

MARIANNA V. VARDINOYANNIS



Motherhood and family history of compassion and solidarity were the sources of inexhaustible strength and inspiration for Marianna V. Vardinoyannis. Marianna, with international recognition and radiance, begins her journey. A pioneer and visionary of a better world, in 1990 she founded the "ELPIDA* - Association of Friends of Children with Cancer" to support children with cancer and their families.

At a time when there was absolutely no infrastructure in Greece for the treatment of childhood cancer, Marianna and the ELPIDA Association decided to offer Greek children equal opportunities with other European children in the field of cancer and in a short time succeeded to completely change the landscape of social solidarity in Greece. Through many cultural and social initiatives and with the support of the Greek people they raised funds for the necessary facilities. The financial support was not offered to the State-as usual- but these facilities were built by ELPIDA Association under Marianna's Vardinoyannis personal supervision and care. The first Oncology Hospital for children "Marianna V. Vardinoyannis-ELPIDA", offered by ELPIDA to Greece in 2010, is evolving into a Center of Excellence, remains unique in the country and one of the best oncology hospitals in Europe. Marianna's vision a world without borders in children's health takes shape through the "Affiliations program" and initiates a network of cooperation with world's leading oncology hospitals. At the same time, the five-story Guest House that ELPIDA is building for the families of children becomes a second home for the parents and a huge embrace of comfort, support and love. Marianna V. Vardinoyannis had an open embrace for all children with cancer.

However, Marianna's interests extend to other areas, beyond the right to health. Thus, in 1997, she founded the "Marianna V. Vardinoyannis Foundation", through which she implements an extensive humanitarian, educational and cultural project at an international level. While in 2012, the largest modern humanitarian movement of Greece is born, since more than 165.000 young people become volunteer bone marrow donors thanks to the "ORAMA ELPIDAS**" Association, also founded by Marianna V. Vardinoyannis.

More than 450 *** patients around the world have been offered a second chance in life as "ORAMA ELPIDAS" Association has founded compatible bone marrow transplants. The action and fame of Marianna V. Vardinoyannis quickly go beyond the borders of Greece. UNESCO proclaims her in 1999 as a UNESCO Goodwill Ambassador – the only Greek citizen to have received this title. She was also the only Greek member of the Trustees of the Bibliotheca Alexandrina, and member of many prestigious international foundations.

Her humanitarian work, the fight for human rights and her contribution to creating a better world are internationally recognized and have earned her top international distinctions, such as: the 2020 Nelson Mandela Prize of the United Nations, the Grand Cross of the Order of Merit of the Hellenic Republic (2020), the Title of Officer of the Legion of Honor of the French Republic (2015), the "Ripple of Hope Award" of the Robert F. Kennedy Human Rights, and many more.

(*) ELPIDA: (transl.) Hope

(**) ORAMA ELPIDAS: (transl.) Vision of Hope.

(***) Data of March 2025.

Speech of Marianna V. Vardinoyannis
during the UN Nelson Mandela 2020
award ceremony:

I grew up in a small town, Ermioni. During the turbulent times of the Greek civil war, they tried to arrest my father, so, we were forced to escape to Piraeus, in a tiny boat, on a stormy winter night and we lived as refugees there until the end of the war.

My mother always believed that education was the greatest value for humanity. She encouraged me to attend high school in Athens and I was very sad to leave home.

In the 90s, many children lost their lives from cancer in Greece. The dramatic efforts of parents to raise money and take their children abroad for cancer therapy inspired me to establish “ELPIDA”, meaning “hope”, and the first, Bone Marrow Transplant Unit in Greece.

In the beginning, it was very hard on me to witness the real tragedy faced by parents and I could not sleep, thinking of the tear filled eyes of mothers, who desperately looked to me for help.

So, I took the decision to stay strong and I even went to operating rooms to encourage them during the difficult operations.

This decision became the “motto” I live by: “It is worth fighting for even one child’s life and I will never give up”.

I learned a lot from Nelson Mandela’s example, his fighting spirit, his passion, his determination, his courage and his ideas. In our life, we need inspiration and examples, to give us strength and inner power to go on. Nelson Mandela was my inspiration and I was deeply moved when he was appointed UNESCO Goodwill Ambassador. For me, he was more than a leader and a visionary.

He was, and will always be, a universal symbol of humanism. His motivating words “It always seems impossible until it’s done” are being proven right, every day, by ELPIDA’s children, who win the battle against cancer.

**"EVEN A SINGLE CHILD'S LIFE
IS WORTH FIGHTING FOR,
AND I'M NEVER GOING TO GIVE UP."**

President Mandela said: “Education is the most powerful weapon which you can use to change the world”. I am committed to this cause, as I believe in the power of education and young people for building better societies. For human rights to which I devote my work.

A LEGACY OF PROTECTING, PROMOTING, AND DEFENDING HUMAN RIGHTS “BECAUSE LOVE IS THE ANSWER TO EVERYTHING”

MARIANNA V. VARDINOYANNIS:

- GOOD HEALTH AND WELL-BEING ((3)
 - QUALITY EDUCATION (4) (4)
 - PEACE, JUSTICE and STRONG INSTITUTIONS (16)
 - CLIMATE CHANGE
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Universal Declaration of Human Rights

Article 1: All human beings are born free and equal in dignity and rights.

Article 2: Everyone is entitled to all the rights, without distinction of race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Article 3: Right to life, liberty and security of person.

Article 6: Everyone has the right to recognition everywhere as a person before the law.

Article 13: Everyone has the right to freedom of movement and residence.

Article 25: Everyone has the right to a standard of living adequate for their health and well-being, including food, clothing, housing and medical care and necessary social services.

Article 26: Right to education

Article 27: Right to participate in cultural life

Article 29: Everyone has duties to their community.

Guiding Questions

- Who was Marianna V. Vardinoyannis?
- What experiences inspired Marianna V. Vardinoyannis to take action?
- Why is it important to understand the rights of the child?
- Why is it important to recognize health as a basic human right?

- Why is it important to understand the rights of refugees?
- How does the work of the Marianna V. Vardinoyannis Foundation advance the SDGs?
- What obstacles have an impact on education, health care and the rights of refugees?
- What can be done to remove barriers and borders that negatively impact the rights of children and refugees?
- How can you use your voice to stand up for the rights of others?
- Why is the right to one's history and cultural heritage important?

Time requirement

Flexible educators can teach one unit or the whole chapter.

Objectives

By the end of the lesson, students will:

- Know who Marianna V. Vardinoyannis was?
- Examine the conditions that impact the rights of children, women and refugees.
- Create actions to address the rights of the children and refugees.
- Discuss the importance of education and the importance of equal access to education.
- Discuss the importance of adequate health care with no borders and “ELPIDA” Association of Friends of Children with cancer.
- Describe key events and their significance in contributing to the refugee crisis.
- Understand the importance of cultural heritage.
- Understand the sequences from climate mitigation.

STUDENT SKILLS

- Evaluating historical events
- Writing
- Using charts to organize information
- Verbal discussions
- Drawing conclusions
- Applying knowledge

HUMAN RIGHTS ISSUES

- Freedom, Dignity, Right to Life, Freedom from Discrimination and Torture, Freedom of Expression, Adequate Standard of Living, Social Security, Education, Health, Safety, and Personal Duty and Responsibility

Anticipatory Set

1) Introduction to Human Rights and Human Rights Activism

- Intro to the Universal Declaration of Human Rights

Universal Declaration of Human Rights | United Nations

(<https://www.un.org/en/about-us/universal-declaration-of-human-rights>)

The illustrated version of the Universal Declaration of Human Rights

(<https://www.un.org/en/udhrbook/>)

- Driving Questions:

What are the RIGHTS you think everyone deserves to have? They may be SOCIAL, POLITICAL, ECONOMIC, CULTURAL or CIVIC rights.

What rights do you think people don't have today and SHOULD?

Are there any rights we/you take for granted?

- Write this quote up on the front board or overhead.
“It is from numberless diverse acts of courage and belief that human history is shaped.”

Robert Kennedy, 1966

1. After giving students a chance to think about the quote, form them into small groups of 2-3. Ask them, “What does it mean to have courage? What do you need to have belief? Can you think of specific times you have read about or witnessed courage or belief?” Allow them a few minutes to discuss. Write down several ideas on the board. After discussion develops, ask the following questions to each group in a full class discussion:

- a. What does courage and belief look like to you
- b. Does courage and belief mean something different for men
- c. Does the meaning of courage and belief change for people of different ages, ethnic groups, or social class?
- d. Share a story of a time you have witnessed courage or belief in humanity in action.

2. Mrs. Vardinoyannis demonstrated courage and a belief in humanity throughout her life. In the following activities, you will learn more about the areas she was especially passionate about: Children’s Health, Women, Cultural Heritage, Education and Refugees. As you learn about these issues, identify 2 or 3 aspects that are particularly meaningful to you and write about why they are meaningful to you in a journal or notebook.

BECOME A DEFENDER

After capturing your thoughts on the issues you care about, the next step is creating a plan to take action.

As you start to think about and plan your actions, consider the following in your strategy for change:

An introduction to Positive and Negative Rights

- The distinction between positive and negative rights lies in whether they require **active intervention** or **non-interference**.
- **Positive rights** entail an obligation to provide or guarantee specific services, often involving the allocation of necessary resources.
- **Positive Rights** require an active intervention or provision of certain goods or services by the government or other institutions to ensure that individuals can enjoy them.

Examples include:

Right to Healthcare

Providing access to medical services and facilities to citizens. This may involve government-funded hospitals, clinics, health insurance programs.

Right to Education

Provides and ensures access to quality education, including schools, teachers, and educational materials.

Negative rights demand the protection of individual freedoms and autonomy by refraining from interference and actions that could infringe upon an individual's liberties. Rights that impose a duty on others or society to refrain from interfering with an individual's inherent freedoms and choices. They demand non-interference or abstention from certain actions that could infringe upon these rights.

Freedom of Speech

Demands that the government and other individuals or entities refrain from censoring or silencing an individual's expressions or opinions.

Right to Privacy

Individuals have the right to be free from unwarranted intrusion or surveillance by the government or private entities.

Unit 1: The Human Rights of Children

Με τα λόγια της:

“In the challenging times we are living in, core values as peace, social justice, health, education, but also the gift of life itself, unfortunately, cannot be taken for granted.

The fight for protecting human rights is more important than ever and symbols who dedicated their lives in the protection of human rights, like Nelson Mandela did, become the shining light to guide our paths.

This highly significant distinction is a recognition of my fight against childhood cancer and my Foundation's work for the defense of human rights qthout borders in children's health. In order to protect children's health, our hospital is always ready to respond to any international call for help, like we recently did for the children with cancer from Ukraine.

The UN Development Goals as well as UNESCO's priorities for education, peace, human rights, cultural heritage and dialogue among civilizations are the cornerstones of our Foundation for supporting vulnerable groups and also for bringing human rights education in the Greek schools to provide students with noble examples and new opportunities.”

“Our next goal is to cure four out of four children! It is our stake, our prayer. It is our dream and we will fight to make it a reality!”

“My dream is that someday this hospital will house not a single sick child, and will be turned into a vast playground.”

Her Leadership:

“In this context, we demand that States guarantee to their young people an educational system with no problems, offering gratuitous and thorough education because this is necessary to develop a cultural background which will promote aptitude for arts and intellectual skills and enable them not only to become part of real life as responsible persons, fully aware of their rights and obligations, but also to express their creativity in the fields of their choice.”

From the Declaration of Delphi on Children and Peace

Part 1: Children and the Right to Healthcare

The right to health is an inclusive right, covering a wide range of elements that help us to lead healthy lives—things like safe drinking water, adequate sanitation, safe food, healthy working conditions and more. Other key aspects of the right to health are:

Accessibility: Health facilities, goods and services must be affordable, within reach physically and on the basis of non-discrimination.

Availability: Functioning public health and health-care facilities, goods and services must be in sufficient quantity.

Acceptability: The facilities, goods and services should respect medical ethics, and be gender-sensitive and culturally-appropriate.

Good quality: Health facilities, goods and services must be scientifically- and medically-appropriate, and in good working condition.

Participation: Health care beneficiaries should have a voice in designing and implementing health policies which affect them.

Accountability: Providers and States should be held accountable for meeting human rights obligations for public health. People should have the possibility of seeking effective remedies for violations such as the denial of health services.

Freedom: People must be free from non-consensual medical treatments, such as medical experiments or forced sterilization; torture; and other cruel, inhuman or degrading treatment or punishment.

Entitlements: People are entitled to the opportunity to enjoy the highest attainable level of health; the right to prevention, treatment and control of diseases; access to essential medicines; and maternal, child and reproductive health, among other entitlements.

Challenge Envelope Activity

This activity will help students examine the challenges facing children in receiving quality health care in a unique writing/discussion activity.

1. Write one of the following questions related to key aspects to the right to health and that contributes to living a healthy life on an envelope.
 - **Accessibility:** Are health facilities, goods and services affordable and within reach physically?
 - **Availability:** Do you think there are a sufficient number of functioning public health and health-care facilities in your community?
 - **Acceptability:** Are the health facilities accessible to you gender-sensitive and culturally-appropriate?
 - **Good quality:** Provide examples of health facilities, goods and services that are scientifically- and medically-appropriate, and in good working condition.
 - **Participation:** Why is it important that health care beneficiaries have a voice in designing and implementing health policies which affect them?
 - **Accountability:** How can we hold providers and States accountable for meeting human rights obligations for public health.
 - **Freedoms:** Why would a provider or State conduct non-consensual medical treatments, such as medical experiments or forced sterilization; torture; and other cruel, inhuman or degrading treatment or punishment?
 - **Entitlements:** Do you think people are entitled to the opportunity to enjoy the highest attainable level of health; the right to prevention, treatment and control of diseases; access to essential medicines; and maternal, child and reproductive health, among other entitlements.
 - What might prevent children from having the same health rights as an adult?
2. Divide the class into small groups.
3. Provide each group with as many 3 x 5 index cards as there are envelopes.
4. Distribute one envelope to each group. Have the groups answer the question on the front of their envelope and write an answer on the index card. Then put the card in the envelope

5. Have the groups rotate the envelopes to each group, but ask that they don't read the other groups' answers while composing their own answer. They should compose their own answer on a new index card and place it in the envelope and send it back into circulation.
6. After each group has answered each question, ask that they pick the best response from their last envelope to share with the class. Ask students for any thoughts or comments they may have on the question responses.

BECOME A DEFENDER

How will you address the issue of access to adequate health care?

Is this a positive or negative right?

- Ask the students to connect their possible solutions to the targets of the Sustainable Development Goals.
- Engage the students in a discussion with the following questions:
 - How do the Sustainable Developments Goals help advance access to adequate health care?
 - What actions can I take to help reach the SDG # targets?
 - How do the Sustainable Development Goals encourage individuals to be human rights defenders?

Part 2: Children: The Right to Education

- Ask the students to read Article 26 of the UDHR and Sustainable Development Goal #4 and highlight key words and concepts that resonate with them.

Article 26 of the UDHR

1. Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

2. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

SDG #4

Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.

ACTIVITY #1

- In small groups ask students to list the type of education they need to achieve their future goals.
- Have students come back together as a group and ask one member from each group to list the answers.
- Ask students what would have happened if they were never able to attend school, and if they were unable to read or write. What if they had been forced to leave school after elementary school? How would that affect their ability to achieve their goals?

ACTIVITY #2

- Draw the outline of a tree on a large piece of paper. Don't worry what your tree looks like as long as it has roots, a trunk, branches and some fruit.
- Write 'education' on the trunk of your tree.
- Then, think about the reasons why some children and young people may be unable to go to school at all. Write these on the roots.
- Now, think about what the effects of not being able to go to school at all might be. Reflecting on your work in activity #1, why is going to school important to you?
- Write these possible effects on the branches of your tree.
- Finally, think about possible solutions to this issue. Write your ideas on the fruit of your tree.
- For example, one way might be to ask governments to spend more money on education. Maybe this could be used to train more teachers or provide better technology and internet access. Another example, a student may not want to go to school because of bullying. One solution might be to have ask the school to incorporate best practice programming to address bullying in the school.
- There are no right or wrong answers. The aim of this activity is just to get you thinking more about this issue.

BECOME A DEFENDER

How will you address the issue of access to human rights education?
Is this a positive or negative right?

- Ask the students to connect their possible solutions to the targets of the Sustainable Development Goals.
- Engage the students in a discussion with the following questions:
 - How do the Sustainable Development Goals help advance human rights education?
 - What actions can I take to help reach the SDG # targets?
 - How do the Sustainable Development Goals encourage individuals to be human rights defenders?

Unit 2: Refugees with a focus on language arts and geography

In her words:

“The principle of humanitarianism, the prevention of human suffering wherever it may be found, lays on the foundation of every action of solidarity. Its purpose is to protect life and health and to ensure respect for the human being and the human dignity. Humanitarianism promotes mutual understanding, friendship, co-operation and lasting peace amongst all peoples and can be identified within the collective work of organizations as well as individuals like each one of you, my dear friends. Because humanitarianism and solidarity have no color, no nationality and no religion. They derive directly from our feeling of love for our fellow-people and compassion, but also responsibility and awareness, and they can transform our world, our countries, our societies, our communities, even the life of one family, of one person, of one child. And this is worth fighting for.

As most of you know, in 2015, global leaders adopted the 2030 agenda for sustainable development and pledged to leave no one behind. This means reaching everyone and empowering all women, men, girls, boys to be agents of positive transformation. At the same time, it means supporting refugees and migrants, ending gaps in education and fighting to eradicate sexual and gender-based violence. The international community acknowledged that we are confronting some of the greatest challenges of our times and the necessity of our commitment to transform lives of those most at risk of being left behind in all levels.

“Moreover, young people can play a very important role in shifting mindsets and attitudes. They are the future leaders and must be part of the development of solutions. Their voice must be always heard.”

“At the same time, in cities many working migrants face difficult labor conditions, discrimination and xenophobic hostility. Women migrants are often confronted with “triple discrimination” – as women, as unprotected workers, and as migrants. Today’s reality of global mobility requires dealing with the diversity that enriches humanity and sustains our well-being. The sustainability of our cities and nations depends on upholding human rights and the values of justice, equality, and inclusion, as well as on acting beneficially with compassion and solidarity.”

Create a Timeline

This activity will help students understand the history of and the events associated with the refugee crisis.

Students working in small groups will research and summarize the refugee flow from their country of origin to their new country. They will then construct a brief presentation that can be done orally or as a digital presentation (slide show, webpage entry or other).

1. Divide the class into small groups and distribute the timeline handout to each group. The teacher can then assign each group a country to research or have the students select one.
2. Provide time for students to research their timeline's historical details and compose a brief description of the event.
3. Have each group construct a timeline either on poster board or as a digital presentation (digital slide or webpage).
4. Provide an opportunity for all students to present their timeline to the class or publish them online.

Debriefing Questions

Review the following questions with students:

1. Review the issues, both globally and the country being researched, that were being confronted during the scope of the timeline.
2. What events were familiar and what events were new to you? What events surprised you and why?
3. Which issue/event do you feel had the greatest impact on the country resulting in the need for people to flee? Explain why?
4. What issues from the timeline is the country and global community still dealing with today? How well do you think the global community is dealing with these issues? Explain your answer.
5. How did the host countries respond? What tools and resources were made available for the host communities and the refugee community? How did the host communities provide adequate education and health care?

BECOME A DEFENDER

**How will you address the issue of the rights of refugees?
Is this a positive or negative right?**

- Ask the students to connect their possible solutions to the targets of the Sustainable Development Goals
- Engage the students in a discussion with the following questions:
 - How do the Sustainable Developments Goals help advance access to adequate health care?
 - What actions can I take to help reach the SDG # targets?
 - How do the Sustainable Development Goals encourage individuals to be human rights defenders?

Unit 3: Your Cultural Heritage and Understanding the Threats: Protect and Preserve

In Her Words:

“Each and every culture has a very significant part in our globalized world and must be protected and promoted, together with our cultural heritage as humanity’s identity!”

Her Leadership:

DECLARATION FOR DEMOCRACY AND A GLOBAL CULTURE OF VALUES

On the occasion of the 2.500 year Anniversary
of the Battle of Thermopylae and the Naval Battle of Salamis

We, the modern Greeks and all of civilized humanity,
Recalling the achievements of our forebears,
who stood up and fought for their Liberty, Culture and Values
even when the Struggle seemed hopeless,
Profoundly aware of their Sacrifice at Thermopylae
and their stand at the straits of Salamis,

Proud that, on the foundations of those Victories, we established and
developed what is today the Global civilization,
thanks to the visions of the Philosophers and Alexander,
Determined to always serve these Ideals to promote humanity
and the world it created,
As brothers and sisters from many cultures,
Declare,
From the sacred soil of Attica and Greece,
That the Liberty, Culture, Values and Ideals established through struggle and
springing from the blood of Heroes throughout time on this earth
shall forever constitute the core of our Existence
and our Legacy for the generations to come.

Athens, 29 September 2020

Have the students read the United Nations definition of cultural heritage: “Cultural heritage includes artifacts, monuments, a group of buildings and sites, and museums that have a diversity of values including symbolic, historic, artistic, aesthetic, ethnological or anthropological, scientific and social significance. It includes tangible heritage (movable, immobile and underwater), intangible cultural heritage (ICH) embedded into cultural, and natural heritage artifacts, sites or monuments. The definition excludes ICH related to other cultural domains such as festivals, celebration etc. It covers industrial heritage and cave paintings.”

The concept of heritage reflects the dynamic character of something that has been developed, built or created, interpreted and re-interpreted in history, and transmitted from generation to generation.

Cultural heritage links the past, the present and the future as it encompasses things inherited from the past that are considered to be of such value or significance today, that individuals and communities want to transmit them to future generations.

Have students explore their cultural heritage.

1. In pairs, have students reflect on the UN definition and then brainstorm aspects of their cultural heritage.
2. From the list they brainstormed, have students select one aspect of their cultural heritage, it could be anything that is most meaningful to them.
3. Next, have the students depict the aspect of their cultural heritage in some art expression.
4. Have the students share their work and as a class, select three to five examples to examine in more detail.

Ask students to define how they will protect and preserve their heritage.

- 1 Referring to the UN definition, ask the class to identify what work is depicted ...artifacts, monuments, a group of buildings and sites, and museums that have a diversity of values including symbolic, historic, artistic, aesthetic, ethnological or anthropological, scientific and social significance. It includes tangible heritage (movable, immobile and underwater), intangible cultural heritage (ICH) embedded into cultural, and natural heritage artifacts, sites or monuments

2. Next, ask the class to identify one threat or potential threat to aspects of their cultural heritage presented in the work.
3. Threats could include intentional destruction, repatriation or climate change: This coalition made a statement to the Council in March 2016 condemning intentional destruction of cultural heritage. It called for best practices for its prevention, and for "raising awareness on the mutually reinforcing relation between the protection of cultural heritage and human rights and on the risks faced by defenders of cultural heritage."

In her 2016 report to the General Assembly (A/71/317), the Special Rapporteur lays out a human rights approach, which she developed, to the intentional destruction of cultural heritage, in conflict and non-conflict situations, by States and non-State actors. She examines the impact of such destruction on a range of human rights, including the right to take part in cultural life. She calls for effective national and international strategies for preventing, and holding accountable those alleged to have taken part in, such destruction. She also calls for defenders of cultural heritage to be supported and protected.

4. Split the class into two groups and have each group select one example. Ask each group to design a plan showing how they can protect and preserve the aspect of cultural heritage in their example.

An example of framing an issue from the UN:

World Heritage properties are affected by the impacts of climate change at present and in the future. Their continued preservation requires understanding these impacts to their Outstanding Universal Value and responding to them effectively.

World Heritage properties also harbor options for society to mitigate and adapt to climate change through the ecosystem benefits, such as water and climate regulation, that they provide and the carbon that is stored in World Heritage forest sites. Cultural heritage, on the other hand, can convey traditional knowledge that builds resilience for change to come and leads us to a more sustainable future.

World Heritage properties serve as climate change observatories to gather

and share information on applied and tested monitoring, mitigation and adaptation practices. The global network of World Heritage also helps raise awareness on the impacts of climate change on human societies and cultural diversity, biodiversity and ecosystem services, and the world's natural and cultural heritage.

BECOME A DEFENDER

How will you address the issue of protecting and preserving their cultural heritage ?

Is this a positive or negative right?

- Ask the students to connect their possible solutions to the targets of the Sustainable Development Goals.
- Engage the students in a discussion with the following questions:
 - How do the Sustainable Development Goals help protect and preserve cultural heritage ?
 - What actions can I take to help reach the SDG # targets?
 - How do the Sustainable Development Goals encourage individuals to be human rights defenders?

CULMINATING ACTIVITY:

Her Words:

TNH: What would you say is the conclusion of life?

MV: I would never dare answer such a question. But if I could share some of my thoughts, it would be for everyone to do their best on all levels, with their hearts and their love for their fellow human beings as their compass. Because love is the answer to everything.

Of course I was happy. When you give something that you have created out of love, and the love of the world, you can't help but feel joy. Joy first of all that we did it, second that we were many more people than we first thought, and third because the idea of social solidarity and selfless giving speaks to the hearts of all Greeks. And love always returns.

Marianna V. Vardinoyannis demonstrated courage and a belief in humanity throughout her life. She demonstrated this in both her actions and her words. Through the activities, you read some of her writings and you engaged in learning about issues she cared deeply about. Now it is your turn to demonstrate your belief in humanity and courage through your writing or other creative presentations.

In the anticipatory set were asked to identify, as you worked through the units, 2 or 3 aspects of Children's Rights, Refugee Rights and Cultural Heritage that are particularly meaningful to you and write about them in a journal or notebook.

1. Pair and share, have students review their journal reflections. With their pair, identify 1 act of courage and/or belief that they learned about and share why it was important to them.
2. In the pairs, ask the students to discuss actions they could take to address the issue they care about. Have them refer back to positive and negative rights.
3. Have each group report back to the class. Assign a student to write the issues and actions on the board.
4. As a class, select 2 to 3 actions you will take in honor of Mrs. Vardinoyannis and to carry on her legacy.