

## **Content of the course book on citizenship for Common Core classes and Middle school teacher trainees**

### **Introduction**

The book consists of 5 main themes (units) divided into 4 lessons each. The themes represent essential components of citizenships for both types of participants (Common core classes and Middle school trainees). The difference lies in the types of activities and issues based on academic and age differences. The materials in the end product (course books) are intended to be attractive and motivating in its methodology, activities, pictures, etc. The adopted methodology is a constructivist and interactive one where the participants have active roles in the building up of activities, ongoing evaluation and end product of activities as well as in skills and competencies acquisition.

As for evaluation, varied techniques are followed including: self and peer-evaluation, performance-based-evaluation, and authentic evaluation. The aim in the long run is to acquire life skills and not to learn facts and static information.

There will also be a teacher's guide that accompanies the course books and it will contain the philosophy behind the course, the methodology and main guidelines on how to conduct the lessons and activities. There will also be a glossary of the main terms included in the lessons to serve as a quick reference for both teachers and participants.

Time (45 minutes for each lesson) and division of lessons throughout the academic year (total number of hours, number of hours a week, etc.) (Please provide this)

Below is a detailed display of the main content of the units, lessons and activities. The latter will undergo some changes and modifications based on the results of the piloting stage.

### **1. Main themes and units:**

There are 5 main themes that are presented in 5 units:

**Unit 1:** Identity

**Unit 2:** Principles and symbols

**Unit 3:** Values and attitudes

**Unit 4:** Rights and responsibilities

**Unit 5:** Active citizenship

### **2. Lessons:**

Each unit contains 4 lessons:

#### **Unit 1: Identity**

Lesson 1: Cultural constituents of Moroccan people

Lesson 2: Ethnic diversity

Lesson 3: Religious coexistence

Lesson 4: Cultural diversity

#### **Unit 2: Principles and symbols**

Lesson 1: Principles

Lesson 2: Symbols (Part 1)

Lesson 3: Symbols (Part 2)

Lesson 4: Promoting principles and symbols

#### **Unit 3: Values and attitudes**

Lesson 1: We are all Moroccan

- Lesson 2: Tolerance
- Lesson 3: Peace
- Lesson 4: Transparency and fighting bribery

#### **Unit 4: Rights and responsibilities**

- Lesson 1: Rights and responsibilities concept
- Lesson 2: Rights
- Lesson 3: Responsibilities
- Lesson 4: Public freedom

#### **Unit 5: Active citizenship**

- Lesson 1: Understanding social context
- Lesson 2: Sensitizing others to social issues
- Lesson 3: Exploring social issues and suggesting alternative solutions
- Lesson 4: Preparing an action plan for alternative solutions

### **3. Activities:**

The activities are task-based and interactive. The participants are invited to work in pairs and small groups. The role of the teacher (trainer) is that of a coach who guides students towards the achievement of the aim of the activities by enabling the participants to acquire the necessary skills and competencies to accomplish the specified goals. The activities are based on real social issues, contexts and authentic materials. Various techniques and skills are included such as brainstorming, discussions, role play, text study, simulations, project work, portfolio, giving presentations, etc.

#### **Unit 1: Identity**

##### **Lesson 1: Cultural constituents of Moroccan people**

- Activity 1: Cultural constituents of Moroccan people
- Activity 2: Creating a portfolio about first migration towards Morocco
- Activity 3: Writing about Moroccan

##### **Lesson 2: Ethnic diversity**

- Activity 1: Ethnic diversity through a Coranic verse
- Activity 2: Ethnic diversity through a historical text
- Activity 3: Ethnic diversity through a Moroccan personal names

##### **Lesson 3: Religious coexistence**

- Activity 1: Religious coexistence through 1996 constitution
- Activity 2: Religious coexistence through pictures and an article
- Activity 3: Religious coexistence through pictures
- Activity 4: Discussing religious coexistence through a text.

##### **Lesson 4: Cultural diversity**

- Activity 1: Cultural diversity through an ad and varied cultural dimensions
- Activity 2: Cultural diversity through pictures and headlines from newspapers
- Activity 3: Discussing cultural diversity through a text

#### **Unit 2: National principles and symbols**

##### **Lesson 1: National principles**

- Activity 1: Global understanding of the constitution
- Activity 2: Basic principles stated in the constitution

##### **Lesson 2: National symbols (Part 1)**

Activity 1: Studying some important articles from the constitution

Activity 2: Varied national symbols through pictures

### **Lesson 3: National symbols (Part 2)**

Activity 1: Moroccan flag

Activity 2: Moroccan anthem

### **Lesson 4: Promoting national principles and symbols**

Activity 1: Social partners (parties, unions, NGOs, economic institutions, etc.)

Activity 2: Individual and group initiatives to promote and preserve national principles and symbols

## **Unit 3: Values and attitudes**

### **Lesson 1: We are all Moroccan**

Activity 1: Some articles from the Moroccan constitution

Activity 2: Solidarity

Activity 3: Moroccans around the world

### **Lesson 2: Tolerance**

Activity 1: Understanding the concept of tolerance

Activity 2: Aspects of intolerance

### **Lesson 3: Peace**

Activity 1: Understanding the concept of peace

Activity 2: Social peace

Activity 3: The role of Morocco in preserving world peace

Activity 4: The importance of peaceful coexistence among people and countries

### **Lesson 4: Transparency and fighting bribery**

Activity 1: Understanding the concept of transparency and social life ethics

Activity 2: Ways of promoting transparency and social life ethics

Activity 3: The social dangers of bribery

Activity 4: Suggesting a plan for fighting bribery

## **Unit 4: Rights and responsibilities**

### **Lesson 1: Rights and responsibilities concept**

Activity 1: Studying rights and responsibilities through a text

Activity 2: Rights and responsibilities through classifying related terms

Activity 3: Rights and responsibilities through group work

Activity 4: Rights and responsibilities through text reconstruction

### **Lesson 2: Rights**

Activity 1: Studying rights through articles from the constitution

Activity 2: A healthy environment is a right and a responsibility

### **Lesson 3: Responsibilities**

Activity 1: Studying responsibilities through varied texts

Activity 2: Studying responsibilities through articles from the constitution

### **Lesson 4: Public freedom: Rights and responsibilities**

Activity 1: Understanding the concept of public freedom

Activity 2: Creating associations law  
Activity 3: Public freedom and administrative obstacles

## **Unit 5: Active citizenship**

### **Lesson 1: Understanding social context**

Activity 1: Understanding context through a social problem analysis (Child labor)  
Activity 2: Preparing a portfolio about child labor in Morocco

### **Lesson 2: Sensitizing others to social issues**

Activity 1: Understanding context through a social problem analysis (Drug abuse)  
Activity 2: Preparing a campaign against drug abuse in Morocco

### **Lesson 3: Exploring social issues and suggesting alternative solutions**

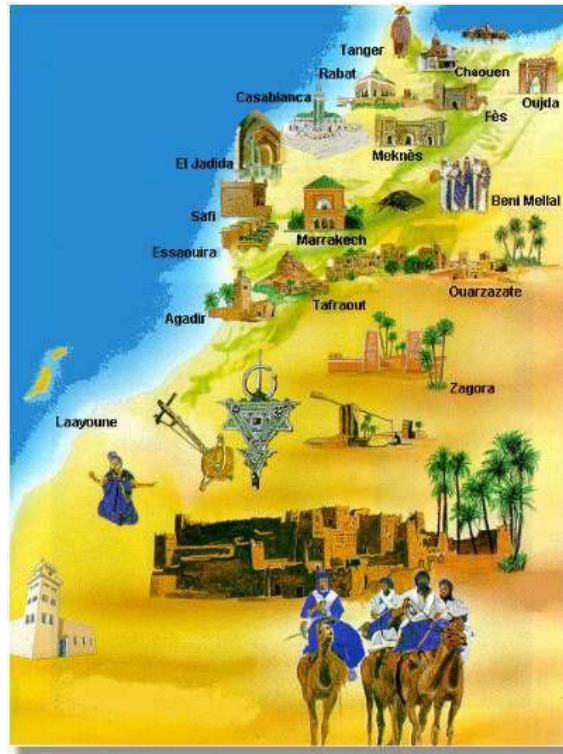
Activity 1: Exploring social issues through a social problem (pollution)  
Activity 2: Presenting a social problem to get financial support to solve it

### **Lesson 4: Preparing an action plan for alternative solutions**

Activity 1: Exploring a social problem (school dropout) for alternative solutions  
Activity 2: Preparing an action plan for alternative solutions.

## Unit 1: Identity

### Lesson 1: Cultural constituents of Moroccan people



1. Read the following text, then use the chart below to
- extract different civilizations that Morocco has known
  - show the source of these civilizations.

Civilization	Its origin

I. 'Over the centuries, Morocco has served as a bridge between various cultures and has been a model of cultural interaction as reflected, since time immemorial, by the contributions of the Amazigh, Phoenician, Roman, African, Oriental, Mediterranean and European civilizations.

These civilizations have helped shape a distinct Moroccan identity which was particularly enriched by the Arab-Islamic civilization and the tolerant faith it brought with it, as well as by a solid commitment to the universal values of brotherhood, coexistence and mutual understanding.

Thanks to the open-mindedness of its people, Morocco has unquestionably contributed to the dissemination of a rich, innovative cultural heritage through several channels and in three main directions.

The first direction was Europe, through the Iberian Peninsula, where cultural and social interaction helped bring about rich cultural and intellectual development which paved the way for the European Renaissance.

Andalusia thus became home to a fine civilization as science, arts and town planning flourished amidst a commitment to shared values and principles, a love of life and strong commitment to enlightenment and the dignity of mankind, all of which benefited Europe and, later on, the New World.

Another direction was the African continent, as features of Moroccan civilization not only spread through the neighboring Sahel countries, but also in the Eastern and Western parts of the continent, through commerce and Sufism. Once again, a successful cultural exchange took place between local cultures and the Moroccan civilization, allowing the cycle of cultural intermingling to go on and confirming the position of Morocco as a crossroads for cultural interaction between the North and the South, the East and the West.

The third main direction was Latin America, as the time-honored civilizations of that part of the globe came into play with Arab and African civilizations through communities of Eastern, European and Iberian origin. Sharing the same long history, spontaneity and cultural values, those civilizations helped shape a rich cultural heritage which became clearly perceptible not only in modes of living but also in various forms of artistic and literary creativity...’’

**Royal message to participants to a symposium on 'alliance of civilizations' in the Arab, African, Iberian and Latin-American space**

2. In small groups, show on the map the home countries of the people who emigrated to Morocco
3. Compare your findings with the other groups
4. In groups, collaborate to produce common work that includes all data related to the topic.
5. Find in the text values of the Arab-Islamic civilization.
6. What do you think of these values?
7. In the following table:
  - a. state the main directions which Moroccan cultural mixture have taken
  - b. show the contribution of this mixture to every direction.

direction	contribution
-----------	--------------

--	--

**II.** Prepare a file based on papers, photos, maps, charts showing the following:

- origins of emigration to Morocco through history.
- contributions of all varied Moroccan people in different fields.
- contributions of different movements of Moroccan cultural mixture over history and currently.

**III.** “The cultural cycle went on confirming the position of Morocco as a crossroad between the North and the South, the East and the West and a distinguished space for cultural interaction.”

(Royal message to participants to a symposium on 'alliance of civilizations' in the Arab, African, Iberian and Latin-American space)

Write your own text:

- to explain this excerpt from the royal speech.
- to show how Morocco has become a space for the interaction between civilizations.
- to give concrete examples illustrating the richness of the Moroccan cultural mixture.

## Unit 1: Identity

### Lesson 2: Ethnic diversity in Morocco

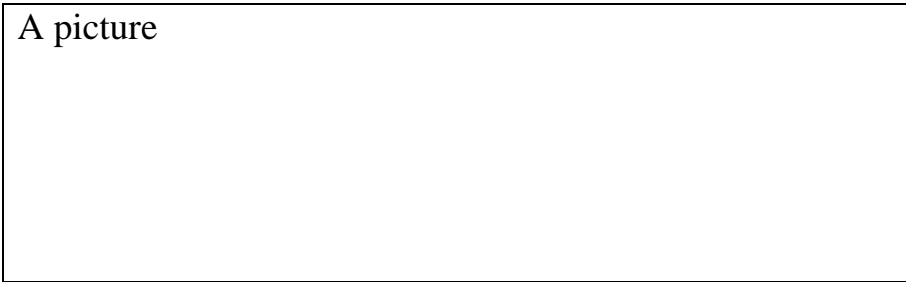
#### I.

‘O mankind! Lo! We have created you male and female, and have made you nations and tribes that ye may know one another. Lo! the noblest of you, in the sight of Allah, is the best in conduct. Lo! Allah is Knower, Aware.’ **Surat el Hujurat**

1. Who is the message addressed to in this verse?
2. How does this verse show human diversity?
3. What is the recommendation addressed to people?
4. What are the main concepts included in this verse?
5. Look for other Coranic verses and the Prophet sayings which deal with the same concepts.

**II.** The modern Stone Age knew a lot of emigrations from the north to the east that contributed to the settlement of the first human groups.

A picture



In the eighth century, the arrival of the Arabs to Morocco was a great event, for they brought Islam with them.

There are three waves of emigration:

- At the end of the seventh century, the first groups arrived. They consisted of a limited number of military and administrative people.



- In the 12<sup>th</sup> century, the Muwahidine used the Bani Hilal Arabs, who came from the Arab peninsula, in the army, and distributed them in the west regions, Tadla, and Elhawz (Gish lands)
- In the 13<sup>th</sup> century, Banu Maaki reached the Atlas plains.

These Arab tribes, which came from the east, settled in Moroccan rural areas. But cities received other groups – Muslims and Jews – who came from the Andalus. These contributed a lot to the civilization growth in the old cities.

Since 1578 the Sultan Ahmed El Mansour Dahbi achieved so many victories, the main of which was the Three Kings War in the Makhazin valley and Toumbouktou invasion. He came back with gold and servants.

The Western Colonization, which began in the 19<sup>th</sup> century, represented a new era Moroccan history.

<b>Era</b>	<b>Source of emigration</b>	<b>Contributions</b>	<b>Settlements</b>

III. An activity on the origin of Moroccan first names.

## Unit 1: Identity

### Lesson 3: Religious coexistence

**I.** ‘Islam shall be the state religion. The state shall guarantee freedom of worship for all.

- which source is this article taken from?
- what does this source represent in Morocco?
- What is the main idea in the article?
- look for other texts which goes hand in hand with this article. Then organize them according to their types (religious texts, legal texts, media texts)

**II.** His Majesty king Mohammed VI had a reception party on the Throne Day, and he received congratulations. “coming to green his Majesty: Mr. Mohamed Yassif, the Secretary General of the supreme council of scholars, Mr. Fanston Landal, Rabat bishop, and John Lock Blan, the president of Russian Orthodox Church and Haron Montonigro, the elder rabbi in Morocco...”

(From Misbah Sahara and Maghrib Alyaom newspapers  
08/07/30)



1. Who were the persons His Majesty received? What was the occasion?
2. What does each person represent?
3. In your opinion, why did the king receive them?

### III.



1



2



3

1. What does each picture represent?
2. Show the religion that each picture indicates.
3. This is a list of the names with photos and its corresponding religions  
Imam – kiba- bell – Roch - platform -
4. In small groups, try to find other words related to each religion. Compare your findings with those of other groups.

### VI.

**“Muslim Morocco is proud, all over centuries, to give the opportunity to religions to coexist, namely Islam and Christianity, with tolerance deeply rooted by Moroccan people. History has recorded that with pride. If Islam is a religion of peace, this is due to the balance and moderation in both religion and life affairs, in different aspects of life, ranging from the Moslem’s relation with God to his relation with others; be they Moslems or not...”**

**(From Royal message in which His Majesty the king Mohamed VI addressed the participants of the great religious party held in Rabat. With the participations of representatives of the three main religions)**

After reading this excerpt from the royal message, work with your partners to:

- find the main ideas.
- give clear examples showing religious coexistence in Morocco
- show the common values among the different religions.
- suggest ways to enhance this coexistence.

## Unit 1: Identity

### Lesson 4: Cultural diversity

#### 1. Moroccan nights

All people who have visited Morocco are impressed by its rich flavors, perfumes, artistic expressions. They are touched by the celebrating openness of Moroccan people and their commitment to their religious values. In addition to their openness to modernism ... along with a Berber heritage, which is still active, the Moroccans inherit accurate Andalusia Arab cultural aspects which lie in music and poetry as well as architecture, traditional crafts and cuisine... (website ...[www.adem.ch/maroc](http://www.adem.ch/maroc))

1. What attracts visitors of Morocco?
2. What are the Moroccan cultural sources in the text?
3. What other sources can you mention?



4. Look at the text and pictures below, then fill in the table. Your personal knowledge can be helpful.

Art	Appropriate picture	Remarks



1



2



3



4



5



6



7



8



9



10

5. From the text, pictures and the table below, show the most attractive cultural aspects which appeal to you and give reasons for that.

6. Choose one of the pictures above. Then describe it and comment on the art it contains.

II.

- Match each title below with the corresponding picture.
- On a map, specify the regions where these festivals are organized.
- Conduct research on these events and make a file containing texts and pictures.  
Related to: objectives, values, participants, programs, activities related to these events.
- Compare your files with your partners'

- Fez: Ancient spiritual Music festival
- ELAAyta festival in Safi
- In Agadir Berber artists receive singers all over the world
- Gnawa festival and world music in Essaouira
- Casablanca: honouring the great professor Sami ALMaghribi
- Alikriya: Chefchaoun festival
- Cultural tourist festival in Esmara.
- Rgada festival in Saidia
- National festival of popular arts in Marrakech
- The 5<sup>th</sup> Sahara music festival in Errachidia



ا



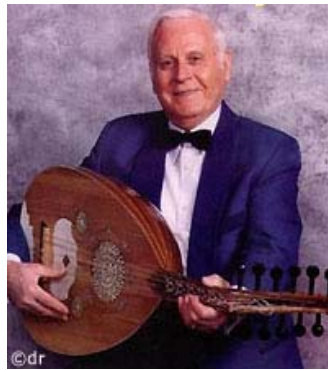
ب



ج



د



هـ



و



ز



ح



ط



ي

### III.

Find the main ideas in the text, explain them based on examples

**“First of all we want to express our recognition, all of us, of our collective history, our national cultural identity, which have been based on different sources that have fused our history and woven our identity, with a strong link with the union of our nation which clings to its sacred principles.”**

From the royal speech of His Majesty the king Mohamed VI, given on the occasion of the foundation of the royal institute of Amazigh culture

## Unit 2: Principles and symbols

### Lesson : BASIC PRINCIPLES

Preamble		
Chapter 1	General Provisions: Basic Principles	Article 1
Chapter 2	Monarchy	
Chapter 3	Parliament	
Chapter 4	The Government	
Chapter 5	The Branches: Relations between the King and Parliament	
Chapter 6	The Constitutional Council	
Chapter 7	The Judiciary	
Chapter 8	The High Court of Justice	
Chapter 9	The Economic and Social Council	
Chapter 10	The Audit Court	
Chapter 11	Local Government	
Chapter 12	Revising the Constitution:	
Chapter 13	Special Provisions	Article 108

1. How many chapters are there in the constitution?
2. How many articles are there in the constitution?
3. Which fields does the constitution cover / deal with?
4. In your opinion, what can the constitution cover/ deal with in each field?
5. What is the role of the constitution in a country?

#### II. Read the following carefully

#### CHAPTER ONE

#### GENERAL PROVISIONS

#### BASIC PRINCIPLES

**Article 1:** Morocco shall have a democratic, social and constitutional Monarchy.

**Article 2:** Sovereignty shall be that of the People who shall exercise it directly, by means of referendum, or indirectly, through the constitutional institutions.

**Article 3:** Political parties, unions, district councils and trade chambers shall participate in the organization and representation of the citizens. There shall be no one-party system.

**Article 4:** The law shall be the supreme expression of the will of the Nation. All shall abide by it. The law shall have no retroactive effect.

**Article 5:** All Moroccan citizens shall be equal before the law.



**Article 6:** Islam shall be the state religion. The state shall guarantee freedom of worship for all.

**Article 7:** The emblem of the Kingdom shall be a red flag with a five-pointed green star in the center. The motto of the Kingdom shall be: GOD, THE COUNTRY, THE KING.

**Article 8:** Men and women shall enjoy equal political rights. Any citizen of age enjoying his or her civil and political rights shall be eligible to vote.

**Article 9:** The constitution shall guarantee all citizens the following:

- a. freedom of movement through, and of settlement in, all parts of the Kingdom;
- b. freedom of opinion, of expression in all its forms, and of public gathering;
- c. freedom of association, and the freedom to belong to any union or political group of their choice.

No limitation, except by law, shall be put to the exercise of such freedoms.

**Article 10:** No one shall be arrested, put into custody or penalized except under the circumstances and procedures prescribed by law. The home shall be inviolable. Search warrant shall be issued and investigation ordered under the conditions and procedures prescribed by law.

**Article 11:** Secrecy of personal correspondence shall be preserved.

**Article 12:** Opportunities for employment in public offices and positions shall be uniformly open to all citizens.

**Article 13:** All citizens shall have equal rights in seeking education and employment.

**Article 14:** The right of strike shall be guaranteed. Conditions and ways of exercising such a right shall be defined by an organic law.

**Article 15:** The right of private property and free enterprise shall be guaranteed. The law shall put limitations to its extent and use if so required by the socio-economic development planned for the Nation. No expropriation shall be ordered except under such circumstances and provisions as prescribed by law.

**Article 16:** All citizens shall contribute to the defence of the Country.

**Article 17:** All citizens shall, according to their contributory power, bear public costs which shall be enacted and allocated only by the law, and in the manner stipulated in the provisions of the present Constitution.

**Article 18:** All shall, in solidarity, bear the costs resulting from disasters suffered by the Nation.

1. Which chapter of the constitution specifies the general provisions of a country?
2. What role does this chapter play?
3. How many articles does it have?
4. Draw a table to show topics treated by each article in this chapter.
5. What are the basic principles of a country?

## Unit 2: Principles and symbols

### Lesson 2 : Symbols

#### Introduction to constitution

The King, "Amir Al-Muminin"(Commander of the Faithful), shall be the Supreme Representative of the Nation and the Symbol of the unity thereof. He shall be the guarantor of the perpetuation and the continuity of the State. As Defender of the Faith, He shall ensure the respect for the Constitution. He shall be the Protector of the rights and liberties of the citizens, social groups and organisations. The King shall be the guarantor of the independence of the Nation and the territorial integrity of the Kingdom within all its rightfull boundaries.

The King shall appoint the Prime Minister. Upon the Prime Minister's recommendation, the King shall appoint the other Cabinet members as he may terminate their services. The King shall terminate the services of the Government either on his own initiative or because of their resignation.

Sovereignty shall be that of the People who shall exercise it directly, by means of referendum, or indirectly, through the constitutional institutions.

The constitution states that Morocco shall be multi-party system. Political parties, unions, district councils and trade chambers shall participate in the organization and representation of the citizens

The King may dissolve the two Houses of Parliament or one thereof by Royal Decree, in accordance with the conditions prescribed in Articles 71 and 73 in chapter 5, after consulting with the Presidents of the two Houses, and the Chairman of the Constitutional Council and addressing the Nation.

The King may request a second reading by the two Houses of any draft bill or proposed law. After consulting with the Presidents of the two Houses, and the Chairman of the Constitutional Council and addressing the Nation,

The King may request both councils of the parliament a second reading of any draft bill or proposed law. A second reading shall be requested in a message. Such a new reading shall not be refused

The King can, after a new reading, submit by decree, any project or the legislative proposals, except in the case when the text of the project or the legislative proposals submitted to a new reading has been adopted or rejected by a two-thirds majority of the

members which constitute the Chamber of Representatives. The results of the referendum apply to all.

After a second reading, the King may, by Royal Decree, submit any draft bill or proposed law to referendum, except in the case of those submitted for a new reading which shall have been adopted or rejected by a two-thirds majority of the members of each one of the two Houses.

All Moroccan citizens shall be equal before the law. Men and women shall enjoy equal political rights. The constitution shall guarantee all citizens, freedom of worship, freedom of movement through, freedom of opinion, of expression in all its forms. It shall also guarantee freedom of organizing themselves, freedom of public gathering, and the freedom to belong to any union or political group of their choice. The constitution shall guarantee equal opportunities for employment and education the right of private property and free enterprise and the right of strike

The constitution shall establish a Constitutional Council composed of 12 members. The king shall appoint six members for a nine -year period for a non renewable term of office. The President of the House of Representatives and the President of the House of Counsellors shall appoint three members of the Constitutional Council. A third of each category of members shall be renewed every three years. The chairman of the Constitutional Council shall be selected by the king among the members appointed by him.

The Constitutional Council shall decide on the validity of the election of the Members of Parliament and that of referendum operations. Organic laws - before promulgation - and the Rules of Procedure of each House - before implementation - shall be submitted to the Constitutional Council to look into their consistence with the Constitution. Before promulgation, laws may, for the same reason, be referred to the Constitutional Council by the King, the Prime Minister, the President of the House of Representatives, the President of the House of Counsellors and one-fourth of the members. Decisions of the Constitutional Council shall, in no way, be put into question. They shall, furthermore, be binding upon all people.

The Constitutional Council shall also establish an independent Judiciary. It shall be presided by the high court of justice appointed by the king. It shall establish economic and social council, which may be consulted by the Government, as well as the House of Representatives and the House of Counsellors on all matters of economic or social nature. It shall establish the audit court.

The king, the House of Representatives and the House of Counsellors: shall have the right to initiate a revision of the Constitution. The King shall have the right to submit, directly for referendum, the revision project he may initiate. A proposal for revision submitted by one or more members of one of the two Houses shall be adopted only if voted on by a two-thirds majority of the members of the House concerned. A revision of the Constitution shall be definitive after approval by referendum.

Neither the State system of monarchy nor the prescriptions related to the religion of Islam may be subject to a constitutional revision.

1. Read the text. Then complete this table.

Person and/or organization	Prerogatives/ rights

2. Specify the fields mentioned this introduction
3. What role does it play in the constitution?
4. In group or individually, do a piece of research to identify chapters and articles showing the content of this introductory part.

1. Look at the pictures above carefully. Then fill in the chart

Picture number	content	What it represents	use

2. How does this picture represent symbols of the country?
3. What are the fields in which each symbol can function?
4. In your opinion, what is the behavior that can be done towards these symbols?

5. Conduct a project work to record your remarks about the use of these symbols in reality.

## Unit 2: Principles and symbols

### Lesson 3: Symbols (2)

1. Where can you find a national flag?
2. What does that existence symbolize?
3. Specify other places.
4. Try to explain what the components of the flag represent.
5. what is your behavior towards the national flag of your country and other countries ?

### Moroccan national anthem

Fountain of Freedom, Source of Light  
Where sovereignty and safety meet,

Safety and sovereignty may you ever combine!  
You have lived among nations with title sublime,  
Filling each heart, sung by each tongue,  
Your champion has risen and answered your call.  
In my mouth and in my blood  
Your breezes have stirred both light and fire.  
Up! my brethren, strive for the highest.  
We call to the world that we are here ready.  
We salute as our emblem  
God, Homeland, and King.

1. Find the main ideas in the text
2. In which occasions is national anthem known?
3. What is the objective?
4. What behaviour should be followed when a national anthem of your country/ OR a country is sung?
5. What is the importance of this behavior in your opinion?

## Unit 2: Principles and symbols

### Lesson 4 : instilling and keeping symbols and principles

#### I.

1. Read these words and complete the following chart :

National radiance party – trade union – AMAL association – Bank union –  
Champion club – star actors/ actresses

organization	activity

2. a. in groups, determine all activities done by these organizations.
- b. Compare your findings with the ones of the other groups
- c. Draw a card showing the common points between all groups.

#### 3. Discussion

- a. What are the benefits a country can get from each organization?
- b. What are the constraints of these organizations?
- c. What are the suggestions to overcome these constraints?
- d. How can these organizations contribute to instill symbols and national principles?

**II.** In groups, make a card related to the implementations of an individual or collective initiative, which aim at instilling and maintaining principles and national symbols, following these steps:

- a. Choose a topic/ field of initiative.
- b. Specify its objectives
- c. Agree on the partners of the initiative
- d. Determine activities, materials and timing

# UNIT THREE

## Values and Attitudes

### Lesson ONE: We Are all Moroccans

#### Targeted Competences:

- Ability to recognize Moroccan Diversity
- Adopting a behavior compatible with a conscientious and responsible citizenship
- Expressing pride in belonging to a Moroccan identity
- Acquiring values of sharing, solidarity and resilience and living by them

#### Objectives:

- Awareness that difference and diversity do not mean exclusion and hostility; rather, they are synonymous with enriching, complementariness and sharing
- Conviction that feeling of belonging emanates from such values as mutual understanding, respect, sharing and solidarity
- Recognition that this feeling of belonging appears acutely in moments of danger, or catastrophes that threaten the country. Such situations bring forth an essential value which is resilience
- Adopting a behavior that respects these values, either in the limited educational sphere or in a broader social context in all its dimensions

#### I- DOCUMENT: from the 1996 Constitution

- Article 5 : All Moroccans are equal before the law
- Article 8: Both men and women are equal in political rights. Each citizen, from either sex, has the right to vote if he comes of age and has his civil and political rights.
- Article 9: The Constitution guarantees all citizens:

- The freedom of movement and settlement in any part of the Kingdom.
- The freedom of opinion and expression in all its forms, as well as the freedom of gathering.
- The freedom to set up associations and adhere to any political or trade union organization of their choice. Such practices can be restricted only through legal provisions.

#### Activities:

- 1- A. What is source of these articles?  
B. What is the role played by this source in the governance of a given country?
- 2- A. What areas are covered by these articles?  
B. What activities can be practiced within these fields?

\* You can put your answers in the following table:

Article	Fields	Activities

3. What limits are there in benefitting from exercising the rights granted to citizens by the Constitution? Why?

4. Together with your friends in the group:

\* Choose one among the fields stated in the articles above

\* Prepare a paper special to this field

- \* Present this paper to the other groups
- \* On the basis of the various suggestions, put together a file that includes all the refined papers

**II- Document: The Al Hoceima earthquake: Different Manifestations of Solidarity in All Parts of Morocco.**



Morocco: February 27 2004 (W.F.B)

Moroccans showed different forms of solidarity with their devastated compatriots after the earthquake that shook Al Hoceima at the beginning of this week, in the North of Morocco.

After this catastrophe, many campaigns for blood donation were organized in Rabat by non-government associations network (Maiaje Maroc), and also in Laayoune in the south of Morocco by the Center for Blood Transfusion. Other associations groups were formed in Al Hoceima itself and in other cities, such as Fes, to help the suffering population in the Rif. At the same time, the Moroccan Press trade union called upon all journalists to donate at least one day salary to the families that have lost their homes and properties.

The Midi 1 Channel, which broadcasts from Tangier, has sent two lorry tanks of water to isolated villages in the region affected by the earthquake, which resulted in 571 dead and more than 400 injured.

The Moroccan Football Federation announced that the income from this very popular sport that will be collected at the end of this week will be devoted to help the devastated populations.

The Bank of Morocco has opened a special account on Wednesday to raise funds from Moroccans inside and outside the country. The King, Mohamed VI made the first donation to this account.

Royal Air Morocco made important discounts for Moroccans living abroad to send cargoes of products collected abroad to be sent to the Rif region.

As for medical assistance, the Moroccan Red Crescent and Mohamed V Foundation for Solidarity have dispatched medical teams to the region; while the regional Pharmacist Council of the North distributed free medicine to affected populations.

Fes Principality announced it would send 1000 blankets, 800 beds and 10 tents that can shelter 100 persons each, in addition to 12 tons of food stuff to the value of 1 Million Dirham.

Bakers from Oujda, in the North East of Morocco, decided to send to the affected area between 1000 and 2000 loaves of bread a day. All the Region's bakeries closed their shops for fear of possible strong aftershocks.

*(From Jeune Afrique)*

1- After reading this text, fill out the following table:

Actions of Solidarity	Those undertaking them



- 2- What are the values that pushed all these players to do what they have done?
- 3- Under what circumstances do we observe such mobilizations?
- 4- Within your own small group organize a solidarity campaign.
  - Choose the segment of the population to be targeted for this campaign.
  - Define the needs of those targeted.
  - Choose the partners that you can appeal to for assistance.
  - Determine the adequate means to make this campaign a success.
- Compare your action plan with those of the other groups
- On the basis of the means at your disposal, choose one of these suggestions and implement it.

### III- Document:

#### 1. Waves of Moroccan Immigration Overseas: New Trends

In 1998, there were 100 million people living outside their own home countries, 88 million of them were immigrants.

At the present time we find about two million and a half to three million of these are Moroccan immigrants, most of them living in Europe. More than 800.000 are living in France, 250.000 in Spain, 200.000 in Belgium, 300.000 in Algeria and 140.000 in Libya.

If France used to constitute the first destination for Moroccan Immigrants, due to the cultural relations that link the two countries, this predominant trend is regressing now, ceding the place to other new destinations.

*(AbdelAli Darif El Alaoui)*

#### 2. French – Moroccan Artists:

They are Moroccans who declare loud and clear that at the same time they belong to the country that has embraced them and are adamantly tied to the country of their origin

*(Maroc Hebdo)*



.3

1. – A- What are the overseas immigration destinations for Moroccans mentioned in the text?
  - B- Indicate other immigration destinations not mentioned in the text.
  - C- What are the feelings of our compatriots living abroad towards their country of origin?
2. A- Do a research on Moroccans living abroad and deal with the following:
  - \* Their numbers
  - \* Host countries
  - \* Their activities
  - \* Their ties to Morocco
- B- Put together a file containing the result of your research: Articles, pictures, statistics...

## Lesson TWO: Tolerance

### Targeted Competences:

- Acquiring tolerance values
- Awareness of the dangers of intolerance
- Belief in the importance of tolerance in the coexistence of individuals and groups

### Objectives:

- I- Definition of tolerance values through different documents and their analysis<
- II- Showing some manifestations that run counter tolerance
- III- Explaining Morocco's role in fostering tolerance culture
- IV- Explaining Morocco's role in religious coexistence and interfaith dialogue

### Activities:

#### I. First Activity Documents



1.

2. 1



3.



“...Admitting the right to difference cannot be really considered without taking into account another principle which is tolerance, which truly means avoiding extremism and absolute fundamentalism and the prejudice of intentions and preconceived ideas in society. As tolerance culture spreads, all contradictions manage to come to the fore and societal cementing is strengthened....Tolerance necessitates rules based on equilibrium between rights and obligations.”  
*(Reference Manual on Human Rights)*

1. I examine the pictures and fill out the table below

Picture	What it suggests
1	
2	
3	
4	

2. I define the relationship between what the picture might have suggested to you and the text’s content that comes after

3. On the basis of What I have concluded after examining the picture and the text

...a- I present models from lived experience that shows:

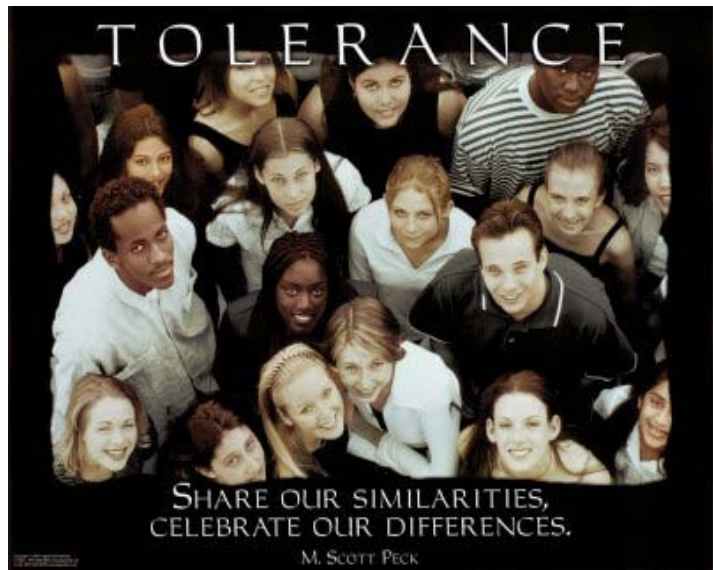
- .....Avoiding extremism and absolute fundamentalism
- .....Judging intentions
- .....Balancing rights and obligations
- ...b- I explain the importance of tolerance in society
- ...c- I indicate some manifestations that oppose tolerance
- 5- On the basis of the above I come up with a definition of tolerance

**Second Activity:  
Documents**





2



3



4

“...Pluralism, essentially, means three things:

- 1- Recognizing that there is diversity in a given society by virtue of the existence of many spheres of belonging within its single identity
- 2- Respecting this diversity and accepting any difference or contradiction in faiths, interests and lifestyles that may result from it.
- 3- Finding a suitable form to express all of that freely and in a suitable context... Pluralism has its own various facets and different levels; the political facet is only one among many others, for there is cultural, ethnic, religious and social pluralisms, etc...”

(Hisham Jaafar, Conference on Party, sect and ethnic Pluralism in the Arab World, The International Institute of Islamic Thoughts, Washington, 1993, quoted in Manbar Al Hiwar Magazine, No 32-33, 9<sup>th</sup> year, Al Kawthar Publications, Bayrout 1994, p. 200)

--On the basis of the pictures and the text:

A- I fill out the following form:

Picture	Concepts intimated and expressed
1	
2	
3	
4	
Text	

B- On the basis of the table’s data collected, I show some of the elements that constitute the concept of tolerance.

C- I explain the importance of tolerance among the different social, religious and ethnic groups.

### Lesson Three: Peace

Targeted Competences:

- Defining the concept of peace
- Awareness of the importance of international organizations in establishing international peace
- Belief in the importance of the role played by Morocco in fostering international peace

**Objectives:**

- Explaining the concept of peace as a real concept
- Analysis of the role of international organizations in establishing world peace
- Explaining Morocco’s endeavors to preserve world peace
- Evaluating the importance of peaceful coexistence among nations

**First Activity: Threat to World Peace:**



“If Morocco belongs to the Arabo-Islamic world, its geographical position at the top of the African Continent, overlooking Europe to the North and America to the West, requires us to pursue the policies of our august father that are characterized by openness and dialogue to strengthen the cooperation ties with our African brothers and foster exchanges with our European and American friends, all to the advantages of our region and the whole world, within a context of sustained offering and receiving, and in an environment of mutual appreciation and respect, until peace and security reign in the world.”

(His Majesty King Mohamed VI, the Resurrection of a Nation, Chapter 44, Part II, 1999, p.463)

I examine the pictures and I read the text, then:

1. I bring out with the main ideas in the pictures and the text
2. I come up with the principles that underlie the preservation of world peace
3. I evaluate the Morocco's policy regarding the preservation of world peace

### Second Activity:



### Documents:

*“O ye who believe! Enter into peace wholeheartedly; and follow not the footsteps of Satan; for he is to you an avowed enemy.”*

(Al Baqara, Verse 208)

*“But if the enemy incline towards peace, do thou also incline towards peace, and trust in Allah.”*

(Al Anfal, Verse 62)

*“O mankind! We created you...nations and tribes, that ye may know each other. Verily the most honored of you in the sight of Allah is the most righteous of you.”*

(Al Hujorate, Verse 62)



“Fulfill the Covenant of Allah when ye have entered into it and break not your oaths after you have confirmed them.”  
(Al Nahl, Verse 91)

\*”We are the United Nation’s people; we took it upon ourselves to save future generations from the destruction of war, which during one single generations has brought about on humanity indescribable catastrophes. And because of this, we have committed ourselves to tolerance and peaceful living, as well as good neighborly conduct; we have decided to harness our efforts to preserve world peace and security, adopting some specific values that we outline, so that armed option be used only in promoting common interest.”

(UN Media Services, UN Charter and International Tribunal, New York, 1999, P.1).

I read the holy verses and the text below them, keeping in mind previous conclusions, then:

1. I define the main ideas in the verses and the text.
2. I explain the concept of peace in Islam
3. I bring out the world efforts to establish peace and security and I explain them.
4. I give a suitable definition of peace and I comment on it

### Third Activity: I analyze the role of international organizations in establishing world peace



International Tribunal *International Criminal Court*

*United Nations logo*

\*”in the thirties and the beginning of the forties the expansionist policies of dictatorial regimes lead to the breakout of the Second World War. Fascist and Nazi War crimes, and individual and mass genocide were a turning point in making the human rights question come to the fore on the international stage. International protection of human rights was then a necessity in order to have a permanent and lasting peace in the world, a fact that lead to the establishment of the United Nations in 1945, to replace its predecessor, the League of Nations. Two years after that, the United Nations’ General Assembly adopted the International Declaration of Human Rights in 1942 as the loftiest common ideal that all nations and peoples needed to reach.”

(Unpublished documents on a human rights education project in the Arab World, p. 58)

#### Activities

I examine the pictures and read the text in order to:

1. Name the international organizations that contribute to world peace.
2. Explain the reasons behind the establishment of these organizations.
3. Explain the role of these international organizations to preserve world peace
4. Evaluating this role and commenting it

### Fourth Activity: Morocco’s endeavors to preserve world peace

#### Documents:



“The work undertaken by our glorious father, may Allah rest his soul, for over a quarter of a century is to reconcile the children of Abraham, peace be upon him, with each other, and the relentless efforts to turn the land of the prophets into a space of cooperation, development and peace, instead of a place of tension and occupation. We have made a point of taking constructive initiatives and encouraging all efforts towards a just, lasting and comprehensive peace in the Middle East region.”

*(King Mohamed VI, The Resurrection of a Nation, Part 2, Chapter 2, 2000)*

I examine the pictures and I read the text, then:

1. I bring out the main ideas in the pictures and the text
2. I come up with what confirms Morocco’s continuous efforts to preserve world peace
3. I show the importance of Morocco’s efforts to establish world peace

**Self-Evaluation of Learning:**

1. I define the concept of world peace
2. I evaluate Morocco’s efforts to establish world peace
3. I write a focused essay on the importance of the policy of peaceful coexistence
4. I express my stance towards the dangers of war and armed conflicts between nations.

**Openness onto the Environment:**

I work within a research group; we collect all the royal speeches, from different sources including Internet, which calls for peace and coexistence between nations and peoples; afterwards we the do the following:

5. Reading the speeches
6. Bringing out Morocco’s calls for peace and commenting them
7. Enhancing them with symbolic pictures and other documents of the same nature

8. Filing them with the research documents related to civic culture environment

### **Lesson Four: Transparency and Fighting Corruption:**

#### **Targeted Competencies:**

- Defining the concept of transparency and moralization of public life
- Realizing the importance of the mechanisms of enhancing the concept of transparency
- The ability to set up an action plan to fight corruption

#### **Objectives:**

- Awareness-raising on the importance of transparency in moralizing public life
- Showing the importance of the mechanisms that can enhance the concept of transparency
- Awareness-raising on the danger of corruption to Moroccan society, and taking a stance towards it
- Putting forward a plan to fight corruption

#### **First Activity:**

#### **Documents:**



“According to the Moroccan Anti-Corruption Association’s definition, as it is stated in its charter, corruption is an unacceptable and unbearable practice that is a result of the abuse of political, administrative, judicial or economic powers,... and orienting them to serve personal interests. It is thereby a continuous violation of human rights. Corruption, then, cancels out transparency and integrity, and dislocates the structure of the democratic system and pushes it to failure. It also reduces the space of the state of law, by violating the latter in all domains, thereby leading to various human rights violations.

Awareness-raising on the dangers of corruption requires exposing this phenomenon in clear ways that include its nature, its kinds, its causes and its dangers. Awareness-raising through education, the mass media and the arts enables us to fight it in depth.

*(Education on Cultural Values and Corruption Fighting Manual, Annajah Aljadida Publications, Casablanca, 2005, P. 14)*

I examine the pictures and analyze the text, then:

1. I give an appropriate title to the pictures and the text
2. I give an appropriate definition of the concepts of transparency and corruption
3. I show the dangers of corruption to Moroccan society
4. I explain some anti-corruption mechanisms and the achievement of transparency

## **Second Activity: Definition of Transparency and Moralization of Public Life**

### **Documents:**

“An act of bribery is an unnatural act of corruption and wrongdoing; it pushes one to act against one’s duty to which one is committed. The nurse that sells medicine that is supposed to be handed out free of charge in public hospitals distorts the nature of his job and profession; the teacher who gives unfinished classes that need further complementary private tuition outside the school in return for money is one who betrays his duty and profession .... The policeman who lets a drunk driver go unpenalized in return for bribery is a corrupt policeman who does not fulfill his duty. When the head of an administration or the human resource manager in an organization hires a person because he is his relative, and not on the strength of his qualifications, he is also to be considered corrupt, because he has betrayed the trust placed in him by that organization.”

*(Same reference as above, pp. 9-10, edited)*

“Each individual has a right to accede to all kinds of information and ideas, collect it and transmit it to others.”

*(Moroccan Anti-Corruption Association, the Right to Information, October, 2006, p. 10)*

“Fighting corruption necessitates first knowing it and then observing it to understand it as a comprehensive social phenomenon that is the outcome of many factors, such as the proliferation of

rent situations in the economy, weakness in democracy and state of law, distortion in culture, and weakness in citizens’ persistency awareness; therefore, corruption can be fought only through a multi-dimensional methodology.”

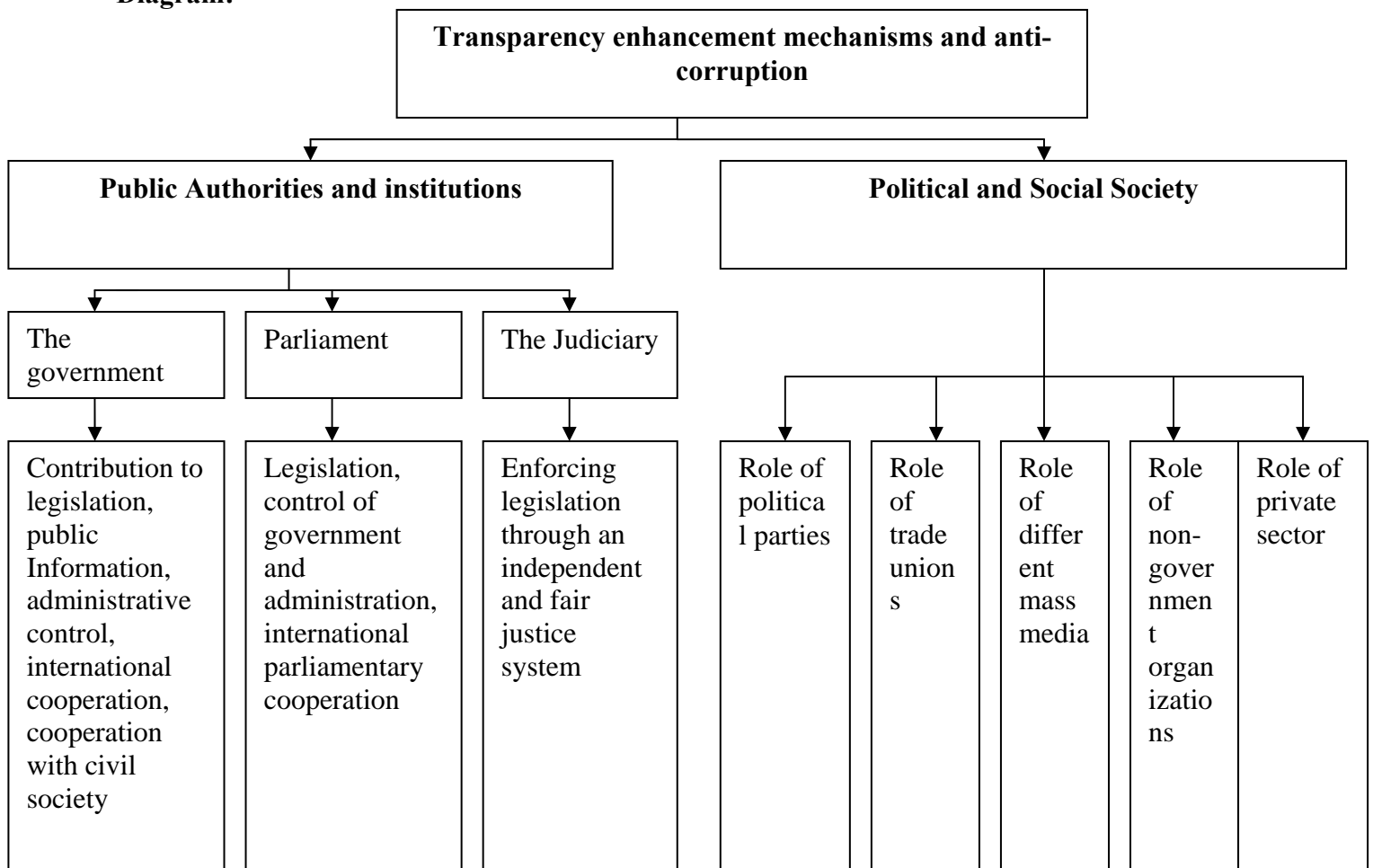
*(Education on Cultural Values anti-Corruption, reference above, p; 19)*

I read the texts and then:

1. I give an appropriate title to each text
2. I bring out certain practices and behavior that run counter the concepts of transparency and the moralization of public life.
3. I explain the reasons behind those practices
4. I give an appropriate definition of transparency and moralization of public life.
5. I show my attitude towards the phenomenon of corruption

**Third Activity: Some Mechanism for Enhancing the Concepts of Transparency and Public Life Moralization.**

**Diagram:**



“On January 31, 2002, the Ministerial Council ratified an important anti-corruption legislative arsenal, and decided to put forward some of them to parliament in an extraordinary session, that started from February 12, 2007. This battery of laws concerns the following:

--Six draft laws dealing with private property declaration for high government officials, elected officials, members of parliament and judges.

--Draft law dealing with public procurements and another one dealing with the creation of a central anti-corruption body.

--The United Nations' anti-corruption agreement that Morocco signed in 2003;"

*(Abdelaaziz Nouidi, Observation on the Government's Anti-Corruption Special Draft legislation: Conference of Support Before Moroccan Parliament, Casablanca, March 28, 2007)*

**I read the information in the diagram and the text and do the following:**

1. I give an appropriate title to the diagram and the text
2. I name the mechanisms that contribute to the enhancement of transparency and fight corruption
3. I show the importance of each mechanism and their roles in fighting corruption
4. I explain the objectives of the legislative arsenal that the Moroccan Ministerial Council has adopted
5. I give my opinion on the importance of the mechanisms of transparency and corruption fighting in Moroccan society

#### **Fourth Activity: Dangers of Corruption to Moroccan Society**

##### **The First Case:**

"Nabila, one of the workers in the service approached her and whispered to her that it would be possible for her to get medical care from another doctor in the service, on condition that she would pay that assistant in return for that which would amount to one hundred Dirham, thereby she would understandably solve all her problems and those of others.

She approached another woman, who had just delivered a baby, three days before, who was also waiting her turn to see the doctor and said bitterly, "do you know that I have just paid 1000 Dirham as a bribe, as if it were a due tax; and that was before entering the delivery room. They asked my husband to pay the obstetrician 1000 Dirham and the anesthesiologist 500 Dirham, knowing that I have medical coverage and a receipt from the hospital cashier's office.

*(Education on Values and Anti-Corruption: Reference above pp.34-35)*

##### **The Second Case:**

Nazih told Nabila," They came down with all their weight during these last days of the election campaign; I saw them in popular neighborhoods, Hay Assaada and Hay Al Manal handing out to poor families big quantities of flour, sugar and tea and giving each individual voter 100 Dirham so that he or she would vote for a particular party list; they also promised people double that amount at the end of the elections..."

*(Same reference as above, p. 53)*

##### **The Third Case:**

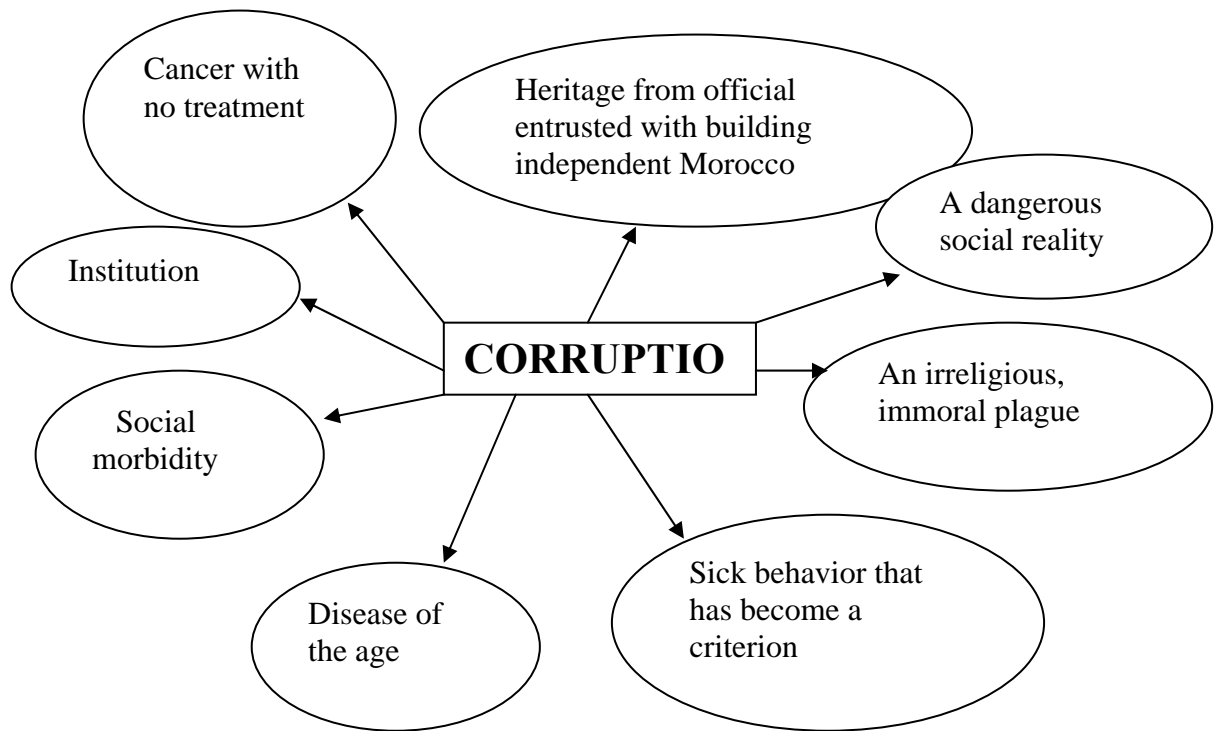
Adil said, "I was surprised to learn that the grade for in-class assessment and the grade for the first session examination were not fair grades for many of my classmates. The students who had not taken extra private tuition got either average or weak grades; whereas those students who had taken extra private classes got grades higher or equal to the grades I got through my own personal efforts.

His sister Najia intervened to explain his idea further:

How can we deal with certain university professors' abnormal behavior? After passing my oral examination, I noticed that students who had not bought the professor's book got very difficult questions; whereas those who showed receipt of purchase of the book had an easy and short oral test.

*(Same reference as above, p.59)*

##### **Diagram:**



*(Transparency Maroc, Corruption in Morocco, translated and edited, Publication of Transparency University, Casablanca, 2005, p. 19)*

**I read the three cases and I examine information in the diagram, then:**

1. I bring out the subject of each case and comment on it
2. I give a title to the diagram
3. I explain the behavior of the bribe takers in the three cases
4. I show the danger of such a behavior to Moroccan society
5. I show what should be done to confront this immoral behavior

## Unit 4: Citizen's rights and responsibilities

### Lesson 1: The concept of citizen's rights and responsibilities

#### Targeted competencies:

- Enabling students to see themselves as responsible citizens
- Enabling students to classify their attitudes/behaviors into rights and responsibilities
- Students acquisition of the ability to understand their relationship with others as individuals and as institutions within the concepts of rights and responsibilities

#### Targeted methodological skills:

- acquiring skills to work within a group
- acquiring the skills of analysing, comparing, classifying and making conclusions
- developing communication skills

#### Targeted objectives:

- understanding the concept of rights
- understanding the concept of responsibilities
- understanding the interference and interrelatedness between rights and responsibilities
- distinguishing the practices and the attitudes that belong to rights from those that belong to responsibilities

#### Activity 1: Nation and Citizenship

1. In the dictionary, look up the origin of the two words: Nation and Citizen
2. Based on the following document 1, show the relationship between the two words.
3. In your small group, discuss the relationship between these two concepts: Citizen and State.

#### Document 1:

“Citizenship stands for the belonging of a person a territory; i.e. the constant settlement within the boundaries of a state, holding its nationality, participation in its government and submission to its judiciary system which includes bearing responsibilities and enjoying social, political, economic and cultural rights in a just and democratic society that protects equality, equity and sharing the sacrifice burden towards the promotion and protection of those principles ...”

(Dr Mohamed Ghali, Cadi Ayyad University, Marrakech. From a training session)



**Activity 2:**

**1.** Classify the following terms and expression according the Table below:

- elections
- defending the nation in the case of invasion
- paying taxes
- education
- decent housing
- security
- participating in the work of an association to keep the neighborhood clean
- receiving convenient health care
- being late to school or work
- entertainment and cultural activities space
- contributing to a campaign for conscience raising on the dangers of AIDS
- receiving a schooling certificate
- paying a bus ticket
- declaring a criminal to the police.

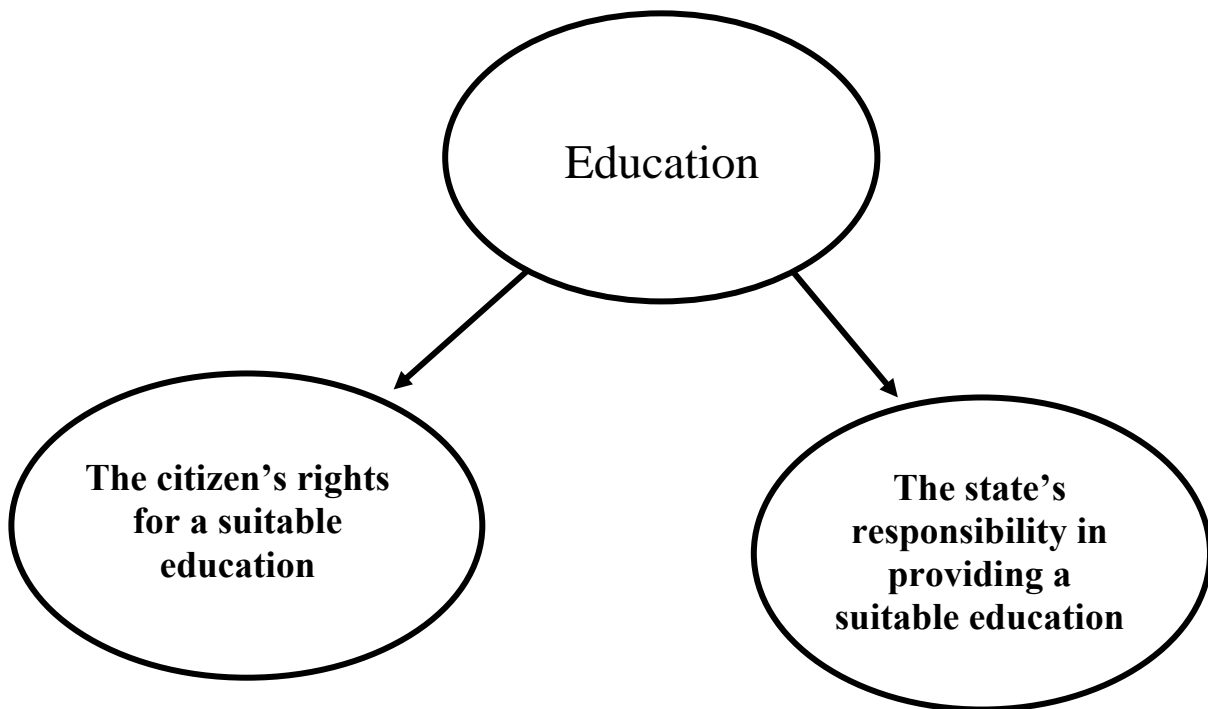
Rights	Responsibilities

**2.** Classify the above rights and responsibilities according to their importance for you.

**3.** Discuss the different classifications by your classmates

**4.** Notice the interference between rights and responsibilities through the following example:

- From the relationship between the two terms deduce the concept of interrelatedness in society.
- From the above, make a definition for responsibilities and another one for rights.



### **Activity 3: Showing rights in responsibilities and responsibilities in rights**

Based on the previous classification of rights and responsibilities, do the following with your group:

- choose one right from citizen's rights that you think is of paramount importance and show the state's responsibility in that
- choose one responsibility from citizen's responsibilities that you think is of paramount importance and show the state's rights over the citizen.

## Unit 4: Citizen's rights and responsibilities

### Lesson 2: The rights of the Moroccan Citizen

#### Activity 1: Looking up the meaning of the 'constitution'

- Look up the meaning of the term 'constitution'
- In your group, discuss the legal value of the constitution
- In your group, compare the constitution with other legal documents, such as: Bill, work law, the law of the press, internal regulations of a school, the law of public employment
- Note down your conclusions from the above discussion according to the following table:

Legal document	Definition	Application	Who is it applied on	Its relation to the constitution
Bill				
work law				
law of the press				
internal regulations				
law of public employment				

- From the previous activity, deduce the importance of the constitution for the citizen as an individual and for the society as a whole.

#### Activity 2: Defining the rights that the constitution grants the citizens

1. In your group, infer the rights that each of the following articles from the constitution grants to Moroccan citizens:

##### Document 1: Articles from the Moroccan constitution:

**Article 4:** The law shall be the supreme expression of the will of the Nation. All shall abide by it. The law shall have no retroactive effect.

**Article 5:** All Moroccan citizens shall be equal before the law.

**Article 8:** Men and women shall enjoy equal political rights. Any citizen of age enjoying his or her civil and political rights shall be eligible to vote.

**Article 9:** The constitution shall guarantee all citizens the following:

- a. freedom of movement through, and of settlement in, all parts of the Kingdom;
- b. freedom of opinion, of expression in all its forms, and of public gathering;
- c. freedom of association, and the freedom to belong to any union or political group of their choice.

No limitation, except by law, shall be put to the exercise of such freedoms.

**Article 13:** All citizens shall have equal rights in seeking education and employment.

**Article 16:** All citizens shall contribute to the defence of the Country.

**Article 18:** All shall, in solidarity, bear the costs resulting from disasters suffered by the Nation.

<http://www.al-bab.com/maroc/gov/con96.htm>

**2. Reread the articles 8 and 13 in the light of the following statistics:**

The Moroccan women represent:

- 30% of the active work force in cities
  - 40% of the active work force in the countryside
  - 24.6% of medical doctors
  - 38.8% of notaries
  - 30% of lawyers
  - 20% of judges.
- 
- In your group, discuss the above statistics in the light of gender equality and equity
  - Each one of you gives his/her opinion towards those statistics
  - Do you think that those statistics are: good, normal or unsatisfactory?
  - Note down the percentages of the answers all class members to the above questions.
  - Note down your conclusions.

**3. Contemplate the following statistics:**

- The percentage of women in local communes: 0.34%
  - The House of Counsellors in the parliament includes 3 women out 257, i.e. 1%
- 
- In your group, discuss the above statistics in the light of Article 2b from the constitution
  - Compare the percentages of women in the previously mentioned professions and their representation in elected institutions

**Discussion:**

- Discuss in your group the reasons behind gender discrimination, and suggest some solutions.
- Write a concise paragraph showing the relationship between the equality concept and citizen concept.

## Unit 4: Citizen's rights and responsibilities

### Lesson 3: The responsibilities of the Moroccan citizen

#### Document 1: Article 32 of the Convention on the Rights of the Child

**Article 32**

1. States Parties recognize the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development.
2. States Parties shall take legislative, administrative, social and educational measures to ensure the implementation of the present article. To this end, and having regard to the relevant provisions of other international instruments, States Parties shall in particular:
  - (a) Provide for a minimum age or minimum ages for admission to employment;
  - (b) Provide for appropriate regulation of the hours and conditions of employment;
  - (c) Provide for appropriate penalties or other sanctions to ensure the effective enforcement of the present article.

<http://www.unhchr.ch/html/menu3/b/k2crc.htm>

#### Document 2:

**Article 54 of the Moroccan Family Code (Moudawana)**

Children have the right to the following care from their parents:

- Protection of their lives and health from conception until they come of legal age;
- All possible measures that guarantee the children's natural development, with the protection of their physical and psychological integrity, and care for their health through both prevention and treatment;
- Religious guidance, proper education on sound noble principles of honesty in statements and actions, prevention of violence against children that leads to physical and psychological harm, and protection from any exploitation that might harm their interests;
- Providing them with education and training that will enable them to integrate professional life and become useful citizens in society. To the extent possible, parents





must provide adequate circumstances for their children to pursue their studies according to their physical and intellectual capacities.

<http://www.hrea.org/moudawana.html>

**Document 3: Child labor (Pictures)**

**A. the problematic**

1. Make comments on the following pictures:

			
4. .... .....	3. .... .....	2. .... .....	1. .... .....

2. Compare the 4 pictures and draw a conclusion based on the title of the document (Child labor).

**Activity 2**

**Document 4: Articles from the constitution related to responsibilities**

**Article 3:** Political parties, unions, district councils and trade chambers shall participate in the organization and representation of the citizens. There shall be no one-party system.

**Article 16:** All citizens shall contribute to the defence of the Country.

**Article 17:** All citizens shall, according to their contributory power, bear public costs which shall be enacted and allocated only by the law, and in the manner stipulated in the provisions of the present Constitution.

**Article 18:** All shall, in solidarity, bear the costs resulting from disasters suffered by the Nation.

<http://www.al-bab.com/maroc/gov/con96.htm>

1. Work in groups (4 groups in total), each group deals with one article from the above. Each group specifies the main idea of the concerned article, the rights it contains and their importance and their economic, social, cultural, political and psychological dimensions. Then deduce the values it includes. This table can help you in organising your ideas:

The article	It's content	Its importance and dimensions	Included values
-------------	--------------	-------------------------------	-----------------

		<ul style="list-style-type: none"> <li>- Economic: .....</li> <li>- Social: .....</li> <li>- Political: .....</li> <li>- Cultural: .....</li> <li>- Psychological: .....</li> </ul>	
--	--	---	--

2. The note-taker in each group notes down a summary of the discussion within the group
3. The note-taker writes the main points of the discussion on the board
4. The whole class discusses the ideas expressed and the deduced values in the four articles.

**Unit 4: Citizen’s rights and responsibilities**

**Lesson 4: Public Liberties: Rights and Responsibilities**

**Document 2: A text on Public Liberties**

**An extract from King's message on 60th anniversary of the Universal Declaration of Human Rights**

The task of promoting human rights is both arduous and time-consuming. It is also a work in progress which requires collective engagement and unyielding will.

There is no fixed time-frame for the promotion of human rights. It is an ongoing process, a closely-knit mix of the requirements of democracy and development; a task which calls for efficient institutions and mechanisms to make sure human rights are properly fostered and protected.

We are therefore keen to further promote human rights by launching major structural projects so as to uphold the dignity of our citizens, achieve justice in the judicial, social and economic sectors, increase productivity and ensure the distribution of the benefits of growth.

I shall also see to it that the judicial system undergoes in-depth reform and that an advanced regionalization system is implemented. These are fundamental requisites for good governance, the separation of powers, the preservation of individual and collective freedoms, respect for the rule of law and equality before the law.

These lofty goals are not just national objectives. They are an intrinsic part of the democratic values underlying the Universal Declaration of Human Rights. Having inspired the struggle of peoples and nations across the globe, these fundamental aspirations should now contribute to rapprochement and concord, and also to respect for the diversity of the members of the international community.

[http://www.map.ma/eng/sections/speeches/king\\_s\\_message\\_on\\_60/view](http://www.map.ma/eng/sections/speeches/king_s_message_on_60/view)

**Activity 1: Public Liberties: Their enactment and ways of protecting them**

In your group, read carefully the text above and the following question; then share your ideas with other groups in a plenary discussion.

1. What are the types of liberties included in the text?
2. What’s the importance of these liberties for individuals and for society as a whole?
3. How can we promote and protect those liberties?

**Activity 2: Forming associations: Rights and responsibilities**

In your group, read the Law of Associations and complete the following table; then share your ideas with the rest of the class in a plenary discussion.

<b>The articles</b>	<b>Rights</b>	<b>Responsibilities</b>
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		

**Law of Associations (adopted in 1958 and amended in 1973)**

**Articles from 1 to 8.**

**Activity 3: The flaws in administrative practices (the case of permission to establish an association)**

In your group read the following report (document 3) and specify the articles that have been violated, discuss what should be done to get back and protect the deserved rights, then share your ideas with the rest of the class in a plenary discussion. This table can help you organize your ideas:

<b>Violations</b>	<b>Concerned articles</b>	<b>How to get back and protect rights</b>
1.		
2.		
3.		
4.		
5.		

**Document 3:**



**A. The following violations of public liberties in January, February and March 2008 were included in the report of the Moroccan observatory for public liberties. They affect the freedom of associative practices, public gatherings, and the freedom of the press.**

Based on the direct observations of the Moroccan observatory of the public liberties practices or on the data received from different sources (associations, institutions, newspapers), the observatory notes the following in relation to the three above mentioned areas:

1. Burdening associations with too many copies of the documents included in the legal file which is against the law, and this differs from one district to another
2. The refusal of local authorities to receive the associations' legal file
3. The refusal of local authorities to deliver the temporary or final submission receipt of the file
3. Closing the association's locale
4. Preventing many associations from holding their activities in public institutions

**B. There are many forms of the difficulties that associations suffer from at the establishment phase:**

- the administration requires documents that are not legally stated
- the refusal of the administration to receive the files
- not acknowledging the association's legal legitimacy despite its meeting all legal conditions
- the administration does not declare in writing its reception of the deposit paper.

## Unit 5 : Active Citizenship

### Lesson 1: Understanding social issues

**Main concept: Preparing a portfolio about social issues**

**Targeted competencies:**

- acquiring the ability to analyze social phenomena and suggesting solutions
- acquiring the ability to interact positively with direct social context

**Targeted methodological skills:**

- acquiring skills to prepare a project/ portfolio about a social issue in the direct social context

**Targeted objectives:**

- exposing students to a social problem and motivating them to look for solutions
- reinforcing students' knowledge about the methodology of planning for carrying out a portfolio about a social problem (child labor)

#### A. Problematic construction

1. Look at the following pictures, identify the exposed social problem and provide the following information:

<b>The exposed social problem: .....</b>	
Average age of the children	
Type of work they do	
Conditions they work in	



3. ....



2. ....



1. ....



6. ....



5. ....



4. ....

2. In your small group, discuss the negative effects of child labor considering the following aspects:

<b>The negative effects of child labor on children</b>			
<b>in the future</b>	<b>Mentally</b>	<b>Psychologically</b>	<b>Physically</b>

3. In your small group, speak about real cases of child labor in your social context focusing on the following points:

- the types of work that the children are involved in
- the causes that push them to do the work
- possibilities of changing the situation

**B. Preparing a portfolio (PF) about child labor in Morocco**

In your group follow these steps to prepare a portfolio about child labor in Morocco:

1. prepare a first technical chart for the preparation of a portfolio using the following table:

<b>A technical chart for the preparation of a portfolio</b>			
<b>Task distribution</b>		<b>Fulfillment steps</b>	<b>Aims of the portfolio</b>
<b>Person in charge</b>	<b>Task</b>	-	-
		-	-
		-	-
		-	-
		-	-
		-	-
		-	-
		-	-

2. Collect information about the topic based on:

- reading the universal declaration of child rights and specifying the articles that forbid child labor
- collecting information about child labor in Morocco
- stating the negative effects of child labor on children

3. Prepare an action plan for the portfolio (a second technical chart)

- in your group, prepare a plan for the portfolio
- distribute the parts of the portfolio among the members of the group
- prepare an action plan for the fulfillment of the portfolio
- specify the documents and the tools you will need to do the work

A technical chart 2 for the preparation of a portfolio				
Distribution of the PF parts		Action plan	Aims of the PF	Outline of PF
Person in charge	Part	-	-	-
		-	-	-
		-	-	-
		-	-	-
		-	-	-
		-	-	-
		-	-	-

#### 4. Collect and process data

- in your group, collect the needed information through: the internet, and/or visiting some governmental or non-governmental institution concerned with the topic
- organise and order the collected data in the form of: charts, tables, graphs, pictures following your PF outline
- make general conclusions about the issue of child labor in Morocco
- suggest some solutions to put an end to the problem of child labor

#### C. Performance assessment

Each group gives a presentation about their PF focusing on the following points:

- presenting a general idea about the PF with special focus on the conclusions
- giving a general idea about the steps followed and the tools used to prepare the PF while mentioning some of the faced difficulties
- giving an idea about the general methodology to be followed in preparing a PF about any social, economic or cultural issue.

#### D. Follow up

Follow the same methodology you used in preparing your PF about child labor to prepare another PF about illiteracy or domestic violence against women in Morocco.

## Unit 1 : Active Citizenship

### Lesson 2: Sensitizing others to social issues

**Main concept: Organizing a campaign to sensitize others to social issues**

**Targeted competencies:**

- acquiring the ability to analyze social issues
- acquiring the ability to sensitize others to social issues

**Targeted methodological skills:**

- acquiring skills to deeply understand social issues
- acquiring the skills to organize a campaign for sensitizing others to social issues

**Targeted objectives:**

- exposing students to a social problem and motivating them to look for solutions
- reinforcing students' knowledge about the methodology of planning for a campaign to sensitize others to social issues (drug abuse)
- reinforcing previously acquired skills
- interacting positively with social issues.

**A. Problematic construction**

1. Read the following text and provide the following information:

The exposed social problem: .....	
1. The most affect age group	
2. Types of drugs in the text	
3. the negative effects	
4. the best way to combat drug abuse	
5. Concerned parties with combating drug abuse	

**Text here: Combating drug abuse: Prevention is the best cure for drug addiction**

2. In your small group, discuss the negative effects of drug addiction while considering the following aspects:

The negative effects of drug addiction			
Economically	Socially	Psychologically	Physically

--	--	--	--

3. In your small group, speak about real cases of child labor in your social context focusing on the following points:

- the types of drugs used
- the age group of drug addicts
- the causes of drug abuse
- possible ways to eradicate drug abuse.

### B. Preparing a campaign to combat drug abuse/addiction

1. Work with the members of your small group to prepare for a campaign against drug abuse/addiction following these steps:

- read the “Youth declaration for a 21<sup>st</sup> century without drug abuse”, commit yourself and your group members to abide by it and publicize it among other youth.
- specify the aims and targeted population of the campaign
- organize information in the form of statistics, charts, graphs, photo albums, etc.
- specify the ways and tools you will resort to in your campaign. Identify some of them through the following pictures:



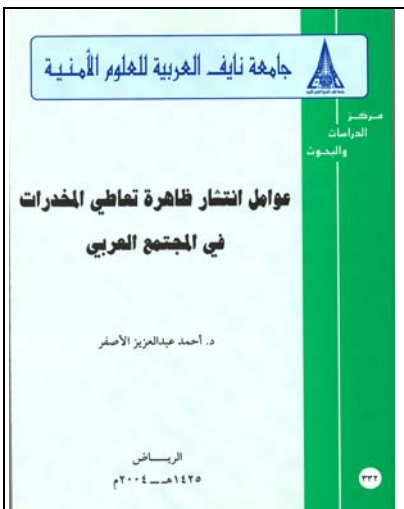
3. ....



2. ....



1. ....



6. ....



5. ....

الجلسة الأولى 1429/6/19 الموافق 2008/6/23		
من 8 إلى 9.30	الاستراحة	
من 9.30 إلى 9.50	حفل الافتتاح والتكريم	
من 9.50 إلى 9.10	حفل التمسكي	
الجلسة الثانية		
الوقت	رئيس الجلسة: د. محمد العبدى	المحاضر
9.30 - 9.10	عنوان المحاضرة: أسباب وأضرار المخدرات	د. عبد الحميد الحميد
9.50 - 9.30	رعايات المخدرات دور الإدارات في حماية منسوبيها من المخدرات	د. عبد الحمن الطهري
10.20 - 9.50	مناقشة	
10.45 - 10.20	استراحة	
الجلسة الثالثة		
الوقت	رئيس الجلسة: د. كريمة الطهري	المحاضر
11.05 - 10.45	عنوان المحاضرة: دور الأسرة في حماية أبنائها من المخدرات	د. عبد العزيز العربي
11.25 - 11.05	قضايا في تعاطي وإدمان المخدرات	د. عبد العزيز الأحميل
12 - 11.25	مناقشة	
1 - 12	صلاة الظهر والغداء	
الجلسة الرابعة		
الوقت	رئيس الجلسة: أحمد المصطفى	المحاضر
1.20 - 1	عنوان المحاضرة: تجربة الجمعية الوطنية الخيرية لوقاية من المخدرات	د. عبد الله الخويطر
1.40 - 1.20	الخبرة العربية التي تعالج الوقاية من المخدرات	د. عبد الأصم
2 - 1.40	تجربة فريق كورج في مجال وقاية الشباب من المخدرات	د. عبد الرحمن العنفة
2.20 - 2	تجربة فريق رياض حاليه من المخدرات	أ. حسيبة العمري
2.50 - 2.20	مناقشة	
3 - 2.50	توزيع الشهادات	

4. ....

2. In your small group, prepare a first technical chart for the preparation of a campaign using the following table:

A technical chart for the preparation of a campaign			
Task distribution		Fulfillment steps	Aims of the campaign
Person in charge	Task	-	-
		-	-
		-	-
		-	-
		-	-
		-	-
		-	-

3. Prepare an action plan for the campaign (a second technical chart)

- in your group, prepare the content, parts and the form of your campaign
- choose an attractive slogan for your campaign
- prepare an action plan for the fulfillment of your campaign
- distribute the tasks/parts of the campaign among the members of the group
- prepare a tool (questionnaire, interviews or quizzes, etc.) to evaluate the effect of your campaign

A technical chart 2 for the preparation of a portfolio				
Task/Part Distribution		Action plan	Aims of the C.	Outline of the C.
Person in charge	Task/Part	-	-	-
		-	-	-
		-	-	-
		-	-	-
		-	-	-
		-	-	-
		-	-	-

### C. Performance assessment

Each group gives a presentation about their campaign focusing on the following points:

- presenting a general idea about the main issue of the campaign with special focus on the conclusions
- giving a general idea about the steps followed and the tools used to prepare for the campaign while mentioning some of the faced difficulties
- giving an idea about the general methodology to be followed in preparing a campaign about any social, economic or cultural issue.

### D. Follow up

Follow the same methodology you used in preparing your campaign about drug abuse to prepare another campaign about cheating on exam or school dropout in Morocco.

## Unit 1 : Active Citizenship

### Lesson 3: Exploring social issues and suggesting alternative solutions

**Main concept: Learning through problem solving**

**Targeted competencies:**

- acquiring the ability to explore social issues
- acquiring the ability to suggest alternative solutions to social issues

**Targeted methodological skills:**

- acquiring skills to explore and think of alternative solutions
- acquiring the skills to present alternative solutions
- acquiring presentational skills

**Targeted objectives:**

- exposing students to a social problem and motivating them to look for solutions
- reinforcing students' knowledge about the methodology of problem solving
- enabling students to acquire presentational skills related to alternative solutions
- reinforcing previously acquired skills
- interacting positively with social issues.

#### A. Problematic construction

1. Look at the following pictures, identify the types of pollution and the dangers that each type causes:



3. ....



2. ....



1. ....



6. ....



5. ....



4. ....

**The problem:**

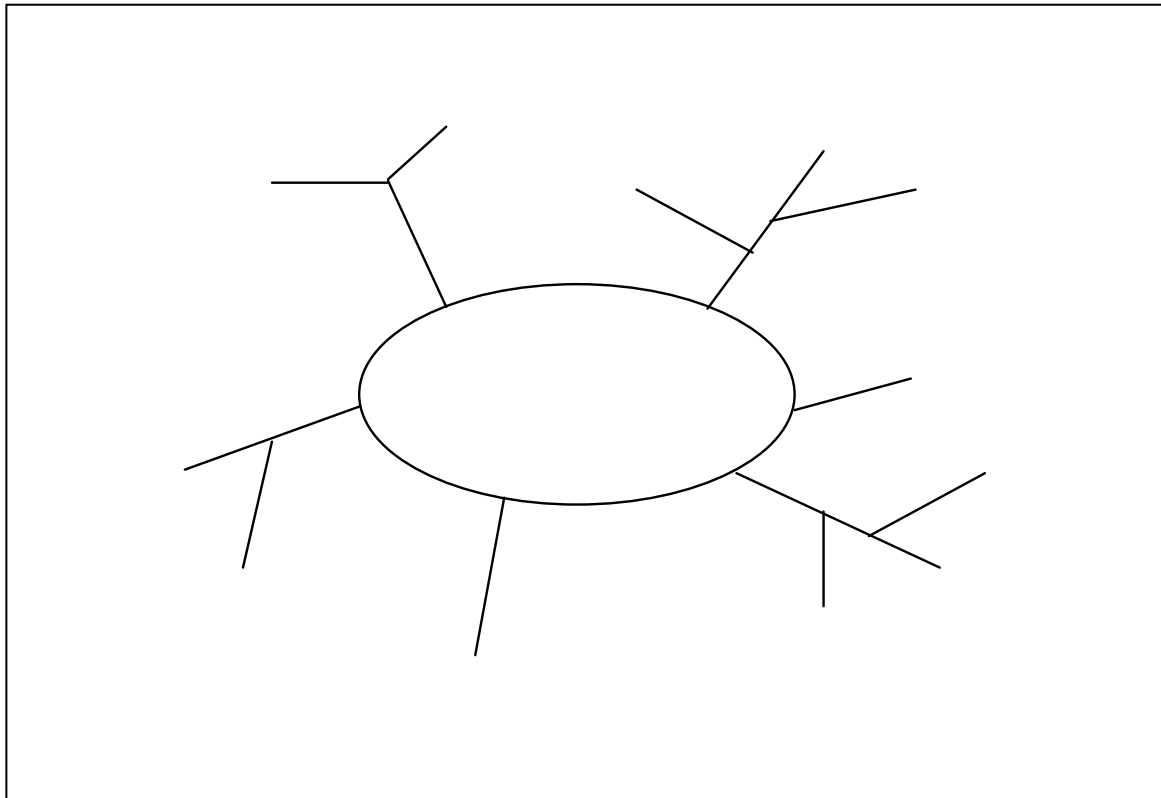
Imagine you and the members of your group represent an association for nature preservation. You are requested by another institution concerned with the same issue to



decide on one of the types of pollution that your region is afflicted by. They will then offer you a sum of money to help put an end to or at least minimize its dangers. Work on that with your group members showing the reasons of your choice.

**2. Brainstorming:**

Work individually first, then in groups to decide on the most dangerous type of pollution in your region. Use the word web below to write your ideas. In the middle of the web, put the type of pollution you have chosen and put its negative effects and dangers in the different branches in the web.



**3. Discussion:**

Each member of the group presents his/her web and you agree as a group on one of the types of pollution considering the most convincing choice.

**4. Organizing ideas:**

In your group, organize the negative effects, starting with the most dangerous effects to the least dangerous. Provide evidence of your arguments by presenting some statistics, testimonials, pictures, real cases and examples, etc. You can use this table for that purpose:

The chosen type of pollution: .....	
Negative effects	Evidence
Effect 1	
Effect 2	
Effect 3	
Effect 4	

### 5. Thinking of some solutions:

In your group, explore some practical solutions that can be resorted to while considering the available resources to help put an end to or at least minimize the dangers of the concerned type of pollution.

### B. Preparing a presentation

Each group is required to give a presentation in front of a committee in charge of choosing the most convincing project which will by the end win the grant. The following tips can help you to prepare a good presentation:

1. state clearly the environmental problem you want to deal with
2. give reasons to your choice by giving convincing negative effects of the type of pollution you have chosen to deal with
3. present the positive results that will take place once you put an end to or at least minimize the dangers of the concerned type of pollution
4. suggest some solutions
5. choose an attractive slogan for your project.

### C. Performance assessment

You can use the following evaluation checklist to revise your work during preparation and practice. Your classmates will also use the checklist to evaluate your presentation in class.

	A	B	C	D	Comments
<b>A. Structure of the presentation</b>					
1. introduction					
2. main information					
3. conclusion					
<b>B. Content</b>					
4. clarity of ideas and examples					
5. quality of language					
6. convincing arguments					
<b>C. Presentation skills</b>					
7. voice quality					
8. body movement					
9. use of supporting materials (graphs, audio-visuals...)					
<b>D. Overall presentation</b>					
<b>Total mark</b>	...../40				
A= Excellent (4 points)		B= Good (3 points)		C= Average (2 points)	
D= Below average (1 point)					

### D. Follow up

Follow the same methodology you used in exploring and preparing solutions to a certain type of pollution to prepare another presentation about begging or homeless people in Morocco.

**Lesson 4: Preparing an action plan for alternative solutions**

**Main concept: Learning how to prepare an action plan for implementing alternative solutions**

**Targeted competencies:**

- acquiring the ability to prepare an action plan
- acquiring the ability to evaluate an action plan

**Targeted methodological skills:**

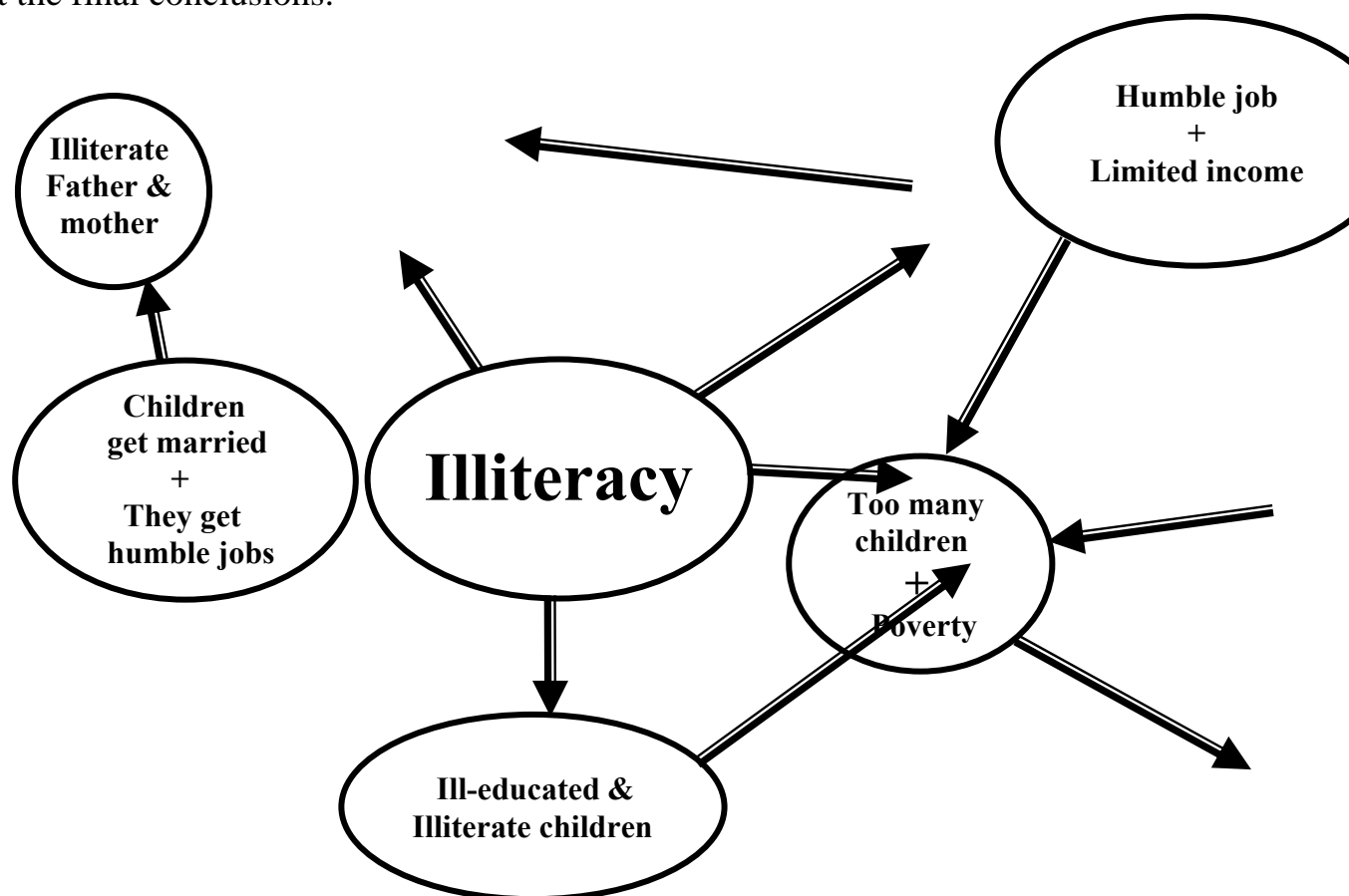
- acquiring skills to develop an action plan for implementing alternative solutions
- acquiring the skills to prepare a strategic communication plan

**Targeted objectives:**

- exposing students to a social problem and motivating them to prepare an action plan
- reinforcing students' knowledge about the methodology of problem solving and preparing an action plan
- reinforcing previously acquired skills
- interacting positively with social issues.

**A. Problematic construction**

1. Look at the following graph, examine the relationships among its components, then discuss your ideas with the members of your group. Assign one member of the group to present the final conclusions.



**2. Discussion:**

Are there any other negative effects of illiteracy on the family and what the effects on society as a whole?

**The problem:**

In your community there are some illiterate people (young and adults, male and female). You and some other active literate people want to teach them how to read and write through a concerned association. Follow the same steps you used in the previous lesson to deal with this issue (brainstorming, discussion organizing ideas, problem solving, looking for resources, etc.)

**B. Preparing an action plan for implementing alternative solutions**

1. Work with your small group members to prepare a project (an action plan) to eradicate illiteracy in your community. These steps can help you:

- use SMART technique to define the problem and the objective (SMART = Specific; Measurable; Achievable; Relevant; Timebound)
- collect data (scope of the problem, number of targeted population, their age groups, etc.)
- specify the available human and material resources
- think about possible obstacles and possible solutions
- prepare a draft of the action plan focusing on the scope, cost and time.

**2. Drafting the project**

Based on the information stated above, prepare with your small group a draft of the project (a technical chart). You can use the following table to help you:

<b>Targeted objective (SMART)</b>	
.....	
.....	
.....	
1. Targeted groups	
2. Available material resources	
3. Possible partners	
4. Timing (beginning and end)	
5. Cost	
6. Human resources	

**3. Preparing a strategic communication plan**

One of the important elements for the success of an action plan is the strategic communication plan. Therefore, work with your small group on that using the following chart:

### A technical chart for a strategic communication plan

1. choose an attractive slogan for your project	
2. Targeted population (beneficiaries, partners, the community)	
3. Communication channels (posters, brochures, announcements, etc.)	
4. The content or message to be conveyed (aim, targeted people, time and place)	

### C. Performance assessment

You can use the following evaluation checklist to revise your work during preparation and practice. Your classmates will also use the checklist to evaluate your presentation in class.

Evaluation criteria	Yes	No	Comments
1. Is the aim clearly stated?			
2. Is the aim measurable?			
3. Is the aim achievable?			
4. Is the project time and place specified?			
5. Are the available resources sufficient?			
6. Is the strategic communication plan effective?			
<b>Global evaluation</b>	An excellent project	An average project	The project needs to be rethought

### D. Follow up

Follow the same methodology to prepare another action plan about: urging the youth to vote or preserving historic monuments.

