CIVICO Fostering Civic Competence Amongst Students

Guide For Teachers On Developing Civic Competences.

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I. A few words about CIVICO project.

The idea of the project titled “CIVICO Fostering Civic Competence Amongst Students” was created in 2010 by the group of 4 institutions based in 4 European countries: Italy, Bulgaria, Denmark and Poland. The aim of the project was to teach the civic competencies to the students of secondary and high schools, on one hand and to provide the teachers with the scenarios of the lessons, which would be the aid in the process of developing those competencies, on the other. The objectives, which have been established, have reflected duality of the aims – development of the teachers’ guide - as one track, and as the other - an intensive information campaign conducted at schools and among teachers about fostering the Civic Competence.

In 2011 CIVICO project has been awarded a EU financial grant within the Comenius - a sub-programme of LifeLong Learning Programme frame.

Herewith, we are pleased to present a Teacher’s Guide including 40 lesson plans in the subject of civic education. The Guide has already been tested in 10 schools within 4 European Countries under the pilot programme scheme. It has gained positive opinions amongst both the teachers and the students participated in the project.

If you are interested in widening your knowledge in the subject of civic education, we invite to visit the website http://www.civicoproject.eu.

In the bookmark ‘Virtual Resource Centre’, you will find the electronic materials regarding the theme, available in 5 European languages – English, Italian, Bulgarian, Danish and Polish.

We invite you to read this interesting material!

II. A structure of the Teacher’s Guide and its purpose.

Aim of the Guide

The primary objective of this Guide is to provide the teachers of the secondary schools and the high schools with materials to teach civic education, in particular civic competence among students aged 14+.

Target Group

The Guide is addressed mainly to the teachers of the middle schools and the high schools. A group of beneficiaries is not limited to the teachers of subjects, which are closely related to civic education theme like civics, history and social science etc. The proposed scenarios can be also incorporated into the lessons on various subjects.
The guide may also be of an interest to the persons who are engaged in the subject of civic education, as well as those who may contribute to effectiveness of teaching, including relevant non-governmental institutions working with young people.

Plans of the lessons included in the Guide are intended for the students aged 14-19. Each lesson contains the hints regarding the appropriate age of the students.

**Concept of the Guide**

The Guide is not a handbook as such; its character is more of the tool supporting the existing programmes of education and materials focused on civic education.

The purpose of this guide is to increase awareness, encourage reflection and inspire actions.

There are many materials on civic education available on the European education market, but they present rather the rudiments of civics, elements of knowledge of a political system of the country or provide information about the EU structures.

The aim of the authors of this Guide, first of all – was to develop pro-civic attitude among young people. It is impossible to effectively foster the civic skills and attitudes only by means of traditional methods like lectures, readings and homework exercises.

A civic education needs to be a “school of democracy” – it must exceed the model of unilateral transfer of knowledge for a participation and dialogue-oriented model of education. The teacher is a guide and an agent. That is the reason why the plans of lessons presented in this Guide refer to the active forms of teaching. During the course students should relate to the real civic life problems, participate in debates and polls and undertake various social activities.

**Structure of the Guide**

Structure of the Guide is as follows:

In Chapter III, you will find the selection of the most popular definitions of civic education and civic competences.

In Chapter IV there will be presented briefly the place of the civic education in school systems of four partner countries - Italy, Denmark, Bulgaria and Poland - and how it is taught.

Chapter V will bring the explanation why teaching of civic competence in the school is so important and what are the latest European Union guidelines on this issue.

Chapter VI discloses the direct instructions how to use the Guide and how to systematise the lesson plans.

Then follow the indexes of lesson plans listed according to the subject and the country of origin.
The Guide concludes with a presentation of 40 lesson scenarios designed to develop and enhance civic competencies of the students.

III. What are the civic education and civic competence?

The easiest way to phrase it would be the statement that civic education is the process of upbringing a citizen. And this description ends the obviousness and begins the countless questions - because both parts of this concept are ambiguous.

It is worth to distinguish the concept of civic education, which is the subject of teaching, from the civil competence, which should be a result of proper teaching of this subject.

There are at least a few definitions of both concepts, which function in the literature of the subject. Here are the examples of some of them:

Civic education

- Civic education is organized, systematic educational activities that aim to provide young people and adults with the necessary knowledge and skills for participation in political and social life. Civic education is a tool of democratisation of the state.
- "Civic education" means education, training, raising awareness, providing information and undertaking activities in order to equip learners with the knowledge and skills but also shape their attitudes and behaviours aimed at strengthening the execution and defence of rights and duties, as well as respect for diversity, along with playing an active role in democratic society, while promoting and protecting democracy and the rule of law.¹

Civic Education

- Is based on the fundamental principles of human rights, pluralist democracy and the rule of law.
- It refers, in particular, to the rights and obligations, autonomy, participation, belonging and respect for diversity.
- Applies to all ages and social strata.
- Its aim is to prepare young people and adults for active participation in a democratic society, thereby strengthening the democratic culture.

¹ (Recommendation Rec (2010) 7 of the Committee of Ministers to Member States on the Charter of Citizenship Education and Education for Human Rights adopted by the Council of Europe Committee of Ministers on 11 May 2010, during the 120 sessions)
• It has an instrumental function in the fight against violence, xenophobia, racism, aggressive nationalism and intolerance.
• It contributes to social cohesion, social justice and the common good.
• It strengthens civil society undertaking efforts to keep its citizens well informed, to let them acquire knowledge and to equip them with the democratic skills.
• It should be diversified according to the context of national, social, cultural and historical heritage.\(^2\)

Civic education seeks to ensure that students:

• know their rights and responsibilities of citizens, they know what a citizen may demand from public institutions, what are our responsibilities towards other citizens;
• know the concept of human rights, they can recognize signs of breaking them, but also are able to actively oppose and be supportive to the victims of violations;
• understand and apply in practice the concept of local citizen government, co-decisions and taking responsibility for the well being of groups and communities – starting from the active participation in class, school, municipality to the conscious participation in local, national and European elections;
• understand and are guided by democratic principles grounded in respect for people of different views and they make their decisions respecting the rights of minorities.

Finally, civic education is to encourage young people to become actively involved in the life of civil society - different types of social NGOs: associations, clubs, societies and voluntary actions.

Another important goal of civic education is to sensitize students to mobilise and strengthen their active efforts to eliminate behaviours like intolerance, discrimination and humiliation of other people in their local communities, schools, and classrooms.

Civic competence

1) Civic competence is based on knowledge of the concepts of democracy, justice, equality, citizenship, and civil rights, including how they are expressed in the Charter of Fundamental Rights of the European Union and international declarations and how they are applied by various institutions at the local, regional, national, European and international levels. It includes knowledge of contemporary events, as

\(^2\) (Source: "The draft of common guidelines for the EO," adopted at the 20th Session of the Standing Conference of Education Ministers of the Council of Europe, Cracow, Poland, October 2000)
well as the main events and trends in national, European and world history. In addition, an awareness of the aims, values and policies of social and political movements should be developed.

Knowledge of European integration and of the EU’s structures, main objectives and values is also essential, as well as an awareness of diversity and cultural identities in Europe. Skills for civic competence relate to the ability to engage effectively with others in the public domain, and to display solidarity and interest in solving problems affecting the local and wider community. This involves critical and creative reflection and constructive participation in community or neighbourhood activities as well as decision-making at all levels, from local to national and European level, in particular through voting.

Full respect for human rights including equality as a basis for democracy, appreciation and understanding of differences between value systems of different religious or ethnic groups lay the foundations for a positive attitude. This means displaying both a sense of belonging to one’s locality, country, the EU and Europe in general and to the world, and a willingness to participate in democratic decision-making at all levels. It also includes demonstrating a sense of responsibility, as well as showing understanding of and respect for the shared values that are necessary to ensure community cohesion, such as respect for democratic principles. Constructive participation also involves civic activities, support for social diversity and cohesion and sustainable development, and a readiness to respect the values and privacy of others.3

2) Civic competences allow us to fully participate in civil life basing on the understanding of social and political notions and structures and, above all, oblige us to active and democratic participation. Civic competences are the knowledge of human rights and the constitution of one’s country, as well as the range of actions of its government. It is also the understanding of the roles and the scope of responsibility of institutions deciding about politics at the local, regional, national, European and international level (including the political and economic role of the European Union). It is also the understanding of notions such as democracy and citizenship, as well as international declarations, which are supposed to express those notions (such as the Charter of Fundamental Rights of the European Union). Civic competences also include the knowledge of the most important events, trends and "change agents" in the national, European and world history, as well as the current situation of Europe and neighbouring countries. They are manifested in participation in life and activities of local communities, as well as in making decisions at the national and European level (for example by voting in elections) and in the ability to express solidarity through interest and assistance in solving problems concerning the community at the local level or in a broader context. Finally, civic competences are the ability to efficiently contact and influence public institutions and the ability to use opportunities provided by the European Union. Both social and civic competences develop the sense of belonging to the local community, country, the European Union, Europe and the world.4

4 The “Youth in action” Programme http://www.mlodziez.org.pl/program/youthpass/kompetencjekluczowe-Kompetencje_spoleczne_i_obywatelskie
Authors of the Guide do not suggest a single definition which is right and which should be used. These doors are left open to the teachers from different countries, allowing them to benefit from the proposed scenarios, regardless of what definition has been adopted by the educational authorities of the State.

IV. Why is a teaching of civic competence important and what is the position of European institutions on this matter?

Democracy is a system widely considered in our civilization as the best and the most compliant with human rights; but democracy is a demanding system. It works well when used by the intelligent, responsible and educated citizens who are able to recognise the common good but also their well-understood particular interest. In other words, in order to succeed with democracy, the civil society is needed.

Civil society is a democratic society, active in public, aware of its purpose, able to organize itself for the realisation of economic, political and social aims.

The starting point for any discussion about civil society is an autonomous man capable of self-realisation. An individual who is involved in economic, cultural, civil or other actions that spring and develop in local communities.

The society undergoes the constant and rapid changes right before our eyes. The old patterns of political and civic involvement diminish in importance or are being modified.

The current model of many decades of representative democracy ceases to fulfil its function.

Significant effect on the devaluation of the system of representative democracy is the development of technology, which results in a much faster flow of ideas (the Internet, fast moving, lifting restrictions on communications). More and more talks take place on a subject of participatory democracy.

To actively participate in the ever changing world and in order to change it consciously people need to become citizens who are equipped with the appropriate skills, not only knowledge.

The European Union has identified and defined the core competencies necessary for a personal fulfilment, active citizenship, social cohesion and employability in a changing society - there are eight of them, including number six – the civic competence.

The ability to take an intelligent and responsible part in public life is a skill, which needs to be learned. The nature of the modern world is that the knowledge and skills gained at home are never enough to form a conscious and an effective citizen, who is necessary for a modern democratic society. Psychologists, sociologists and observers of social life often address the problem of civic education. A school is one of the institutions responsible for teaching civic skills. The school should actively
participate in shaping students' attitudes conditioning efficient and responsible operation in the modern world, which at the same time will foster their individual and social development.

So far, in education has prevailed an approach of teaching civics, by providing information about the structures of social, political and economic life. Developing skills and attitudes has been treated not only as a secondary task but also as the one, which is difficult to implement. The development of civic competence cannot be confined to classes in social science; it should be promoted throughout the whole student's school experience.

It is almost impossible to bring up good citizens at a school, where the rules of social life and atmosphere are contrary to the principles of open communication and human rights.

What is important, it is how students are treated during all classes, clear rules of coexistence of teachers and students, review procedures in the event of conflict and involvement of the school community in the affairs beyond the school walls.

In recognition of the importance of the widespread promotion of civic education, the Council of Europe has proclaimed 2005 the European Year of Civic Education, whereas 2013 the European Year of Citizens.

In 2005, one of the main objectives was to develop skills and civic attitudes of students as well as their knowledge of democracy, state and civil society, which meant that the authorities of the European Council recognized that the civic competence of young people had not reached a satisfactory level, yet.

Setting such a purpose also drew attention to the crucial importance of formal education (school) for the development of active citizenship and the promotion of democratic culture. Civic education can help develop critical thinking and learning how to live together.

It promotes mutual understanding, intercultural dialogue, solidarity and equality between men and women, and harmonious relations within nations and between nations. It contributes to building knowledge about the values and principles such as freedom, political pluralism, human rights and rule of law, promoted by the Council of Europe. It helps Member States to effectively implement instruments regarding human rights, particularly in the implementation of the European Convention on Human Rights.

In 2013 one of the key demands will be to raise public awareness of the use of EU laws and policies and mobilising the citizens to participate actively in shaping the EU policy of the Community. The need for such a demand results from the research conducted by the European Commission in 2010; they say that still 48% of EU citizens are not informed about their rights sufficiently.

**European documents on civic education**

- *Declaration and Programme of the Council of Europe on civic education based on the rights and responsibilities of citizens in 1999*
• This document has supported the promotion of active citizenship and participation through lifelong learning in various formal and informal education schemes.

• The Lisbon Strategy, published in 2000, and in the Detailed program work on the objectives of education and training systems in Europe in 2002, The European Union has included an active citizenship in the strategic objectives, aiming at making Europe "the most competitive and dynamic knowledge-based economy in the world, capable of sustainable economic growth with more and better jobs and greater social cohesion" 5

• Active citizenship has been recognized as an important goal of the Bologna Process, which sets goals for higher education as well as the European Strategy for LLL and European policy on youth.

The need for training teachers of civic education subject

On the other hand, it was confirmed that the educational system provided only little support for the teachers conducting civic education. (C. Harrison, B. Baumgartl, stocktaking Research on Policies for Education for Democratic Citizenship and Management of Diversity in Southeast Europe (Research on civic education and diversity management in southern Europe, Strasbourg, Council of Europe, DGIV / EDU / CIT, 2001).

Rarely, there have been cases where the teacher training programs in the field of EO were carried out under a single government program or policy implementation scheme for EO. Most often the teachers’ education in this topic boils down to the independently organised courses, seminars and conferences conducted by NGOs, educational institutes and professional associations.

Primary school teachers need more general preparation, whereas teachers of the secondary schools need preparation which is more "subject oriented". It is therefore important to consider the introduction of various forms of training for these groups, both at the level of education and training.

V. The teaching of civic education in the four partner countries, participating in the project Italy, Denmark, Bulgaria and Poland

In many countries, civic education is treated as the high priority subject.

However, the realization of this priority takes very different forms. At primary level, in most countries, it is integrated with the teaching of other subjects, or introduced as a cross path. Then again, at the secondary school it may either be offered as a separate stand-alone compulsory or optional subject, or integrated into one or more other subjects, such as history or geography. A further possibility is to offer it as a cross-curricular educational theme, so that the principles of citizenship education might be present in all subjects of the curriculum.

The following is a concise summary presenting the principles of existence of the civic education in educational systems of four countries participating in the CIVICO project – Italy, Denmark, Bulgaria and Poland. The authors focused on the presence of civic education in secondary schools, as this is the main object of interest in this manual.

**Italy**

In Italy, different attempts to institute the Civic Education teaching, has been experienced in the past 60 years in the Italian school system.

In 1958, 10 years after the launch of the Italian Constitution, an initial effort to introduce the subject “Civic Education” into the first and secondary grade schools’ curricula has been arranged. Due to the complexity and the tactfulness of the issues proposed, this first system was very weak because it gave life to unfruitful debates, divergence, conflicts and abstract and indifferent considerations too more the time was very reduced: only 2 monthly hours to cut into the teaching of history and without a specific mark/assessment. Topics of the matter were: the organization of the Democratic State, the labour market, the national insurance, the Italian Constitution, right and duty of the individual towards the State.

In the 1979’s middle school curricula, “Civic Education”, has been seen as “a big field of cultural and interdisciplinary connection with specific contents”. The parent – teacher class committee managed this subject choosing the timetable too. All the disciplines have been seen as an articulation of an unique education: we talked about linguistic education, historical education, mathematical education, etc. “School performs its endeavour in the civic education trough the contact with the civil world and the awareness of the values on whom the Constitution has been build. Schools offer the instrument to make a critical evaluation of the events and to experience a concrete life of democratic exercise at school.

Into the 1985’s elementary school curricula the “Education to a democratic life” appears as one of the “principles and aims of the elementary school system”. It “urges the students to become consciousness of their ideas and of their actions, thanks to clear and evident behaviour which implements Italian Constitution’s principles”. Those programme foreseen, near by history and geography, the subject “social studies” in order to provide “the instruments for a first level of knowledge of our society in its institutional and political characteristics, referring to the historical origins and the ideals of the Constitution especially”.

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In 1995’s and 1996’s a step forward to think again and to throw again the fragile Civic Education has been made. In front of the intricate and extensive socio – politics emergency (the fallen of the Berlin Wall, the Maastricht Treaty, the globalization, ...) and the new existential problems (youth unrest, drugs, delinquency, and, on the opposite, the self- advertisement and the willingness to participate), the Ministry of Education was been tempted to give to the school each educational issues in order to find into the Constitution a conceptual, valuable and juridical map useful to face off the new matters: a ministerial directive announced a “continuous curriculum of civic education and constitutional culture”, but it never come into force.

A really new thing about the Civic Competence borne with a constitutional low in 2001 where a more strategic rule has been given to the local authority. In 2003, the education to main principle of the “civil living together” was been proposed for every kind of Italian school and it was been structured into 6 teachings: citizenship, road traffic safety, environment, healthy system, nutrition, affectivity. This must involved all the teachers of all the disciplines in a coordinate and integrate effort for the entire length of the scholastic period – at least 12 years – or till the achievement of a professional qualification anyway.

The last attempt, regarding the introduction of the Civic Sense into the Italian educational system route, is the 2008 bill, approved by the Italian Cabinet, which suggests the institution of the subject “Citizenship and Constitution” to insert into history-geography/history – social area with an individual timetable of 33 hours per year and with a distinctive mark for all the school’s order and grade.

**Poland**

The collapse of the communist system and the need to build institutions of a democratic country also called for appropriate changes in civic education; its first symptom was removing the element of ideological indoctrination from the subject, which in times of PRL – bore various names (for example: civic education, introduction to the science of society).

After 1989, the subject was saved in curricula as "knowledge about society" and was seen as a place for students to acquire basic knowledge about the state and the modern world. In a sense, the subject has become an extension of teaching modern history. This was all the more that the subject was taught almost exclusively by historians, for whom the traditional history classes usually did not have enough time to discuss the recent history.

"Knowledge about society" is currently taught as a separate subject on the two educational levels: in the middle school and high school. Its elements are also present in primary school as an integrated subject called "History and Society" and as path of education - education for life in society, which consists of three modules: education for life in the family, regional education - cultural heritage region and the patriotic and civic education.

Civics in a lower secondary education consists of three separate modules: education for family life, civic education and education for active participation in economic life. In junior high school students discuss
sociological issues related to the functioning of the group, learn about the modern political system, become familiar with the Polish Constitution. They learn about functioning of the local government, but also receive knowledge of human rights and learn how to assert those rights when they are violated. Teachers make students aware of the importance of ethics in the public life.

Subject of "knowledge about society" in a high school is more interdisciplinary. It consists of units: sociological (society), political (politics), legal (law) and the one pertaining international relations (Poland, Europe, world). Among the educational objectives listed in the programs there are - for example, developing a sense of responsibility for society and the state, developing social and civic virtues, promoting patriotism and responsibility for the common good, acquiring skills to understand and apply the provisions of law, enhancing cultural and national identity.

In 1999-2000, International Educational Association (IEA) has conducted comparative international studies of civic education, which showed that amongst surveyed 28 countries, the Polish students aged 14, presented the highest level of civic knowledge, but they were not very active in the manifestation of practical citizenship.

**Bulgaria**

An important asset of the educational reform is the incorporation into Bulgarian school curricula of ‘social sciences, civic education and religion’, a new field of culture and education, which is meant to broaden and focus knowledge on substantial problems of modernity. Its approach is cross-curricular. The subjects included in this educational area are compliant with the general ideas of perceiving the individual as an integral part of a democratic civic community. All subjects in the curriculum from years 1-12 provide possibilities for working towards the goals of citizenship education. Throughout the curricula, the following subjects come closest to a clear-cut focus on it: the homeland, the surrounding world (in primary education), man and society, literature, history and civilization, geography and economy, psychology and logic, ethics and law, philosophy, languages, and the world and the individual (in secondary education).

In instruction manuals for secondary education in the 2003/04 school year, citizenship education is incorporated into a cluster of subjects under the general heading of ‘social sciences and citizenship culture and education area’. This heading includes school subjects with a prominent part to play in introducing pupils to democratic values and civic knowledge and skills. These are addressed in the national curricula, and focus on compulsory and outline instruction in history and civilisation (years 9-12), geography and economics (years 9-12), psychology and logic (year 9), ethics and law (year 10), philosophy (years 11-12) and its modules (history of philosophy, philosophy of interculturalism and world religions), philosophy of art, global issues of modernity philosophy of science and the world and the individual (year 12).
Issues related to democracy, human rights, peace culture and intercultural dialogue are at the centre of Bulgarian curricular structure for citizenship education. Ordinance No. 2 of 18 May 2000 approved the State Education Requirements (Standards) for the Social Sciences and Civic Education. These documents outline the general characteristics of civic education (content, aims and approaches) and identify specific requirements for it in the mainstream schools of general compulsory education. In essence, these requirements are statements describing learning, skills and relations, which constitute the core of civic education and which pupils have to acquire as a result of compulsory school preparation. The main goals of modern curricula are to develop attitudes of tolerance and respect on the part of pupils towards cultural identity and diversity, to teach them universal values, to make them clearly aware of their national identity, and to enable them to build up positive interpersonal and interethnic contacts.

History and civilisation is part of the social sciences and civic education subject area. It is defined as the potential for nurturing the spiritual and civic identity of a person. The specified aim is ‘to prepare the young Bulgarian in his/her orientation, adaptation and self-realisation in contemporary democratic society, and to nurture skills for active civic participation in social life characterised by cultural diversity and globalisation’. Further targets focus on individual activity as the basic civic value in the contemporary world and on Bulgarian cultural identity regarded as traditionally European. Special emphasis is also placed on value orientation. The basic principles underlying history teaching are considered to be focused on the significant values of today’s world (human rights, the rule of law, democratic values and national and European identity). An important aim of geography and economy (years 9-12) is to consider and assess the adoption of universal human values in contemporary political and economic world events. The subjects in the philosophy cycle of psychology and logic, ethics and law and philosophy aim to guide pupils in their attitude towards themselves, others and the world and contribute to their personal identification as autonomous persons and free citizens by: building a civic culture through an introduction to inalienable human rights, the values of democracy and the means of effective social participation in civil life; preparing them for free and responsible behaviour with respect for human rights and the values and rules of democratic law; and by establishing a culture of tolerance, cooperation and non-violence. Psychology and logic in year 9 is, for example, concerned with critical thinking, teamwork, the acceptance of differences among people and social groups, and life skills for a world of diversity and tolerance.

The world and the individual (in year 12) are designed as an integrative and interdisciplinary subject oriented towards practice and the civic mission of education. Its aims are defined as follows: building bridges between achievements in other subjects relating to citizenship education; extending citizenship education beyond the bounds of school subjects; giving students opportunities to demonstrate their capacity for citizenship via their life experience; and enhancing their awareness of their own worth and responsibility for communal acts in Bulgaria, Europe and the world.6

Denmark

Responsible citizenship is part of the overall purpose of primary, lower and upper secondary education in Denmark, but is not a subject as such. It may therefore be regarded as a cross-curricular theme.

The decentralised nature of the Danish education system means that references to a national curriculum are not possible. The curriculum is decided upon at municipal level. Although there are two in particular – social studies and history – that contribute to the ‘democratic formation or education’ of pupils in primary and lower secondary education. A relevant cross-curricular topic is health and sex education and family studies.

The purpose of teaching the subject of social studies in primary and lower secondary education is to:

- Develop the desire and ability of pupils to understand everyday life in a societal perspective and be actively involved in a democratic society;
- Help pupils develop awareness of history and society, a critical sense and skills in observing, analysing and evaluating national and international situations and conflicts in society;
- Help pupils participate actively in the development of society on the basis of a personally acquired value system. They should develop a sense of responsibility for carrying out joint tasks and acquire knowledge about society and its historical basis.

The subject of social studies has four central areas, namely man and state, man and society, man and culture, and man and nature.

In primary and lower secondary education, three areas relate to the subject of history, namely past and present, time and space, and interpretation and mediation/communication.

The purpose of history is to:

- Strengthen awareness of history and identity among pupils and increase their desire and motivation for active participation in a democratic society.
- Develop their insight into people’s lives and terms of living through the ages by working with the interaction between past, present and future, thereby continuing to develop their understanding of – and attitude towards – their own culture, other cultures and man’s interaction with nature;
- Enable pupils to have an overview of – and immerse themselves in – relevant historical areas of knowledge, while enhancing their insight into continuity and change.

As regards the aims and content of upper secondary education, the Minister of Education determines more specific rules concerning teaching, i.e. the content, scope and position of individual subjects, those subjects that are compulsory and the level at which they are offered.
Although, all subjects are supposed to fulfil the overall purpose of civic education, but in particular two of them are supposed to do it i.e. history with civics and social studies.

The overall goal of history with civics is that pupils should continue to develop and refine their historical awareness, so that they realise how they and others continually interpret the world around them on the basis of their understanding of the present, their interpretation of the past and their orientation towards the future. This enables them to understand their present and be part of moulding their own and society’s future, thus giving them a basis for participation in society’s democratic processes. Teaching should build on respect for human rights.

The purpose of social studies is to develop the understanding pupils have of societal contexts, and teach them to use social science terms, theories and methodologies in interpreting the world. Understanding the connection between individual potential and the development of society is central to teaching.

Pupils should gain an insight into the complicated network of societal relationships in which individuals are involved. They should also understand that society consists of ever-changing social, political and economic patterns and contexts, and that the development of society is determined by both intentional and non intentional actions of individuals, groups, institutions, companies, parties, etc. This understanding enables them to adopt a critical view of society. They are encouraged to participate actively in class teaching and planning, as this teaches them to become involved in decision-making processes.  

VI. Structure of lesson plans and tips on how to use them

Students’ skills that can be developed in the course of Guide programme:

- The ability to understand how our democratic system works
- The ability to participate and engage in public / social affairs
- The ability to change through action
- Ability to apply human rights in everyday practice
- The ability to solve conflicts in a peaceful manner
- Ability to perceive issues from the point of view of others
- The ability to make civic decisions
- Ecological sensitivity

Attitudes and aptitudes of students, the guide has the ambition to support:

- Activity and openness;

---

Values that the Guide would like to promote among students:

- Human Rights;
- Equality;
- Freedom;
- Justice;
- Peace;
- Pluralism;
- Sustainable development.

The practical part of the manual consists of 40 lesson plans, developed by the authors from the four partner countries - Italy, Denmark, Bulgaria and Poland.

The authors are aware of how very different are the ways of teaching civic education in the European educational systems of individual countries and wanted to develop teaching materials, which can be used by teachers from different countries, regardless of the educational system. Therefore, lesson plans are not a curriculum of the subject that is unified, coherent and closed. The different scenarios represent a separate entity and the activities carried out on their basis may be conducted in isolation from other elements of the course. Scenarios are also designed in such a way that they can be incorporated into the existing curriculum of civic education as enrichment or they can be used in teaching of other subjects in which there are included elements of civic education.

The lessons scenarios presented below are to be trans-national, usable by a teacher from each European country, so the authors sought to remove from them purely national elements and give them a universal dimension.

Teachers, who will be using the presented scenarios, can apply them in unmodified form (such as in the manual), or adapt and change them to suit their needs, e.g.: for a different age group of students, other issues, etc.

The authors only request to be informed that the new script, based on or inspired by scenarios included in the Civico manual, has been created – especially, we ask for such action when the new materials are to be published, in either printed or electronic version.

To allow the most open usage of the proposed scenarios, the partnership divided them by topics. The key to selecting the themes was their special meaning and relevance in relation to the teaching of civic competence and achievement of learning objectives:
• General issues – democracy, law, fairness
• Citizenship and my country
• Local community and self-governance
• Citizenship and EU
• Human rights and multi-cultural aspect
• Environment protection
• Media and citizenship
• Civic education in traditional school subjects exemplified by mathematics

All scenarios have been developed in two length variants: 45-minute (designed mainly for schools) and 90-minute (intended for extracurricular activities or courses organized by NGOs).

Each scenario is placed in the same template. It contains information on the author and which country he/she is from, the title of the lesson, the recommended age of students, group size and duration of the class. There are also included the underlying educational purposes, additional materials needed for implementation and a description of the course of lesson from the teacher and student point of view. The authors also allow themselves to suggest the optional forms of students’ assessment.

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# PLANS OF THE LESSONS

## VII/1. General issues – democracy, law, fairness

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<td>Author of the lesson</td>
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<tr>
<td>Lesson no.</td>
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<tr>
<td>Lesson Title</td>
</tr>
<tr>
<td>Lessons Theme</td>
</tr>
<tr>
<td>Recommended group size/type</td>
</tr>
<tr>
<td>Recommended age of the students</td>
</tr>
<tr>
<td>Recommended time</td>
</tr>
</tbody>
</table>
| AIMS | • Introduction to the definition of democracy and its main principles  
  • Deepening understanding of democratic principles  
  • Stimulating creativity and team work skills |
| Lesson Objectives | After the lesson the student:  
  • Enumerates democratic principles  
  • Understands and explains democratic principles  
  • Can use source materials |
| Resources required | • Definition of democracy (taken from the manual or Wikipedia)  
  • A printed document (for each student) describing the principles of a democratic state (from Wikipedia or other source)  
  • Small pieces of paper – each with one democratic principle printed on it  
  • The box for principle sheets (or other container from which students can draw principle sheets) |

### Introduction:

Present the topic to the students. Tell them that during the lesson you will more closely examine what democracy is.

### Teacher activity:

1. Ask the students what democracy is (write the answers on the blackboard).  
2. After collecting students’ answers – talk about the etymology of the word ‘democracy’ and where this political system

### Student activity:

1. Students share their knowledge about democracy.  
2. Each student reads “Principles of the democratic state”.  
3. Each team draws one democratic principle to illustrate in the short role-play.
was born.
3. Invite the students to look more closely at how democracy works and what its principles are.
4. Divide students into 7 teams and ask each team to sit together.
5. Explain the task:
   - Each team will receive the document: “Principles of the democratic state”
   - Each team will also draw (from the box) one principle sheet.
   - The team will create a short role-play illustrating the principle printed on their principle sheet (Allow them 15 min. to prepare), and then act it out in front of the class (1 min.)
   - Other students will have to guess which democratic principle has been illustrated in the scene.
6. Then give each student the document “Principles of the democratic state” and ask them to read it individually.
7. Ask the students to draw principle sheets for their teams and then prepare short scenes.
8. When the time for teamwork passes, ask each team to present their role-play in front of the class. Encourage the rest of the students to make their guesses.

Conclusion/summing up:
To sum up the lesson write the democratic principles on the blackboard.

Links to the on-line materials which should be used during lessons (supporting materials) - weblinks/articles etc.

http://pl.wikipedia.org/wiki/Demokracja
http://pl.wikipedia.org/wiki/Zasady_pa%C5%84stwa_demokratycznego

Democracy - (old Greek, δημοκρατία demokratia “rule of the people”, derives from δήμος demos “people” and κρατέω krateo “I rule”) a form of government in which the source of power is the will of the majority of people (they govern directly or through their representatives). Parliamentary democracy is the most common form of democracy nowadays. Constitution guarantees the existence of democracy (with the exception of Israel and the United Kingdom which do not have one document containing the whole constitution).

Democracy originated in Ancient Greece (see: Athenian democracy). Other contributors to its development are Ancient Rome, Europe and Northern and Southern America. Democracy has been called the last form of rule and spread significantly throughout the globe.

Source: http://pl.wikipedia.org/wiki/Demokracja
Principles of the democratic state

**Democratic state** – a constitutional state, legal state that implements the principles of: sovereignty of the people, pluralism and separation of powers.

**Principles of the democratic state (basic democratic principles):**

1. **Sovereignty of the people principle** – the source of power are the people who have the right to decide and negotiate the most important state issues (indirect rule by electing parliament, president or using the right to veto and civil initiative). Democratic state may grant the right of civil disobedience.

2. **Pluralism principle** – is executed in the political, social, ideological and economic spheres. Political pluralism allows the existence of numerous parties and other political organisations, which are independent from the state authorities and one another. They can create programmes and organisational structures, they have different ideological identities. They can compete freely with one another (within the existing law and order) for the voters’ support, which enables them to govern the country. Others will form opposition or seek the influence on the state politics.

3. **Separation of powers principle** - state powers are divided into legislative (responsible for drafting the law), executive (implementing the law in practice) and judiciary (disputes settlement under the current rules) powers.

4. **Legal state principle** – The legal state exists when organisation and state activities are based on the law. The law describes the relationship between the authorities, as well as authorities and individuals as between legal entities and individuals. In such state the citizens’ equality is guaranteed. Everything, which is not prohibited by the law, is allowed. The rights of some are limited by the rights of others. The public and the state are bound by the law. The law is above the state. The majority principle forms the basis for the settlement of civil rights.

5. **Constitutionalism and Rechtstaat (legal state)** – constitutionalism is understood as a form of government based on the constitution and also as the exercise of power under the fundamental principles. It is also connected with Rechtstaat, i.e. governing according to the binding law.

6. **Representation principle** – indirect rule, representatives are elected in cyclical and free elections and the voting takes place by secret ballot. The people don’t rule directly but choose their representatives who hold responsibility before them.

7. **Limited majority rule principle** or **Majority rule with respect to minority rights** – majority rule, with the proviso that no minority is repressed. Initially, it mainly concerned religious (Lord Acton) couldn’t study in the United Kingdom because he was a Catholic) and ethnic minorities, and only later political minorities.

**Suggested assessment activity:**
Discussion:
- Was illustrating the democratic principle easier or more difficult than you thought it would be?
- Which principle was the most difficult/the easiest to present/guess? Why?
- Have you learnt more about democratic principles? Did you know a lot or not much?

Ask students to give you an (oral or written) answer to “Which democratic principles do you identify most with? Why?”

Insert resources on which you based on your lesson

Bibliography
## Lesson Plan

<table>
<thead>
<tr>
<th>Partner country</th>
<th>POLAND</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author of the lesson</td>
<td>Jaroslaw Puta</td>
</tr>
<tr>
<td>Lesson no.</td>
<td>2</td>
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<tr>
<td>Lesson Title</td>
<td>Living in a democratic country.</td>
</tr>
<tr>
<td>Lessons Theme</td>
<td>General issues – democracy, law, fairness</td>
</tr>
<tr>
<td>Recommended group size/type</td>
<td>20-30 students – with small group work</td>
</tr>
<tr>
<td>Recommended age of the students</td>
<td>14 – 18</td>
</tr>
<tr>
<td>Recommended time</td>
<td>1,5 hour or 2x45 minutes</td>
</tr>
</tbody>
</table>

### AIMS
- Introducing the term ‘democracy’.
- Explaining the way of functioning of the democratic election.
- Introducing the topic of voting rights and the importance of using them.

### Lesson Objectives
- Strengthening the students’ attitude of conscious participation in the political life of their city and country.
- Increasing the students’ level of activity in the school and class life.
- Creating a decision-making unit of the class.

### Resources required
- Paper sheets
- Pens
- Blackboard
- Chalk or a marker

### Introduction:
The teacher introduces a definition of the word democracy, stressing that despite the different government systems operating in the EU countries, at the core of each of them is the democratic approach. (5 min.)

### Teacher activity:
- The first step of the lesson is the election. The teacher divides the students into 3 groups.
- After the three candidates are chosen, the teacher announces the election. He/she should spend 5 minutes on each of the candidates and help them formulate a short text promoting their candidacy.
- After the vote, the teacher collects the ballots and counts the votes, recording

### Student activity:
- Each group selects from among its members one representative who will be a candidate for a position in the Temporary Class Government. (5-10 min.)
- Each candidate thinks of the arguments that will convince the rest of the class to vote on them. They write their short election speeches. (15 min.)
- At the same time, the rest of the class prepares ballots. Each student writes down the names of three candidates on a piece of paper and draws empty brackets next to each one.
the results on the blackboard. (10 min.)
• The teacher initiates a discussion on the performed election. He/she asks the students about what guided their choices, what information they lacked, if they voted for the candidate from their group, or whether they changed their minds and, if so – why.
• The teacher announces that for a week the newly chosen government will be the decision-making unit of the class.
• The teacher asks the students, still joined in the same 3 groups, to create in writing one proposition per group of an act aimed at improving the functioning of their class.

• Prepared candidates announce their speeches in an alphabetic order, depending on the first letters of their surnames. (10-15 min.)
• After finishing, the rest of the class uses the ballots and votes for the candidate they choose to be the Temporary Prime Minister. (5 min.)
• The candidate with the most votes is appointed to the position of Temporary Prime Minister, the second candidate becomes the First Deputy, and the third – the Second Deputy.
• The students share their insights on the conducted election. (10 min.)
• The students can now submit their propositions for enactments – understood as changes they would like to see in the functioning of the class.
• The groups write down their ideas for changes to be made. (10-15 min.)
• All three acts should be put to the vote of three representatives of the class. (5-10 min.) If the bill passes (3 votes for a yes, or 2 votes for a yes and 1 for a no), it shall be added in a written form to the set of rules created during lesson No. 2-3. In the case of rejection (3 votes for a no, or 2 votes for a no and 1 for a yes) the act does not take effect. In the case of a tie vote (1 vote for a yes, 1 vote for a no, 1 abstention), the vote shall be postponed and further work on the bill is advised. If 2 or 3 persons abstain from voting, the vote shall be declared null and void and also further work on the bill is advised. This work shall take place in leisure time of the students in consultation Temporary Class Government.

**Conclusion/summing up:**
At the end of the class the teacher informs the students that after gaining the right to vote each of them will experience similar situations during the election of the representatives of the country to the government institutions. The teacher emphasizes the importance of an informed choice and gaining knowledge about the candidates' programs. (5-10 min.)

**Links to the on-line materials which should be used during lessons (supporting materials) - web links/articles etc.**

**Suggested assessment activity:**
The teacher for at least a week is observing the behaviour of the students in the context of taking initiative, introducing new changes and cooperating the elected as representatives of the class.
### VII/2 Citizenship and my country

#### Lesson Plan

<table>
<thead>
<tr>
<th>Partner country</th>
<th>ITALY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author of the lesson</td>
<td>Massimo Marconcini</td>
</tr>
<tr>
<td>Lesson no.</td>
<td>3</td>
</tr>
<tr>
<td>Lesson Title</td>
<td><em>Me, citizen of my country, in a conscious and participatory way. The recent history of my country.</em></td>
</tr>
<tr>
<td>Lessons Theme</td>
<td>Citizenship and my country</td>
</tr>
<tr>
<td>Recommended group size/type</td>
<td>1 class – with small workgroups</td>
</tr>
<tr>
<td>Recommended age of the students</td>
<td>16-17</td>
</tr>
<tr>
<td>Recommended time</td>
<td>1.5 hour for the teacher activity + 1.5 hour for the student activity</td>
</tr>
</tbody>
</table>

#### AIMS

- To have the outstanding passages of their country's history clearer. We refer to those distressing and dramatic passages, which determined its current geopolitical configuration.
- To learn whom the state's founding fathers were and on which ideals they founded the state students live in.
- To get an idea if there are still unresolved situations about the unity of the state.

#### Lesson Objectives

- The lesson is aimed to European boys and girls between 16 and 17 years old. During their lives or school career they have certainly run across subjects relating to the history of their country without deepening or focusing certain passages in a clear and defined way.

#### Resources required

- Pen + paper

#### Introduction:

Every citizen, of any age, should feel the belonging to his own State in a healthy way, without exasperated nationalisms and chauvinisms, but with a strong and deep-rooted sense of a conscious and participatory belonging. It's essential to know its history, its rules and its political organization.

#### Teacher activity:

- The teacher explains the country's recent history
- The teacher values the possible connections to make with older history
- The teacher explains biography of one or more state's founding fathers.

#### Student activity:

- History crossing.
- Every small workgroup write a question/a thought on the crucial moments of the history of his country;
- Later whole class together tries to imagine what would have happened if, instead of one particular decision, another one had been taken.
Conclusion/summing up:
Teacher asks to the students to reflect about the importance to know the past in order to better understand the present.

<table>
<thead>
<tr>
<th>Links to the on-line materials which should be used during lessons (supporting materials) - web links/articles etc.</th>
<th><a href="http://europa.eu/about-eu/eu-history/index_en.htm">http://europa.eu/about-eu/eu-history/index_en.htm</a></th>
</tr>
</thead>
</table>

| References: to source material /web links/articles etc. | Country's recent history. Biography of one or more state's founding fathers. |

| Suggested assessment activity: |
| Teacher can asses: |
| • Active participation |
| • Ability to work in group |
| • Ability to express a coherent student’s own position on the lesson issue |
| • Skills to deal with information (select, compare, verify and present results) |
| • Skills and attitudes expressed from the students’ own civic positions on the monitored, socially important issue. |
### Lesson Plan

<table>
<thead>
<tr>
<th>Partner country</th>
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<tbody>
<tr>
<td>Author of the lesson</td>
<td>Massimo Marconcini</td>
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<tr>
<td>Lesson no.</td>
<td>4</td>
</tr>
<tr>
<td>Lesson Title</td>
<td><em>Me, citizen of my country, in a conscious and participatory way. The form of government and the general rules of cohabitation.</em></td>
</tr>
<tr>
<td>Lessons Theme</td>
<td>Citizenship and my country</td>
</tr>
<tr>
<td>Recommended group size/type</td>
<td>1 class – with small workgroups</td>
</tr>
<tr>
<td>Recommended age of the students</td>
<td>16-17</td>
</tr>
<tr>
<td>Recommended time</td>
<td>1.5 hour for the teacher activity + 1.5 hour for the student activity</td>
</tr>
<tr>
<td>AIMS</td>
<td>• Students probably do not have neither a clear perception of what the “form” of their state means nor they know the Constitution (or customs and uses that replace it where it doesn’t exist in a written form). Constitution is the milestone of state’s organization.</td>
</tr>
</tbody>
</table>
| Lesson Objectives | • to learn both the institutional form of their country and its features.  
• to learn the general rules of cohabitation inside their country and by consequence their own duties and rights.  
• to develop a greater sense of belonging to the national community and to feel as citizens in a more responsible way.  
• to start feeling themselves as possible future parts of their country’s governing class. |
| Resources required | • pen + papers + blackboard + markers |

### Introduction:

Every citizen, of any age, should feel the belonging to his own State in a healthy way, without exasperated nationalisms and chauvinisms, but with a strong and deep-rooted sense of a conscious and participatory belonging. It’s essential to know its history, its rules and its political organization.

### Teacher activity:

Teacher will mention about several forms of government, with an analysis of the students’ country and the Constitution in force at least in its structure base and founding principles. Teacher will organize a discussion forum among students in class.

### Student activity:

Students (thanks to the acquired tools but also using their own ideas) will be able to do a critical and argued valuation about the institutional system, and to suggest possible variations to what is foreseen by the Bill of Rights. Each small group will suggest 3 variations, then the teacher will write all of them on the blackboard, the class will chose the 5 most popular.
### Suggested forum questions:
- What form of government is in your country?
- What was the previous form?
- Does a written Constitution exist?
- Try to outline the main passages of the Constitution.

### Conclusion/summing up:
Teacher asks to the students to think about the meaning of having or not having a written Constitution.

### Links to the on-line materials which should be used during lessons (supporting materials) - web links/articles etc.
| Constitutional Law. |
| The Constitution |

### Suggested assessment activity:
Teacher can assess:
- Active participation
- Ability to express a coherent student’s own position on the lesson issue
- Skills to deal with information (select, compare, verify and present results)
- Skills and attitudes to express own civic positions on the monitored socially issue.
- Skills to use new competences in usual situations.
**Lesson Plan**

<table>
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<tbody>
<tr>
<td>Author of the lesson</td>
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<tr>
<td>Lesson no.</td>
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<tr>
<td>Lesson Title</td>
<td><em>Me, citizen of my country, in a conscious and participatory way. The Institution of my State.</em></td>
</tr>
<tr>
<td>Lessons Theme</td>
<td>Citizenship and my country</td>
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<tr>
<td>Recommended group size/type</td>
<td>1 class – with small workgroup</td>
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<tr>
<td>Recommended age of the students</td>
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</tr>
<tr>
<td>Recommended time</td>
<td>1.5 hour for the teacher activity + 1.5 hour for the student activity</td>
</tr>
</tbody>
</table>
| AIMS | • To learn who is the head of the State, but mainly about his role and the functions.  
• To learn their country's structure and constitutional bodies and how they are elected by citizens.  
• To learn more about the differences between Legislative, Executive and Judiciary powers; they will appreciate (even if they don’t agree) Montesquieu's setting, who wanted these powers to be distinct and independent.  
• To learn how laws are issued in their country and how these laws are made obeyed.  
• To learn the government functions of their country. |
| Lesson Objectives | • Now students, thanks to their knowledge about their country history and form of government and Constitution, will be able to discover and learn the organization of their country; the political and administrative system and its mode of operation. |
| Resources required | • Pen + papers |

**Introduction:**

Every citizen, of any age, should feel the belonging to his own State in a healthy way, without exasperated nationalisms and chauvinisms, but with a strong and deep-rooted sense of a conscious and participatory belonging. It's essential to know its history, its rules and its political organization.

**Teacher activity:**

Teacher mentions about the constitutional right ordering; attention to be paid on power sharing among different constitutional bodies and how they are nominated or elected.

**Student activity:**

My class is the Parliament.  
Once students have knowledge and ability, they could try to write a law (one per small group) about a subject they care, and to which they could bring a contribution with the help of their teacher.
Particular attention on differences between Legislative and Executive power and about laws suggestion and approval functions should be taken. The suggestion is not only a didactic exercise, but it could be submitted through the provided institutions to the legislative body or to any people with similar power.

Conclusion/summing up:
Teachers could let the students think about the importance of this lesson plan in order to become active citizens.

| Links to the on-line materials which should be used during lessons (supporting materials) - weblinks/articles etc. | Constitutional Law.  
The Constitution |

| Suggested assessment activity:  
Teacher can assess:  
• Active participation  
• Ability to work in group  
• Ability to express a coherent student’s own position on the lesson issue  
• Skills to deal with information (select, compare, verify and present results)  
• Skills and attitudes to expressed own civic positions on the monitored socially issue. |
**Lesson Plan**

<table>
<thead>
<tr>
<th>Partner country</th>
<th>POLAND</th>
</tr>
</thead>
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<tr>
<td>Author of the lesson</td>
<td>Zuzanna Rejmer</td>
</tr>
<tr>
<td>Lesson no.</td>
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<tr>
<td>Lesson Title</td>
<td>Citizen and his/her role in the society.</td>
</tr>
<tr>
<td>Lessons Theme</td>
<td>Citizenship and my country</td>
</tr>
<tr>
<td>Recommended group size/type</td>
<td>20 – 30 students</td>
</tr>
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<td>14-18</td>
</tr>
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<td>Recommended time</td>
<td>45 min</td>
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| AIMS                     | • Introduction to the concept of civil society  
                          | • To bring to students’ attention the citizen’s role in the process of strengthening democracy and civil society  
                          | • To stimulate creativity and team work skills |
| Lesson Objectives        | • Can explain how civil society works  
                          | • Can point out the benefits of living in the civil society  
                          | • Can point out the citizen’s qualities which contribute to developing civil society |
| Resources required       | • A document on civil society (taken from Wikipedia)  
                          | • Flipchart sheets  
                          | • Marker pens  
                          | • Crayons |

**Introduction:**

Present the lesson topic. Tell students that during the lesson you will have a closer look at what civil society is and what the citizen’s role in such society is.

**Teacher activity:**

1. Hand out the document “Civil society”.
2. Ask one of the students to read the document aloud.
3. Ask students how they understand the definition. Ask them to define in their own words what civil society is. If they have problems with understanding, ask them what they understand by “self-organisation” or “impulse from the state authorities”. If necessary,

**Student activity:**

1. Students read individually and analyse the document “Civil society”.
2. Students work in groups creating a poster, which depicts a citizen in the civil society.
3. Teams present their posters.
explain these terms and provide examples. Similarly, ask students how “awareness of society’s needs” “interest in public affairs” and “sense of responsibility” manifest in practice – turn the attention of students to the manifestations of democracy mentioned in the document.

4. Divide students into teams (from 3 to 6 students in a team).

5. Tell students that now each team’s task is to draw/present graphically a citizen in the civil society, using the information from the document – what are his/her characteristics, what does s/he do (what activities does s/he undertake), what s/he thinks, what does s/he look like. Give students 20 min for the teamwork.

6. Ask each team to briefly present their poster (“introduce” their citizen) and write down the students’ ideas.

Conclusion/summing up:
To sum up ask students what benefits can be gained from living in the civil society. – Write their answers on the blackboard.

Links to the on-line materials which should be used during lessons (supporting materials) - web links/articles etc.

http://pl.wikipedia.org/wiki/Spo%C5%82ecze%C5%84stwo_obywatelskie

„Civil society” – society characterised by activity and ability for self-organisation as well as defining and achievement of objectives without an impulse from the state authorities.

(...) The basic characteristic of civil society is its members’ awareness of society’s needs and aspiration to satisfy them, which entails interest in public (community) affairs and sense of responsibility for the society’s wellbeing. (...)

Manifestations of civil society examples:

- Social activity
- Non-governmental organizations (civil non-profit organizations that operate on their own initiative for a particular public interest.)
- Self-governance (decision-making independent
from the main power/authorities, holding complimentary functions in relation with the authorities of, e.g. school, factory or state).
- Voluntary work
- Cooperation for the wellbeing of the community

Equitable and sustainable development (is development based on rational management of cultural and natural resources in the local and global scale, which are exhaustive, non-renewable or possess limited ability for self-regeneration and self-reconstruction).

**Suggested assessment activity:**
- What have you learnt about civil society that you didn’t know before?
- Student’s answer on “What activities could I/would I like to undertake to contribute to the development of civil society?”
**Lesson Plan**

<table>
<thead>
<tr>
<th>Partner country</th>
<th>POLAND</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author of the lesson</td>
<td>Jarosław Puta</td>
</tr>
<tr>
<td>Lesson no.</td>
<td>7</td>
</tr>
<tr>
<td>Lesson Title</td>
<td><em>What does it mean to be a good citizen?</em></td>
</tr>
<tr>
<td>Lessons Theme</td>
<td>Citizenship and my country</td>
</tr>
<tr>
<td>Recommended group size/type</td>
<td>20-30 students – with small group work</td>
</tr>
<tr>
<td>Recommended age of the students</td>
<td>14 – 16</td>
</tr>
<tr>
<td>Recommended time</td>
<td>45 minutes</td>
</tr>
</tbody>
</table>

**AIMS**
- Increasing the level of self-awareness in students in the context of being an active citizen.
- Defining the term ‘citizen’.
- Introducing the pupils to the duties of a citizen.
- Increasing the level civic activity of students.

**Lesson Objectives**
- Introducing the pupils to the duties of a citizen.
- Increasing the level civic activity of students.
- Paper sheets
- Pens
- Blackboard
- Chalk or a marker

**Introduction:**
The teacher hands out sheets of paper and pens to the students and writes down the word CITIZEN on the blackboard. Then, he/she asks the participants to write down their own associations with the word. (5 min.) After finishing the task, each student presents his/her connotations to the group. The teacher and the students should abstain from commenting or criticising the answers. After the last person presents his/her thoughts, the teacher presents a definition of the term ‘citizenship’. (5 min.)

**Teacher activity:**
- The teacher divides students into groups containing of 5-6 persons and gives a larger sheet of paper and pens to each group. Then, he/she asks the participants to briefly describe desired and undesired activities of a citizen.
- The teacher asks the students to present their answers.
- The teacher asks students to write down individually and anonymously two civic virtues they think they possess.

**Student activity:**
- Each group chooses one person who will write things down. The students make lists of what they think is connected with being a “good citizen” (on the left side of the sheet) and a “bad citizen” (on the right). (10 min.)
- Each group presents their work. (5 min.)
- Every student writes down two possessed civic virtues and gives his/her written answers back to the teacher. (5 min.)
- In a group discussion, the students share their thoughts on civic virtues and the differences of facility in achieving them. (10 min.)
- The teacher collects all the answers and makes a cumulative list of them on a blackboard. After that, he/she initiates an open discussion with the students concerning frequency of the mentioned civic virtues.

**Conclusion/summing up:**
The teacher sums up the conclusions drawn from performed tasks underlining the importance of active attitude in developing one’s own civic virtues. He/she also asks students to create in their spare a time table in which each pupil will be describe for a week their own social activities and defining them as desirable and undesirable ones. (5 min.)

**Suggested assessment activity:**
The teacher starts a discussion with the students about their observations of everyday social life, human interaction and their own behaviour in the context civic attitude. In addition, the teacher reads the self-descriptions of the students who agree to share their work with him/her and carries out individual conversations about their observations.

**Insert resources on which you based on your lesson**
Loosely based on a lesson scenario by Tomasz Merta, Alicja Pacewicz, Anna Machcewicz. [http://www.interklasa.pl/portal/index/strony?mainSP=subjectpages&mainSRV=wos&methid=744750891&page=article&article_id=317612](http://www.interklasa.pl/portal/index/strony?mainSP=subjectpages&mainSRV=wos&methid=744750891&page=article&article_id=317612)
Lesson Plan

Partner country  | DENMARK
Author of the lesson | Inger Ubbesen, Ove Nielsen & Henning Westphael VIAUC
Lesson no. | 8
Lesson Title | The pupil as a citizen in the local political system.
Lessons Theme | Local community and self-governance
Recommended group size/type | 20 – 28 students
Recommended age of the students | 14-15
Recommended time | Min. 3 x 45 minutes
AIMS
The aims of this module are to make the students aware of where, how and by whom local political issues are discussed and decided. The students are also to be made aware of how they, just like other citizens, can influence the decisions.

Lesson Objectives
• To provide the pupils with an understanding of the concept of “citizen”.
• To help the pupils relate to the importance of being part of a community.
• To make the pupils feel that they are part of a local political system.
• To provide pupils with knowledge about how and where local political decisions are made.
• To help pupils realise and understand that knowledge can be accessed from many sources.

Resources required | Pencils, paper, large paper for posters, transport means

Introduction:
On the basis of presentations and discussions in the classroom, a visit to the town hall, an interview with a town council politician and subsequent processing in the classroom, work is done on
• The individual pupil’s personal perception of citizenship
• The individual pupil’s perception of community
• The relationship between the individual and the local political system

Teacher and student activity:
The first phase – the introduction – commences in the classroom with a class conversation/exercise, where the pupils are given a structural framework within which to explore one another’s perception
of the concept of citizen, and to discuss what a community actually is (see Exercises 1 and 2). The next phase involves a visit to the local town hall, including a guided tour led by a local politician. Here, the pupils’ assignment is to listen and “capture” information about local political conditions. The final phase – the processing – takes place back in the classroom. Here, knowledge is shared to sum up the visit. The pupils are divided into small groups to answer questions about what they now know about the local political system and, if appropriate, formulate new questions about topics that may have arisen. See “Evaluation”.

Suggested assessment activity:
The final phase – the processing – can also be viewed as an evaluation phase where the pupils answer the following questions, initially in groups and subsequently as a class:

- What does a town council politician do?
- Who chooses the members of the town council?
- What do you know now that you did not know before?
- Do you have any questions about any topics in relation to the theme?
- What do our discussions about community have to do with the town council?

<table>
<thead>
<tr>
<th>Exercise 1:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What is a citizen?</strong></td>
</tr>
<tr>
<td>1. The pupils individually provide a written answer to the following question: “What do you think of when you hear the word ‘Citizen’?”</td>
</tr>
<tr>
<td>2. The pupils are divided into groups, where they present their answers from the association exercise to each other. They then work as a group to prioritise the four most important answers.</td>
</tr>
<tr>
<td>3. The groups present their prioritised answers to the rest of the class. Subsequently, it is the task of the whole class to agree on which four answers they consider to be the most important.</td>
</tr>
<tr>
<td>4. Write these answers on a poster and hang it up in the classroom.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Exercise 2:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Community</strong></td>
</tr>
<tr>
<td><strong>Association exercise – groups of 4–5 pupils</strong></td>
</tr>
<tr>
<td>Draw a circle on a large piece of paper. Inside the circle, write the word “community”. The pupils then take turns in writing down what they associate with this word by drawing a line out from the circle and writing the relevant words. They can also expand on words written by others. The same method as for a mindmap. The pupils should complete the exercise in without talking.</td>
</tr>
<tr>
<td>The groups read their words aloud to each other, and discuss similarities and differences with a view to define what the group, as a whole, believes distinguishes a community.</td>
</tr>
</tbody>
</table>
| The groups select the four words from their own association circles that they believe best describe the word “community”.

39
<table>
<thead>
<tr>
<th>Partner country</th>
<th>DENMARK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author of the lesson</td>
<td>Inger Ubbesen, Ove Nielsen &amp; Henning Westphael VIAUC</td>
</tr>
<tr>
<td>Lesson no.</td>
<td>9</td>
</tr>
<tr>
<td>Lesson Title</td>
<td><em>Teaching based on studying the local area.</em></td>
</tr>
<tr>
<td>Lessons Theme</td>
<td><em>Local community and self-governance</em></td>
</tr>
<tr>
<td>Recommended group size/type</td>
<td>20-28 students</td>
</tr>
<tr>
<td>Recommended age of the students</td>
<td>14-15</td>
</tr>
<tr>
<td>Recommended time</td>
<td>2-3 x 45 minutes</td>
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</tbody>
</table>

**AIMS**

The aims of these lessons are to familiarise the pupils with the opportunities citizens have for expressing themselves, and the importance of this to decision-making processes. The pupils are to gain insight into the fact that citizens expressing opinions can be linked to actual decisions. The purpose is to provide the pupils with insight into the rules and regulations of local democratic practice, including the fact that people’s disagreements and different perspectives on an issue are a distinguishing feature and a premise for this.

**Lesson Objectives**

- To provide pupils with knowledge about recognised local authorities (e.g. the joint council *Hasle Fællesråd*), which function as a shared “mouthpiece” in relation to the municipal authorities
- To teach pupils how to read different texts and decipher the messages they contain, to understand the relationship between sender and receiver, and to retain important points
- To teach pupils how to perform closely targeted and critical searches in Web-based sources
- To teach pupils how to relate to images, maps, drawings, etc. and their importance to the reader’s perception of the perspective of an article to help pupils to communicate their own views and listen to those of others

**Resources required**

Computers

**Introduction:**

The pupils collect knowledge about the local Hasle Torv, using descriptions on the local joint council’s (Hasle Fællesråd) website ([www.haslefaellesraad.dk](http://www.haslefaellesraad.dk)), newspaper websites ([www.stiften.dk](http://www.stiften.dk), [www.jp.dk](http://www.jp.dk), [www.tv2oj.dk](http://www.tv2oj.dk)), Google maps, etc. A visit to Hasle Torv to compare the descriptions and drawings that the pupils collected with their own impressions.

**Teacher activity:**

**Student activity:**
We suggest organising the sequence for collecting information according to the following model:

1. The teacher guides the class into the assignment and the problem: What is a joint council, what does it do and what effect does it have on decisions about Hasle Torv? What is being written about Hasle Torv in the newspapers, which views are being expressed? And so on.

2. The shared presentation should result in a catalogue of straightforward questions and assignments. Examples:
   a) What is Hasle Fællesråd – what does this joint council believe should apply to Hasle Torv?
   b) The media descriptions of Hasle Torv. What are they writing about it?
   c) Hasle Torv in former times – what was there previously?
   d) Maps and pictures of the square – what do they show?

3. Communication – knowledge sharing. Organised in common, as co-operative learning or Web-based.

<table>
<thead>
<tr>
<th>Conclusion/summing up:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A classroom discussion on the messages on the noticeboard in order to relate different opinions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Links to the on-line materials which should be used during lessons (supporting materials) - web links/articles etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The pupils collect knowledge about the local Hasle Torv, using descriptions on the local joint council’s (Hasle Fællesråd) website (<a href="http://www.haslef%C3%A6llesraad.dk">www.haslefællesraad.dk</a>), newspaper websites (<a href="http://www.stiften.dk">www.stiften.dk</a>, <a href="http://www.jp.dk">www.jp.dk</a>, <a href="http://www.tv2oij.dk">www.tv2oij.dk</a>), Google maps, etc.</td>
</tr>
<tr>
<td>A visit to Hasle Torv to compare the descriptions and drawings that the pupils collected with their own impressions.</td>
</tr>
<tr>
<td>Homepages of local government, NGO’s etc.</td>
</tr>
</tbody>
</table>
## Lesson Plan

<table>
<thead>
<tr>
<th>Partner country</th>
<th>DENMARK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author of the lesson</td>
<td>Inger Ubbesen, Ove Nielsen &amp; Henning Westphael VIAUC</td>
</tr>
<tr>
<td>Lesson no.</td>
<td>10</td>
</tr>
<tr>
<td>Lesson Title</td>
<td>Participating in democratic dialogue.</td>
</tr>
<tr>
<td>Lessons Theme</td>
<td>Local community and self-governance</td>
</tr>
<tr>
<td>Recommended group size/type</td>
<td>20 – 28 students</td>
</tr>
<tr>
<td>Recommended age of the students</td>
<td>14-15</td>
</tr>
<tr>
<td>Recommended time</td>
<td>Min. 2 -3 lessons</td>
</tr>
</tbody>
</table>

### AIMS

The ability to participate in a dialogue is a fundamental democratic skill. Here, the pupils are to practice exploring the perspectives of other people, listening, understanding and asking questions intended to provide more detail and/or clarification. In addition, they are to learn to express their own opinions – and to have the courage to do so. Finally, they are to work on negotiating and making decisions.

### Lesson Objectives

To reinforce the pupils’ communicative skills through exercises in
- Listening
- Interpreting and understanding other people’s statements and opinions
- Asking open questions intended to illicit more detail
- Expressing their own opinions
- Justifying points of view
- Making decisions on the basis of discussions

### Resources required

Technology for making interviews

### Introduction:

This lesson plan follows lesson plan 9. The topic for this module comprises the conversation itself and the content of the conversation. The content of the conversation centres on discussing criteria and suggestions for the layout of Hasle Torv.

The following could be used as “initiating” criteria:
- Finance – how much will/may it cost?
- Aesthetics – trees, lights, art, Christmas tree
- User-friendliness – how are disabled people to have access to all areas?
- Activity options – who is to be able to do what?
- Identification options – for whom is the square intended?

1. Teacher and student activity:
   The pupils start by interviewing each other with a view to identifying wishes regarding the layout of the square. This exercise is performed in groups of 3–4 members, with the following rules and
roles:
• One pupil conducts the interview, asking open questions and listening actively
• One pupil is the interviewee and answers the questions
• One pupil is the timekeeper (may be omitted)
• One pupil is the observer, who writes down the questions that are asked

(See the seven rules for good dialogue: [http://www.tomasfriis.dk/?page_id=59](http://www.tomasfriis.dk/?page_id=59))

All pupils should play all roles and then discuss their impressions of being part of a structured conversation.

The exercise concludes with each group preparing three lists:
• A list of good questions
• A list of good “listener qualities”
• A list of ideas for the square

2. The teacher then presents the criteria, and invites the pupils to work in groups to discuss and supplement the list of criteria.
   • How are the individual criteria understood?
   • Are any criteria more important than others? Why?
   • Are there any suggestions for other criteria?

   The groups conclude the group work by prioritising a list of criteria – and justifying the prioritisation.

3. On the basis of the two preceding phases, the pupils develop an interview guide that they are to use to interview someone about views on and wishes for Hasle Torv. In their groups, the pupils formulate questions that are to be put to citizens in Hasle. The individual groups’ suggestions are written on the blackboard/smartboard and will then form the basis for the development of a shared interview guide.

4. Up until now, the pupils have related to one another’s views on and wishes for Hasle Torv. The “stakeholder group” is now to be expanded to include the local environment. The class is to collect the views and opinions of local citizens about the layout.

   As homework, each pupil is to interview one person about his/her wishes and ideas for Hasle Torv. This person may be a family member, a neighbour or a passer-by.

5. The result of the interview is presented to the rest of the group at the next lesson, and the group members then collate the suggestions they have received into a presentation for the whole class.

   The pupils have now processed ideas and wishes for Hasle Torv
   • On the basis of their own wishes and perspectives
   • On the basis of statements from the Hasle Fællesråd website
   • On the basis of interviews with “random citizens”
   • On the basis of relevant criteria

**Conclusion:**
The presentation or status report in Item 5 (from introduction above) forms the basis for the specific formulation of proposals which follows in lesson plan nr 11.

**Suggested assessment activity:**
Which signs indicate that the pupils are making progress towards the goals? The pupils demonstrate commitment in their conversations about the assignment. The pupils operate (= talking and arguing) with perspectives other than their own. The pupils relate to and talking about relevant and related issues.
<table>
<thead>
<tr>
<th><strong>Partner country</strong></th>
<th>DENMARK</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Author of the lesson</strong></td>
<td>Inger Ubbesen, Ove Nielsen &amp; Henning Westphael VIAUC</td>
</tr>
<tr>
<td><strong>Lesson no.</strong></td>
<td>11</td>
</tr>
<tr>
<td><strong>Lesson Title</strong></td>
<td>“If it was up to us…” Democratic participation as an exercise.</td>
</tr>
<tr>
<td><strong>Lessons Theme</strong></td>
<td>Local community and self-governance</td>
</tr>
<tr>
<td><strong>Recommended group size/type</strong></td>
<td>20 – 28 students</td>
</tr>
<tr>
<td><strong>Recommended age of the students</strong></td>
<td>14-15</td>
</tr>
<tr>
<td><strong>Recommended time</strong></td>
<td>3-4x 45 minutes</td>
</tr>
</tbody>
</table>

**AIMS**
The objective of this lesson is to provide the pupils with insight into participation in practice, and the dilemmas that are linked to the ability to reach agreement and decisions. The lesson takes the form of an exercise in citizenship, as it is intended to reinforce the pupils’ general skills, including: developing an idea, presenting and arguing for a proposal, relating to other people’s views and entering into negotiations with a view to achieving consensus.

**Lesson Objectives**
The pupils are to obtain skills in working with and managing a project from initial idea to presentation. This includes the ability to

- Collate, sort, evaluate and apply relevant knowledge about the local area and the citizens
- Prepare oral and written presentations
- Argue their own perspectives and those of other people
- Express themselves in a coherent and well-organised fashion
- Use IT in a relevant manner in all phases of the project
- Relate critically and constructively to their own proposals and to those of other people

One goal is to help the pupils use their own experience to gain insight into the idea of citizenship in the form of exercises in democratic decision-making processes. Another goal is for the pupils – during the concluding phase – to be both able and willing to enter into a debate about societal problems and possible solutions.

**Resources required**
Computers, cameras, drawing materials, materials for building models etc. There are ideal opportunities to use a wide variety of tools, including IT, in several of the phases. Here are a few ideas:

- Own digital photos (mobile phone), overview pictures and close-ups of...
details
- Image processing (e.g. PaintShop), draw suggested changes “on top of” photos; photo collage, perhaps
- Hand drawings
- PowerPoint including pictures, text, video
- Physical models – LEGO, etc.
- Google SketchUp
- Own TV spot (video, staged interview with citizens, played by pupils)
- etc.

Introduction:
The fundamental concept of the teaching is for the pupils to prepare a specific suggestion for the appearance Hasle Torv may take. A square is a concrete, local and physical place. At the same time, it is a general expression for a shared urban area that different people interact with and use. It is possible to observe what is present in a square, and to be surprised at what is not. For whom is the shared area intended? Who is to use it, and for what? There are many important questions that form the centre point of the teaching.

Which aspects must be taken into consideration, for example with regard to
- Traffic (cars, bicycles, pedestrians, shops, parking)
- Aesthetic concerns (decoration, fountain, benches, open areas)
- The environment (trees, grass, flowers)
- Symbolic components (statues, advertising spaces, religious symbols)
- Financial issues (prioritisation of funds)
- User-friendliness (access for people who have difficulty walking)
- Culture (markets, parties, skater ramps, stage, etc.)

In their proposals, the pupils are to take into account the fact that various considerations, such as these, are involved. The proposal is to be based on the local area and the current status. At the same time, it should be visionary, i.e. targeted at a (better) future, as seen through the eyes of the pupils.

The pupils are to prepare a justified proposal, described and visualised. In presenting their proposal, the pupils’ construction of their argument(s) is crucial. The aim of the exercise is to come up with a proposal that can convince the audience on account of it being thoroughly prepared and well founded, so that it wins backing from many sides (the whole class).

If appropriate, ideas can be exchanged during the process – playing ideas off own and other peoples’ projects. During the concluding phase, a “winner” can be chosen (possibly through voting) or the class can work as a group to highlight, for example, 3–5 features on which everyone agrees. Similarly, the class can identify points of contention: in which areas is it difficult to reach agreement – and why?

Teacher and student activity:
The lesson features a shared start-up, where the project idea is presented and the criteria for the proposal are defined. The pupils are then divided into appropriately sized groups, and a clear timetable and agreement for the phases of the work are established:
1. Investigation and status: what is the current situation (cf. the preceding modules)?
2. Development of an idea – sketch: If it was up to us ...
3. Description of the background for the proposal – qualities, considerations, arguments
4. Visualisation – choice of form of presentation
5. Presentation (with the participation of a local politician)
6. Post-processing and submission of proposal to Hasle Fællesråd and/or the Town Council.
**Conclusion/summing up:**
The students present their suggestions to a larger forum, for all to discuss them.

<table>
<thead>
<tr>
<th>Links to the on-line materials which should be used during lessons (supporting materials) - web links/articles etc.</th>
<th>School, school intranet</th>
</tr>
</thead>
</table>

**Suggested assessment activity:**
The module is evaluated on the basis of the objectives formulated above. Evaluation of the citizenship teaching must take into consideration the knowledge, skills and experience in citizenship that the pupils have obtained. In this context, the pupils’ perception of and experience with the democratic decision-making process are crucial. Evaluation questions (oral or written) could, for example, be targeted at establishing whether the pupils feel that the teaching has provided them with knowledge and experience of how an idea is put into practice, the arguments that gain backing and those that do not, and the skills (communicative, for example) that it is relevant to master. Sign: that the pupils discuss and justify their proposals on the basis of an understanding of citizenship.
**Lesson Plan**

<table>
<thead>
<tr>
<th>Partner country</th>
<th>BULGARIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author of the lesson</td>
<td>Tatyana Docheva, Ekaterina Mihaylova, Maria Donkova, Margarita Dishkova</td>
</tr>
<tr>
<td>Lesson no.</td>
<td>12</td>
</tr>
<tr>
<td>Lesson Title</td>
<td>Violence at School.</td>
</tr>
<tr>
<td>Lessons Theme</td>
<td>Local community and self-governance</td>
</tr>
<tr>
<td>Recommended group size/type</td>
<td>Participants: 1 class (26-29 students)</td>
</tr>
<tr>
<td></td>
<td>This lesson suits very well:</td>
</tr>
<tr>
<td></td>
<td>• At the beginning of the school year as a violence prevention tool;</td>
</tr>
<tr>
<td></td>
<td>• In cases of school violence – as a tool to explicit and solve the problem causing violence manifestation.</td>
</tr>
<tr>
<td>Recommended age of the students</td>
<td>16 years old students</td>
</tr>
<tr>
<td></td>
<td>Lesson designed for the “Class hour” 9-12 grade</td>
</tr>
<tr>
<td>Recommended time</td>
<td>45 minutes</td>
</tr>
<tr>
<td>AIMS</td>
<td>• Sustainably identifying the school violence as a rules infraction.</td>
</tr>
<tr>
<td></td>
<td>• The class acquires practical idea and develops attitudes on the feelings and motivations of both sides in a violent conflict at school.</td>
</tr>
<tr>
<td>Lesson Objectives</td>
<td>Students are developing skills to:</td>
</tr>
<tr>
<td></td>
<td>• Define when a controverts situation turns into violence;</td>
</tr>
<tr>
<td></td>
<td>• Discover the real motivation of the participants in school violence cases;</td>
</tr>
<tr>
<td></td>
<td>• Take the victims position and understand it;</td>
</tr>
<tr>
<td></td>
<td>• Create themselves rules for non-violent solving of conflicts and to respect them;</td>
</tr>
<tr>
<td></td>
<td>• Identify when their individual rights are abused.</td>
</tr>
<tr>
<td>Resources required</td>
<td>Flipchart paper, newspapers, scissors/cutter, glue, questionnaire for each participant.</td>
</tr>
<tr>
<td>Introduction:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Questionnaire quick fill in – 10 min.</td>
</tr>
<tr>
<td></td>
<td>• Brainstorming – 15 min.</td>
</tr>
<tr>
<td></td>
<td>• Collage exercise – 15 min.</td>
</tr>
<tr>
<td></td>
<td>• Summing up – 5 min.</td>
</tr>
<tr>
<td>Teacher activity:</td>
<td></td>
</tr>
<tr>
<td>Parts of the lesson:</td>
<td>Students fill in an evaluation questionnaire for violent persons in school (see below in resources) – for 10 min. max. and without commenting it.</td>
</tr>
<tr>
<td>Student activity:</td>
<td></td>
</tr>
</tbody>
</table>
| Brainstorming: | Students are mentioning a couple of examples of school violence in different situations. On the basis of their impression the group is asked to brainstorm what rules could prevent a violent situation in and out of the classroom. Each proposed rule is noticed on the flipchart paper. Students have to vote for the purposed rules. The vote score is noticed on the flipchart and the “winner”-rules are
During the brainstorming preparation by the groups, the teacher summarizes the questionnaire’s results in a “portrait of a violent person (in school)”.

Moderates the 3 group’s presentations from the creative workshop.

highlighted. This could be *The Rules of this class* for the school year.

In closing brainstorming session on the non-violence rules the teacher is reading the portrait of a violent person received via questionnaires. The idea is to conduct students to think about personal reasons of choosing violence tools in relations to others.

**To make a collage (practical exercise)**

Students are divided in 3 groups. Each group is disposing with 1 big flipchart paper, newspapers and magazines, scissors/cutter and glue.

Each group can choose one from the following tasks:

- Pictures collage “Violence at school”;
- Texts collage Violence in everyday life (by using newspaper’s headlines, TV programmes and personal impressions of the students);
- High-risk violence zones map at school and criteria list for identification of a violence situation.

Working time – 15 minutes

Each group chooses its speaker to present the collages and maps.

**Conclusion/summing up:**

The teacher is presenting a comprehensive overview on the children’s rights and the Penal code regulations on the personal integrity, as well as the main regulations on the violence in the Child protection act and UN Children’s Rights Convention.

**Links to the on-line materials which should be used during lessons (supporting materials) - web links/articles etc.**

<table>
<thead>
<tr>
<th>Link</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://teenspot.bg/nasilie-v-uchilishte.php">http://teenspot.bg/nasilie-v-uchilishte.php</a></td>
<td>Blog</td>
</tr>
<tr>
<td><a href="http://vbox7.com/play:cff067a">http://vbox7.com/play:cff067a</a></td>
<td></td>
</tr>
<tr>
<td><a href="http://www.clip4e.com/play_poreden_slutchai_na_nasilie_v_utchiliste.htm">http://www.clip4e.com/play_poreden_slutchai_na_nasilie_v_utchiliste.htm</a></td>
<td></td>
</tr>
</tbody>
</table>

**Additional resources:**

**Resource for students**

"I’m a Person"- the post mortem poetry of 14 years old Laura Grimes

Laura Grimes is a 14-year-old girl from Bristol, UK, who committed suicide after being systematically bullied at school. She has left a letter asking for the poem to be read at her funeral.

I am the person you bullied at school  
I am the person who didn’t know how to be cool  
I am the person that you alienated  
I am the person you ridiculed and hated  
I am the person you scared every day  
I am the person who had nothing to say  
I am the person with hurt in his eyes  
I am the person you never saw cry  
I am the person living alone with his fears  
I am the person destroyed by her peers
I am the person who drowned in your scorn
I am the person who wished she hadn’t been born
I am the person you destroyed for ‘fun’
I am the person, but not the only one
I am the person whose name you don’t know
I am the person who just can’t let go
You think bullying makes you cool
But I am a person too, just like you

Resource for students Questionnaire on the portrait of bullying person
Read the list and mark by X the people who you think are bullying at school.

Bullying persons is the one who...

• Is very clever.
• Is lying frequently
• Is good at playing
• Is incapable of playing
• Do not have much confidence
• Can protect himself/herself
• Is retiring
• Has many friends
• Like smiling
• Easily broke
• Has rich parents

Do you have other characteristics to add to this list?
☐ ………………………………………………………………….
☐ …………………………………………………………….

Suggested assessment activity:
Please note that in Bulgaria the “Class hour” activities of the students are not subject of assessment. However the lesson offers to the teacher 2 elements for formative assessment of students achievements:
• Active participation and ability to work in group;
• Skills to use existing competences in new situations.

This lesson is convenient to be evaluated by implementing “Associations” technique: at the end of the lesson each student is noticing one associated to the lesson word. Teacher is analysing the results.
<table>
<thead>
<tr>
<th>Partner country</th>
<th>ITALY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author of the lesson</td>
<td>Massimo Marconcini</td>
</tr>
<tr>
<td>Lesson no.</td>
<td>13</td>
</tr>
<tr>
<td>Lesson Title</td>
<td><em>My country and its local communities. Local levels of political and administrative system.</em></td>
</tr>
<tr>
<td>Lessons Theme</td>
<td>Local community and self-governance</td>
</tr>
<tr>
<td>Recommended group size/type</td>
<td>1 class – with small workgroups.</td>
</tr>
<tr>
<td>Recommended age of the students</td>
<td>16-17</td>
</tr>
<tr>
<td>Recommended time</td>
<td>1.5 hour for the teacher activity + 1.5 hour for the student activity</td>
</tr>
</tbody>
</table>

**AIMS**
- To learn how their country is divided in different administrative levels each time closer to the community where they live.
- To learn who are people in charge.
- To learn the way citizens elect or nominate their representatives in different local communities and communities with legislative power.

**Lesson Objectives**
- So far students know their country, its structure and the way it works at the central level. They know its constitutional bodies, their functions and the way they are formed. Furthermore students know how laws are issued and who performs governmental functions. The point now is to know the different levels of local government.

**Resources required**
- pen + paper

**Introduction:**
This lesson is a logic consequence of lesson 3. Every citizen who knows the origins of his country and its central structure, must have certain knowledge about the structure of the country as regards local governments. Each country has a political and administrative decentralization from the government up to the smallest community, the city, small or big, where every citizen lives, as students at issue.

**Teacher activity:**
Explanation of the administrative levels, people in charge, the way citizens elect or nominate their representatives.

**Student activity:**
The class will figure out the same structure of the Country’s parliament + choose their representative and simulating an election.
Conclusion/summing up:
Teachers should let the student reflect on the fact that soon they will be called to vote. Do they have the feeling to be ready enough for this important life step?

| Links to the on-line materials which should be used during lessons (supporting materials) - web links/articles etc. | The Constitution |

Suggested assessment activity:
Teacher can assess:
- Active participation.
- Ability to work in a group.
- Ability to express a coherent student’s own position on the lesson issue.
- Skills to deal with information (select, compare, verify and present results).
- Skills and attitudes to express own civic positions on the monitored socially issue.
- Skills to use existing competences in new situations.
- Skills to use new competences in common situations.
Lesson Plan

Partner country  
ITALY

Author of the lesson  
Massimo Marconcini

Lesson no.  
14

Lesson Title  
My country and its local communities. My local community, the city where I live.

Lessons Theme  
Local community and self-governance

Recommended group size/type  
1 class – with small workgroups.

Recommended age of the students  
17-18

Recommended time  
1.5 hour + 3.5 hours for student activity

AIMS  
• To develop a responsible and mature sense of belonging to their local community, the closest to their life experience: The city where they live.
• To learn who lead it and how it works and the functions of each body included its political and administrative organization.
• To learn how the citizens’ representatives are elected and how they take democratic decisions in the interest of the community.
• To learn the difference between executive and deliberative functions by analogy with what they learned about the country.

Lesson Objectives  
So far students have learned the different levels of government decentralization, they had analysed the role of people in charge and know their functions. Now they are able to concentrate on the governmental level closer to them: the Government of their city (the object of this part).

Resources required  
Video camera + dvd

Introduction:
This lesson is a logic consequence of lesson 3. Every citizen who knows the origins of his country and its central structure must have certain knowledge about the structure of the country as regards local governments. Each country has a political and administrative decentralization from the government up to the smallest community, the city, small or big, where every citizen lives, as students at issue.

Teacher activity:  
Explains to the students their municipality, its structure, and its political functioning

Helps student to reach the actors from the political community (would be a good idea to invite them in the classroom during the

Student activity:  
“Operation Knowledge”
Student will make appointments with different actors from their political community (1 per small group) and will organize video-interviews. It will be important to interview both who “govern” (the Mayor and the executive Members) and some
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Members (from government and opposition parties) of the elective assembly. A final video will focus on different rules of administrators from government and opposition.</th>
</tr>
</thead>
</table>

**Conclusion/summing up:**
Teachers should let the students reflect on the policy-maker of their city, if they really represent their values and needs.

**Links to the on-line materials which should be used during lessons (supporting materials) - web links/articles etc.**
A law manual of Local Organizations, the statute and rules of the Government will be useful to prepare this part.

**Suggested assessment activity:**
Teacher can assess:
- Active participation
- Ability to work in group
- Ability to express a coherent student’s own position on the lesson issue
- Skills to deal with information (select, compare, verify and present results)
- Skills and attitudes to express own civic positions on the monitored socially issue.
- Skills to use existing competences in new situations
<table>
<thead>
<tr>
<th>Partner country</th>
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</tr>
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<tbody>
<tr>
<td>Author of the lesson</td>
<td>Massimo Marconcini</td>
</tr>
<tr>
<td>Lesson no.</td>
<td>15</td>
</tr>
<tr>
<td>Lesson Title</td>
<td><em>My country and its local communities. The bureaucratic and technical apparatus of my community.</em></td>
</tr>
<tr>
<td>Lessons Theme</td>
<td>Local community and self-governance</td>
</tr>
<tr>
<td>Recommended group size/type</td>
<td>1 class – with small workgroups.</td>
</tr>
<tr>
<td>Recommended age of the students</td>
<td>17-18</td>
</tr>
<tr>
<td>Recommended time</td>
<td>1.5 hour for the teacher activity + 2.5 hour for the student activity</td>
</tr>
</tbody>
</table>
| AIMS | • To better understand the bureaucratic apparatus of the Administration.  
• To learn that the Body is divided in different parts or services.  
• To realize how much “power”, based on laws, this apparatus has in comparisons with the political one. |
| Lesson Objectives | At this point students know the political structure of their country and of their closest local community: their city. They are still missing a very important issue. They have to become aware of the existence of a technical apparatus that works aside from the political view. Women and men who work to put political decisions in practice on behalf of the electoral body. |
| Resources required | pen + paper |

**Introduction:**
This lesson is a logic consequence of lesson 3. Every citizen who knows the origins of his country and its central structure must have certain knowledge about the structure of the country as regards local governments. Each country has a political and administrative decentralization from the government up to the smallest community, the city, small or big, where every citizen lives, as students at issue.

**Teacher activity:**
Explains of the technical apparatus that works aside from the political view.  
Helps students to contact leaders of difference sectors

**Student activity:**
*“From words to actions: as technicians put political decisions in practice”.*

Inside the community the class will be divided in groups: each group will contact a leader of a political sector and will interview him trying to make him introduce all his staff.  
At the end the students will write a report to explain to the class the function of that service.
### Conclusion:
Teachers should let students think about how challenging is the role of the bureaucratic and technical representatives. Would they be interested in becoming one of those representatives?

| Links to the on-line materials which should be used during lessons (supporting materials) - web links/articles etc. | Material and suggestions are similar to the ones suggested for the previous part but it’s important to underline the technical-administrative aspect. |

### Suggested assessment activity:
Teacher can assess
- Active participation
- Ability to work in group
- Ability to express a coherent student’s own position on the lesson issue
- Skills to deal with information (select, compare, verify and present results)
- Skills and attitudes to express own civic positions on the monitored socially issue.
- Skills to use existing competences in new situations
### Lesson Plan

<table>
<thead>
<tr>
<th>Partner country</th>
<th>POLAND</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author of the lesson</td>
<td>Jarosław Puta</td>
</tr>
<tr>
<td>Lesson no.</td>
<td>16</td>
</tr>
<tr>
<td>Lesson Title</td>
<td>We want to live better – an attitude of social activity.</td>
</tr>
<tr>
<td>Lessons Theme</td>
<td>Local community and self-governance</td>
</tr>
<tr>
<td>Recommended group size/type</td>
<td>20-30 students – with small group work</td>
</tr>
<tr>
<td>Recommended age of the students</td>
<td>14 – 18</td>
</tr>
<tr>
<td>Recommended time</td>
<td>1.5 hour or 2x45 minutes</td>
</tr>
<tr>
<td>AIMS</td>
<td></td>
</tr>
</tbody>
</table>
- Raising the level of sense of civic efficacy.
- Social activation. |
| Lesson Objectives | 
- The students learn to look critically at the surrounding reality.
- Developing the ability of accurate expression of one’s own expectations towards the surrounding community and the skill of giving reasons for introducing change.
- Encouraging the students to take their own initiatives. |
| Resources required | 
- Paper sheets
- Pens
- Blackboard
- Chalk or a marker
- Computer
- Printer |

### Introduction:

The teacher introduces students to the topic of social activity showing them that the shape of the surrounding social conditions depends also on our actions. Next, he/she describes passive and active civic attitudes and stresses the importance of ability to critically assess one’s own environment. (5 min.)

### Teacher activity:

- The teacher asks students to think about what they would like to improve the functioning of their school.
- The teacher divides the class into 3-

### Student activity:

- Each student creates their own list of comments, concerns and ideas. They may involve various aspects of the school as a living whole like aesthetics, functionality, organisation of activities, attitudes and behaviour of students and teaching staff, mutual relationship between the members of school community, general principles, after school activity, etc. (10 min.)
- Each group prioritizes the proposed amendment
<table>
<thead>
<tr>
<th>4 groups.</th>
<th>on the basis of their frequency in the records of individual students and through a discussion selects two main options that the pupils would like to implement at school. Then each group describes in writing the selected issues and proposed solutions and ways of improving the current situation, taking into account their own initiative and activity. (20 min.)</th>
</tr>
</thead>
</table>
| • In the next stage of the teacher with the entire class create a joint petition text. | • The class, with the support of the teacher, creates the text of a joint petition, including all postulates considered as the most important, and proposed solutions. (15 min.) After creating the final version, the previously cooperating groups print the petition and divide among themselves all classes of the school, collect the signatures of other students, explaining the purpose of the initiative, and convince others to their ideas. (30-40 min.)
| | • After collecting signatures, the whole class or a selected group of pupils meets with the school management and submits their petition with a list of supporting signatures. (5 min.) |

**Conclusion/summing up:**
The teacher informs the students that they can demonstrate a similar initiative outside the school where they will also need to find their support group and a decision-making unit, which they will present their demands to. (5-10 min.)

**Suggested assessment activity:**
The teacher observes the behaviour of the students at school in the context of their initiative in proposing amendments. It can also be done through a discussion with the students about their observations and expectations towards other communities they are a part of.
**VII/4 Citizenship and EU**

**Lesson Plan**

<table>
<thead>
<tr>
<th>Partner country</th>
<th>BULGARIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author of the lesson</td>
<td>Tatyana Docheva, Ekaterina Mihaylova, Maria Donkova, Margarita Dishkova</td>
</tr>
<tr>
<td>Lesson no.</td>
<td>17</td>
</tr>
<tr>
<td>Lesson Title</td>
<td>Finding My Personal Values.</td>
</tr>
<tr>
<td>Lessons Theme</td>
<td>Citizenship and EU</td>
</tr>
<tr>
<td>Recommended group size/type</td>
<td>Participants: 20 students</td>
</tr>
<tr>
<td></td>
<td>Mixed group of students of different ages. The group can include students with demonstrated interest in the subject, but also students with behaviour and/or communication difficulties.</td>
</tr>
<tr>
<td>Recommended age of the students</td>
<td>14-18 years old</td>
</tr>
<tr>
<td>Recommended time</td>
<td>90 minutes (The lesson is designed as an extracurricular activity)</td>
</tr>
</tbody>
</table>
| AIMS                  | • To develop social and learning skills  
                        | • To practice social skills/Role-playing |
| Lesson Objectives     | • Students gain understanding how their own values determine the choices they make.  
                        | • Students develop abilities to defend their own values in public.  
                        | • Students learn how to respect and tolerate other people’s values, which differ from their own. |
| Resources required    | Paper and pencil for each participant |

**Introduction:**
- Introduction: 5 min.
- Fairytale characters exercise: 30 min
- Game “Experts on Human Character”: 20 min.
- Practicing choices: 20 min.
- Closing discussion: 15 min.

**Teacher activity:**

**Il part**

**Instruction to students:** „I’ll read you a story. Listen carefully. Rate the 5 characters in ascending order from the most unacceptable to the most acceptable to you. Ask yourself why you rated the characters in such an order. Keeping in mind the less..."

**Student activity:**

**I part**

**Game „Experts on Human Character”**

Students are divided into twos and without speaking to each other try to guess some characteristics of their partner. Each student notes his assumptions on the other based on the following questions:

Favourite meal?
acceptable character answer the question – is this the one of the 5 I would less like to be? Name 3 things you would like to do if you are very much alike the best character in your ranking.

The teacher reads the tale “The Girl and the Boat Carpenter”. The teacher proposes that students discuss each character separately. The teacher gives the floor consecutively to the opposing “teams” to defend their arguments. After listening to different opinions, everyone is free to change position.

**Closing session**

Students are asked the following questions:

1. In which way clarifying our values helps us in everyday life?
2. In which cases do we not tolerate other people’s views?
3. What helps us to tolerate other people’s views?

<table>
<thead>
<tr>
<th>Favourite colour?</th>
<th>Favourite animal?</th>
<th>Favourite song?</th>
</tr>
</thead>
<tbody>
<tr>
<td>When both are ready they share their information. The aim is to help students realise how difficult it is to guess other people’s characteristics, ensuing from the uniqueness of every human being.</td>
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</tbody>
</table>

**Practising choices.** All students stand up in the middle of the room close to each other. The teacher suggests they vote in three ways:  
If they choose option one - they have to knuckle down;  
If they choose option two – they have to stand still;  
If they choose option three – they have to raise their arm.

The students shut their eyes and listen to the questions with the 3 possible answers red by the teacher. At each question students make their choice with their eyes shut, then open them and look around. In such a way they can identify the people who share their views ignoring the social influence effect.

**Questions:**

1. **What is the most important thing in a friendship?**
   - Fidelity
   - Honesty
   - Intimacy

2. **What would you rather be?**
   - Rich
   - Healthy
   - Beautiful

3. **What is the most important thing in love?**
   - Attraction
   - Intimacy
   - Trust

4. **Which is worst?**
   - Being punished at school
   - Being laughed at by your peers
   - Get poor grades

5. **What would you prefer to have?**
   - Good health
   - Loving husband/wife
   - Prestigious, well paid job

6. **In what area would you like to be exceptionally talented?**
   - Performing arts
   - Visual arts
### Conclusion/summing up:

Students are asked to write an essay “Me and the others – what makes us better human beings”. Ideas expressed in the essays could be discussed in follow-up lessons; some essays could be published at the school site and/or school newsletter with the authors’ consent.

### Links to the on-line materials which should be used during lessons (supporting materials) - web links/articles etc.

| “An Alphabet for You and Me” – An UN Global fund-pedagogical resource designed for BG education system (Original Title: „Азбука за теб и за мен” - Образователен пакет за здравно образование) (available in Bulgarian) http://nature.uniplovdiv.bg/uploads/margo/books/azbukaza_teb_i_men.pdf |

### Additional resources:

Text for the students – Fairytale “The girl and the ship carpenter”

Once upon a time a white steamship was sailing with happy and friendly passengers on board. Suddenly a terrible storm sunk the ship. Only five passengers managed to escape on two of the lifeboats: a young girl, the ship’s carpenter, an old man, the girl’s fiancé and his best friend. In one of the boats were the old man, the girl and the ship’s carpenter, and the girl’s fiancé and his friend - on the other.

The first boat crashed into the rocky coast but fortunately the three passengers managed to get to shore. After the first outburst of joy the girl stared at the stormy seas, looking for her fiancé. When the storm settled, she saw a small island in the distance and came to the conclusion that her fiancé had reached it. All night she thought about how to save him and in the morning asked the ship’s carpenter to repair the boat and to go to rescue her fiancé at the island.

The ship’s carpenter replied: "I will fulfil your request, but before I do I want to make love to you.” Terrified and desperate, the girl wondered what to do. She asked the old man for advice. The old man replied: "I do not know what is good and what is not. Ask your heart and follow it!"

The girl walked helplessly on the shore not knowing what to do. Finally she decided to satisfy the ship carpenter’s demand, he repaired the boat and the next day they lay alongside the island. They found her fiancé and his best friend. After the initial exultation the girl told her fiancé what had happened the night before. **He pulled sharply away of her and said: "I do not want to see you ever again!"**

All in tears and all by herself, the girl walked down the shore. Her fiancé’s friend came to her, put his arm on her shoulder and said, "I heard your fight. I will do my best to help you make up but until then I will stand by you and take care of you.”

### Suggested assessment activity:

Active participation and ability to work in groups

Skills to use existing competences in new situations
<table>
<thead>
<tr>
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</tr>
<tr>
<td>Lesson no.</td>
<td>18</td>
</tr>
<tr>
<td>Lesson Title</td>
<td><em>Europe of Citizens.</em></td>
</tr>
<tr>
<td>Lessons Theme</td>
<td>Citizenship and EU</td>
</tr>
<tr>
<td>Recommended group size/type</td>
<td><em>Participants:</em> 1 class (26-29 students)</td>
</tr>
<tr>
<td>Recommended age of the students</td>
<td>17-18 years old</td>
</tr>
<tr>
<td>Recommended time</td>
<td>45 minutes</td>
</tr>
</tbody>
</table>
| AIMS | • To develop social and learning skills.  
  • To practice social skills.  
  • To enrich their knowledge about the EU. |
| Lesson Objectives | • Students discover links between their own country, the EU, and everyday life.  
  • To develop research, analysis and debating skills. |
| Resources required | Documents (Charter of Fundamental Rights of the EU)  
Laptop and projector; whiteboard and markers. |

**Introduction:**

This lesson should be announced three weeks in advance in order to give enough time for students to read the *Charter of Fundamental Rights of the EU.*

In the case of Bulgaria this lesson is directly linked to the lesson “Europe: Divided and Unifying” from “History and Civilization” class.

**Teacher activity:**

Introductory presentation

I. EU Institutions. (Uses intensively introductory questions to students)

• When did the idea of the “European united states” first arise? (W. Churchill 1943)
• What is the 1st step towards a unified Europe? (Benelux 1944)
• Which European institution is founded on 5th May 1949 in London? (Council of Europe)

**Student activity:**

Read critically the document provided by teacher for the lesson

Comment on the following:

• Dignity  
• Freedom  
• Equality  
• Solidarity  
• Civil Rights  
• Justice

Discuss the concept of the common European identity “Citizens’ Europe”
**Conclusion/summing up:**

Arguing an opinion. Following two statements are presented to the students:

"We do not interconnect states, we unify people", Jean Monnet, 1952.

"The growing number of member-states deepens the division potential and puts forward the risk of EU disbandment”.

Each student picks the most relevant statement for him/her and presents it before the class.

**Links to the on-line materials which should be used during lessons (supporting materials) - web links/articles etc.**

- EU - How the EU works *(available in English)*

- The Charter of Fundamental Rights of the European Union *(available in English)*

- The EU in Slides *(available in English)*

**Founders**

- New ideas for lasting peace and prosperity...
  - Konrad Adenauer
  - Alcide De Gasperi
  - Winston Churchill
  - Robert Schuman
  - Jean Monnet

**Suggested assessment activity:**

Assessment of students’ active participation in discussions and ability to express sound views on their European future.
<table>
<thead>
<tr>
<th><strong>Partner country</strong></th>
<th>BULGARIA</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Author of the lesson</strong></td>
<td>Tatyana Docheva, Ekaterina Mihaylova, Maria Donkova, Margarita Dishkova</td>
</tr>
<tr>
<td><strong>Lesson no.</strong></td>
<td>19</td>
</tr>
<tr>
<td><strong>Lesson Title</strong></td>
<td><em>Olympic Values Vs Racism Ideologies - XI Olympic Games (Berlin, 1936)</em></td>
</tr>
<tr>
<td><strong>Lessons Theme</strong></td>
<td>Citizenship and EU</td>
</tr>
<tr>
<td><strong>Recommended group size/type</strong></td>
<td><em>Participants: 25-30 students</em></td>
</tr>
<tr>
<td><strong>Recommended age of the students</strong></td>
<td>17-18 years old</td>
</tr>
<tr>
<td><strong>Recommended time</strong></td>
<td>45 minutes</td>
</tr>
</tbody>
</table>
| **AIMS** | • To present a unique perspective for exploring substantial traits of the time between the two World Wars.  
• To help students realize that every man is worthy in itself regardless of race, religion or nationality. Sport is a great example for that.  
• To develop basic analytical skills through interpretation of images; forming information from documents into tables; reading and debating different historical documents on the basis of familiar information and/or newly discovered new material. |
| **Lesson Objectives** | • To extend knowledge about the national socialist ideology of the German NS Party.  
• To explore the notion of racism and anti-Semitism through a non-political event such as the Olympic Games.  
• To develop skills for: extracting and systematizing information in tables; analysing historical documents; comparing different symbols. |
| **Resources required** | PC and projector to visualize symbols \(\text{\Olympic and Nazi's flags}\); worksheet for analysing historical documents – for each student. |
| **Introduction:** |  
• Teacher’s presentation: 25 min.  
• Student tasks: 15 min.  
• Summing up: 5 min. |
| **Teacher activity:** | Presentation of facts and concepts from XX c. history demonstrating how values, may they be a result of propaganda, develop in society. The clash of values of Olympic movement |
| **Student activity:** |  
1. Comparing and exploring symbols - students compare symbols of the Olympic movement and National socialist movement (flags and slogans).  
2. Work on historical documents: Reich-Minister of Education to the 3rd Reich dr. Rust’s mandate from January 1935. Questions |
with Nazi racist ideas in 1936 reveals one of the elements of National Socialist ideology, which has disastrous consequences for humanity. The teacher should compare this idea-set with other societies where racism is present.

for the document:
- What is the objective of Nazi propaganda and how does it serve the Nazi party-state interests?
- What kind of mind-set results from an education such as the one described in the documents?
- Notice the definitions of anti-Semitism and racism

3. While listening to the story of Jessie Owens that the teacher is going to present, note in two separate columns each instance of anti-Semitism and racism during the IX Olympic Games in Berlin in 1936.

**Conclusion/summing up:**
Racism in all its forms including anti-Semitism is harmful to humanity.
A great human achievement is fascinating regardless of the political context.
Political ideologies have no place in sports
The Olympic movement is still the most effective diplomacy tool today.

**Links to the on-line materials which should be used during lessons (supporting materials) - web links/articles etc.**

| Bardareva, R and B. Ivanov - The Olympic movement, Sofia, 1983. (Бърдарева, Р. и Б.Иванов. Олимпийски и олимпийско движение. Зараждане и развитие. С.,1998) (available in Bulgarian) |
| Johnson, Paul - Modern Times: A History of the World from the 1920s to the 2000, Weidenfeld & Nicolson 1999 (available in English) |
| Ralph, Philip Lee and oth. - World Civilizations: Their History and Their Culture, Vol. 2, 1997 (available in English) |
| Semkov, M. - Europe and the Fascism, Sofia, 1983 (Семков, М. Европа и фашизъмът. С., 1983) (available in Bulgarian) |
| United States Holocaust Memorial Museum www.ushmm.org (available in English) |

**Additional materials:**

.students support text - Jesse Owens (1913 – 1980)
American track-and-field athlete, who set a world record in the running broad jump (also called long jump) that stood for 25 years and who won four gold medals at the 1936 Olympic Games in Berlin. His four Olympic victories were a blow to Adolf Hitler’s intention to use the Games to demonstrate Aryan superiority.

As a student in a Cleveland, Ohio, high school, Owens won three events at the 1933 National Interscholastic Championships in Chicago. In one day, May 25, 1935, while competing for Ohio State University (Columbus) in a Western (later Big Ten) Conference track-and-field meet at the University of Michigan (Ann Arbor), Owens equalled the world record for the 100-yard dash (9.4 sec) and broke the world records for the 220-yard dash (20.3 sec), the 220-yard low hurdles (22.6 sec), and the long jump (8.13 metres [26.67 feet]).

Owens's performance at the 1936 Berlin Olympics has become legend, both for his brilliant gold-medal efforts in the 100-metre run (10.3 sec, an Olympic record), the 200-metre run (20.7 sec, a world record), the long jump (8.06 metres [26.4 feet]), and the 4 100-metre relay (39.8 sec) and for events away from the track. One popular tale that arose from Owens's victories was that of the “snub,” the notion that Hitler refused to shake hands with Owens because he was an African American. In truth, by the second day of
competition, when Owens won the 100-metre final, Hitler had decided to no longer publicly congratulate any of the athletes. The previous day the International Olympic Committee president, angry that Hitler had publicly congratulated only a few German and Finnish winners before leaving the stadium after the German competitors were eliminated from the day's final event, insisted that the German chancellor congratulate all or none of the victors. Unaware of the situation, American papers reported the "snub," and the myth grew over the years.

Despite the politically charged atmosphere of the Berlin Games, Owens was adored by the German public, and it was German long jumper Carl Ludwig ("Luz") Long who aided Owens through a bad start in the long jump competition. Owens was flustered to learn that what he had thought was a practice jump had been counted as his first attempt. Unsettled, he foot-faulted the second attempt. Before Owens's last jump, Long suggested that the American place a towel in front of the take-off board. Leaping from that point, Owens qualified for the finals, eventually beating Long (later his close friend) for the gold.

On August 5, 1936 Jesse Owens won the 200m race with a new Olympic record of 20.7 seconds. It is assumed that this is the end of his participation games. But this time the Nazi elite asked the head of the U.S. delegation not to humiliate Germany further by running the track and the only Jews in the American team - two athletes from the U.S. relay. Despite the protests of athletes, they were replaced by two African American Metcalf and Owens.

On 9 August the Americans came the answer in meters relay 4h100 Owens, who ran first, gain the necessary edge and facilitate the achievement of a new world record - 39.8 seconds, which is kept for 20 years. Angry Führer "failed" to congratulate Jesse. So with a score of 4 (Owens): 0 (Hitler), an African-American, the son of a cotton picker and the grandson of slaves crushed Hitler's myth of Aryan superiority.

But just as surely as Jesse knew that National Socialism was evil, he knew that his country has not yet found a way to solve the problem of African-Americans. "When I returned home, after all the stories about Hitler, to me I was not allowed to ride in front of the bus - said Owens - had to be picked up by the back door. I was not allowed to live where I want. I was not invited to shake hands with Hitler, but also was not invited to the White House to shake hands with President Roosevelt." Owens did not complain. This was not in his style. Treat it as an attraction. As no other opportunity to earn money, he competed against horses and dogs. "People say that degradation is the Olympic champion to compete against horses, but what I had to do - says Owens. I had four gold medals, but they cannot eat."

At 50s of the twentieth century Owens achieved financial security by working as an official spokesman for the corporations, and later established his own company and public relations.

In 1950, in a sports poll, he was named the biggest star on the track for the first half of the twentieth century. In 1976, President Ford awarded Owens with the Medal of Freedom - the largest military honours in the U.S. civilian honours ever.

For a time, Owens held alone or shared the world records for all sprint distances recognized by the International Amateur Athletic Federation (IAAF; later International Association of Athletics Federations). After retiring from competitive track, Owens engaged in boys' guidance activities, made goodwill visits to India and East Asia for the U.S. Department of State, served as secretary of the Illinois State Athletic Commission, and worked in public relations. In 1976 Owens received the Presidential Medal of Freedom, and in 1990 he was posthumously awarded the Congressional Gold Medal.

Teacher handouts

1. Values of Olympism
   - Sport is a bridge between peoples;
   - Sport is free from the impact of government policy;
   - Amateur participation is allowed as long as he/she respect the rules and values of the Olympics;
   - The games combine the power of body with the power of spirit, they represent the capacity of the
body but also the mental possibilities;
- It is not as important win as it is to participate, "as important in life is not to win but to fight well."
Olympic motto: Swifter, higher, stronger

2. Nazi ideology (National Socialist Program of German Workers Party on 24/02/1920)
- Citizen of the state can only be one that is a "people's friend" - one who has "German blood";
- A Jew cannot be a "people's friend";
- The first duty of every citizen must be mental and physical work;
- The state should take care to improve public health ... by introducing physical culture through the establishment of compulsory gymnastics and sports training, by supporting all companies that deal with youth development body.

The motto of Nazi Germany
For the Nazis the most serious dividing line was the race, and worst of their dogma - anti-Semitism. Nazis claimed so. Aryan race, which should include the northern European nations as the most perfect of its representatives, was the only one that contributed significantly to human progress. They believed that human mental abilities are determined by their blood.


In competition with eight other competitors in 1932 (subject to students - At this time which political party rules in Germany?) IOC selects the host of the Berlin XI Olympiad in 1936 here for the first time in the history of politics Games interfere in sport. For the purpose of Hitler's propaganda games are: "to convince the German people in the power of National Socialism, and foreigners - in its virtues." This is the beginning of what is changing attitudes to sport. Than to protect the nation's prestige, the athlete falls into a situation to defend the political system. Since that time, 80 years of the twentieth century, the intervention of politics in sport is becoming a practice for the Games. Political systems began to fight the sports field.
In contrast, the hero of the Games of the XI Olympiad (1-16.08.1936) The African-American to become one, and the largest phenomenon - the friendship between two athletes.

Suggested assessment activity:
The teacher can evaluate how students filled the two-column table on racism and anti-Semitism. This will allow for the teacher to measure students’ ability to summarize and systematize information.
Each student may give a brief presentation during class.
The most active students may be graded individually.
<table>
<thead>
<tr>
<th>Partner country:</th>
<th>ITALY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author of the lesson</td>
<td>Massimo Marconcini</td>
</tr>
<tr>
<td>Lesson no:</td>
<td>20</td>
</tr>
<tr>
<td>Lesson Title:</td>
<td><em>Me, citizen of Europe. Why an European Union?</em></td>
</tr>
<tr>
<td>Lesson Theme:</td>
<td>Citizenship and EU</td>
</tr>
<tr>
<td>Recommended group size/type:</td>
<td>1 class – with small group work</td>
</tr>
<tr>
<td>Recommended age of the students</td>
<td>17-18</td>
</tr>
<tr>
<td>Recommended time:</td>
<td>1.5 hour for the teacher activity + 1.5 hour for the student activity</td>
</tr>
</tbody>
</table>

**AIMS**

- To clearly learn how the idea of a united Europe was born, who suggested it and which countries subscribed it first.
- To appreciate their belonging to a large community, with many different languages and religions, and with so many peculiarities like a sort of an important puzzle.
- Thanks to this lesson, teachers will turn the simple geographical conception students have into a higher sense of belonging to Europe. Each student will have a larger perception than the one they had so far.

**Lesson Objectives:**

- Students, as many other citizens, do not have a clear and deep-rooted awareness they are not just citizens of their country but also part of a community. A community rich in history and opportunities, and full of beauties of every kind. They are European citizens, so they belong to a larger community, made up of many countries, many languages, different ethnic groups and religions as well.

**Resources required:** pen + paper + blackboard + chalk

**Introduction:**

It was 9th May 1950, when the French Foreign Minister Robert Schuman, inspired by Jeanne Monnet ideals, pronounced his speech suggesting the creation of ECSC (European Coal and Steel Community). Since that day, a long, unstoppable and difficult process of European political unification has started.

**Teacher activity:**

Teachers will explain the history of the creation of ECSC.

Teacher will help the progress of the discussion forcing it to the theme of United Europe following the next questions:

Who started the idea of European Union?

**Student activity:**

Discussion on the differences and similitude that they can find in Europe in terms of religions, languages, ethnical groups ...
What were the leading reasons?
In which year did they suggest the creation of ECSC?

<table>
<thead>
<tr>
<th>Conclusion/summing up:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher should let the students think about what if the EU would not be created.</td>
</tr>
</tbody>
</table>

| Links to the on-line materials which should be used during lessons (supporting materials) - web links/articles etc. | Texts about Europe are quite widespread: they will be useful to prepare this first part about historical concepts and notions also available in the European Union web site: [www.ec.europa.eu](http://www.ec.europa.eu) Historical notions to identify the moment in which the European Union has begun to exist. |

<table>
<thead>
<tr>
<th>Suggested assessment activity:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher can assess:</td>
</tr>
<tr>
<td>• Active participation and ability to work in group</td>
</tr>
<tr>
<td>• Ability to express a coherent student’s own position on the lesson issue</td>
</tr>
<tr>
<td>• Skills to deal with information (select, compare, verify and present results)</td>
</tr>
<tr>
<td>• Skills and attitudes expressed by the students’ own civic positions on the monitored socially important issue.</td>
</tr>
</tbody>
</table>
**Lesson Plan**

<table>
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<tbody>
<tr>
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<td>Massimo Marconcini</td>
</tr>
<tr>
<td>Lesson no:</td>
<td>21</td>
</tr>
<tr>
<td>Lesson Title:</td>
<td><em>Me, citizen of Europe. Historical steps.</em></td>
</tr>
<tr>
<td>Lesson Theme:</td>
<td>Citizenship and EU</td>
</tr>
<tr>
<td>Recommended group size/type:</td>
<td>1 class – with small group work</td>
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<tr>
<td>Recommended age of the students</td>
<td>17-18</td>
</tr>
<tr>
<td>Recommended time:</td>
<td>1.5 hour for the teacher activity + 1.5 hour for the student activity</td>
</tr>
</tbody>
</table>

**AIMS**
- To learn the 10 basic steps of its constitution and how the community is still expanding.
- To learn which countries joined the European community and which did not.
- To learn which countries are still waiting to join the EU Community, and the reasons why their application were denied.

**Lesson Objectives:**
- Now students clearly know both the Union’s reasons and the ideals that inspired the European Community’s founding fathers and the practical, economic and political reasons, which brought to its creation, even if the community is not totally defined yet.

**Resources required:**
- pen + paper + Computer with Internet access

**Introduction:**
It was 9th May 1950, when the French Foreign Minister Robert Schuman, inspired by Jeanne Monnet ideals, pronounced his speech suggesting the creation of ECSC (European Coal and Steel Community). Since that day, a long, unstoppable and difficult process of European political unification has started.

**Teacher activity:**
Explanation of the 10 basic steps of Europe constitution and how the community is still expanding + which countries joined the European community and which not + which countries are still waiting to join the EU Community, and the reasons why their application were denied.

**Student activity:**
The class is divided in 3 groups. Assign each group one of the following regions: Western Europe, Eastern Europe, and Northern Europe. For each region the group have to select only the countries that belong to the EC; create an imaginary travel plan to visit those countries; locate the capital city and, with the help of the Internet, suggest some interest point of the capital city to visit.

**Conclusion/summing up:**
Teachers let the student think about the meaning of belong to the EU Community as a Country.

| Links to the on-line materials which should be used during lessons (supporting materials) - web links/articles etc. | www.ec.europa.eu |

Suggested assessment activity:
Teacher can assess:
- Active participation.
- Ability to work in a group.
- Ability to express a coherent student’s own position on the lesson issue.
- Skills to deal with information (select, compare, verify and present results).
- Skills to use existing competences in new situations.
- Skills to use new competences in common situations.
### Lesson Plan

<table>
<thead>
<tr>
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<tbody>
<tr>
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</tr>
<tr>
<td>Lesson no.</td>
<td>22</td>
</tr>
<tr>
<td>Lesson Title</td>
<td><em>Me, citizen of Europe 2. How EU works and what does it deal with.</em></td>
</tr>
<tr>
<td>Lessons Theme</td>
<td>Citizenship and EU</td>
</tr>
<tr>
<td>Recommended group size/type</td>
<td>1 class – with small group work</td>
</tr>
<tr>
<td>Recommended age of the students</td>
<td>17-18</td>
</tr>
<tr>
<td>Recommended time</td>
<td>1.5 hour for the teacher activity + 1.5 hour for the student activity</td>
</tr>
</tbody>
</table>

#### AIMS
- To clearly understand that EU is a political community that takes decisions for all the European citizens, but only in relation to specific subjects.
- To study the 3 EU decisional bodies: the Council, the Parliament and the Commission.

#### Lesson Objectives
- Now students have knowledge and competence enough to face the subjects of this part: how European Union works and what does it deal with.

#### Resources required
- pen + paper + Computer with Internet access

### Introduction:
The dream of a united Europe represents a distant goal to be reached; anyway Europe exist as a political community, even it is not complete and with many aspects to improve. The European Union is not a federal state yet. It's much more than a simple confederation of countries. It's a particular entity, with a very different legal order, and it's based on a continuous evolving political system since 60 years. So every citizen should know its functions, which are the decisional bodies and the consequences of the decisions on the countries of the Union. Young people should become familiar with concepts of single market, EMU (Economic and Monetary Union), single currency and ECB (European Central Bank).

### Teacher activity:
The teacher will assign to each group one of the following theme: the Council, the Parliament, the Commission.
The teacher will support the research

### Student activity:
The class will be divided in 3 groups; each group will make a research on one of the theme assigned by the teacher. At the end each group leader will expose to the class the research.

### Conclusion/summing up:
Teachers let the students reflect on the possibility that Europe could be set up as a federal state like the U.S.
| Links to the on-line materials which should be used during lessons (supporting materials) - web links/articles etc. | In addition to the references mentioned in lesson 3, notions about different forms of state (analysed in Lesson 1) will be helpful. Europe could be set up – making proper distinctions – as a federal state like the U.S.  
http://europa.eu/ |

<p>| Suggested assessment activity: |  |
| Teacher can assess: |  |
| • Active participation |  |
| • Ability to work in group |  |
| • Ability to express a coherent student’s own position on the lesson issue |  |
| • Skills to deal with information (select, compare, verify and present results) |  |
| • Skills and attitudes expressed by the students’ own civic positions on the monitored socially important issue. |  |</p>
<table>
<thead>
<tr>
<th>Lesson Plan</th>
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<tr>
<td>Lesson Title</td>
</tr>
<tr>
<td>Lessons Theme</td>
</tr>
<tr>
<td>Recommended group size/type</td>
</tr>
<tr>
<td>Recommended age of the students</td>
</tr>
<tr>
<td>Recommended time</td>
</tr>
</tbody>
</table>

**AIMS**
- To learn the general meaning of “single market”.
- To learn EMU basic notions and its meaning.
- To better understand what the recent transition to a single currency (between 1999 and 2001) has meant to each single EU country for better or for worse.
- To have at least a conceptual understanding of ECB (European Central Bank) and its functions and competences.

**Lesson Objectives**
- Once they understood the EU competence area, students, have to start learning and later deepening some concepts, bodies and instruments that have both a great importance, and a big influence on life of each European citizen.

**Resources required**
- pen + paper + Computer with Internet access

**Introduction:**
The dream of a united Europe represents a distant goal to be reached; anyway Europe exist as a political community, even it is not complete and with many aspects to improve. The European Union is not a federal state yet. It’s much more than a simple confederation of countries. It’s a particular entity, with a very different legal order, and it’s based on a continuous evolving political system since 60 years. So every citizen should know its functions, which are the decisional bodies and the consequences of the decisions on the countries of the Union. Young people should become familiar with concepts of single market, EMU (Economic and Monetary Union), single currency and ECB (European Central Bank).

**Teacher activity:**
- Teacher will assign to each group one of the following theme: Euro, EMU (Economic and Monetary Union), and ECB (European Central Bank).
- Teacher will support the research

**Student activity:**
- The class will be divided in 3 groups; each group will make a research on one of the theme assigned by the teacher.
- At the end each group leader will expose to the class the research.
**Conclusion/summing up:**
Teacher let the students think about what if the Euro would not exist.

<table>
<thead>
<tr>
<th>Links to the on-line materials which should be used during lessons (supporting materials) - web links/articles etc.</th>
<th>Concepts and subjects of this part can be generally elaborated. To make a quick introduction with the help of available material on the EU web site: <a href="http://www.ec.europa.eu">www.ec.europa.eu</a> will be enough.</th>
</tr>
</thead>
</table>

**Suggested assessment activity:**
Teacher can assess:
- Active participation
- Ability to work in group
- Ability to express a coherent student’s own position on the lesson issue
- Skills to deal with information (select, compare, verify and present results)
- Skills and attitudes expressed by the students own civic positions on the monitored socially issue.
<table>
<thead>
<tr>
<th>Partner country:</th>
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<tbody>
<tr>
<td>Author of the lesson:</td>
<td>Massimo Marconcini</td>
</tr>
<tr>
<td>Lesson no:</td>
<td>24</td>
</tr>
<tr>
<td>Lesson Title:</td>
<td><em>If I were a citizen from another ‘twin’ country.</em></td>
</tr>
<tr>
<td>Lesson Theme:</td>
<td>Citizenship and EU Human rights and multiculturalism</td>
</tr>
<tr>
<td>Recommended group size/type:</td>
<td>1 class</td>
</tr>
<tr>
<td>Recommended age of the students:</td>
<td>14-15</td>
</tr>
<tr>
<td>Recommended time:</td>
<td>1.5 hour for the teacher activity + 2.5 hour for the student activity</td>
</tr>
</tbody>
</table>
| AIMS | • To have a better knowledge of salient points in twin country history.  
• To learn who are the Founding Fathers of the twin country and the ideals they followed.  
• To learn its institutional form, its general cohabitation rules and its legal order of that country.  
• To be able to make comparisons with the organization of their own country. |
| Lesson Objectives: | • At this point students, who know better both their country and EU can start to increase their knowledge of another country to choose, together with the teacher, as their “twin” country. |
| Resources required: | pen + paper + Computer with Internet access |

**Introduction:**
Students will try to “put themselves in the shoes” of their mates from another country. They will study its recent history, its general rules of functioning and its legal order to compare with their ones.

**Teacher activity:**
One twinning with a class/school (same level) from the twin country in order to obtain all the information for the lesson would be desirable. By the same way contacts among students should increase a mutual knowledge, useful for a general civic growth. Information exchange with the twin school thanks to the innumerable tools available for students (internet, emails, social networks) will be fundamental as (if possible) a meeting to exchange students’ works.

**Student activity:**
What is a difference between our countries? Students will write a report (multimedia if possible) comparing history, organization and underlining similarities and differences between both countries.
Conclusion/summing up:
Teacher let the student think about their life in a different Country? Would they be the same as they are?

| Links to the on-line materials which should be used during lessons (supporting materials) - web links/articles etc. | http://www.twinning.org/en/page/enter-our-universe-of-twinning.html  
http://www.etwinning.net/en/pub/index.htm |
---|---|

Suggested assessment activity:
Teacher can assess:
- Ability to express a coherent student’s own position on the lesson issue
- Skills to deal with information (select, compare, verify and present results)
- Skills and attitudes expressed by the students own civic positions on the monitored socially issue.
VII/5 Human rights and multi-cultural aspect

Lesson Plan

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</tr>
<tr>
<td>Lesson no.</td>
<td>25</td>
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<tr>
<td>Lesson Title</td>
<td>From Idea to Law: How Are Laws Made and Why Do They Exist?</td>
</tr>
<tr>
<td>Lessons Theme</td>
<td>Human rights and multiculturalism.</td>
</tr>
<tr>
<td>Recommended group size/type</td>
<td>Participants: 1 class (26-29 students)</td>
</tr>
<tr>
<td>Recommended age of the students</td>
<td>17-18 years old</td>
</tr>
<tr>
<td>Recommended time</td>
<td>90 minutes (2 separate lessons, 2 weeks apart)</td>
</tr>
<tr>
<td>AIMS</td>
<td>• To help students understand that the decision making process involves conflict resolution and compromises between opposing groups.</td>
</tr>
<tr>
<td>Lesson Objectives</td>
<td>• To develop research, analysis and debating skills;</td>
</tr>
<tr>
<td></td>
<td>• To develop skills for participation in democratic proceeding such as voting.</td>
</tr>
<tr>
<td>Resources required</td>
<td>Paper and pencils for each working group, white board and markers for the teacher, flipchart paper to indicate the different parliamentary group seats in the classroom and to write the negotiation results.</td>
</tr>
</tbody>
</table>

Introduction:
This lesson requires two types of preliminary work:
1. Individual - Prior first lesson: the teacher asks the students to choose and read one legislative document (the usual suggestions to facilitate students are The Children’s Protection Act or Education Act) at least one week prior the lesson. The purpose of this preparation: students get a general idea of a how a law is structured.
2. Group – Prior second lesson: a group of students advocate a draft law. They work together with the teacher to gather different views from the students, teachers and parents (if possible) on the main dispositions of the “draft law”. Ex. Draft law on prohibition of mobile phones usage at school. At least one week is needed for this task after the first part of the lesson.

Teacher activity:
The teacher animates and moderates discussion on following questions:
• Will a longer decision making process allow the “MPs” to reach a better decision?
• Do students feel that all interested parties interests have to be taken

Student activity:
Practical exercises overview
1. Discuss a school practice/problem that needs regulation. Define subject and field of the future class/school draft law.
2. Assigning roles and positions to the “parliamentary groups” on the future draft law issue
3. Presentation of a draft law
4. Negotiation and voting
into account when establishing a rule/law or it is legitimate to consider only the majority group interests?

- Does the final version of the class elaborated draft law correspond to the initial vision and goal of the promoters?

### 5. Discussion – what did I learn?

**Class room as Parliament Chamber** (organize it and rearrange the spaces)

**Students as MPs – assigning roles:**

- Promoters of a draft law
- Opposition (at least one more group is needed but if during the initial discussions students manifest more opinions – teacher can suggest more than 2 parliamentary groups).
- Speaker. A student who is capable to lead/moderate the debates
- Voting Committee (group of 3 students)

**Debates:** the aim is clearly and explicitly defined by the teacher before the debates start – to reach a unanimous class position.

**Voting procedure:**

- 1 Speaker of each group of “MPs” (at least 2 groups) presents the group’s position on the “draft law”.
- The Speaker submits the clauses of the “draft law” for voting one by one.
- Voting Committee registers adopted and rejected clauses

**“Law” adoption**

Voting Committee representative reports the final version of the law containing the adopted clauses.

---

**Conclusion/summing up:**

Why do we need written rules and laws?

### Links to the on-line materials which should be used during lessons (supporting materials) - web links/articles etc.

- Stages of Lawmaking *(available in Bulgarian)*
  

- Citizen Participation in Lawmaking (article by E.Markov) *(available in Bulgarian)*
  
Additional materials:

HOW DOES A BILL BECOME AN ACT?


Within 3 days of the bill’s submission, the President of the National Assembly will distribute it among the Standing Committees and assigns a main Rapporteur Committee on the bill.

Standing Committees consider bill not earlier than 48 hours after the receipt thereof by Committee members. Standing Committees submit a “motivated” report to the President of the National Assembly and the Chairperson of the main Rapporteur Committee. Reports on the bill are presented to the National Assembly by the Committees for the purposes of the first reading not later than two months following its submission.

The bill and motives thereto, as well as the report of the main Rapporteur Committee are made available to the MPs not later than 24 hours before the beginning of the sitting at which the bill will be considered.

Bill is put to the vote twice at two separate sittings /i.e. bill is adopted in two readings/. As an exception, the National Assembly may decide to take both votes at the same sitting.

During the first reading, the bill is debated in its entirety.

If, after the first reading, more than one bill concerning the substance of the same matter is adopted, the main Rapporteur Committee, with the participation of the movers of the bills that have been adopted at first reading, should draft a joint bill within 14 days.

The MPs may submit written motions for amending the bill that has been adopted at first reading within term specified by the National Assembly.

Within 14 days following the expiry of the period, the main Rapporteur Committee submits to the National Assembly a motivated report that contains the motions of the MPs in writing, together with the Committee’s opinion thereon, as well as the proposals of the Committee.

The National Assembly debates and adopts the bill at the second reading chapter-by-chapter, title-by-title or paragraph-by-paragraph.

The adopted act is sent to the President of the Republic of Bulgaria for signing a decree for its promulgation.

The President of the Republic of Bulgaria may return an act adopted by the National Assembly for further consideration.

The President of the Republic of Bulgaria signs a decree for promulgation of the act.

The act is promulgated in the State Gazette and comes into force after three days, unless another term is specified in the Act.
**Suggested assessment activity:**

- Degree of participation in groups’ work (social and civil competences) – evaluated through teacher’s observation
- Individually demonstrated civic competences (knowledge, skills and outlook) during the research, debates and voting simulation – evaluated through teacher’s observation.
<table>
<thead>
<tr>
<th>Partner country:</th>
<th>BULGARIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author of the lesson</td>
<td>Tatyana Docheva, Ekaterina Mihaylova, Maria Donkova, Margarita Dishkova</td>
</tr>
<tr>
<td>Lesson no:</td>
<td>26</td>
</tr>
<tr>
<td>Lesson Title:</td>
<td><em>Let’s Defend Our Rights: Citizens’ Initiatives and Campaigns.</em></td>
</tr>
<tr>
<td>Lessons Theme:</td>
<td><em>Human rights and multiculturalism.</em></td>
</tr>
</tbody>
</table>

**Recommended group size/type:**  

*Participants:* 1 class (26-29 students)

**Recommended age of the students**  
18-19 years old

**Recommended time:**  
90 minutes

**AIMS**  
- Practice previously acquired knowledge and skills in a new situation.

**Lesson Objectives:**  
- Developing students’ civil knowledge and skills for organizing an advocacy campaign.
- Developing students’ civil skills and outlook by role playing (different social groups’ actors).

**Resources required:**  
Flipchart paper and markers for each group. Shortlist of rules and main steps in the process of organizing a campaign for each group. “Contexts” description or PC with Internet access for each group.

**Introduction:**  
- Introduction: 10 min.
- Defining the purpose of the campaign: 5 min.
- Campaign planning: 15 min.
- Campaign presentation: 10 min.
- Conclusion: 5 min.

**Teacher activity:**  
**Introduction:** Overview of the fundamentals of a democratic state:  
- Rule of law
- Separation of powers
- Basic human rights

**Student activity:**  
Discuss the future campaign issue.
Form groups of 4-6 students.
Design an advocacy campaign (each group):  
- Clear definition of the problem
- Assigning tasks to in the group
- Research on a real instance on the selected issue and the legal framework of it
- Meeting citizens who are concerned by the given issue (if possible)
- Forming the campaign
- Define the relevant target institution of the
student’s choice.
Possible issues for advocacy campaign of students:

- Advocacy for a student punished by removal of classes by the school.
- Advocacy for unfreeze the school students scholarships (not upgraded since 12 years).
- Advocacy on lack of access to drugs and treatment for people suffering of rare diseases.
- Advocacy on better quality of the food and the service in school canteen.

**Overview of the advocacy campaign main elements.**
Facilitating the separation of students in groups.

- Developing the campaign (main stages of action plan)
- Public awareness and work with media on the campaign issue
- Monitoring plan for follow the achievements is solving the issue

Brief presentation of campaign design before the class. Discuss how to select criteria to survey the dynamics of citizens’ activity or inactivity of the individual citizens.

**Conclusion/summing up:**
The class selects the campaign most important to them. The class decides whether to draft a project proposal that addresses the issue and bring it to the attention of a relevant institution.

| Links to the on-line materials which should be used during lessons (supporting materials) - web links/articles etc. | Your Voice in Europe (European Commission) *(available in English)*
| http://ec.europa.eu/yourvoice/index_en.htm |
| European Charter of Patients’ Rights *(available in English)*
| Youth for Human Rights International *(available in English)*
| http://www.youthforhumanrights.org/ |
Additional links:
The European Citizens’ Initiative - The procedure step by step

Click on each step for more information.

Suggested assessment activity: Assessment of student activity in light of their active participation in discussions and ability to express a sound view on the issues at hand.
### Lesson Plan

<table>
<thead>
<tr>
<th>Partner country</th>
<th>ITALY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author of the lesson</td>
<td>Massimo Marconcini</td>
</tr>
<tr>
<td>Lesson no.</td>
<td>27</td>
</tr>
<tr>
<td>Lesson Title</td>
<td><em>If I were a citizen from another ‘twin’ country.</em></td>
</tr>
</tbody>
</table>
| Lessons Theme | Citizenship and EU.  
Human rights and multiculturalism. |
| Recommended group size/type | 1 class |
| Recommended age of the students | 14-15 |
| Recommended time | 1.5 hour for the teacher activity + 2.5 hour for the student activity |

#### AIMS
- To have a better knowledge of salient points in twin country history.
- To learn who are the Founding Fathers of the twin country and the ideals they followed.
- To learn its institutional form, its general cohabitation rules and its legal order of that country.
- To be able to make comparisons with the organization of their own country.

#### Lesson Objectives
- At this point students, who know better both their country and EU can start to increase their knowledge of another country to choose, together with the teacher, as their “twin” country.

#### Resources required
- pen + paper + Computer with Internet access

#### Introduction:
Students will try to “put themselves in the shoes” of their mates from another country. They will study its recent history, its general rules of functioning and its legal order to compare with their one.

#### Teacher activity:
One twinning with a class/school (same level) from the twin country in order to obtain all the information for the lesson would be desirable. By the same way contacts among students should increase a mutual knowledge, useful for a general civic growth. Information exchange with the twin school thanks to the innumerable tools available for students (internet, emails, social networks) will be fundamental as (if possible) a meeting to exchange students’ works.

#### Student activity:
What is a difference between our countries? Students will be writing a report (multimedia if possible) comparing history, organization and underlining similarities and differences between both countries.
**Conclusion/summing up:**
Teacher let the student think about their life in a different Country. Would they be the same as they are?

**Links to the on-line materials which should be used during lessons (supporting materials) - web links/articles etc.**

<table>
<thead>
<tr>
<th>Links</th>
<th>URL</th>
</tr>
</thead>
</table>

**Suggested assessment activity:**
Teacher can assess:
- Ability to express a coherent, student’s own position on the lesson issue
- Skills to deal with information (select, compare, verify and present results)
- Skills and attitudes expressed by the students own civic positions on the monitored socially issue.
### Lesson Plan

<table>
<thead>
<tr>
<th>Partner country</th>
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</thead>
<tbody>
<tr>
<td>Author of the lesson</td>
<td>Massimo Marconcini</td>
</tr>
<tr>
<td>Lesson no.</td>
<td>28</td>
</tr>
<tr>
<td>Lesson Title</td>
<td>Dignity and freedom.</td>
</tr>
<tr>
<td>Lessons Theme</td>
<td>Human rights and multiculturalism</td>
</tr>
<tr>
<td>Recommended group size/type</td>
<td>1 class – with small group work</td>
</tr>
<tr>
<td>Recommended age of the students</td>
<td>14-15</td>
</tr>
<tr>
<td>Recommended time</td>
<td>1.5 hour for the teacher activity + 1.5 hour for the student activity</td>
</tr>
</tbody>
</table>

#### AIMS

- To learn that human dignity is inviolable, that this principle and value is real thanks to a series of rights or prohibitions included or not in countries’ legislations: the right to life, to physical and moral integrity, tortures or inhuman treatments ban, slavery or hard labor ban.
- To be aware of how freedom is a precious gift to safe and it exists if a series of rights and specific freedom are guaranteed.

#### Lesson Objectives

- What do we mean for those values and rights and who guarantee them?

#### Resources required

- pen + paper

### Introduction:

The peoples of Europe in creating an ever-closer union among them are resolved to share a peaceful future based on common values. Conscious of its spiritual and moral heritage, the EU is founded on universal and indivisible values of human dignity, freedom, etc.

(From the preamble of the **Charter of Fundamental Rights of the European Union**).

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, etc.

(From the preamble of the **UNIVERSAL DECLARATION OF HUMAN RIGHTS**)

### Teacher activity:

Teacher will explain what is freedom: a man is free, when his private and family life are respected; if he has the right to get married and create a family; if freedom of thought, conscience and religion are guaranteed as the right to education, the freedom of enterprise

### Student activity:

A discussion among students. They will argue their concepts of dignity and freedom, how these right should be protected and above all if, according to their opinion, these two values are respected in their society.
besides the right to private property.
Teacher will lead the discussion
At the end of the lesson teachers can ask
students to write a report.

**Conclusion/summing up:**
Teachers let the student think about what does freedom means for them, if they feel free in the Country they live in and what would be the restrictions.

**Links to the on-line materials which should be used during lessons (supporting materials) - web links/articles etc.**

<table>
<thead>
<tr>
<th>The following texts are useful in the specific notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charter of fundamental rights of the European Union.</td>
</tr>
<tr>
<td>Concept of Dignity: Chapter I art. 1 to 5</td>
</tr>
<tr>
<td>Concept of Freedom: Chapter II art. 6 to 19</td>
</tr>
<tr>
<td>Concept of Dignity: art. 1 to 4</td>
</tr>
<tr>
<td>Concept of Freedom: art n° 5 and art. 8 to 14</td>
</tr>
<tr>
<td>Universal Declaration of Human Rights.</td>
</tr>
<tr>
<td>On Rights and Punishments by Cesare Beccaria</td>
</tr>
</tbody>
</table>

Written in 1764 the text is unique in its far-sightedness. Paragraph XVI “About Torture” is very useful in this context.

**The constitution of students’ country**

Of course each EU country Constitution contemplates and protects these principles.

In the Italian Constitution, they are named in the “Fundamental Principles” and then explained in its several articles. As regards human dignity look art. 3 and 32; as regards freedom look art. 8 and 13.

**Suggested assessment activity:**
Teacher can assess:
- Active participation.
- Ability to express a coherent student’s own position on the lesson issue.
- Skills and attitudes to expressed own civic positions on the monitored socially issue.
### Lesson Plan

<table>
<thead>
<tr>
<th>Partner country</th>
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</thead>
<tbody>
<tr>
<td>Author of the lesson</td>
<td>Massimo Marconcini</td>
</tr>
<tr>
<td>Lesson no.</td>
<td>29</td>
</tr>
<tr>
<td>Lesson Title</td>
<td><em>Equality and solidarity.</em></td>
</tr>
<tr>
<td>Lessons Theme</td>
<td>Human rights and multiculturalism</td>
</tr>
<tr>
<td>Recommended group size/type</td>
<td>1 class – with small group work</td>
</tr>
<tr>
<td>Recommended age of the students</td>
<td>14-15</td>
</tr>
<tr>
<td>Recommended time</td>
<td>1.5 hour for the teacher activity + 1.5 hour for the student activity</td>
</tr>
</tbody>
</table>
| AIMS | • To go over the standard definition of equality and to realize it combines and materializes on a series of rights.  
• To have faced a very difficult concept to define. |
| Lesson Objectives | • Students again face two very important values; impossible to define in a objective way. Thanks to the knowledge acquired in previous lessons they are now able to imagine them as they would want them, to discuss and argue the meaning of these concept in our society and to value if and how they are present in their local community, in their country and in Europe. |
| Resources required | pen + paper |

#### Introduction:

The peoples of Europe in creating an ever-closer union among them are resolved to share a peaceful future based on common values. Conscious of its spiritual and moral heritage, the EU is founded on universal and indivisible values of human dignity, equality and solidarity;  
(From the preamble of the *Charter of Fundamental Rights of the European Union*).

**Teacher activity:**

The teacher build the lesson on the meaning of equality and solidarity: the right and guarantee of being equal before the law, the certainty that none is discriminated on the basis of sex, race, colour, religion, political convictions, sexual orientation. People are equals if there is equality between men and women, if physical obstacles are avoided not just for disable people. And much more. Solidarity ranges over many objects up to social and economic issues. As happened

**Student activity:**

Discussion on Equality and Solidarity theme.  
The class will be divided in 4 groups.  
Each group will write 5 definition of each theme.  
The teacher will write on the blackboard all the definitions and, together with the students, will write the definition of Equality and Solidarity that better reflect the class’s idea.
for the word freedom it is difficult to find a definition accepted by everyone. The teacher organizes and leads a discussion forum where students can compare their inevitably different points of view. Not just about the meaning of equality and solidarity but if the two are “useful” and if in our society their level is acceptable.

**Suggested forum questions:**

- What value do you give to equality concept?
- How would you define it?
- How would you define Solidarity?
- Is solidarity a essential value or a personal and voluntary choice?
- What is the relation between equality and solidarity?

**Conclusion/summing up:**

Teachers let the student think about what do equality and solidarity mean for themselves, if there is equality and solidarity in the Country they live in and what people can do in order to enhance them.

**Links to the on-line materials which should be used during lessons (supporting materials) - web links/articles etc.**

The following texts are useful in the specific notes:

- *Charter of fundamental rights of the European Union.*
- Concept of Equality: Chapter III art. 20 to 26
- Concept of Solidarity: Chapter IV art. 27 to 38
- Concept of Equality: art. 6 to 14
- Concept of Solidarity: there are no specific articles.
- *Universal Declaration of Human Rights.*
- *The constitution of students’ country.*

Those concepts are included in each European country Constitution. In the Italian Constitution, they are named in the “Fundamental Principles” and then explained in its several articles. As regards Solidarity we can mention among others the art. 2 and 8 and as regards Solidarity the art. 3 and 51.

**Suggested assessment activity:**

Teacher can assess:

- Active participation
- Ability to work in a group
- Ability to express a coherent student’s own position on the lesson issue
- Skills to deal with information (select, compare, verify and present results)
- Skills and attitudes to expressed own civic positions on the monitored socially issue.
Lesson Plan

Partner country | ITALY
---|---
Author of the lesson | Massimo Marconcini
Lesson no. | 30
Lesson Title | Citizenship and justice.
Lessons Theme | Human rights and multiculturalism.
Recommended group size/type | 1 class – with small group work
Recommended age of the students | 16 -17
Recommended time | 45 min. for the teacher activity + 45 min. for the student activity
AIMS | • To learn the value of the word “citizenship”
• To learn the value of the concept of “justice”
Lesson Objectives | • During the previous classes students discussed on several subjects with little concreteness and objectivity. To be citizens of a state of rights it is something more defined and universally accepted. Anyway students will have to become familiar with these concepts in order to increase their level of civic knowledge.
Resources required | pen + paper + blackboard + marker

Introduction:
The peoples of Europe in creating an ever-closer union among them are resolved to share a peaceful future based on common values. (.....) the Union is based on the principles of democracy and the rule of law.

It places an individual at the heart of its activities, by establishing the citizenship of the Union and by creating an area of freedom security and justice.

(From the preamble of the Charter of Fundamental Rights of the European Union).

Teacher activity:
Teacher explains the notion of Citizenship:
It expresses several concepts. When it’s called active citizenship it means the active participation in social life. Citizenship is also a right, a concept with a strong legal and political value. It includes the passive and active electoral right, the right of being treated as a citizen and not as a subject of bureaucracies and supranational bodies, the right to transparency and information and many others

Student activity:
“Citizen of a State of Right”
This lesson ends with a discussion among students. After the development of their knowledge they are free to express their thoughts establishing a sincere and editing discussion on what they think about citizenship, immigration, justice, if they have a weak or strong spirit of protection of civil liberties, if they really know or not what to live in a State of rights means.
Teacher explains the concepts of Justice: it is huge and various in meanings and interpretations. It is possible to define justice in many ways. In this particular case, justice is seen as the discipline that rules laws’ violations and punishments. At the end of the class they will know the function of the State of rights. It has to guarantee judges’ impartiality, an effective right to defense, a right offences/punishments proportion and above all the presumption of innocence until a definitive sentence.

Teacher will lead the discussion using the questions suggested below if needed.

**Suggested forum questions:**

- Do you know the legal value of a citizenship?
- Would you make the procedure to obtain your country citizenship easier or more difficult?
- Are you satisfied with the judicial system of your country?
- Do you consider yourself a person with spirit of protection of civil liberties?
- Do you agree to stop the introduction of capital punishment in EU countries?

**Conclusion/summing up:**

Teachers let the students think about being active citizens. How important is it? What can they do in the everyday life to act as active citizen?

**Links to the on-line materials which should be used during lessons (Supporting materials) - web links/articles etc.**

The following texts are useful in the specific notes:

- *Charter of fundamental rights of the European Union.*
- Concept of Citizenship: Chapter V, art. 39 to 46
- Concept of Justice: Chapter VI, art. 47 to 50
- Concept of Citizenship: art. 6
- Concept of Justice: art. 6 to 51
- *Universal Declaration of Human Rights.*
- *On Rights and Punishments by Cesare Beccaria*

Written in 1764 the text is unique in its far-sightedness. It’s useful for the lesson. It seems helpful to focus on paragraph XVI (“About Torture”) in which Beccaria expresses the concept: “A man can’t be call guilty after the judge sentence…”

*The constitution of students’ country*
Those concepts are included in each European country Constitution. In the Italian Constitution, the two concepts are named in the “Fundamental Principles” and then explained in its several articles. As regards Citizenship we can mention art. 16 and 22 and as regards Justice art. 3 the whole Chapter IV.

**Suggested assessment activity:**
Teacher can assess:
- Active participation.
- Ability to express a coherent, student’s own position on the lesson issue.
- Skills and attitudes to express students own civic positions on the monitored socially issue.
## Lesson Plan

<table>
<thead>
<tr>
<th>Partner country</th>
<th>POLAND</th>
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<tbody>
<tr>
<td>Author of the lesson</td>
<td>Jarosław Puta</td>
</tr>
<tr>
<td>Lesson no.</td>
<td>31</td>
</tr>
<tr>
<td>Lesson Title</td>
<td><em>Different does not mean worse – the problem of stereotyping and discrimination in social activity.</em></td>
</tr>
<tr>
<td>Lessons Theme</td>
<td><em>Human rights and multiculturalism.</em></td>
</tr>
<tr>
<td>Recommended group size/type</td>
<td>20-30 students – with small workgroups</td>
</tr>
<tr>
<td>Recommended age of the students</td>
<td>14– 16</td>
</tr>
<tr>
<td>Recommended time</td>
<td>1,5 hour or 2x45 minutes</td>
</tr>
</tbody>
</table>

### AIMS
- Introducing the concepts of stereotype and discrimination.
- Increasing the level of cognitive openness in interpersonal relations.
- Realising the presence of stereotypes and discriminating behaviour in social life.

### Lesson Objectives
- Strengthening the attitude of openness to the diversity of the participants.
- Making the students aware of the possessed cognitive schemes concerning different social groups and overcoming those stereotypes.
- Strengthening the students’ attitude of active opposing towards social discrimination.

### Resources required
- Paper sheets
- Pens
- Blackboard
- Chalk or a marker
- TV set or a projector and a screen
- DVD player
- 30-minute version of Jane Elliott’s documentary ‘BLUE EYED’ (1996)

### Introduction:
The teacher initiates a brief discussion with students about how people can differ from one another, leading the class on social issues such as nationality, race, age, religion, physical ability, sexual orientation, appearance, etc. The teacher should write students’ answers on the board. The teacher directs the students’ attention to how people evaluate each other and to the fact that in our evaluations we are often guided by superficial impressions and cognitive schemes. At the end of group discussion, the teacher asks students how they understand the word stereotype. After receiving several responses, he/she presents the class the definition of that term. (10 min.)
Teacher activity:

- The lesson starts with a projection of the documentary ‘BLUE EYED’ showing the workshop conducted by Jane Elliott. After the movie, the teacher asks the students to share their emotions caused by the movie scenes and to present examples of situations from their own lives in which they were the objects of discrimination, they discriminated against others or have witnessed such behaviour.

- The Class is being divided into four groups. Two groups are working with each other. One of the two groups plays a role of the representatives of the social differences mentioned in the earlier discussion. The teacher chooses which roles the groups play (i.e. people of different nationalities, people with disabilities, etc.).

- The next task is performed by the whole class. The teacher asks the students to create on a large sheet of paper a list of general principles of coexistence, which they will be guided by in their school environment and in relationships with people outside of school.

Student activity:

- The students watch the documentary (30 min.) and next they share their impressions caused by the movie. The persons who have experienced the problem of discrimination share the examples from their own lives. During a group discussion the class is trying to determine what difficulties the cited examples of discrimination may have caused to persons who were its victims, and what emotions it could have triggered in those people. (10 min.)

- The group which received the role of the object of discrimination describes on a sheet of paper what difficulties it could encounter on the way to full participation in school’s social life. At the same time, the second group discusses and writes down their ideas on how they could help the people from the first group in more unconstrained social functioning in the school environment. (10 min.) After describing their points of view, pairs of groups confront each others answers and look for common points. Next, they create a new list of supportive behaviors together to which both parties agree. Then all four groups present their joint proposals to the class. (10 min.)

- The students determine jointly the rules and write them down. After finishing the declaration, they hang a big poster in a prominent place in their class. (15 min.)

Conclusion/summing up:
The teacher asks the students to share observations concerning which cognitive schemes they recognised in themselves during the lessons. (5 min.)

Links to the on-line materials which should be used during lessons (supporting materials) – web links/articles, etc.

<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td>It is possible to rent the movie. Moreover, it can be displayed cost-free for non-commercial and educational purposes.</td>
<td></td>
</tr>
<tr>
<td>Examples of definitions of the terms ‘stereotype’ and ‘discrimination’ can be found in many different psychological and sociological publications. Also, they can be easily found in the Internet, i.e.:</td>
<td><a href="http://www.media-awareness.ca/english/special_initiatives/toolkit/stereotypes/what_are">http://www.media-awareness.ca/english/special_initiatives/toolkit/stereotypes/what_are</a></td>
</tr>
</tbody>
</table>
Suggested assessment activity:
Assessment of the lesson’s effects is possible by observing the students’ behaviour and verbal statements, which relate to social differences and comparing them to the rule list created by the pupils.
<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Author of the lesson</strong></td>
<td>Massimo Marconcini</td>
</tr>
<tr>
<td><strong>Lesson no.</strong></td>
<td>32</td>
</tr>
<tr>
<td><strong>Lesson Title</strong></td>
<td><em>Me, citizen responsible of the environment, for today and for the future.</em></td>
</tr>
<tr>
<td><strong>Lessons Theme</strong></td>
<td>Environment protection</td>
</tr>
<tr>
<td><strong>Recommended group size/type</strong></td>
<td>1 class – with small workgroups</td>
</tr>
<tr>
<td><strong>Recommended age of the students</strong></td>
<td>15-16</td>
</tr>
<tr>
<td><strong>Recommended time</strong></td>
<td>45 min. for the teacher activity + 45 min. for the student activity</td>
</tr>
</tbody>
</table>
| **AIMS** | • To learn that the environment issues have strong, economic and social consequences, and the effect on our lives.  
• To understand the rule and the instrument of the political institutions on this theme. |
| **Lesson Objectives** | • Students have now acquired a range of competences that should have help them to increase their sense of belonging to the local, national and European community in a conscious and participatory way. Now they have to face some serious and difficult problems about subjects of global importance. |
| **Resources required** | pen + paper + blackboard + marker |

**Introduction:**
During the sixties a sensibility to the environment clearly began all over the world. Later it started to be called “Environmentalism”. This lesson sets a higher goal than the simple – but necessary – cultural awareness about the need to protect the environment for us and for our future generations. It tries to make students realize that political choices are necessary, that analysis and implementing instruments are often economic, and that this kind of awareness is often induced by punishing negative behaviours and by rewarding positive ones.

<table>
<thead>
<tr>
<th><strong>Teacher activity:</strong></th>
<th><strong>Student activity:</strong></th>
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</thead>
</table>
| Teacher explains the environment issue starting from the reference suggested.  
Teacher explains the politicians function: they have at their disposal both analysis and economic instruments to take the right decisions: for example, incentives for those countries that respect the environment, and | **“Economy and environment”**  
Each small group reflect upon the given questions and than the FORUM involved the entire classroom will begin.  
Starting from their answers students could compare |
taxes to the ones that pollute it. Teacher gives to the student the following questions:
1. Do you think the environmental issue is important?
2. Do you feel yourself sensible about environment subjects?
3. Do you think drastic choices and deep changes in our life-style are necessary?
4. Concepts about pollution taxes and ecological incentives, are they clear for you?
Teacher conducts the forum

<table>
<thead>
<tr>
<th>Conclusion/summing up:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher let the students think about their behaviour toward the environment. Can I/we do more?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Links to the on-line materials which should be used during lessons (supporting materials) - web links/articles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Textbooks on environmental economy from which to take basic notions on several subjects for this lesson. Subjects like:</td>
</tr>
<tr>
<td>• First and second law of thermodynamics,</td>
</tr>
<tr>
<td>• Costs and benefits analysis,</td>
</tr>
<tr>
<td>• Taxes against pollution,</td>
</tr>
<tr>
<td>• Incentives to promote environment respect;</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Suggested assessment activity:</th>
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<tbody>
<tr>
<td>Teacher can assess:</td>
</tr>
<tr>
<td>• Active participation.</td>
</tr>
<tr>
<td>• Ability to work in a group.</td>
</tr>
<tr>
<td>• Ability to express a coherent, student’s own position on the lesson issue.</td>
</tr>
<tr>
<td>• Skills to deal with information (select, compare, verify and present results).</td>
</tr>
<tr>
<td>• Skills and attitudes to expressed own civic positions on the monitored socially issue.</td>
</tr>
<tr>
<td>• Skills to use existing competences in new situations.</td>
</tr>
<tr>
<td>• Skills to use new competences in typical situations.</td>
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<tr>
<td>Partner country</td>
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<tr>
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<tr>
<td>Author of the lesson</td>
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<tr>
<td>Lesson no.</td>
</tr>
<tr>
<td>Lesson Title</td>
</tr>
<tr>
<td>Lessons Theme</td>
</tr>
<tr>
<td>Recommended group size/type</td>
</tr>
<tr>
<td>Recommended age of the students</td>
</tr>
<tr>
<td>Recommended time</td>
</tr>
</tbody>
</table>
| AIMS | • To learn the waste management system of their city.  
• To learn the complexity of this issue, the concepts of recycling and reuse of materials.  
• To have more information about dumping grounds, incinerators, waste-to-energy plants. |
| Lesson Objectives | • The objective of this lesson is to understand the waste recycling management from the economic and political point of view. |
| Resources required | pen + paper + computer with the Internet + markers + plastic bags/bottles + scissors + adhesive tapes |

**Introduction:**
3 of the most important themes of the present time will be study in this lesson: the waste recycling affair, the problems connected to the sources of alternative energy and the matter of the administration of the water as a primary common good.

**Teacher activity:**
Teacher will explain the waste recycling process.
Teacher will talk about solar energy and nuclear energy.
Teacher will talk about the water management.

**Student activity:**
Each small group (3 student per group) search on the Internet “what to do with a plastic bag or a plastic bottle” than the group will choose one project, carry out it.
At the end the class will prepare a small exhibition in order to make all the students aware of the recycle theme.

**Conclusion/summing up:**
Teacher let the students thinking about their commitment on waste recycling.
<table>
<thead>
<tr>
<th><strong>Links to the on-line materials which should be used during lessons (supporting materials) - web links/articles etc.</strong></th>
<th>To analyse together with a manager from the company or body in charge the waste management system of students’ city in reference to National and European laws in force. <a href="http://europa.eu/pol/env/index_it.htm">http://europa.eu/pol/env/index_it.htm</a></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Suggested assessment activity:</strong></td>
<td></td>
</tr>
</tbody>
</table>
Teacher can assess:  
- Active participation.  
- Ability to work in a group.  
- Skills to deal with information (select, compare, verify and present results). |
### Lesson Plan

<table>
<thead>
<tr>
<th>Partner country</th>
<th>ITALY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author of the lesson</td>
<td>Massimo Marconcini</td>
</tr>
<tr>
<td>Lesson no.</td>
<td>34</td>
</tr>
<tr>
<td>Lesson Title</td>
<td><em>Three fundamental environmental issues. Energetic sources and water as a common good.</em></td>
</tr>
<tr>
<td>Lessons Theme</td>
<td>Environment protection</td>
</tr>
<tr>
<td>Recommended group size/type</td>
<td>1 class – with small group work</td>
</tr>
<tr>
<td>Recommended age of the students</td>
<td>15-16</td>
</tr>
<tr>
<td>Recommended time</td>
<td>45 min. for the teacher activity + 1.5 hour for the student activity</td>
</tr>
</tbody>
</table>
| AIMS | • To learn more on the debate between solar energy and nuclear energy.  
• To have an idea about the choice between public or private management of the water. |
| Lesson Objectives | • Students are prepared to face important issues as the management of renewable and not renewable energies, in this case we talk about renewable energies and water matter.  
• To better understand the debate between who wants to use solar energy and who wants to use nuclear energy.  
• To better understand the debate of the water as a common good. |
| Resources required | pen + paper + blackboard + marker |

### Introduction:

Students already know the importance and seriousness of environmental themes. Now they will realize that political actors have to make important choices: partial and with political consequences. The first theme to be faced is waste management as it’s probably the most serious one.

### Teacher activity:

- Teacher will explain the waste recycling process.
- Teacher will talk about solar energy and nuclear energy.
- Teacher will talk about the water management.
- Teacher will invite a manager from the company or body in charge the waste management system to explain the actual situation and related problems.

### Student activity:

- After the lesson, made with the help of the manager from the body in charge, students will discuss the possible expedients and improvements they would bring to the waste management body.
- Each small group will write a project/idea to present to technicians and politics from the same body.
**Teacher will conduct the discussion.**

**Suggested forum questions:**
- What do you think it’s better: solar energy or nuclear energy? Why?
- As regards water: private or public management? Why?

**Conclusion/summing up:**
Teacher lets the students think about the future of our planet in terms of environment.

**Links to the on-line materials which should be used during lessons (supporting materials) - web links/articles etc.**
Available material is a lot. The aim should be to analyse for both themes the two points of view supporting them with theories from expert people. If it were possible a debate lesson could be organized where expert people could properly explain the different points of view and answer the questions of the students.


**Suggested assessment activity:**
Teacher can assess:
- Active participation
- Ability to work in group
- Ability to express a coherent student’s own position on the lesson issue
- Skills to deal with information (select, compare, verify and present results)
- Skills and attitudes expressed by the students own civic positions on the monitored socially issue.
- Skills to use existing competences in new situations
- Skills to use new competences in common situations
# VII/7 Media and citizenship

## Lesson Plan

<table>
<thead>
<tr>
<th>Partner country</th>
<th>BULGARIA</th>
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</thead>
<tbody>
<tr>
<td>Author of the lesson</td>
<td>Tatyana Docheva, Ekaterina Mihaylova, Maria Donkova, Margarita Dishkova</td>
</tr>
<tr>
<td>Lesson no.</td>
<td>35</td>
</tr>
<tr>
<td>Lesson Title</td>
<td><em>Media and Citizenship: Information and/or Persuasion.</em></td>
</tr>
<tr>
<td>Lessons Theme</td>
<td><em>Media and citizenship</em></td>
</tr>
<tr>
<td>Recommended group size/type</td>
<td>Participants: 1 class (26-29 students)</td>
</tr>
<tr>
<td>Recommended age of the students</td>
<td>These lessons are suited for students over 14 years of age</td>
</tr>
<tr>
<td>Recommended time</td>
<td>90 minutes</td>
</tr>
</tbody>
</table>

## AIMS
- Students understand the diversity of sources of information in 21 c. and are able to filter, compare and judge the reliability of the information from different sources;
- Students are aware of their rights to access information, protection of personal information and basic principles of online information channels security including Internet ethics;
- Students are competent to access available communication channels, to express opinion and communicate information on important topics (incl. social networks, schools news papers, radio, TV or other).

## Lesson Objectives
Students develop skills to:
- Explore the diversity of sources of information they use in their everyday lives and studies;
- Elaborate criteria for reliability of the information they access;
- Recognize main particularities of the contemporary media and their interaction;
- Communicate and create information for public access;
- Exercise their right to access information on subject of students’ interest (if the lesson takes place during an election campaign it could touch the issue on media and elections, political agenda etc.).

## Resources required
- Flipchart paper, multimedia and projector, evaluation questionnaire for each student; examples of different types of printed media, PC with Internet access will serve many stages of the lesson.

## Introduction:
This lesson needs preparatory work from the students at least 1 week before the lesson. This includes observing different media coverage on an important social issue. Students will be asked to list possible
reasons for the differences in the coverage.

- Teacher introductory presentation: 15 min.
- Brainstorming: 15 min.
- Student presentations: 40 min.
- Discussion: 10 min.
- Summing up: 10 min.

**Teacher activity:**
Introducing presentation on rights to information, media environment and influence.
Animate and sum up different students media-monitoring presentations.
Moderate the discussion on how to organise appropriate media coverage for an issue designated as important for the school community.

**Student activity:**
- Students are asked to argue their own civil position on the bases of the results they’ve gathered while monitoring different media coverage on an important social issue.
- Students discuss the facts that their preferred information environment has presented and try to explain the reasons that media differs in coverage. Also, they will try to elaborate why there is some information that is not easily accessible. (this discussion can explicitly be focused on the problems in finding relevant online resources for their school work);
- Students brainstorm to create media coverage for an issue important to the school community. As a result of a successful brainstorming process a draft media coverage campaign is created.
Students can work in small groups of 4-6 members if they decide to cover more than one topic.

**Conclusion/summing up:**
The teacher sums up the results. Issues that students have picked as more important are proposed for further activities. Criteria for information verification are repeated and could remain on the wall of the classroom for the term or the entire school year.

**Links to the on-line materials which should be used during lessons (supporting materials) - web links/articles etc.**

<table>
<thead>
<tr>
<th>Code of Ethics of BG Media <em>(available in Bulgarian)</em></th>
</tr>
</thead>
</table>

| List of preferred media – established by collection each student preferred media. |

**Additional materials:**

- **Handouts for teacher**
  A) HANDLING INFORMATION
  1. Searching and accessing information
  2. Selecting and presenting information from different sources
  3. Creating and publishing information for public access
  4. The problem of originality / copy-paste
  5. Internet freedom versus Internet security.

**Sample tasks and activities for students:**
1. Read the rules of communication in the global network (Internet ethics). Explore your 2 most favourite sites in terms of rules of "net ethics ". Are there gaps? (This activity is an excellent opportunity for students to present their favourite sites and to gain mutual perceptions about the interests of each student).
member of the class)
2. Do a search of part-time work suitable for your age / or the desired future work. What elements contain information? What sources of information did you use? Did you get enough information to make a choice? How will you verify that the advertised information is true?
3. Study the terms of Wikipedia. Compare 1 or 2 online encyclopaedia articles on issue important to you in two different language versions. What differences do you find? What is the reason for differences? Is Wikipedia reliable source of information? Why?.

B) TYPES OF MEDIA
1. Print (newspapers, magazines, newsletters)
2. Electronic (TV, radio)
3. Digital (media after the onset of the Internet, online media, hybrid media)
4. Measurement of media interest (opinion polls, feedback from audience)
5. Media as a business (who invests, how to profit from media, how do you find the balance between information and advertising)

Sample tasks and activities for students:
1. Create a script for a media commercial for one and the same product for at least two different types of media. What differences are there in both your projects? To what are they due (the characteristics of the media, the differences in audience).
2. Write your opinion about media reports and send it to your preferred media for feedback. Track the effects. Comment the whole process. Is it important? Is there a benefit?
3. Meetings with professionals from the media (group or individual). Present your impressions before the class.

C) POWER AND INFORMATION. IMPACT ON PUBLIC OPINION
1. The place of media in the separation of powers. Fourth power or an illegitimate power?
2. The influence of visual media. Advantages and disadvantages.
3. Ways of presenting the same information by different media of the same type
4. Public trust / mistrust of media types
5. Political advertising - election “commercial like” product.
6. Social networks - alternative media?

Tasks and activities for students
1. Compare a TV clip of a political party / coalition to a TV spot of commercial product with approximately the same duration. What similarities and differences do you find in the techniques, tools and those referred to audiences?
2. Check at least two different political programs of parties / coalitions of the campaign (convenient in years of elections). Present main ideas and channels used for information and communication as well as the main criticisms of political opponents. The task is suitable for group work.
3. Organize a debate on a topic from Bulgarian society, which is a priority for the next 4 years (ecology, education, etc.). The debate could be in the form of role-playing between 2 opposite political leaders/parties.
4. Take a survey at school - how many of your classmates have their own blog and how frequently do they participate in Internet forums. What are the reasons to maintain a blog and participate in forums? Make a presentation of the survey results. (Classes could also visit one another and/or present results to the teaching and parental community.
5. Meetings with specialists in political science / policy marketing.
**Suggested assessment activity:**
Individual or group assessment of skills to deal with information (filter, compare, verify and present).
Individual assessment of skills and outlook expressed by the students on the monitored issue.
Skills to use existing competences in new situations.
**Lesson Plan**

<table>
<thead>
<tr>
<th>Partner country</th>
<th>POLAND</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author of the lesson</td>
<td>Zuzanna Rejmer</td>
</tr>
<tr>
<td>Lesson no.</td>
<td>36</td>
</tr>
<tr>
<td>Lesson Title</td>
<td><em>Media – the 4th power.</em></td>
</tr>
<tr>
<td>Lessons Theme</td>
<td><em>Media and citizenship</em></td>
</tr>
<tr>
<td>Recommended group size/type</td>
<td>20 – 30 students</td>
</tr>
<tr>
<td>Recommended age of the students</td>
<td>14-18</td>
</tr>
<tr>
<td>Recommended time</td>
<td>45 min</td>
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</tbody>
</table>

**AIMS**
- To increase awareness of the media influence on the public opinion
- Development of critical thinking and individual decision making skills

**Lesson Objectives**
- Will be more aware of how the perception of various events can be distorted depending on how it has been reported
- Understands why we say "Media are the 4th power"

**Resources required**
- Flipchart sheets (one for each team)
- Marker pens

**Introduction:**
Present the lesson topic to the students. Tell them that during the lesson you will more closely examine the role of media in shaping the public opinion.

**Teacher activity:**
1. Invite students to discussion and to share their opinions on why we say that the media are the 4th power. Write their answers on the blackboard.
2. Divide students into the teams of about 5 people. Create an even number of teams “A”, “B” and “C”.
3. Hand out materials for analysis.
4. Ask the teams to read the materials and then write:
   a) What they think about Kamisa, how do they feel about her? How do you judge her and her actions?
   b) What is it in the construction of the text that makes you think/feel this way (are these specific words, sentences?)

**Student activity:**
1. Participation in the brainstorming session
2. Team work
5. Ask the teams to present the results of their work in front of the class.
6. Divide the blackboard into 3 parts (A,B,C) and in each space write down what particular teams think about Kamisa (part a) of the task.
7. Then ask the teams to say what they think influenced their opinions. (part b) of the task.
8. Sum up collected data and point out the differences in interpretations made by different teams and differences in the construction of the texts, which triggered these opinions.
9. Remind students why we say “Media are the 4th power”.
10. Ask the students what each of them can do so as not to fall into the trap of misguided interpretation of events described by the media.
11. Write the headline on the blackboard “What can we do so as not to fall into the trap of misguided interpretation of events described by the media?” and write down the students’ ideas.

Conclusion/summing up:
Media play a very important role in the transmission of information but its Worth remembering that they not only present facts but also opinions and judgements. The same event may be very differently reported by the right-winning and left-wing reporters. That is why, if we want to form our own opinions, we should carefully analyse information given by the media.

Links to the on-line materials which should be used during lessons (supporting materials) - web links/articles etc. http://wiadomosci.gazeta.pl/Wiadomosci/1,80708,4496273.html

Additional materials:
Material for group(s) “A”
“Bieszczady Frontier Guard officers found three dead children in the Bieszczady mountains. A few hours earlier they had detained an exhausted woman of Chechen nationality, with a 2-year-old child in her arms. The woman told the officers where her children were and that they were dead – reported Bieszczady frontier Guard spokesperson, Capt. Elzbieta Pikor.

“The woman was detained near Ustrzyki Górne. She told the officers that three of her children were dead and that their bodies were to be found a few kilometres away from the place. The officers searched the area of the high Bieszczady for several hours. Around midnight they found three dead bodies,” Pikor said. They were three girls, aged 13, 10 and 6. Their birth certificates were found in the woman’s luggage. The woman and her 2-year-old son were immediately transported to the hospital. The doctor didn’t give permission for questioning.

The Chechen woman crossed illegally from Ukraine to Poland. Prosecutor’s Office in Lesk is involved with
the case.”
Source: onet.pl

Materials for group(s) “B”
Prosecutor’s Office won’t charge the Chechen woman
2007-09-17
District prosecutor’s Office in Krosno (Podkarpackie Voivodeship) has decided not to charge the Chechen woman, whose three children died in Bieszczady slipping across the border. On Monday afternoon in the hospital in Ustrzyki Dolne the woman’s questioning ended.

"In the presence of a sworn translator Kamisa D. was questioned by two policewomen from the Ustrzyki Dolne headquarters. During the questioning a border guard was also present. All this time the woman was provided with medical care.” said the spokesperson of the Podkarpackie Region police, chief constable Mariusz Skiba.

"Kamisa D. was questioned as a witness with forewarning, which means that she was informed of the possibility of being charged,” said Krosno district prosecutor Andrzej Dworzański and he added that the woman was not charged in the end.
"The woman told about her escape from Chechnya. First she reached Moscow with her family, where she contacted people who were to organise her flight to Austria. She paid these people 2 thousand dollars,”said Dworzański.

"When she was at the Ukrainian border, the guide showed her the direction which she should take. She doesn’t know whether he showed her the wrong way or she lost her way. She says she wandered for 24 hours. When the food supply was gone, one of her daughters started losing consciousness. Then she left her children in the forest and went to look for help,“ the prosecutor said.
"The night temperature in Bieszczady was very low and the woman and her children wore light clothing. The girls’ death was probably caused by cold and exhaustion,” he added

It's not the end of the questionings

"We contacted the woman’s husband. Now we are waiting for information from Ukrainian authorities to tell us which border we can collect the man from and transport to Ustrzyki Górne. The meeting should happen tonight,” said the spokesperson of the Podkarpackie Region Voivode Krzysztof Rokosz.

The woman’s uncle, who lives in Austria, is already here. It was probably him the woman wanted to reach.

"During the questioning Kamisa D. didn’t express willingness to apply for the exile status but we understand that she will make final decisions only after the meeting with her husband,” emphasised Rokosz.
On Monday a post-mortem examination of the girls’ bodies was conducted in Rzeszów."The bodies will be immediately transported to Warsaw. Commissioner for refugees, who will transport the bodies to
Chechnya, asked for it. The mother and her family want them to be buried there,” said Dworzański.

Prosecutor Dworzański thinks that the woman needs to be questioned again. “Kamisa D. didn’t say much about the human transport and people she paid. We have to investigate into this matter,” he added. On Sunday, the President’s wife, Maria Kaczyńska, visited the woman in the hospital.

Source: [http://wiadomosci.gazeta.pl/Wiadomosci/1,80708,4496273.html](http://wiadomosci.gazeta.pl/Wiadomosci/1,80708,4496273.html)

**Materials for group(s) “C”:**
*After illegally crossing the border, a Chechen woman left her three children in the forest, the children died.*
Information Agency Notice.

**Suggested assessment activity:**
- Have you learnt anything new? What is it?
- Student explains (orally or in writing) the concept “Media – 4th power”
<table>
<thead>
<tr>
<th><strong>Partner country</strong></th>
<th>POLAND</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Author of the lesson</strong></td>
<td>Jarosław Puta</td>
</tr>
<tr>
<td><strong>Lesson no.</strong></td>
<td>37</td>
</tr>
<tr>
<td><strong>Lesson Title</strong></td>
<td><em>Who is who? – gaining information on local activity of the local government.</em></td>
</tr>
<tr>
<td><strong>Lessons Theme</strong></td>
<td>Media and citizenship</td>
</tr>
<tr>
<td><strong>Recommended group size/type</strong></td>
<td>20-30 students – with small workgroup</td>
</tr>
<tr>
<td><strong>Recommended age of the students</strong></td>
<td>14 – 18</td>
</tr>
<tr>
<td><strong>Recommended time</strong></td>
<td>2x45 minutes</td>
</tr>
</tbody>
</table>
| **AIMS** | • Increasing the level of knowledge about local authorities.  
• Strengthening the attitudes of active interest in local events. |
| **Lesson Objectives** | • Students develop their skills of obtaining information about the local political environment.  
• Familiarizing the students with the specificity of a job as a politician, a public servant. |
| **Resources required** | • Paper sheets  
• Pens  
• Blackboard  
• Chalk or a marker  
• Computers with access to the Internet |
| **Introduction:** | At the beginning the teacher initiates a discussion with the students concerning sources of information about political, economic and cultural decisions taken in their hometown. The teacher writes down the students’ responses on the board, and then asks them whether they know who currently holds the power in their city (the president, the mayor, the vice presidents, etc.) and whether they know the scope of their competence. (10 min.) |
| **Teacher activity:** | • In order to verify the responses of students, the class and the teacher go to the computer room. The teacher asks the students to use the Internet and check the current structure of the city authorities, along with the names of individual persons, the names of the positions, hierarchy and ranges of responsibilities. |
| **Student activity:** | • Depending on the number of computers available, the students work individually, in pairs or in groups. After finding the desired information, they make brief notes. (15-20 min.) |
- The teacher divides the class into 3-6 groups depending on how many political functions he/she deems essential to know.

- The second part of the lesson is a visit at the local centre of city authorities (such as town hall, city council, etc.). (45 min.) The teacher should arrange beforehand a meeting with one of the civil servants performing the functions described by the students or with one of the assistants of such person.

- A few days before the visit the students prepare the questions they would like to ask the civil servant. They should also revise the ranges of competence, so that the questions are adequate.

- During the meeting with the local government representative the students ask their questions and confront their doubts.

**Conclusion/summing up:**
In a group discussion the teacher asks the students about their observations after the meeting with the civil servant. Moreover, he/she suggests to the students to try and stay up-to-date with news regarding various aspects of their city by using various public media. (5 min.)

**Suggested assessment activity:**
After several weeks the teacher can engage the class in a discussion on recent developments in their hometown, ask them about local decisions they recently heard of and get to know their opinions on those changes. The teacher should also ask students to describe the sources of information they were using.
VII/8 Civic education in traditional school subjects exemplified by mathematics

<table>
<thead>
<tr>
<th>Lesson Plan</th>
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<tr>
<td><strong>Partner country</strong></td>
</tr>
<tr>
<td><strong>Author of the lesson</strong></td>
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<tr>
<td><strong>Lesson no.</strong></td>
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<tr>
<td><strong>Lesson Title</strong></td>
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<tr>
<td><strong>Lessons Theme</strong></td>
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<tr>
<td><strong>Recommended group size/type</strong></td>
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<tr>
<td><strong>Recommended age of the students</strong></td>
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<tr>
<td><strong>Recommended time</strong></td>
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<tr>
<td><strong>AIMS</strong></td>
</tr>
<tr>
<td><strong>Lesson Objectives</strong></td>
</tr>
<tr>
<td><strong>Resources required</strong></td>
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</table>

**Introduction:**
The content is based on the following assignments related to a local square. The existing plans for the local square include a project to surround the square with a “Perfect Circle” of trees. Work has started on this in one section of the square. It is now worth examining this “plantation”:

A. Where is the centre of the circle?
B. What is its radius?
C. Where will be the other trees positioned?
D. How can we work this out without being run over in the crossroads? – As precisely as possible, draw the trees in on a picture from Google Maps. Which measurements do we need to take to find the position of the trees on the map?
E. Why do you think a “Perfect Circle” was chosen? – What is the symbolic value of a circle? Choose another pattern for the positioning of the trees, and justify your choice of this particular pattern. Prepare a description for the people who are to plant the trees, stating how they are to position the
trees so as to create the proposed pattern.

**Teacher and student activity:**
Initially, the pupils are to visit the local square in groups to establish how to answer questions A–C – and then answer them. The teacher is to bring a variety of notes that contain different pieces of information about the circle. The teacher can then hand these out as required. The focus is on the pupils finding a method that they think will work, and which can provide them with an idea of where the centre of the circle of trees is located (in the crossroads). The groups’ knowledge and methods are then discussed in the classroom.

1. Then ask the following question:
   How can we transfer the position of the trees to an image in Google Maps so that we can use this image to help us find the centre, and so on? Students work in groups to consider which measurements they think are necessary to determine the position of the trees on images.
2. The necessary measurements are defined, and the students can now answer questions A–C. The collated answers can be put into perspective with the co-ordinate system, GPS, etc.
3. At this point, start a discussion of the use of mathematics in design, decoration, etc. Examples could include the shape of A4 paper on the basis of the requirements on the A-paper range (A0 has an area of 1 m² and the various A-sizes are to correspond in the ratio 2:1). Why are some peeled tomatoes sold in tins, and others in cardboard cartons (focused on transport packaging). Alternatively, involve “the golden ratio”, etc. The fundamental question is: does mathematics have anything to do with what we consider to be attractive? And does this only apply in the western world? Does mathematics play other roles – for example, in numerology, lucky numbers, and the like?

**Conclusion/summing up:**
A main point in the summing up is that the use of mathematics in design can be seen relative to the culture.

**Suggested assessment activity:**
Which signs indicate that the pupils are making progress towards the goals?
- The pupils using formulae and knowledge about the circle to determine the centre, etc.
- In their discussions, the pupils relate mathematics to their own perceived reality.
- The pupils relating to the use of mathematics in this project and, possibly, other actual projects.
- The pupils presenting solutions to the various assignments involving calculations and other justifications.
### Lesson Plan

<table>
<thead>
<tr>
<th>Partner country</th>
<th>DENMARK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Author of the lesson</td>
<td>Inger Ubbesen, Ove Nielsen &amp; Henning Westphael VIAUC</td>
</tr>
<tr>
<td>Lesson no.</td>
<td>39</td>
</tr>
<tr>
<td>Lesson Title</td>
<td><em>Division in respect to equality and fairness.</em></td>
</tr>
<tr>
<td>Lessons Theme</td>
<td><em>Civic education in traditional school subjects exemplified by mathematics.</em></td>
</tr>
<tr>
<td>Recommended group size/type</td>
<td>20 - 28 students</td>
</tr>
<tr>
<td>Recommended age of the students</td>
<td>14-15</td>
</tr>
<tr>
<td>Recommended time</td>
<td>2x45 minutes</td>
</tr>
<tr>
<td>AIMS</td>
<td>• Increasing the level of the awareness in students of the connotations of fairness and equality in use of the notion of division in mathematics.</td>
</tr>
</tbody>
</table>
| Lesson Objectives | • Reworking the notion of division  
  • Introducing situations where equality seems unfair  
  • Discussing the notions of fairness and equality and their link to division |
| Resources required | • Pen and Paper  
  • Blackboard/whiteboard/smartboard  
  • Chalk or a marker  
  • Counting material |

### Introduction:
The students are asked to divide 46 apples between 7 persons. In the following discussion the teacher focuses on whether the students have divided the apples equally, and what this notion means in mathematics class and in society in general. (10 min)

### Teacher activity:
- The teacher divides students into groups containing 3 - 4 students to work on the following problem:
  - Maria, Peet and Sam are having lunch together. Peet brings 5 pieces of food; Sam brings 3 pieces of food. They shear the food equally. After the meal Maria gives them 8 Euros to shear as a payment. How should the money be divided between Sam and Peet?
  - The teacher asks the students to present their answers.

### Student activity:
- Discuss the following solutions to the given problem: They get 4 Euros each, Peet gets 5 Euro and Sam 3 Euro or Peet gets 7 Euro and Sam only 1 euro. (15 min) If the students need counting - or visualising material, the teacher provides it.
- Each group presents their discussions. (15 min.)
- The class discus the questions and share their thoughts on fairness and equality. (15 min)
- The class writes a poster on what they see as links between division and fairness/equality (15 min)
solution of 7 Euro to Peet and 1 Euro to Sam. In what sense is it a fair solution? Can we say that Sam and Peet are treated equally?

Conclusion/summing up:
(10 min.) In summing up the teacher conclude on the students understanding of equality, fairness and division.

<table>
<thead>
<tr>
<th>Links to the on-line materials which should be used during lessons (supporting materials) - web links/articles etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td><a href="http://mindyourdecisions.com/blog/2011/09/14/a-fair-division-storytale/">http://mindyourdecisions.com/blog/2011/09/14/a-fair-division-storytale/</a></td>
</tr>
</tbody>
</table>

Suggested assessment activity:
The teacher brings cake to the next lesson, and asks the students to divide it a fair manner. See if the students use the notion of fairness in other ways the equal division as they divide the cake.
### Lesson Plan

<table>
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<tr>
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</tr>
<tr>
<td>Lesson no.</td>
<td>40</td>
</tr>
<tr>
<td>Lesson Title</td>
<td><em>Division in practice.</em></td>
</tr>
<tr>
<td>Lessons Theme</td>
<td>Civic education in traditional school subjects exemplified by mathematics.</td>
</tr>
<tr>
<td>Recommended group size/type</td>
<td>20 - 28 students</td>
</tr>
<tr>
<td>Recommended age of the students</td>
<td>14-15</td>
</tr>
<tr>
<td>Recommended time</td>
<td>3x45 minute</td>
</tr>
</tbody>
</table>

**AIMS**

- Introducing the dividing algorithm “I cut, you choose” for use in practice
- Exemplifying how mathematics is used in practice for solving problems

**Lesson Objectives**

- Presentation of the “I cut, you choose” algorithm for dividing a thing between two or three persons.
- Creating an understanding of why this is a fair way of dividing, and thereby increasing the students reasoning competence
- Developing an attitude of wanting to participate in a fair sharing process

**Resources required**

- Pen and Paper
- Blackboard/whiteboard/smartboard
- Chalk or a marker
- Material to be divided such as cake, apples or what ever...
- Map of the schoolyard - or access to be in the schoolyard

**Introduction:**
The Teacher is showing a cake cut unevenly, and asks which piece the students want. The question the teacher poses is then: how can we cut a cake in two or any other number of pieces in a fair way? (5 min)

**Teacher activity:**
- The teacher observe the students in the discussion of ideas, and pick out two to three different ideas to be discussed (maybe shown in practice) on the class. A focal point here is the experience of fairness.
- The teacher presents the “I cut, you choose” algorithm or brings focus to it, if some students have presented it already.

**Student activity:**
- The students are asked to discuss two and two how they in practices will divide a piece of cake among them, and write down their ideas. (5 min)
- Students discuss what it takes for something to be divided fair between two people. Can we in practice make a mathematically equal division of a piece of cake? (10min)
- The students try out the algorithm with a focus on the experience of having to try to divide equally,
- The teacher asks the students to present their experience.
- The teacher presents a practical problem: Present a procedure to divide the schoolyard amongst the different school classes in a fair way (given time they should perform the division), to get an equal shear themselves. (10 min)
- 5-10 minutes discussion of what is means to participate actively in a fair share process.
- The students work on the problem. (60 min) and the results should be presented as a poster. The poster should contain a description of the procedure, an argument of its fairness, and a map with the division drawn on it.

**Conclusion/summing up:**
(10 min.) In summing up the teacher links the work to some broader aspects of this discussion on fair division. It could be a brief introduction to John Rawls’ notion of making choices “under a veil of ignorance” see [http://en.wikipedia.org/wiki/Veil_of_ignorance](http://en.wikipedia.org/wiki/Veil_of_ignorance) or similar

- **Links to the on-line materials which should be used during lessons (supporting materials) - web links/articles etc.**
  - [http://www.colorado.edu/education/DMP/fair_division.html](http://www.colorado.edu/education/DMP/fair_division.html)

Suggested assessment activity: The Teacher should comment the posters on the described procedure, the argument and how the actual division is done accordingly with the procedure.

**Insert resources on which you based on your lesson**

## Lesson Plan

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<td>Lesson no.</td>
<td>41</td>
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<tr>
<td>Lesson Title</td>
<td>Mathematics and fairness in games.</td>
</tr>
<tr>
<td>Lessons Theme</td>
<td>Civic education in traditional school subjects exemplified by mathematics.</td>
</tr>
<tr>
<td>Recommended group size/type</td>
<td>20 - 28 students grouped in pairs</td>
</tr>
<tr>
<td>Recommended age of the students</td>
<td>14-15</td>
</tr>
<tr>
<td>Recommended time</td>
<td>60 minutes</td>
</tr>
<tr>
<td>AIMS</td>
<td>Enhancing civic competences by focusing on the use of mathematics in the understanding of fairness.</td>
</tr>
</tbody>
</table>

## Lesson Objectives
Students will gain:
- Knowledge of the mathematical understanding of fairness as even distribution of chances in a game.
- Understanding of mathematical fairness as one of many ways of understanding fairness.
- Insight in the use of mathematics in action as opposed to mathematics as a description.

## Resources required
4 coins pr. group with the following colours on each side: 1 red/red, 1 red/blue, 1 red/yellow and 1 blue/yellow, pen and paper.

## Introduction
The students are to work with two games, with different probabilities, after which students will discuss whether the games are fair / unfair. Next is the mathematical concept of justice are discussed and sketches to other conceptions of justice.

### Teacher activity:
Teacher introduces the first game by example, and asks the students to play the game 50 times in groups of two, and make a record of who are winning each time.

The teacher asks who won in the different groups, and makes a note of it on the blackboard.
The Teacher asks the students if it is a fair game.

### Student activity:
Students play the following game 50 times making notes of who wins in each game and who wins the most of the 50 games:

There are two coins one coin has red on either side and one coin has a red and a blue side. The coins are thrown and player one wins if to red sides are shown, in any other case player two wins.
During the time the students are working the teacher goes around and looks at the students’ work, making notes on different student arguments for later presentation.

Together with the students the Teacher sums up the different arguments, and posts the student paper work on the board. They conclude if the game is fair or not.

Teacher introduces the second game by example, and asks the students to find out if the game is fair.

During the time the students are working the teacher goes around and looks at the students’ work, making notes on different student arguments for later presentation.

Together with the students the Teacher sums up the different arguments, and posts the student paper work on the board. The focus is what kind of understanding of fairness is underlying the student arguments

The teacher can pose some of the following questions:

- What is fairness?
- Why is one game fairer than the other?
- Are there other ways of fairness in other situations?
- Does this kind of fairness also works in distribution of common goods
- Are there examples of a fairness that does not include an even distribution?
- Ones again: what is fairness, have you another understanding of fairness now?

Discussion in every group for 10 to 15 min, focusing on arguments for the conclusion. Arguments must be presented on paper.

Students investigate game number two:
Three coins are thrown one coin with a red and a blue side, one coin with a red and a yellow side and one coin with a yellow and a blue side. Player one wins if two of the three coin shows same color in any other case player two wins.

Students have 10 to 15 min to decide if the game is fair. They can play a few rounds but else they should bring forth arguments to support their conclusion. Again arguments must be presented on paper, as drawing, calculations, written statements or a combination.

Conclusion/summing up:
Fairness embrace many things other than a mathematic fairness based on an even distribution.

Links to the on-line materials which should be used during lessons (supporting materials) – web links/articles etc.  
http://www.ffe-ye.dk/media/14506/matematik-7-9kl-lowres1.pdf

Suggested assessment activity: 
Record in some way the students’ answers to the reposing of the question on how they understand fairness.
### Lesson Plan

<table>
<thead>
<tr>
<th>Partner country</th>
<th>POLAND</th>
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<tbody>
<tr>
<td>Author of the lesson</td>
<td>Jarosław Puta</td>
</tr>
<tr>
<td>Lesson no.</td>
<td>42</td>
</tr>
<tr>
<td>Lesson Title</td>
<td><em>How to be thrifty? The skill of budget planning.</em></td>
</tr>
<tr>
<td>Lessons Theme</td>
<td><em>Mathematics as a tool of understanding public area.</em></td>
</tr>
<tr>
<td>Recommended group size/type</td>
<td>20-30 students – with small group work</td>
</tr>
<tr>
<td>Recommended age of the students</td>
<td>14 – 18</td>
</tr>
<tr>
<td>Recommended time</td>
<td>45 minutes</td>
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</table>
| AIMS | • Developing the skill of planning expenses.  
• Increasing the awareness of use of public money. |
| Lesson Objectives | • The students learn to manage their own money.  
• The pupils realise the importance of prioritising their expenses.  
• The students learn the ways of reaching a compromise when managing common goods. |
| Resources required | • Paper sheets  
• Pens  
• Blackboard  
• Chalk or a marker |

**Introduction:**
The teacher begins the lesson by outlining the problem of financial management, stressing that it is present at various levels of life – managing our own money, the family budget, companies’ finances, the state budget. Next, the teacher initiates a brainstorming session and asks the students which abilities or character traits, in their opinion, are parts of the financial management skills. (5-10 min.)

**Teacher activity:**
The teacher announces that the students’ task is to design the class budget. The budget is a virtual one, for the purpose of this exercise. However, if the students’ parents agree to donate some money, or the school management agrees to allocate a part of school’s funds, it will be possible to put the budget plan into practice.

The teacher divides the pupils into 3 groups.

**Student activity:**
The students work individually and write down the most important aims that in their opinion should be financed from the class budget. (5 min.)

Basing on previously made individual notes each group is supposed to create a common list of 10 objectives that should be funded. Having established such a list, the participants set the proposals in an order depending on the relevance of the goal. The proposal in the first place receives 10 points, the next one 9 points, etc., down to 1 point for tenth place. (10-15 min.)
<table>
<thead>
<tr>
<th>The teacher asks the groups to present their lists and writes down their suggestions on the board, taking into account the number of awarded points.</th>
<th>The students present their budget propositions. (10 min.) If a particular aim appears in two or three groups, the points awarded to this goal should be added up. After gathering all the propositions and summing up the points, the teacher announces that the first 10 postulates with the most points are the ones to be included in the class budget. Using proportions, the students calculate the percentage of class money that will be allocated to each item in the budget. (5 min.)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Conclusion/summing up:</strong> The group leads a discussion on how students can use the budgeting skills in their daily lives. The teacher ends the lesson by asking students to try to apply that knowledge in planning their family budgets. (5 min.)</td>
<td><strong>Suggested assessment activity:</strong> After several weeks the teacher asks students to share their experiences in planning the family budget. He asks what they and their families found difficult and the solutions they applied in order to overcome these obstacles.</td>
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