni della classe III della scuola secondaria di I grado produrranno un podcast dal titolo "Voices for freedom".
Compito unitario significativo	Comprensione dei testi relativi alla vita dei personaggi affrontati.
Competenze disciplinari	• Comprendere testi scritti • Saper utilizzare il dizionario cartaceo o digitale • Comprendere il senso globale dei video • Saper esporre semplici argomenti di diversi ambiti disciplinari
Competenze chiave/cittadinanza attivate dall'UDA	COMPETENZA MULTILINGUISTICA: utilizzare la lingua straniera in modo appropriato ed efficace per comunicare COMPETENZA DIGITALE: utilizzare gli strumenti e le tecnologie digitali responsabilmente al fine di apprendere con spirito critico IMPARARE AD IMPARARE: organizzare il proprio apprendimento, individuando ed utilizzando le risorse e le strategie adeguate COMPETENZA SOCIALE E CIVICA: interagire proficuamente in gruppo comprendendo i punti di vista altrui e valorizzando le diversità COMPETENZA IN MATERIA DI CITTADINANZA: agire da cittadini responsabili e partecipare alla vita sociale
Abilità	Conoscenze
LETTURA: - sa pronunciare correttamente le parole di un testo durante la lettura - sa comprendere le informazioni contenute in un testo - sa utilizzare correttamente un dizionario online o cartaceo ASCOLTO: - sa ascoltare il contenuto video scelti - sa intuirne il senso globale SCRITTURA: - sa rispondere correttamente a delle domande a risposta aperta - sa scrivere una parte dello script finale per il podcast	LESSICO: - riconoscere i "life events" FUNZIONI COMUNICATIVE: - raccontare le tappe della vita di un personaggio - raccontare con brevi enunciati il periodo storico di appartenenza GRAMMATICA: - utilizzare il presente semplice - utilizzare il passato semplice CIVILTÀ: - conoscere il razzismo - conoscere i diritti umani - conoscere la protesta non violenta EDUCAZIONE CIVICA:



- sa utilizzare i seguenti tempi verbali: presente e passato PARLATO: - sa leggere e/o recitare la propria parte del copione - sa utilizzare un lessico corretto e appropriato - sa raccontare le storie dei personaggi studiati utilizzando un lessico appropriato e un corretto uso dei tempi verbali		- conoscere Martin Luther King Jr - conoscere i principi dei diritti civili - conoscere i principi dell'obiettivo 16 dell'Agenda 2030
Utenti destinatari	Classi terze	
Prerequisiti	- Comprendere testi in L2 che descrivono la vita dei personaggi (A1/A2) - Ascoltare attentamente dei brevi video (A1/A2) relativi alle vite dei personaggi - Comprendere il senso globale dei video relativi alle vite dei personaggi - Utilizzare correttamente un dizionario cartaceo o digitale - Interagire con l'insegnante e con i compagni in L2 su argomenti conosciuti - Utilizzare l'applicazione di registrazione vocale - Conoscere il goal 16 di Agenda 2030	
Fasi di applicazione	FASE 1 - Introduzione all'argomento con brainstorming e debate: l'insegnante proietta una timeline contenente i volti dei personaggi scelti. Gli studenti individuano nelle loro conoscenze pregresse alcuni personaggi citandone i nomi, i paesi di appartenenza e i momenti significativi della loro vita; FASE 2 – Lettura e comprensione di testi scelti: gli studenti analizzano dei testi (A1/A2) selezionati dall'insegnante attraverso esercizi collettivi orali di lettura e comprensione e questionari scritti svolti in autonomia con l'ausilio del dizionario; FASE 3 – Attività di approfondimento e consolidamento: l'insegnante mostra agli studenti alcuni video selezionati (A1/A2) per l'approfondimento e il consolidamento delle informazioni relative alla vita dei singoli personaggi; FASE 4 – Attività di gruppo: l'insegnante divide gli alunni in piccoli gruppi e assegna a ciascun gruppo il compito di strutturare una sezione dello script che verrà utilizzato per la realizzazione del podcast. FASE 5 – Realizzazione del prodotto finale: l'insegnante assegna i diversi ruoli per la realizzazione del podcast e ha luogo la registrazione; FASE 6 – Restituzione lavoro finale e valutazione	
Tempi	Secondo quadrimestre: dalla metà di maggio fino al termine della scuola	
Esperienze attivate	- confronto tra pari - riflessione su temi di educazione civica - pianificare e strutturare un'attività - utilizzare le risorse digitali - collaborazione - pensiero critico	
Metodologia	ESA ENGAGE ● brainstorming e debate ● circle time STUDY ● lettura e comprensione di testi ● visione di video	



	● glossario ● riflessione sui contenuti appresi ACTIVATE ● learning by doing: podcast ● cooperative learning ● peer to peer
Risorse umane	Insegnante curriculare di lingua e cultura inglese, alunni;
Strumenti	- Libro di testo - Fotocopie di testi scelti - Dispense, schede di approfondimento, schemi, timeline - Youtube - Google classroom - LIM - Tablet - Garage Band
Valutazione	- Valutazione degli apprendimenti (interrogazioni, schede di verifica...) - Valutazione del prodotto (vedi file allegato) - Valutazione della relazione (vedi file allegato) - Autovalutazione degli alunni (vedi file allegato)

**PIANO DI LAVORO UDA
DIAGRAMMA DI GANTT**

	Tempi	
Fasi	MAGGIO	GIUGNO
1	X	
2	X	
3	X	
4	X	
5		X
6		X



CONSEGNA AGLI STUDENTI

- **Titolo dell'UdA:** "Human rights heroes and heroines"
- **Cosa si chiede di fare:** realizzare un podcast nel quale gli studenti descrivono la vita dei personaggi sottolineando i temi di educazione civica della protesta non violenta e dell'importanza della voce.
- **In che modo:** l'insegnante ha pianificato sia delle attività da svolgere in autonomia a scuola e a casa, sia delle attività di gruppo da svolgere principalmente in classe.
- **Quali prodotti: gioco:** il podcast dal titolo: "Voices for Freedom"
- **Che senso ha (a cosa serve, per quali apprendimenti):** il percorso formativo ha introdotto gli studenti a cruciali tematiche di civiltà e cittadinanza, offrendo loro gli strumenti per comprenderle e per esprimere la propria opinione. Il confronto attivo tra pari e con il docente ha sensibilizzato la classe stimolando una consapevolezza critica e profonda. Attraverso il podcast, infine, gli studenti hanno espresso questa consapevolezza sottolineando il valore della protesta non violenta e l'importanza del dialogo in ogni forma di confronto.
- **Tempi:** ultima parte del secondo quadrimestre
- **Risorse (strumenti, consulenze, opportunità...):** Libro di testo, fotocopie di testi scelti, dispense, schede di approfondimento, schemi, timeline, Youtube, Google classroom, LIM, tablet, Garage Band;
- **Criteri di valutazione:** illustrazione griglie di valutazione.



PIANO DI LAVORO UDA
SPECIFICAZIONE DELLE FASI

UNITÀ DI APPRENDIMENTO: Human rights heroes and heroines

Coordinatore: Maria Di Francesco

Fasi	Attività	Strumenti	Esiti	Tempi	Valutazione
1	1. Brainstorming: l'insegnante proietta sulla LIM una timeline con i volti dei personaggi da approfondire nel percorso formativo e pone delle domande: "Who are they?" "Do you know any of these characters?" "Where are they from?" "What did they do?" L'insegnante illustra agli studenti il percorso formativo spiegandone gli esiti attesi. Inoltre, il docente predispone uno schema guida per alunni BES. L'insegnante assegna esercizi di comprensione del testo; <u>Allegato 1</u> <u>Allegato 2</u>	Brainstorming; ricerca individuale e/o di gruppo, LIM;	Comprensione del percorso da svolgere	30"	Motivazione e disposizione degli alunni ad intraprendere il percorso.
2	2. Letture e comprensione: lettura e traduzione di testi selezionati; 3. Approfondimento video: visione in classe di alcuni video riguardanti le vite e gli aspetti significativi dei personaggi;	Lezione frontale e partecipata;	Comprensione del testo; Corretto utilizzo del dizionario cartaceo o digitale; ascolto attivo;	3h a scuola; 3h a casa; 30"	Comprensione di testi scritti e orali;

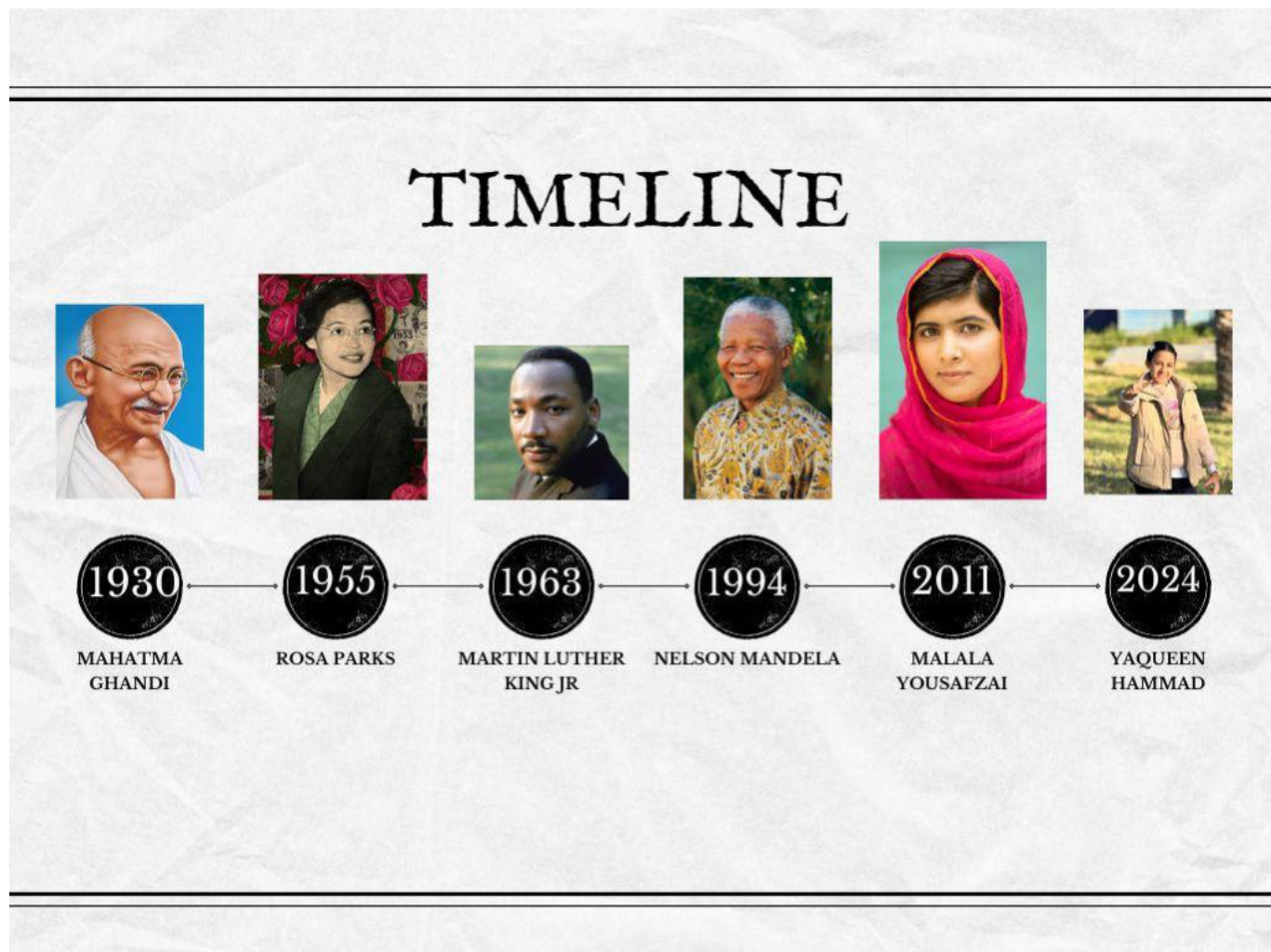


	4. Glossario: consolidamento della terminologia specifica; <u>Allegato 3:</u> letture <u>Allegato 4:</u> link ai video	Attività di speaking con domande guida poste dall'insegnante ;	Ampliamento e consolidamento del vocabolario;		Attività di speaking;
3	5. Riflessione sulle tematiche trattate: l'insegnante coinvolge gli alunni in un dialogo in L2 riguardante gli argomenti trattati;	Lezione dialogata	Riflessione sui diritti umani;	1h	Riflessione e consapevolezza;
4	6. Group work (Jigsaw puzzle): l'insegnante divide gli alunni in piccoli gruppi e assegna a ciascun gruppo un personaggio da descrivere per lo script del podcast; <u>Allegato 5</u> <u>Allegato 6</u>	Lavoro in gruppi; Learning by doing;	Recupero delle conoscenze; capacità organizzative; capacità di collaborazione e lavoro di squadra;	2h	Accuratezza, originalità e correttezza nella realizzazione di un testo scritto;
5	7. Registrazione podcast "Voices for freedom": l'insegnante assegna agli studenti i ruoli di <u>Speaker A</u> , <u>Speaker B</u> e <u>Sound engineer</u> (studente con disturbo del linguaggio)	Learning by doing; cooperative learning; peer to peer;	Collaborazione e lavoro di squadra;	2h	Accuratezza, originalità e correttezza nella realizzazione di un podcast;
6	8. Restituzione finale: i ragazzi ascoltano autonomamente il podcast registrato a scuola e lo commentano in classe con l'insegnante; <u>Allegato 7</u> <u>Allegato 8</u>	LIM		20"	



Allegato 1

HISTORICAL TIMELINE





Allegato 2

SCHEMA GUIDA BES

HEROES AND HEROINES	WEAPON USED	RIGHT DEFENDED
Gandhi	Fasting and Marching	Independence & Dignity
Rosa Parks	Silence and Firmness	Civil Equality
M.L. King	Words and Dreams	End of Racism
Mandela	Forgiveness	Political Freedom
Malala	Pens and Books	Girls' Education
Yaqueen	Smartphone and Videos	Witnessing & Life



Allegato 3

FONTI: testi scolastici;

READING COMPREHENSION:

Mahatma Gandhi, Rosa Parks, Martin Luther King Jr, Nelson Mandela, Malala Yousafzai, Yaqeen Hammad;

Culture G

The fight for equal rights

Emmeline Pankhurst, England (1858-1928)

In Britain in the early 1900s, women were **not allowed** to vote. A group of British women launched a campaign to change this. They called themselves the **Suffragettes** and their leader was Emmeline Pankhurst. Emmeline believed that women **deserved** to have the same rights as men. She was a controversial activist because she broke the law many times to get her voice heard. The Suffragettes' long campaign finally succeeded in 1928 when all British women over the age of 21 were granted the vote.

Mahatma Gandhi, India (1869-1948)

Gandhi led the fight for Indian independence from the British Empire. He experienced racism during his time as a lawyer in South Africa, and began working on protecting the civil rights of Indian people. In India he organised several non-violent civil disobedience campaigns. One of his most successful protests was the Salt March. When Britain put a tax on salt, Gandhi refused to pay and walked 387 kilometres to the sea to make his own salt. Thousands of Indians joined him. The British government arrested Gandhi several times, but the people of India loved him and called him the Father of the Nation.

Martin Luther King, USA (1929-1968)

Segregation in the United States meant that black and white people had to use separate schools, buses and parks. Martin Luther King was a civil rights activist inspired by Gandhi. He led non-violent protests to fight for the civil rights of African Americans and campaigned to end segregation. King organised the Montgomery Bus Boycott, which began when Rosa Parks refused to **give up** her seat on a bus to a white man. In 1963, King organised the famous 'March on Washington' as a final protest against segregation. This is where he gave his famous 'I Have a Dream' speech. Thanks in part to King's campaigns, segregation in the USA finally ended in 1964.

Nelson Mandela, South Africa (1918-2013)

Nelson Mandela believed everyone deserved to be treated the same, **regardless** of their skin colour. But South Africa was a nation governed by white people. In 1948, the government introduced 'apartheid', which separated black people from white people in government, jobs, education and in all other areas of life. Nelson joined the African National Congress and fought for equality. His activism made him very unpopular with the authorities. In 1962 he was arrested and spent over 27 years in prison. After prison, he helped to end apartheid, and in 1994 he became the first black president of South Africa.

Malala Yousafzai, Pakistan (1997)

Malala Yousafzai was born in Pakistan, she loved learning and school. She dreamt of becoming a teacher. But when she was 10, the Taliban took control of the district where she lived in Pakistan. They said that women could not vote or have jobs. Eventually, they closed all girls' schools. Malala started a blog describing her life under Taliban rule. She became famous and began to speak in public. The Taliban were not happy, and in 2012, they **shot** Malala. She was taken to hospital in England where she recovered. Malala didn't give up. She began fighting even harder for girls' rights to education. She has received many awards including the Nobel Peace Prize in 2014.

Reading

1. Read or listen to the texts. Answer the questions.

- What did the Suffragettes fight for?
- Why was Pankhurst controversial?
- Why did Gandhi begin his work in civil rights?
- What was the Salt March a protest against?
- What did King want to end?
- What started the Montgomery Bus Boycott?
- What was 'apartheid'?
- What happened to Mandela because of his activism?
- Where was Malala born?
- What did Malala write about?

Listening

2. Listen to a talk about slavery in the United States. Tick true (T) or false (F).

- ☐ T ☐ F Slavery was very important in the Southern states of America.
- ☐ T ☐ F Slaves had some basic rights.
- ☐ T ☐ F Slavery was the main cause of the American Civil War.
- ☐ T ☐ F The Northern states benefited from slavery.
- ☐ T ☐ F The 13th amendment ended slavery.
- ☐ T ☐ F Racial discrimination ended after the abolition of slavery.

Glossary

were not allowed non overano il diritto
overcame il diritto themselves si stesse
deserved meritassero were granted (alle donne) fu concesso

Boycott boicottaggio
give up cedere regardless of a prescindere da
shot spararono a

Watching

5. Watch the video about the Sustainable Development Goals. Answer the questions.

- Which goal states that all children should have an equal education?
- Which goal focuses on reducing inequalities?
- What is the objective of Goal 17?

174 • one hundred and seventy-four

one hundred and seventy-five • 175

Civic Education

I have a dream...

FOCUS ON.

Martin Luther King Junior was one of America's greatest **civil rights** leaders. He used nonviolent civil disobedience to combat **racial inequality** and received a Nobel Peace Prize in 1964.

1. Read and listen to the texts.

M.L. King and the Civil Rights Movement

M.L. King Jr. was born on January 15th, 1929, in Atlanta, Georgia. He was an American Baptist **minister**, activist, humanitarian, and leader in the Civil Rights Movement. His **goal** was to end racial segregation and discrimination against black Americans, as he **believed** in the racial and ethnic equality of all people. In 1963 he helped to organise a March on Washington D.C. and **delivered** the famous 'I have a dream' public speech, where he **called for** an end to racism in the United States. To reinforce his speech, M.L. King often repeated the phrases 'I have a dream' and 'Now is the time'. He was assassinated on April 4th, 1968, in Memphis, Tennessee.

"I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin, but by the content of their character."

Rosa Parks and the Bus Boycott

On December 1st, 1955, in Montgomery, Alabama, Rosa Parks refused to obey a bus driver's order to **give up** her seat in the coloured section to a white passenger. Parks resisted bus segregation, and the Montgomery Bus Boycott became an important symbol of the modern Civil Rights Movement. Parks became an international icon of resistance to racial segregation, and collaborated with civil rights leaders, including Martin Luther King.

civil rights: diritti civili
racial inequality: disuguaglianza razziale
minister: pastore

goal: obiettivo
believed: credeva
delivered: pronunciò

called for: fece un appello
give up: cedere

thirty-eight

2. Read the texts again and complete the crossword.

ACROSS

- The town of a famous march.
- Separation of people by race.
- How M.L. King died in 1968.
- The name of King's famous speech.
- Full name of Civil Rights leader.
- Occupation of M.L. King.

DOWN

- What happened in Montgomery.
- King called to end this in 1963.
- The town where M.L. King was born.
- King received this award in 1964.
- The town where Rosa Parks resisted bus segregation.
- How King organised his demonstrations.

3. Read King's quote from exercise 1 and look at the word cloud. What are the key words of his speech?

1. _____

2. _____

3. _____

4. _____

4. King's dream was to see his children live in a better society, where people are judged by their character, not their skin colour. Do you have a dream for a better society? Think of 3 key words, write them down, then write a paragraph.

1. _____

2. _____

3. _____

I have a dream...

CULTURE SPOT

Martin Luther King Jr. Day is a national holiday in the United States, and it is celebrated on the third Monday in January.

VIDEO

"Change does not come in the inevitable comes"

thirty-nine • 39



MARTIN LUTHER KING'S SPEECH

And so even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream.

I have a dream that one day this nation will rise up and live out the true meaning of its creed: "We hold these truths to be self-evident, that all men are created equal."

I have a dream that one day on the red hills of Georgia, the sons of former slaves and the sons of former slave owners will be able to sit down together at the table of brotherhood.

I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.

I have a *dream* today!

I have a dream that one day, down in Alabama, with its vicious racists, with its governor having his lips dripping with the words of "interposition" and "nullification" -- one day right there in Alabama little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers.

I have a *dream* today!

I have a dream that one day every valley shall be exalted, and every hill and mountain shall be made low, the rough places will be made plain, and the crooked places will be made straight; "and the glory of the Lord shall be revealed and all flesh shall see it together."

VOCABULARY

rooted: radicato

creed: credo

self-evident: ovvio, chiaro

sweltering: soffocato

brotherhood: fratellanza

vicious: feroce

interposition: intromissione

plain: semplice

crooked: storto

flesh: creature (Isaiah: it is a message of comfort and imminent change after a period of trial, highlighting the ultimate manifestation of God's power on earth)

Fonte: <https://www.americanrhetoric.com/speeches/mlkihadream.htm>



ANSWER THE QUESTIONS

1. What was Martin Luther King's dream for the future of America?
2. What does the sentence "*all men are created equal*" mean?
3. According to the speech, how should people be judged?
4. What changes does Martin Luther King hope to see in society?
5. Which part of the speech impressed you the most and why?

CHOOSE TRUE OR FALSE

Martin Luther King says that he has lost hope for the future.

V F

King dreams of equality between black and white people.

V F

Mississippi is described as a place of freedom and justice.

V F

King wants children to be judged by their character, not by their skin color.

V F

In Alabama, King dreams that black and white children will become enemies.

V F

The speech talks about freedom, justice and brotherhood.

V F

Martin Luther King believes that change is impossible.

V F

The speech contains the repeated expression "I have a dream".

V F

1. What was Martin Luther King's dream for the future of America?

Martin Luther King dreamed of a future where all people could live in _____ and _____.

2. What does the sentence "*all men are created equal*" mean?

This sentence means that every person _____
regardless of _____.

3. According to the speech, how should people be judged?

People should be judged by _____
and not by _____.

4. What changes does Martin Luther King hope to see in society?

Martin Luther King hoped to end _____
and wanted a society with more _____.

5. Which part of the speech impressed you the most and why?

The part that impressed me the most was _____
because _____.



READING COMPREHENSION: Satyagraha

Fonte: <https://www.britannica.com/topic/satyagraha-philosophy>

SATYAGRAHA

Mahatma Gandhi developed the concept of *satyagraha*, which means "holding onto truth." It was a form of nonviolent resistance used to fight injustice and obtain social and political reforms. Gandhi first used *satyagraha* in South Africa to defend the rights of South Asians and later in India against British colonial rule through campaigns such as the Salt March.

Satyagraha is based on civil disobedience, which means refusing to obey unjust laws without using violence. However, it is more than simple protest: it requires peace, love, honesty, and self-discipline. People practicing *satyagraha* must openly declare their intentions and try to change their opponents through dialogue and moral example, not through force.

Gandhi's ideas were influenced by Indian traditions such as *ahimsa* (nonviolence), Hindu religious texts, the Russian thinker Leo Tolstoy and the American thinker Henry David Thoreau, as well as the *Bible*.

Although some critics considered *satyagraha* unrealistic because it depends on the opponent's moral sense, it inspired many movements around the world, especially the American Civil Rights Movement led by Martin Luther King Jr.

QUESTIONS

1. What does the word *satyagraha* mean?
2. What is civil disobedience according to the text?
3. Which values are important in *satyagraha*?
4. Which thinkers and traditions influenced Gandhi's ideas?
5. Why did some critics think *satyagraha* was unrealistic?
6. Do you think nonviolent protest is still effective today? Why or why not?

TRUE OR FALSE

Satyagraha was a violent form of protest.

V F

Gandhi first used *satyagraha* in India.

V F

Civil disobedience means refusing unjust laws without violence.

V F

Satyagraha requires honesty and self-discipline.

V F

Gandhi's ideas were influenced only by Indian traditions.

V F

Leo Tolstoy and Henry David Thoreau influenced Gandhi's philosophy.

V F

Critics believed *satyagraha* was always successful.

V F

Gandhi's philosophy inspired Martin Luther King Jr. and the American Civil Rights Movement.

V F



READING COMPREHENSION: Malala Yousafzai



Malala Yousafzai

Malala Yousafzai is a Pakistani activist who was born on 12th July 1997 in Mingora, Pakistan.



Childhood

Malala's father was the headteacher of a girls' school in her village and Malala enjoyed studying, but in 2008, girls' schools in her home town were burned down by a political group called the Taliban. The Taliban also banned leisure activities such as dancing and watching television. Aged 11, Malala gave a speech protesting against Taliban rules that stopped girls going to school. She also began to write a blog about her desire to go to school.

"When the whole world is silent, even one voice becomes powerful."



Teenage Years

In October 2012, a member of the Taliban shot Malala while she travelled home on her school bus. She was only 15 years old. She was flown to Birmingham, England for emergency surgery and her family moved to be with her as she recovered. After three months in hospital, Malala was well enough to begin attending school in Birmingham.

Campaigning

In 2013, Malala set up the Malala Fund with her father. This charity is dedicated to giving girls access to education.

On her 16th birthday, she gave a speech at the United Nations, demanding that girls all over the world have an equal right to education.

Malala graduated from the University of Oxford in 2020 and continues to campaign for human rights issues around the world today.

Awards

Malala was awarded the first ever Pakistan Youth Peace Prize (later renamed the National Malala Peace Prize) in 2011.

She was jointly awarded the Nobel Peace Prize in 2014 for her fight for every child's right to an education.





READING COMPREHENSION: Yaqeen Hammad

Fonte: <https://www.theguardian.com/us-news/2025/may/27/gaza-influencer-killed-first-thing>

<https://www.aljazeera.com/news/2025/5/25/gazas-youngest-influencer-among-11-children-killed-by-israel-in-two-days>

THE GAZA STRIP

The Gaza Strip is a small area between Israel, Egypt, and the Mediterranean Sea. About 2.3 million people live there and many of them are children. Today, Gaza faces a serious humanitarian crisis. This means that many people don't have access to basic human rights such as safety, food, clean water, healthcare, and shelter.

After the attacks carried out by Hamas, a Palestinian group, on October 7, 2023, a war started that caused thousands of deaths and a lot of destruction. Homes, schools, and hospitals have been damaged or destroyed.

More than 90% of the people in Gaza have been displaced, meaning they had to leave their homes to find safer places. Many families now live in tents and struggle to find enough food and water.

Children are suffering the most because they cannot live normal lives, go to school regularly, or feel safe. Many organizations around the world are asking for peace and humanitarian help for the people of Gaza.

YAQEEEN HAMMAD

Hammad was born in 2013. She was the youngest of five siblings, and grew up in Deir al-Balah. Her uncle is Hussein Hassan, a Red Crescent paramedic, and her older brother Mohamed is a humanitarian worker.

During the Gaza war, Yaqeen and Mohamed provided displaced families with food, toys and clothing. Yaqeen was the Gaza Strip's youngest social media influencer, and shared videos on Instagram showcasing her work with Ouena, a non-profit organization dedicated to humanitarian aid in the Gaza Strip. She also posted tips on how to survive Israel's ongoing bombing of the Gaza Strip.

In one of her final videos posted on 15 May, Yaqeen said, "In spite of the war, in spite of the genocide, we came here to bring joy to the children."

On 23 May 2025, Hammad was killed in an Israeli airstrike on her family's house in the Al-Baraka area of Deir al-Balah. She was 11 years old. Her body was recovered from under the rubble.

Open-ended questions

THE GAZA STRIP

1. Where is the Gaza Strip located?
2. How many people live in Gaza, and who makes up a large part of the population?
3. What is a humanitarian crisis?
4. What happened after October 7, 2023?
5. What does it mean that people are "displaced"?
6. Why are children suffering the most?

YAQEEEN HAMMAD

1. When was Yaqeen Hammad born?
2. What kind of work did Yaqeen and her brother do during the war?
3. How did Yaqeen help people online?
4. What message did Yaqeen express in one of her final videos?
5. What happened to Yaqeen on 23 May 2025?

Open questions

- Where is the Gaza Strip located?

The Gaza Strip is located between _____ and _____.

- How many people live in Gaza, and who makes up a large part of the population?

About _____ people live there, and many of them are _____.

- What is a humanitarian crisis?

A humanitarian crisis means that people do not have access to _____, _____, and _____.

- What happened after October 7, 2023?

After October 7, 2023, a _____ started, causing _____ and _____.

- What does it mean that people are "displaced"?

It means they had to _____ their homes to find _____ places.

- Why are children suffering the most?

Because they cannot _____ normally, go to _____ or feel _____.

- When was Yaqeen Hammad born?

She was born in _____.

- What kind of work did Yaqeen and her brother do during the war?



Allegato 4

MAHATMA GANDHI: 🗿 [Gandhi's Salt March \(1930\) | Animated History for Kids](#)

ROSA PARKS: <https://www.youtube.com/watch?v=jFlm-GtsUkE>

MARTIN LUTHER KING: <https://www.youtube.com/watch?v=vP4iY1TtS3s>

MALALA YOUSAFZAI: <https://www.youtube.com/watch?v=6HF3PRdQlqU>

NELSON MANDELA: https://www.youtube.com/watch?v=9__-sYoxEZc

YAQEEEN HAMMAD: <https://www.youtube.com/watch?v=eFOTN1klklw>, <https://www.youtube.com/watch?v=olQpw3KhGlG>

Allegato 5

Podcast Script Template "VOICES FOR FREEDOM"

Group Task: Fill in the blanks and prepare to record your segment (2-3 minutes).

1. INTRODUCTION

Speaker A: "Welcome to 'Voices for Freedom'! Today, we travel through time to meet **(HERO'S NAME)**.

Speaker B: "Have you ever wondered what it feels like to **(ACTION)**? Today, we find out.

2. THE CONTEXT

Speaker A: "In the time of **(HERO'S NAME)**, the world was a different place. It was unfair because **(DESCRIPTION OF THE INJUSTICE)**

Speaker B: "We saw in the video that people were not allowed to **(ACTION)**. It was a time of darkness.

3. THE ACTION

Speaker A: "But **(HERO'S NAME)** did not stay silent. He/She chose the path of non-violence

Speaker B: "The most powerful moment was when **(DESCRIPTION OF THE EVENT)**.

4. CLOSING

All Together: "Human rights are not a gift; they are a victory we win every day. See you in the next episode!"



Allegato 6

PODCAST "Voices for freedom"

Speaker A: Welcome to "Voices for freedom". Today we are going to speak about several characters that changed history with the power of their voices and actions; the first one is Mahatma Gandhi;

Speaker B: Have you ever wondered what it feels like to walk 387 kilometers to defend human rights? Today we find out;

Speaker A: In the time of Gandhi India was a different place because Indian people didn't have the same rights of British ones;

Speaker B: Yes, in 1930 India was a British colony and Indian people payed taxes also to buy salt! Can you believe this?

Speaker A: Unbelievable! But Gandhi decided to fight walking for more than 300 kilometers just to grab some salt;

Speaker B: Yes, he didn't use violence, he just walked;

Speaker A: just like Rosa Parks, right?

Speaker B: yes, in 1955 she was coming back from work by bus; did you know that in America in 1955 there were separated seats for black and white people?

Speaker A: yes, I did. Racism was a bad...

Speaker B: well, she was sitting in her seat in the black section when the bus driver asked her to give up her seat for a white man; but she refused! She remained in her seat in silence;

Speaker A: a form of protest without the use of violence; and the worst thing is she was arrested!

Speaker B: Yes, and this bring us to our third character: Martin Luther King Jr!

Speaker A: Yes because his first march, the Montgomery bus boycott, was made to support Rosa Parks;

Speaker B: ...and to fight racial segregation! In fact in that period in America black people couldn't live with white people; former slaves couldn't spend time with former slaves owners; **Speaker A:** Yes, it was a time of darkness!

Speaker B: Sure! The most powerful moment was when Martin Luther King Jr gave a speech in front of thousands of people; in his mind there was a DREAM: a big table of brotherhood!

Speaker A: Yes, black and white people together!

Speaker B: separation reminds me of another bad period of our history: the apartheid!

Speaker A: yes in that period black south Africans lived their life totally separated from white colonizers! They couldn't live in the city centre, they couldn't work or enter a public office;

Speaker B: But there was a man whose voice and actions freed South Africans people for good;

Speaker A: you are talking about Nelson Mandela! He didn't give up, not even after 27 years of prison!

Speaker B: He chose the path of forgiveness becoming the guiding light for million of people in 1994;

Speaker A: what is remarkable is to fight for the other human beings! Just like Malala Yousafzai.

Speaker B: Have you ever wondered what Malala felt when Taliban started ruling Pakistan?

Speaker A: during that time Taliban forbade education to girls! They couldn't attend school!

Speaker B: Malala didn't accept it! She didn't stay silent! Aged eleven she gave a speech against Taliban rules to give girls the right to education!

Speaker A: What a young heroine! Just like our last character: Yaqeen Hammad!

Speaker B: she lived in the Strip of Gaza, a place where a lot of people are not allowed to live a normal life and where children are killed unfairly!

Speaker A: Yes, but Yaqeen Hammad didn't stay silent! She chose the path of non-violence. She helped people and gave joy to children denouncing the brutality of war on social media, just like an influencer;

Speaker B: Her super power was her smile!

Together: We walked for some salt with Gandhi

We sat on a bus with Rosa Parks

We shared dreams with Martin Luther king and forgave with Nelson Mandela

We fought for girls' education with Malala Yousafzai

We smiled with Yaqeen Hammad

Their legacy remember us that human rights are not a gift but a victory we win every day, together!

Allegato 7

Podcast: [VOICES FOR FREEDOM](#)



Allegato 8

Aderenza alla traccia	
<i>Descrittori</i>	<i>Punteggi</i>
La traccia è sviluppata in modo coerente, approfondito, articolato, ordinato e originale Sono presenti considerazioni personali motivate e pertinenti.	10
La traccia è sviluppata in modo coerente, approfondito, articolato e ordinato. Sono presenti considerazioni personali motivate e pertinenti.	9
La traccia è sviluppata in modo coerente e articolato. Sono presenti apprezzabili considerazioni personali.	8
La traccia è sviluppata in modo coerente e completo con alcune considerazioni personali.	7
La traccia è sviluppata in modo semplice senza l'inserimento di considerazioni personali.	6
La traccia è sviluppata in modo in modo parziale e superficiale.	5
La traccia è sviluppata in modo non rispondente alle indicazioni e il testo è confuso e incongruente.	4
Chiarezza espositiva	
<i>Descrittori</i>	<i>Punteggi</i>
L'esposizione è articolata e funzionale alla tipologia testuale; il lessico è ricco, efficace e originale.	10
L'esposizione è ordinata ed equilibrata; il lessico è ricco e appropriato.	9
L'esposizione è chiara e logica; il lessico è appropriato.	8
L'esposizione è abbastanza chiara e logica; il lessico è nel complesso appropriato.	7
L'esposizione è sostanzialmente ordinata; il lessico è semplice ma abbastanza appropriato.	6
L'esposizione è frammentaria; il lessico è semplice, generico e poco appropriato.	5
L'esposizione è confusa e incongruente; il lessico è povero e inappropriato.	4

Correttezza grammaticale e sintattica	
<i>Descrittori</i>	<i>Punteggi</i>
Il testo risulta estremamente corretto e le strutture linguistiche sono usate in modo sicuro e articolato.	10
Il testo risulta ortograficamente corretto e la sintassi è ben articolata.	9
Il testo risulta corretto, chiaro e lineare e la sintassi è articolata.	8
Il testo risulta abbastanza corretto dal punto di vista ortografico e la sintassi sufficientemente articolata.	7
Il testo risulta sostanzialmente corretto dal punto di vista ortografico pur con alcune incertezze dal punto di vista sintattico.	6
Il testo presenta errori di ortografia e sintassi.	5
Il testo presenta numerosi e gravi errori ortografici e sintattici.	4



RUBRICA DI VALUTAZIONE DEL PRODOTTO		
INDICATORI	DESCRIPTORI	LIVELLI
Completezza, pertinenza, organizzazione	Il prodotto contiene tutte le parti e le informazioni utili e pertinenti a sviluppare la consegna, anche quelle ricavabili da una propria ricerca personale e le collega tra loro in forma organica	4
	Il prodotto contiene tutte le parti e le informazioni utili e pertinenti a sviluppare la consegna e le collega tra loro	3
	Il prodotto contiene le parti e le informazioni di base pertinenti a sviluppare la consegna	2
	Il prodotto presenta lacune circa la completezza e la pertinenza; , le parti e le informazioni non sono collegate	1
Correttezza	Il prodotto è eccellente dal punto di vista della corretta esecuzione	4
	Il prodotto è eseguito correttamente secondo i parametri di accettabilità	3
	Il prodotto è eseguito in modo sufficientemente corretto	2
	Il prodotto presenta lacune relativamente alla correttezza dell'esecuzione	1
Chiarezza ed efficacia del messaggio	Il messaggio è chiaro, assolutamente esauriente e colpisce l'ascoltatore per l'immediatezza e l'originalità	4
	Il messaggio è chiaro ma poco originale nell'esposizione	3
	Il messaggio è poco chiaro ed esposto in modo banale	2
	Il messaggio non è chiaro ed è esposto in modo pedissequo e impersonale	1
Rispetto dei tempi	Il periodo necessario per la realizzazione è conforme a quanto indicato e l'allievo ha utilizzato in modo efficace il tempo a disposizione	4
	Il periodo necessario per la realizzazione è di poco più ampio rispetto a quanto indicato e l'allievo ha utilizzato in modo efficace, seppur lento , il tempo a disposizione	3
	Il periodo necessario per la realizzazione è più ampio rispetto a quanto indicato e l'allievo ha mostrato scarsa capacità organizzativa	2
	Il periodo necessario per la realizzazione è più ampio rispetto a quanto indicato e l'allievo ha disperso il tempo a disposizione per incuria	1

RUBRICA DI VALUTAZIONE DELLA RELAZIONE (osservazione durante i lavori di gruppo)		
Indicatori	Descrittori	Livelli
Autonomia	L'alunno coglie subito la finalità del compito assegnato al gruppo; organizza il lavoro distribuendo gli incarichi con responsabilità; aiuta chi non ha ben capito cosa fare; si propone come relatore.	4
	L'alunno coglie subito la finalità del compito assegnato al gruppo; si attiene agli incarichi affidati dal docente e li esegue con puntualità, rispettando il lavoro svolto dagli altri componenti.	3
	L'alunno coglie la finalità del compito assegnato al gruppo dopo aver eseguito il lavoro; si attiene agli incarichi affidati dal docente.	2
	L'alunno mostra difficoltà nel cogliere la finalità del compito assegnato al gruppo; esegue l'incarico con superficialità e disattenzione	1
Comunicazione e socializzazione di esperienze e conoscenze	L'allievo ha un'ottima comunicazione con i pari, socializza esperienze e saperi interagendo attraverso l'ascolto attivo, arricchendo e riorganizzando le proprie idee in modo dinamico	4
	L'allievo comunica con i pari, socializza esperienze e saperi esercitando l'ascolto e con buona capacità di arricchire e riorganizzare le proprie idee	3
	L'allievo ha una comunicazione essenziale con i pari, socializza alcune esperienze e saperi, non è costante nell'ascolto	2
	L'allievo ha difficoltà a comunicare e ad ascoltare i pari, è disponibile saltuariamente a socializzare le esperienze	1
Interazione orizzontale (con i compagni)	L'alunno è collaborativo; rispetta i compagni e interagisce con loro negli spazi opportuni, invitandoli anche ad esprimere le loro opinioni. Non assume atteggiamenti da prevaricatore.	4
	L'alunno è collaborativo; rispetta i compagni e interagisce con loro negli spazi opportuni. Non assume atteggiamenti da prevaricatore.	3
	L'alunno non sempre collabora; rispetta i compagni, ma esegue i compiti in modo isolato. Non assume atteggiamenti da prevaricatore.	2
	L'alunno non è collaborativo; non rispetta i compagni e assume atteggiamenti da prevaricatore.	1
Interazione verticale (con i docenti)	L'alunno interagisce con i docenti in modo costruttivo: propone soluzioni; rivede le sue posizioni; si attiene alle consegne. Rispetta i ruoli e con correttezza pone domande di approfondimento.	4
	L'alunno interagisce con i docenti in modo costruttivo: propone soluzioni; rivede le sue posizioni; si attiene alle consegne. Rispetta i ruoli in modo corretto.	3
	L'alunno interagisce con i docenti in modo non sempre costruttivo. Rispetta i ruoli dopo i richiami.	2
	L'alunno non interagisce con i docenti. Spesso, viene sollecitato a rispettare i ruoli.	1



PODCAST: "Voices for freedom"

Buon pomeriggio ragazzi e ragazze, vi prego di rispondere a questo brevissimo questionario sul percorso formativo svolto insieme.

Buoni esami!

Questo modulo raccoglie automaticamente gli indirizzi email di chi risponde [Modifica impostazioni](#)

Ho contribuito con le mie idee nel gruppo? *

- ☐ Quasi mai
- ☐ a volte
- ☐ sempre

Ho ascoltato con rispetto le opinioni altrui? *

- ☐ quasi mai
- ☐ a volte
- ☐ sempre

Sono soddisfatto del mio contributo al podcast? *

- ☐ quasi mai
- ☐ a volte
- ☐ sempre

Cosa ho imparato di nuovo sui diritti umani? *

Testo risposta breve