learning by doing

Experiential Learning in Formal School Education

Project Result 2: Development of Repository with Training Material & Activities of Experiential Learning

Civic competence in secondary school

FEIO

Project Information

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Learning by Doing

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Annex 2: General Plan Of Course Thematic

Course thematic	Civic competence in secondary school
Type of Activity	Pair and Group work, Individual reflection
Key Words	competence, citizenship, activism

OVERALL DESCRIPTION

This training program is designed for secondary school educators to cultivate and strengthen civic competence among students. The course focuses on practical strategies and educational methodologies to effectively integrate civic education into the curriculum. Through expert-led seminars, collaborative workshops, and interactive role-playing activities, educators will learn how to engage students in civic life, promoting responsible and active citizenship.

OVERALL DURATION

10 teaching hours

LEARNING OBJECTIVES

This course aims to:
O1 clarify the concept of good citizenship and the qualities/actions associated with it.
O2 Identify and analyse the knowledge, skills, and attitudes demonstrated by individuals in civic action.
O3 Reflect on personal knowledge, skills, and attitudes related to civic competence.
O4 Provide students with an exploration of the rights and duties of citizens in a democratic society.
O5 Encourage students to think critically about the rights and responsibilities associated with being a citizen.
O6 make students identify situations in which civic rights or duties are not respected.
O7 help students understand what effective communication is,
O8 identify barriers to effective communication,
O9 develop strategies to overcome them.
O10 help students to develop their cooperation skills, as well as understand the importance of these skills in achieving common goals.
O11 familiarise students with the skills that form the competence to cooperate.
O12 develop rules for cooperation in the classroom.
O13 to reflect on the role of young people in society and the need to participate in public life;
O14 to point out ways of youth participation in public life;
O15 familiarize students with the ladder of participation in accordance with R. Hards.

LEARNING OUTCOMES

By the end of the course, a student will be able to:

LO1 Explain the concept of good citizenship and identify key qualities/actions associated with it.

LO 2 Analyse scenarios of civic action and identify the knowledge, skills, and attitudes demonstrated by individuals in those scenarios.

LO 3 Reflect on their own knowledge, skills, and attitudes related to civic competence and identify areas for further development.

LO4 develop a comprehensive understanding of the rights and duties of citizens in a democratic society,

LO 5 considering the impact of civic rights and duties on individuals and society,

LO 6 be able to identify situations in which civil rights or duties are not respected.

LO7 help students understand what effective communication is,

LO8 identify barriers to effective communication,

LO9 develop strategies to overcome them

L10: deepen the understanding of the importance of cooperation.

L11 have a better understanding of the competence to cooperate.

L12: have agreed on a set of rules for cooperation that they can apply in future group work or pair activities.

L13: Evaluate the role of young people in society and recognize the significance of participating in public life.

L14: Analyze various strategies and mechanisms of youth participation in public life.

L15: Apply knowledge of R. Hards' ladder of participation to assess the levels of youth involvement in decision-making processes.

Topic

Lesson 1: Civic competence - what is it and why do we need it?

Description

This lesson focuses on exploring the concept of good citizenship and developing civic competence. Students discuss and create a list of qualities/actions associated with good citizenship. They analyze scenarios where individuals demonstrate citizenship, discuss the problems, actions taken, and impact on the community. The class discusses the scenarios, identifies patterns, and explores the knowledge, skills, and attitudes demonstrated. The importance of civic competence is emphasized. Students reflect on their own competences, complete a self-assessment survey, and discuss the results. The lesson concludes by inspiring students to actively engage in their communities and work towards a just and inclusive society.

Duration

45 minutes

Materials

- handout 1
- OR code

Topic

Lesson 2: Citizen sounds proud - rights and responsibilities of a citizen.

Description

In this lesson, students delve into the rights and responsibilities of citizens in a democratic society. They begin by reflecting on the meaning of citizenship and referring to the examples analysed in the previous lesson. The lesson then focuses on the song 'Glory' to prompt reflections on citizenship, rights and responsibilities.

Using a deep reading strategy, students work in pairs to analyse the text on the responsibilities and rights of citizenship. They share their findings and compare passages, exploring connections and gaining a comprehensive understanding.

Pupils engage in scenario analysis, identifying neglected civic duties or rights. They work together in groups, analysing different scenarios and developing critical thinking skills.

The lesson concludes with a debrief, during which students reflect on their findings and the importance of balancing rights and responsibilities. Key points are summarised with an emphasis on active citizenship.

This lesson encourages students to understand and value their rights and responsibilities as citizens, promoting active participation and responsible behaviour in society.

Duration

45 minutes

Materials

- Music through tablet, laptop, computer or mobile phone

Topic

Lesson 3: How to communicate effectively with people in diverse situations?

Description

In this lesson, students learn about the concept of effective communication and the barriers that can hamper it. They participate in activities that help them practice active listening and clear self-expression. They also watch a short film and discuss the most relevant issues related to effective communication in different situations. In addition, they work in groups to create posters with tips on how to communicate effectively, present their work to the class and receive feedback. The lesson ends with a summary of the key points and a reminder to continue practising communication skills.

Duration

45 minutes

Materials

- Markers
- Paper
- Large sheets of paper
- Laptop, tablet, PC, or smartphone

Topic

Lesson 4: Together or separately - ways of collaborating effectively.

Description

In this lesson, students will explore the importance of effective communication and cooperation in achieving common goals. They will participate in an experiential learning activity, such as Building Bridges, that requires cooperation and effective communication. After completing the activity, learners will reflect on their experiences and share their thoughts on communication strategies and techniques that worked well and those that could have been improved. Then, through a discussion, learners will identify the elements of the competence to cooperate and elaborate on the rules of cooperation that could be applied in their class. Finally, learners will agree on a set of rules for cooperation that they can apply in future group work or pair activities. By the end of the lesson, learners will have developed a better understanding of the skills and strategies needed for effective communication and cooperation in different situations.

Duration

45 minutes

Materials

- straws,
- paper clips,
- string
- toy car
- large sheets of paper
- small sticky notes

Topic

Lesson 5: Participation of youth - civic education begins, when young people have influence, can co-decide about themselves and their environment.

Description

The lesson addresses the topic of youth participation. Its purpose is to make students aware of the importance of their active participation in the life of the community in which they live, to help them avoid the appearance of such participation and to develop ideas for real activities that respond to the perceived needs of young people in the local community.

Duration

45 minutes

Materials

- the Ladder of Participation [poster]

Topic

Lesson 6: Elections and democracy, is it important to participate in elections?

Description

This lesson is focused on democracy and elections. Students will engage in a variety of activities that will help them understand the principles of democracy, the importance of voting, and the role of elections in a democratic society. The lesson includes group discussions, reflection prompts, a short film analysis, and a mock election. Through these activities, students will develop critical thinking skills, learn to express their opinions, and gain a deeper understanding of how democracy works.

Duration

2 x 45 minutes

Materials

- Hand out 1: text of the film for the teacher and/or students if he/she finds it useful.
- handout 2 in A3 size
- post-it sticky notes
- large sheets of paper
- small cards as ballot papers
- box as ballot box

Topic

Lesson 7: Conflicts - defeat or opportunity? How to resolve them at home, at school, between different social groups, between states?

Description

The lesson is focused on teaching students about conflicts and conflict resolution strategies. It begins with an interactive discussion where students share their personal experiences of conflicts, followed by a brainstorming session to identify examples of conflicts in different settings. Then, students work in small groups to analyse different conflict scenarios, propose solutions, and present their findings to the class. The lesson also includes a reflective activity and a group discussion about conflict types and resolution strategies. The lesson ends with a quiz prepared by the students themselves to test their understanding of conflict resolution. The plan emphasizes the importance of recognizing different types of conflict and choosing appropriate resolution strategies.

Duration

2 x 45 minutes

Materials

- Handout 1 Conflict scenarios
- Handout 2

Topic

Lesson 8: Migration and its causes. Why do people migrate?

Description

The lesson focuses on the topic of migration and its causes, which are discussed on the basis of individual witness statements of people who have experienced migration in their lives.

Duration

45 minutes

Materials

- Handout 1
- post-it notes
- handout 2 in A3 size

Topic

Lesson 9: Stereotypes, prejudices, discriminatory actions – can we overcome them?

Description

The lesson tackles the topic of stereotypes, prejudices and discrimination using migrants as an example, although it is likely to include examples for other social groups. As well as understanding the differences between these concepts, the lesson should help students to distinguish between opinions and facts, so that they do not succumb to streotypical thinking and develop prejudices.

Duration

45 minutes

Materials

- post-it notes
- handout 1
- post-it's from the first part of the lesson

Topic

Lesson 10: We set up the project!

Description

The lesson is focused on social project development and implementation. It aims to guide students through the process of identifying important social issues, planning, and designing their own projects, and working collaboratively to address those issues effectively. The lesson emphasizes the empowerment of students as active agents of change, fostering their understanding of social problems, and improving their ability to plan, implement, and work together on meaningful projects. Additionally, the lesson encourages students to develop critical thinking, communication, and problem-solving skills, while cultivating a sense of social responsibility and empathy towards others.

Duration

2 x 45 minutes

Materials

- Handout 1
- Handout 2

ASSESSMENT METHODS

Quiz, questions through game

LIST OF REFERENCES
ADDITIONAL RECOMMENDED READING

1. Atkins C. L. (1981), Introducing basic map and globe skills to young children, Journal of Geography, 80, 228–233 Atlas of global development, 2nd ed.
2. European Commission (Rocard M., Csermely P., Jorde D., Lenzen D., Walberg-Henriksson H. & Hemmo V. eds.) (2007), Science Education NOW: A Renewed Pedagogy of the Future of Europe, European Commission/Directorate-General for Research/Directorate L - Science, Economy and Society, Unit L4, Brussels, EUR 22845.
3. Lambert D., Morgan G. (2010), Teaching Geography 11–18. A Conceptual Approach, Open University Press
4. THE WORLD BANK (2009), World development report 2009, Reshaping Economic Geography, The World Bank
5. UNECE (2003), Statement on Education for Sustainable Development by the UNECE Ministers of the Environment, Kiev, Ukraine, 21-23 May 2003, ECE/CEP/102/Rev.1
6. UNEP (2002), Synthesis - Global Environment Outlook (GEO) 3, Past, Present and Future Prespectives, UNEP (United Nations Environment Programme), Division of Early Warning and Assessment (DEWA)
7. UNEP (2005), One planet, many people. Atlas of our changing environment, UNEP/DEWA
8. UNESCO (2005), UN Decade of Education for Sustainable Development 2005-2014, Draft International Implementation Scheme, Paris, UNESCO, ED/2005/PI/H/1

1st Lesson Plan

Civic competence what is it and why do we need it?

Course Category

Civic competence in secondary school

Title of Lesson

Civic competence - what is it and why do we need it?

Type of Activity

Pair and Group work, Individual reflection

Key Words

competence, citizenship, activism

Lesson Description

This lesson focuses on exploring the concept of good citizenship and developing civic competence. Students discuss and create a list of qualities/actions associated with good citizenship. They analyze scenarios where individuals demonstrate citizenship, discuss the problems, actions taken, and impact on the community. The class discusses the scenarios, identifies patterns, and explores the knowledge, skills, and attitudes demonstrated. The importance of civic competence is emphasized. Students reflect on their own competences, complete a self-assessment survey, and discuss the results. The lesson concludes by inspiring students to actively engage in their communities and work towards a just and inclusive society.

Lesson Duration

45 minutes

Learning Objectives

This lesson aims to:
O1 clarify the concept of good citizenship and the qualities/actions associated with it.
O2 Identify and analyse the knowledge, skills, and attitudes demonstrated by individuals in civic action.
O3 Reflect on personal knowledge, skills, and attitudes related to civic competence.

Learning Outcomes

By the end of the lesson, students will be able to:
LO1 Explain the concept of good citizenship and identify key qualities/actions associated with it.
LO 2 Analyse scenarios of civic action and identify the knowledge, skills, and attitudes demonstrated by individuals in those scenarios.
LO 3 Reflect on their own knowledge, skills, and attitudes related to civic competence and identify areas for further development.

Link to objectives
LO1 to O1
LO2 to O2
LO3 to O3

Structure of lesson

1st Step

Introduction

Duration -(minutes)

5 minutes

Notes - Description of step – Explanations

Explain what the topic of the lesson is.

Welcome students and
begin the lesson by asking students what they think it means to be a good citizen.
Encourage them to share their thoughts and create a list of qualities or actions they believe make someone a good citizen.
Write their responses on the whiteboard or chart paper.

2nd Step

Experience

Materials - Face to Face

- **HANDOUT #1 - Check at the end of the lessons**

Duration -(minutes)

10 minutes

Notes - Description of step – Explanations

Give students an activity in which they can experience a situation of active citizenship.

Put students into small groups of 3 or 4 and distribute to each group a description of a situation in which a person demonstrated citizenship. Instruct students to discuss the scenario, and reflect on:
1. What problem has the person diagnosed?
2. What action has he/she taken to address it?
3. What knowledge, skills and attitudes the person described demonstrated?
4.What impact their activity had on the community.

Encourage students to think about the different perspectives, values, and interests. question and the other listens, without commenting.

3rd Step

Reflection

Duration -(minutes)

8 minutes

Notes - Description of step – Explanations

In plenary, discuss the experience with students and ask them to share their personal feelings and observations connected with the activity.

Bring the groups back together as a whole class.

Ask each group to share a brief summary of their scenario and the actions taken by the individual.

Facilitate a class discussion by asking the following questions:

1. What do you think of these persons?
2. What similarities or patterns do you notice among the different scenarios?
3. What qualities or characteristics did these individuals demonstrate?
4. How did their actions make a positive impact on their communities?
5. Why is it important for individuals to take action and make a difference?

4th Step

Conceptualization

Duration -(minutes)

15 minutes

Notes - Description of step – Explanations

1. Display the terms "knowledge," "skills," and "attitudes" on the whiteboard or flip chart.
2. Ask students to share their understanding of each term, one at a time.
3. Engage in a class discussion to collectively define each term, providing examples and clarifications as needed.
4. Emphasize the importance of these three elements in developing different competences, including civic competence for acting and making a difference in the society.

5.   Ask the students what knowledge the people described demonstrated, what skills they had, what attitudes they demonstrated. Hand out several post-it's to them each. Ask them to write their answers on post-it notes.

6.   Ask them to stick their post-it's next to the words written on the board: knowledge skills attitudes.

7.   Comment on the answers given by the students, correct if necessary. Refer also to their answers at the beginning of the lesson.

8.   Emphasize that civic competence goes beyond mere awareness of rights and responsibilities; it encompasses the ability to apply knowledge, utilize skills, and adopt appropriate attitudes to positively contribute to the well-being of the community.

9. Explain that knowledge is the foundation upon which civic competence is built. It involves an understanding of:

a. The structure and functions of government: This includes knowledge about different levels of government, their roles, and the decision-making processes.

b. The legal and political systems: Understanding the rights, laws, and principles that shape democratic societies is essential for informed civic engagement.

c. Social issues and challenges: Awareness of social issues such as inequality, poverty, discrimination, and environmental concerns allows citizens to identify areas for improvement and take action.

10. Discuss the skills that are integral to civic competence:

a. Critical thinking and problem-solving: Citizens need to be able to analyse information, evaluate different perspectives, and propose solutions to societal problems.

b. Effective communication: The ability to articulate ideas, engage in constructive dialogue, and collaborate with others is vital for civic participation.

c. Civic participation and advocacy: Skills such as organizing events, advocating for causes, and mobilizing communities enable citizens to create meaningful change.

d. Media literacy: Given the influence of media, citizens need skills to critically evaluate information sources, differentiate between facts and opinions, and recognize bias.

11. Discuss the attitudes and values that foster civic competence:

a. Respect for diversity: Appreciating and valuing diverse perspectives, cultures, and backgrounds is crucial for inclusive civic participation.

b. Empathy and compassion: The ability to understand and connect with others' experiences promotes a sense of responsibility towards the well-being of the community.

c. Ethical behavior and integrity: Upholding principles of fairness, honesty, and ethical conduct strengthens trust and credibility in civic engagement.

d. Civic-mindedness and civic identity: Developing a sense of belonging to the community and recognizing the impact of individual actions on collective welfare fosters active citizenship.

5th Step

Active experimentation

Materials - Face to Face

OR code

Duration -(minutes)

5 minutes

Notes - Description of step – Explanations

Encourage students to reflect on their own knowledge, skills, and attitudes and identify areas where they can further develop their civic competence.

Give them printed QR codes and ask them to scan them with their phones and fill in the survey that appears to them. Explain that this is a quick self-assessment of their level of civic competence.

Once the survey has been completed, encourage your students to share and comment on the results.

6th Step

Active experimentation

Duration -(minutes)

5 minutes

Notes - Description of step – Explanations

Thank students for the lesson and encourage them to thank each other for their cooperation. Appreciate their effort and openness. Say what you liked about their work and statements (without referring to specific individuals).

Remind students that civic competence is a lifelong journey and that actively engaging with their communities and contributing positively can make a significant impact.
Conclude by inspiring students to embrace their role as competent citizens and work towards creating a more just, inclusive, and democratic society.

Assessment Methods

Monitoring students' participation in the class discussion and group activities.

List of References/
Additional Recommended Reading

1. https://www.civicsandcitizenship.edu.au/cce/
2. https://competendo.net/en/Civic_Competences
3. https://www.nature.com/articles/s41599-020-0530-4

Differentiation

Depending on the requirements of each individual student

What is the worst that could happen with this lesson?

What will you do to correrct it?

Limited understanding of the concept:

Offer additional explanations or examples, if students express confusion or ask clarifying questions.
Insufficient self-reflection: Encourage peer feedback or discussion to deepen students' self-reflection and promote a collaborative learning environment.

Scenario 1:
Jenny, a high school student, noticed that many elderly residents in her community were having difficulty grocery shopping during the COVID-19 pandemic. She took the initiative to organize a group of volunteers to do the grocery shopping and deliver the groceries to the doors of elderly residents. Jenny also coordinated with local grocery stores to secure discounts for the elderly population, making the groceries more affordable for them.

Scenario 2:
Alex, a community member, was concerned about the lack of access to clean drinking water in a nearby rural village. He researched potential solutions, checked on the issue of headwater resources in the area, and contacted local organizations and government representatives to raise awareness and advocate for improved water infrastructure. As a result of his efforts, a deep well was dug in the village to provide a sustainable source of clean water for the community.

Scenario 3:
Sarah, a college student, realized the challenges faced by children in deprived areas of her city who lacked access to books, educational resources, and engaging learning activities. She initiated a book collection drive and partnered with local schools and libraries to distribute the books to children in need. Additionally, Sarah organized a group of volunteers to start running after-school programming classes for children in local schools, providing them with additional educational support and enrichment opportunities.

Scenario 4:
John, a concerned citizen, noticed a neglected public park in his community. He took it upon himself to rally his neighbors, organize regular clean-ups, and promote improvements to the park. Thanks to his efforts, the municipality recognized the importance of the park and allocated a significant sum of money to renovate and add new amenities, making the park a vibrant and welcoming space for the community.

Scenario 5:
Emily, a high school student, was passionate about environmental sustainability. She launched an initiative at her school to promote recycling and waste reduction. Emily organized educational campaigns, implemented recycling bins throughout the school, and worked with the school administration to integrate sustainable practices into the curriculum. As a result, the school's recycling rates increased, and students became more aware of their environmental impact.

Scenario 6:
Mike, a community activist, recognized the growing problem of food insecurity in his area. He started a community garden where residents could grow fresh produce and held workshops on gardening and nutrition to educate the community on sustainable food practices. The community garden not only provided access to healthy food but also fostered a sense of community and shared knowledge about sustainable agriculture.

Scenario 7:
Maria, a local business owner, noticed a lack of employment opportunities for young people in her community. She started a mentoring program within her business, providing internships and training to help young people gain valuable skills and experience. Maria also collaborated with other businesses in the area to create a network of job opportunities and support for the youth. Her efforts resulted in increased employment prospects and a stronger sense of economic empowerment among young people in the community.

Scenario 8:
Tom, a retired teacher, saw the need for adult literacy programs in his community. He donated his time to set up and run literacy classes for adults who were struggling with reading and writing. Tom also partnered with local libraries and educational institutions to provide additional resources and support to the adult learners. Through his dedication, many adults in the community improved their literacy skills, leading to increased opportunities for employment and personal growth.

Scenario 9:

Liam, a politically engaged citizen, noticed a lack of youth representation in local politics. He decided to act by organizing a campaign to encourage young people to participate in the political process. Liam coordinated voter registration drives in schools, organized youth-led forums to discuss important issues, and provided resources to educate his peers about the importance of voting and political engagement. As a result of his efforts, more young people became actively involved in local politics, with some even running for elected positions themselves, leading to increased youth representation and the inclusion of their perspectives in decision-making processes.

Scenario 10:

Emma, a compassionate community member, became aware of the challenges faced by refugees in their community. She decided to take action and support the integration and well-being of the refugees. Emma took it upon herself to reach out to local refugee support organizations. She volunteered her time to assist with language translation and cultural orientation for the refugees, helping them navigate their new environment and connect with the local community. Recognizing the importance of providing essential supplies and resources, Emma also organized fundraising events to gather donations for refugee families. Through her efforts, she aimed to alleviate their struggles and provide them with crucial support during their resettlement, helping them build connections and a sense of belonging in their new home.

Feel free to distribute this scenario among the small groups of students for discussion and reflection.

2nd Lesson Plan

Citizen sounds proud - rights and responsibilities of a citizen.

Course Category

Civic competence in secondary school

Title of Lesson

Citizen sounds proud - rights and responsibilities of a citizen.

Type of Activity

Pair and Group work, Individual reflection

Key Words

citizenship, rights, responsibilities, duties

Lesson Description

In this lesson, students delve into the rights and responsibilities of citizens in a democratic society. They begin by reflecting on the meaning of citizenship and referring to the examples analysed in the previous lesson. The lesson then focuses on the song 'Glory' to prompt reflections on citizenship, rights and responsibilities.

Using a deep reading strategy, students work in pairs to analyse the text on the responsibilities and rights of citizenship. They share their findings and compare passages, exploring connections and gaining a comprehensive understanding.

Pupils engage in scenario analysis, identifying neglected civic duties or rights. They work together in groups, analysing different scenarios and developing critical thinking skills.

The lesson concludes with a debrief, during which students reflect on their findings and the importance of balancing rights and responsibilities. Key points are summarised with an emphasis on active citizenship.

This lesson encourages students to understand and value their rights and responsibilities as citizens, promoting active participation and responsible behaviour in society.

Lesson Duration

45 minutes

Learning Objectives

This lesson aims to:
O1 Provide students with an exploration of the rights and duties of citizens in a democratic society.
O2 Encourage students to think critically about the rights and responsibilities associated with being a citizen.
O3 make students identify situations in which civic rights or duties are not respected.

Learning Outcomes

By the end of the lesson, students will:
LO1 develop a comprehensive understanding of the rights and duties of citizens in a democratic society,
LO 2 considering the impact of civic rights and duties on individuals and society,
LO 3 be able to identify situations in which civil rights or duties are not respected.

Link to objectives
LO1 to O1
LO2 to O2
LO3 to O3

Structure of lesson

1st Step

Introduction

Duration -(minutes)

4 minutes

Notes - Description of step – Explanations

Explain what the topic of the lesson is.

1.   Begin the lesson by reminding students that in the previous lesson you talked about civic competence. Ask them to think back to the examples they have analysed and reflect on the meaning of citizenship. Encourage them to share their thoughts with a partner or in a short class discussion.
2.   Tell them that the topic of today's lesson is actually rights and duties of the citizen.

2nd Step

Experience

Materials - Face to Face

- **HANDOUT #1 - Check at the end of the lessons**

Materials - Online

https://www.youtube.com/watch?v=HUZOKvYcx_o

Duration -(minutes)

4 minutes

Notes - Description of step – Explanations

Play the "Glory" song from the film "Selma" to the students. Ask them to listen carefully to the lyrics and pay attention to any references related to citizenship, rights, or responsibilities. If you find it useful, hand out the lyrics.

"Selma" is a historical drama film that portrays the events surrounding the 1965 Selma to Montgomery voting rights marches led by civil rights activists, including Dr. Martin Luther King Jr. The film focuses on the struggle for African Americans to secure equal voting rights, particularly in the face of racial discrimination and violence.

The marches in Selma, Alabama, were pivotal in raising national awareness of the ongoing racial injustice and inequality prevalent in the United States during the civil rights movement. The film highlights the efforts and sacrifices made by activists, including Dr. Martin Luther King Jr., as they organized and participated in nonviolent protests to demand voting rights for African Americans.

"Selma" explores themes of racial inequality, social justice, nonviolent resistance, and the power of collective action. It depicts the challenges faced by civil rights activists, the brutality of law enforcement during the marches, and the pivotal moments that ultimately led to the passage of the Voting Rights Act of 1965.

3rd Step

Reflection

Duration -(minutes)

8 minutes

In plenary, discuss the experience with students and ask them to share their personal feelings and observations connected with the song.

Ask students to share their impressions after listening to the song. You can use these questions:
In order to encourage sharing, you can start by expressing your reflection yourself.
1.What messages or themes did you perceive in the song "Glory"?

Þ Overcoming Adversity: The song conveys the message of overcoming adversity and persevering in the face of challenges. It acknowledges the struggles faced by marginalized communities and emphasizes their resilience in the pursuit of justice and equality.
Þ Civil Rights and Social Justice: "Glory" is deeply rooted in the Civil Rights Movement and pays tribute to the individuals who fought for equal rights and social justice. It highlights the ongoing struggle for racial equality and the need for continued activism.
Þ Unity and Solidarity: The song emphasizes the power of unity and solidarity among citizens. It calls for people from different backgrounds and communities to come together, recognizing the strength that can be derived from collective action.
Þ Hope and Optimism: "Glory" carries a message of hope and optimism for a better future. It instills a belief that positive change is possible and encourages listeners to hold onto hope even in the face of adversity.
Þ Self-Worth and Empowerment: The song promotes self-worth and empowerment, particularly for marginalized communities. It encourages individuals to recognize their value and their ability to contribute to society, emphasizing the importance of self-belief and resilience.
Þ Recognition of Historical Struggles: "Glory" acknowledges the historical struggles and sacrifices made by those who came before. It honors the legacies of individuals who fought for civil rights, serving as a reminder of the progress made and the work that still needs to be done.

2. How the song resonate with the concept of rights or responsibilities of a citizen?

Here are some examples:

"One day when the glory comes, it will be ours": This line implies the recognition and realization of equal rights for all citizens. It conveys the belief that citizens have the right to strive for a better future where equality and justice prevail.

"Justice for all just ain't specific enough": This lyric suggests that citizens have the responsibility to demand and fight for a justice system that is fair and inclusive. It highlights the importance of addressing systemic inequalities and advocating for equal treatment under the law.

"Hands to the heavens, no man no weapon": This line symbolizes peaceful protest and non-violent means of expressing grievances. It reflects the responsibility of citizens to exercise their rights to freedom of speech and assembly in a peaceful and respectful manner.

"That's why Rosa sat on the bus, that's why we walk through Ferguson with our hands up": These lyrics reference historical events and protests, such as Rosa Parks' defiance of segregation and the protests in Ferguson following the death of Michael Brown. They highlight the responsibility of citizens to stand up against injustice and systemic discrimination.

"Every day women and men become legends": This line recognizes the potential impact of ordinary citizens in shaping history. It suggests that each individual has the responsibility to contribute positively to society and to strive for greatness, regardless of their background or circumstances.

Overall, the lyrics of "Glory" convey the idea that citizens have the rights to equality, justice, and peaceful protest, while also emphasizing their responsibilities to actively engage in the pursuit of these rights and work towards a more inclusive and just society.

3.How does the song inspire or empower citizens?

"Glory" inspires and empowers citizens by instilling hope, calling for action, recognizing the struggles of the past, fostering unity, and providing a platform for marginalized communities. It serves as a rallying cry for citizens to stand up for their rights, be agents of change, and work towards a more just and equitable society.

What emotions did the song evoke?

Inspiration: "Glory" can inspire listeners to believe in their own ability to make a difference and contribute to positive change.

Hope: The song carries a message of hope, reminding listeners that despite the challenges and injustices faced, there is still hope for a better future. It instills optimism and a sense of possibility.

Resilience: The lyrics and the impassioned delivery of the song evoke a feeling of strength and resilience. It reminds listeners that even in the face of adversity, they have the ability to overcome and persevere.

Empowerment: "Glory" empowers listeners by acknowledging their individual and collective power to bring about change. It encourages them to take action and be active participants in their communities.

Pride: The song can evoke feelings of pride, particularly for those who identify with the struggles depicted in the lyrics. It celebrates the resilience and courage of individuals and communities in the face of oppression.

Determination: The song's energy and powerful vocals can evoke a sense of determination and resolve. It motivates listeners to stand up for their rights and work towards creating a more just and equal society.

Emotionally Stirring: The combination of the heartfelt lyrics, emotive vocals, and the overall composition of the song can elicit an emotional response, potentially bringing listeners to tears or moving them deeply.

Conceptualization

Materials - Face to Face

- **HANDOUT #2 - Check at the end of the lessons**

Duration -(minutes)

20 minutes

Notes - Description of step – Explanations

Deep reading strategy allows students to actively engage with a text, critically analyze its content, and construct meaning collaboratively. It promotes comprehension, critical thinking, and the ability to articulate and support interpretations. By working together, students can benefit from different perspectives and deepen their understanding of civic duties and rights as essential components of responsible citizenship.

Use deep reading strategy.
1.Pair up students.
2.Provide each pair with a copy of the text on civic duties and rights.
3.Divide the text:
Each person will be assigned a specific section of the text to read and analyze.
Person 1 will focus on the first half of the text, including sources of civic rights and rights and freedoms. Person 2 will focus on the second half of the text, starting from the section on citizen's duties.

4.Individual reading:
Each person in the pair should take turns reading their assigned section individually, paying close attention to the details and key concepts presented. As students read, they take notes, highlight important points, or jot down any questions or thoughts that arise.

5.   Partner discussion:
After both students have completed their reading, come together as a pair to discuss and share their findings. Each person should take turns summarizing his/her section of the text to the partner, highlighting the main ideas, key rights, and responsibilities discussed.
6.Engage pairs in a dialogue, by asking each other questions, seeking clarifications, and sharing insights based on their individual readings.

7.   Comparative analysis:
Ask pairs to compare the information from the two sections. encourage them to look for connections, overlaps or differences between the concepts and examples presented. Ask them to discuss how each section contributes to their overall understanding of civic rights and responsibilities.

8.Reflection and synthesis:
Ask each pair to reflect on the significance of the information they have learned about civic rights and responsibilities. Have them discuss any personal insights or observations that emerged from the in-depth reading. Let them Consider the relationship between the rights and duties of citizens in a democratic state and their impact on individuals and society as a whole.
9.Prepare to share:
Ask pairs to prepare a summary of their discussion and findings to present to other pairs. Each pair should be ready to share their key findings and engage in a wider discussion with the rest of the class.
10.Organize a short class discussion about what they have learned from reading the text and discussions.

5th Step

Active experimentation

Materials - Face to Face

- **HANDOUT #3 - Check at the end of the lessons**

Duration -(minutes)

5 minutes

Notes - Description of step – Explanations

Put the class into eight groups. Give each group one scenario (handout 3). Ask them to analyse the case and identify the civic responsibilities or rights that are being neglected in each scenario. Ask groups to present the results of their work.

6th Step

Duration -(minutes)

2 minutes

Notes - Description of step – Explanations

Thank the students for their participation and conclude the lesson.

Summarize the main points discussed during the lesson, emphasizing the complexities and importance of balancing rights and responsibilities as citizens.
Thank the students for their participation and conclude the lesson.

Assessment Methods

Monitoring students' participation in the class discussion and group , pairs activities.

List of References/
Additional Recommended Reading

1. https://www.civicsandcitizenship.edu.au/cce/
2. https://competendo.net/en/Civic_Competences
3. https://www.nature.com/articles/s41599-020-0530-4

Differentiation

Depending on the requirements of each individual student

What is the worst that could happen with this lesson?

Insufficient self-reflection:

What will you do to correrct it?

Encourage peer discussion to deepen students' self-reflection and promote a collaborative learning environment.

Glory
Common i John Legend

One day when the glory comes
 It will be ours, it will be ours
 Oh one day when the war is won
 We will be sure, we will be sure
 Oh glory (glory, glory)
 Oh (glory, glory)

Hands to the Heavens, no man, no weapon
 Formed against, yes glory is destined
 Every day women and men become legends
 Sins that go against our skin become blessings
 The movement is a rhythm to us
 Freedom is like religion to us
 Justice is juxtapositionin' us
 Justice for all just ain't specific enough
 One son died, his spirit is revisitin' us
 Truant livin' livin' in us, resistance is us
 That's why Rosa sat on the bus
 That's why we walk through Ferguson with our hands up
 When it go down we woman and man up
 They say, "Stay down", and we stand up
 Shots, we on the ground, the camera panned up
 King pointed to the mountain top and we ran up

One day when the glory comes
 It will be ours, it will be ours
 Oh one day when the war is won
 We will be sure, we will be sure
 Oh glory (glory, glory)
 Oh (glory, glory)

Now the war is not over, victory isn't won
 And we'll fight on to the finish, then when it's all done
 We'll cry glory, oh glory (glory, glory)
 Oh (glory, glory)
 We'll cry glory, oh glory (glory, glory)
 Oh (glory, glory)

Selma's now for every man, woman and child
 Even Jesus got his crown in front of a crowd
 They marched with the torch, we gon' run with it now
 Never look back, we done gone hundreds of miles
 From dark roads he rose, to become a hero
 Facin' the league of justice, his power was the people
 Enemy is lethal, a king became regal
 Saw the face of Jim Crow under a bald eagle
 The biggest weapon is to stay peaceful
 We sing, our music is the cuts that we bleed through
 Somewhere in the dream we had an epiphany
 Now we right the wrongs in history
 No one can win the war individually
 It takes the wisdom of the elders and young people's energy
 Welcome to the story we call victory
 The comin' of the Lord, my eyes have seen the glory

One day when the glory comes
 It will be ours, it will be ours
 Oh one day when the war is won
 We will be sure, we will be sure
 Oh glory (glory, glory)
 Oh (glory, glory)
 Oh glory (Glory, glory)
 Hey (glory, glory)

When the war is won, when it's all said and done
 We'll cry glory (glory, glory)
 Oh (glory, glory)

The civic rights and responsibilities of EU citizens are primarily outlined in several key documents and legal frameworks. Here are some of the main sources:

1. **Treaty on European Union (TEU):** The TEU is one of the primary treaties governing the European Union. It establishes the legal framework of the EU and outlines the fundamental rights and principles that apply to EU citizens.

2. **Charter of Fundamental Rights of the European Union:** The Charter is a legally binding document that enshrines the fundamental rights of EU citizens, including civil, political, economic, and social rights. It sets out the rights and freedoms that must be respected by EU institutions and Member States.

3. **Treaty on the Functioning of the European Union (TFEU):** The TFEU provides the legal basis for the functioning of the EU and includes provisions related to the rights and responsibilities of EU citizens. It covers areas such as the freedom of movement, non-discrimination, and equal treatment.

4. **European Convention on Human Rights (ECHR):** Although not an EU-specific document, the ECHR is an international human rights treaty that applies to EU Member States. It protects the rights and freedoms of individuals, including EU citizens, and is an important reference for human rights within the EU.

5. **National Constitutions and Laws:** Each Member State of the EU has its own national constitution and laws that define the rights and responsibilities of its citizens. These national legal frameworks often reflect the principles and rights guaranteed at the EU level.

Civil rights and freedoms are defined by three groups:

Personal freedoms and rights:

The right to life: This right protects an individual's right to be alive and prohibits the deprivation of life without due process of law.

Personal integrity and liberty: This encompasses the right to personal autonomy, dignity, and freedom from arbitrary interference or imprisonment.

The right to a fair trial: This ensures that individuals have the right to a fair and impartial judicial process when facing legal proceedings.

The right to the legal protection of private life: This right safeguards an individual's privacy, including protection against unwarranted intrusion or disclosure of personal information.

The right of parents to raise their children in accordance with their own convictions: This recognizes parents' rights to raise their children based on their own beliefs, values, and cultural practices, as long as it is in the best interest of the child.

The right to liberty and protection of the confidentiality of communications: This guarantees individuals' freedom from arbitrary detention or imprisonment and protects the privacy of their communications.

The right to the inviolability of the home: This safeguards an individual's right to privacy and protects against unauthorized entry or searches of one's home.

Freedom of movement within the territory of the country: This grants individual the freedom to move and reside within their country's borders.

Freedom of conscience and religion: This ensures the freedom to have and manifest one's religious or non-religious beliefs without coercion or discrimination.

The right to freedom of expression and dissemination of information: This protects individuals' rights to express their opinions, ideas, and beliefs freely, including the right to seek, receive, and impart information and ideas through various mediums.

Political freedoms and rights:

<u>The right to organize and participate in peaceful assemblies</u>: This guarantees the freedom to gather peacefully and engage in public demonstrations, protests, or meetings.

<u>Freedom of association:</u> This grants individual the right to form and join associations, organizations, or groups, including political parties, trade unions, and social or cultural organizations.

<u>The freedom of association in trade unions and socio-political organizations</u>: This extends the right to form and join trade unions and other socio-political organizations to protect and promote the rights and interests of workers or specific social causes.

<u>The right to participate in referendums or to be elected for various positions</u>: This ensures citizens' right to participate in decision-making processes, including the right to vote in referendums or stand for elected positions.

<u>The right to make proposals, petitions, and complaints:</u> This allows individuals to voice their concerns, propose ideas or changes, and submit complaints to relevant authorities.

Economic, social, and cultural freedoms and rights:

<u>The right to own property and the right of inheritance:</u> This protects individuals' rights to own and transfer property, including the right to inherit property from family members or others.

<u>The freedom to choose one's place of work and to exercise one's profession</u>: These grants individuals the freedom to choose their employment and engage in their chosen profession or trade without unjustified restrictions.

<u>The right to safe and healthy working conditions:</u> This ensures that individuals have the right to work in environments that promote their physical and mental well-being, including protection against hazards and exploitation.

The right to social security in case of incapacity due to sickness, disability, or old age: This guarantees individuals' access to social security benefits, such as disability benefits, pensions, or healthcare, when they are unable to work due to sickness, disability, or old age.

The right to healthcare: This recognizes individuals' rights to access adequate healthcare services and facilities to maintain and improve their physical and mental health.

The right to education: This ensures that every individual has the right to access quality education without discrimination. It encompasses the right to primary education, secondary education, and higher education, as well as vocational and technical training.

Protection of the rights of children: This category focuses on safeguarding the rights and well-being of children. It includes measures to protect children from exploitation, abuse, and neglect, as well as ensuring their access to education, healthcare, and a safe environment. It emphasizes the importance of promoting and upholding children's rights as defined in various international conventions and national laws.

Freedom of artistic creation and scientific research: This freedom recognizes individuals' rights to engage in artistic and creative endeavors, including visual arts, music, literature, and other forms of cultural expression. It also encompasses the right to engage in scientific research and the pursuit of knowledge without undue restrictions, allowing for innovation, creativity, and intellectual development.

In addition to rights, citizens of a democratic state also have certain duties they are obligated to fulfill. Civic duties are constitutionally defined obligations directed towards the citizens. These duties include:

1.   Obeying the Law: Citizens have a responsibility to obey the laws of their country, which are designed to ensure order, safety, and fairness for all members of society.

2.   Voting: One of the most fundamental civic duties is to exercise the right to vote. By participating in elections, citizens have the power to choose their representatives and shape the direction of their government.

1. <u>Paying Taxes</u>: Citizens are obligated to pay taxes to support public services, infrastructure, and government programs that benefit society as a whole.

2. <u>Fidelity to and Concern for the Common Good of the Nation and Society</u>: Citizens have a duty to prioritize the well-being and common good of their nation and society. This duty involves actively working towards the betterment of society, rather than solely focusing on individual interests. It encompasses promoting social harmony, supporting policies that benefit the greater community, and taking actions that contribute to the overall welfare of the nation.

3. <u>Defense of the Fatherland</u>: Citizens may have a duty to defend their country or fatherland in times of need or during national emergencies. This duty can include military service, if required, to protect the nation from external threats or maintain internal security. It encompasses showing loyalty, patriotism, and a willingness to safeguard the sovereignty, independence, and values of the country. It's important to note that the specific duties and obligations related to the defense of the fatherland may vary depending on the country.

4. <u>Respecting the Rights of Others</u>: Respecting the rights, freedoms, and dignity of others is a crucial civic duty. Treating others with fairness, tolerance, and respect contributes to a harmonious and inclusive society.

5. <u>Protecting the Environment</u>: Citizens have a duty to protect and preserve the environment for present and future generations. This includes practicing sustainable behaviors, supporting environmental initiatives, and being mindful of the impact of their actions on the natural world.

The relationship between citizens' rights and duties in a democratic state can be understood and interpreted in various ways. Here are a few perspectives on this relationship:

<u>Reciprocal Obligation:</u> One perspective is that citizens' rights and duties are interconnected and form a reciprocal obligation. Citizens are entitled to certain rights, such as freedom of speech, assembly, and the right to vote, but they also have a corresponding duty to fulfill their civic responsibilities. These responsibilities may include obeying laws, paying taxes, serving on juries, and actively participating in the democratic process through informed voting and engagement.

Social Contract: Another way to understand the relationship is through the concept of a social contract. In a democratic state, citizens willingly agree to be part of a collective society governed by a set of rules and institutions. In this social contract, citizens are granted certain rights and freedoms, and in return, they have a duty to respect and uphold the laws and values of the society. This implies that citizens have a responsibility to contribute to the common good and the functioning of the democratic system.

Rights as Preconditions for Duties: Some argue that citizens' rights are preconditions for their duties. The argument goes that without fundamental rights, citizens would not have the necessary freedom and autonomy to fulfill their duties effectively. For instance, the right to education enables citizens to acquire knowledge and skills to contribute to society, and the right to free expression allows them to voice their opinions and participate in public discourse, which is crucial for informed decision-making.

Empowerment and Participation: From another perspective, citizens' rights can be seen as empowering individuals to fulfill their duties and actively participate in the democratic process. When citizens have the right to vote, express their opinions, and access information, they are better positioned to engage in political debates, hold elected officials accountable, and contribute to shaping public policies. In this view, rights are essential for citizens to exercise their duties effectively.

Balancing Individual and Collective Interests: The relationship between rights and duties in a democratic state involves striking a balance between individual freedoms and the collective well-being. While citizens enjoy certain rights, they also have a duty to consider the needs and interests of the broader society. This may involve making compromises, respecting the rights of others, and working towards common goals that promote social harmony and justice.

It's important to note that the specific understanding of the relationship between citizens' rights and duties may vary depending on the cultural, legal, and political context of a democratic state. Different societies may emphasize different aspects of this relationship based on their historical, social, and philosophical foundations.

Scenario 1
In City Y, a significant proportion of the population does not have access to free quality health care services. Waiting to see a doctor takes up to a year. At the same time, public office holders have their own clinic and hospital closed to others.

Scenario 2:
A prominent journalist who exposed government corruption has been arrested and charged with sedition. The government has imposed strict censorship on the media. The journalist's trial lacks transparency and due process; his lawyer cannot meet with him.

Scenario 3:
A minority ethnic group in the Q Country is facing invigilation by the government. They must report to the local police station what their neighbours have been doing. They are forbidden from practicing their religion, holding traditional gatherings in public and wearing national costumes.

Scenario 4:
Members of a religious minority in country R are targeted for persecution. Their places of cult are destroyed, and individuals are subjected to violence and threats. These persons are afraid to leave their homes.

Scenario 5
Residents of the City Y often litter, ignore recycling practices and disregard environmental regulations. Public spaces, rivers and parks are polluted. Many also do not participate in local elections, believing that politicians only run in them because of the financial benefits of being in power.

Scenario 6
There is a lack of volunteering and community work in the City Y. Many residents are not actively involved in community initiatives, which makes it difficult to implement social support programs aimed at helping vulnerable groups. In the same city, protests of residents are violently suppressed by the police.

Scenario 7
Public infrastructure, including roads, pavements and public buildings, is poorly maintained due to be neglected by local citizens. Graffiti, vandalism and lack of community involvement in maintenance contribute to the deterioration of the overall appearance and functionality of the city. At the same time, the city authorities fail to respond to incidents of vandalism and remain inactive.

Scenario 8
Children from marginalized, poor communities in small villages in country X are denied access to quality education. They are taught in joint classes and do not have access to books and other educational materials. They are subjected to harsh disciplinary measures, including physical violence.

3rd Lesson Plan

How to communicate effectively with people in diverse situations?

Course Category

Civic competence in secondary school

Title of Lesson

How to communicate effectively with people in diverse situations?

Type of Activity

Pair and Group work, Individual reflection

Key Words

Communication, listening, miscommunication

Lesson Description

In this lesson, students learn about the concept of effective communication and the barriers that can hamper it. They participate in activities that help them practice active listening and clear self-expression. They also watch a short film and discuss the most relevant issues related to effective communication in different situations. In addition, they work in groups to create posters with tips on how to communicate effectively, present their work to the class and receive feedback. The lesson ends with a summary of the key points and a reminder to continue practising communication skills.

Lesson Duration

45 minutes

Learning Objectives

This lesson aims to:
O1 help students understand what effective communication is,
O2 identify barriers to effective communication,
O3 develop strategies to overcome them.

Learning Outcomes

This lesson aims to:	Link to objectives
O1 help students understand what effective communication is,	LO1 to O1
	LO2 to O2
O2 identify barriers to effective communication,	LO3 to O3
O3 develop strategies to overcome them.	

1st Step

Introduction

Duration -(minutes)

2 minutes

Notes - Description of step – Explanations

Explain what the topic of the lesson is.

Welcome the students and tell them that today we are going to explore what effective communication is, what barriers we might encounter to effective communication and how to overcome them.

2nd Step

Experience

Materials - Face to Face

- **Drawing cards with conversation topics 2x HANDOUT #1**
- Check at the end of the lessons

Duration -(minutes)

10 minutes

Notes - Description of step – Explanations

Give students an activity in which they experience communication.

1.   Pairs the students up. Then give them 4 minutes to talk about a randomly drawn topic, such as:
● What is your favourite day of the week and why?
● What is your favourite flower and why?
● What is your favourite footballer and why?
● What is your favourite sport and why?
● What is your favourite animal and why?
● What is your favourite drink and why?
● What is your favourite time of year and why?
● What is your favourite holiday and why?
Etc.

Each person in a pair has two minutes to answer the question and the other listens, without commenting. After two minutes, give a signal when pairs are to swap roles of speaker and listener.

2.   Again, let the pairs draw a topic of conversation and give them another four minutes to talk about the new topic. This time, the person who listen can also comment, ask questions, and add his/her thoughts.
After two minutes, give a signal when pairs are to swap roles of speaker and listener.

3rd Step

Reflection

Duration -(minutes)

8 minutes

Notes - Description of step – Explanations

In plenary, discuss the experience with students and ask them to share their personal feelings and observations connected with the activity.

After the activity, ask students to reflect on what they learned about communication, listening, or themselves during the exercise.
You can use questions:
1. How did you feel during the activity?
2. What did you learn about your partner? Did you discover anything new or interesting?
3. What did you learn about yourself? Did you notice any habits or tendencies in your communication style?
4. What challenges did you face during the activity? Did you struggle to listen actively or to express yourself clearly?

4th Step

Conceptualization

Materials - Online

- **https://youtu.be/gCfzeONu3Mo**

Duration -(minutes)

12 minutes

Notes - Description of step – Explanations

1. Ask the pupils to watch the short film carefully and note down the most important ideas of the film in their opinion. Tell them to treat the film as a short lecture.
2. After watching the film, encourage students to share their notes with each other in pairs. This will help them to compare their ideas and identify any gaps or areas of confusion.
3. In plenary ask students: What ideas from the film do you think are most relevant to our discussion on effective communication in diverse situations?

5th Step

Active experimentation

Materials - Face to Face

- **HANDOUT #2 - Check at the end of the lessons**
- **large sheets of paper**

Duration -(minutes)

12 minutes

Notes - Description of step – Explanations

1.   Put students into groups of 4 or 5. Ask them to prepare a poster with tips on what to do to communicate effectively.
2.   After students have had time to create their posters, ask each group to present their work to the class.
3.   As each group presents their poster, encourage other students to ask questions, provide feedback, and share their own experiences.
4.   Show your example (handout 2) and discuss from it those elements that were not included in the students' posters.
5.   Display the posters in a prominent place in the classroom or school (your example too). This can serve as a reminder to students of the importance of effective communication and provide a resource for future reference.

6th Step

Duration -(minutes)

1 minutes

Notes - Description of step – Explanations

Thank students for the lesson and encourage them to thank each other for their cooperation. Appreciate their effort and openness. Say what you liked about their work and statements (without referring to specific individuals).

Summarize the key points of the lesson and review the importance of effective communication in diverse situations.
Encourage students to continue to practice and develop their communication skills in different contexts.

Assessment Methods

Monitoring students' participation in the class discussion and group activities.

List of References/
Additional Recommended Reading

https://www.natcom.org/about-nca/what-communication?
id=236&terms=transactional%20communication
https://www.coursera.org/articles/communication-effectiveness

Differentiation

Depending on the requirements of each individual student

What is the worst that could happen with this lesson?

Lack of engagement from students: If students are not actively participating in the class discussion or group activities, it could indicate a lack of interest or understanding.

What will you do to correrct it?

To address this, the teacher could try to ask more open-ended questions, provide more examples, or create more interactive activities to increase engagement.

What is your favourite type of music and why?
What is your favourite hobby and why?
What is your favourite movie and why?
What is your favourite food and why?
What is your favourite place to visit and why?
What is your favourite subject in school and why?
What is your favourite memory and why?
What is your favourite quote and why?
What is your favourite TV show and why?
What is your favourite day of the week and why?
What is your favourite flower and why?
What is your favourite footballer and why?
What is your favourite sport and why?
What is your favourite animal and why?
What is your favourite drink and why?
What is your favourite time of year and why?
What is your favourite holiday and why?
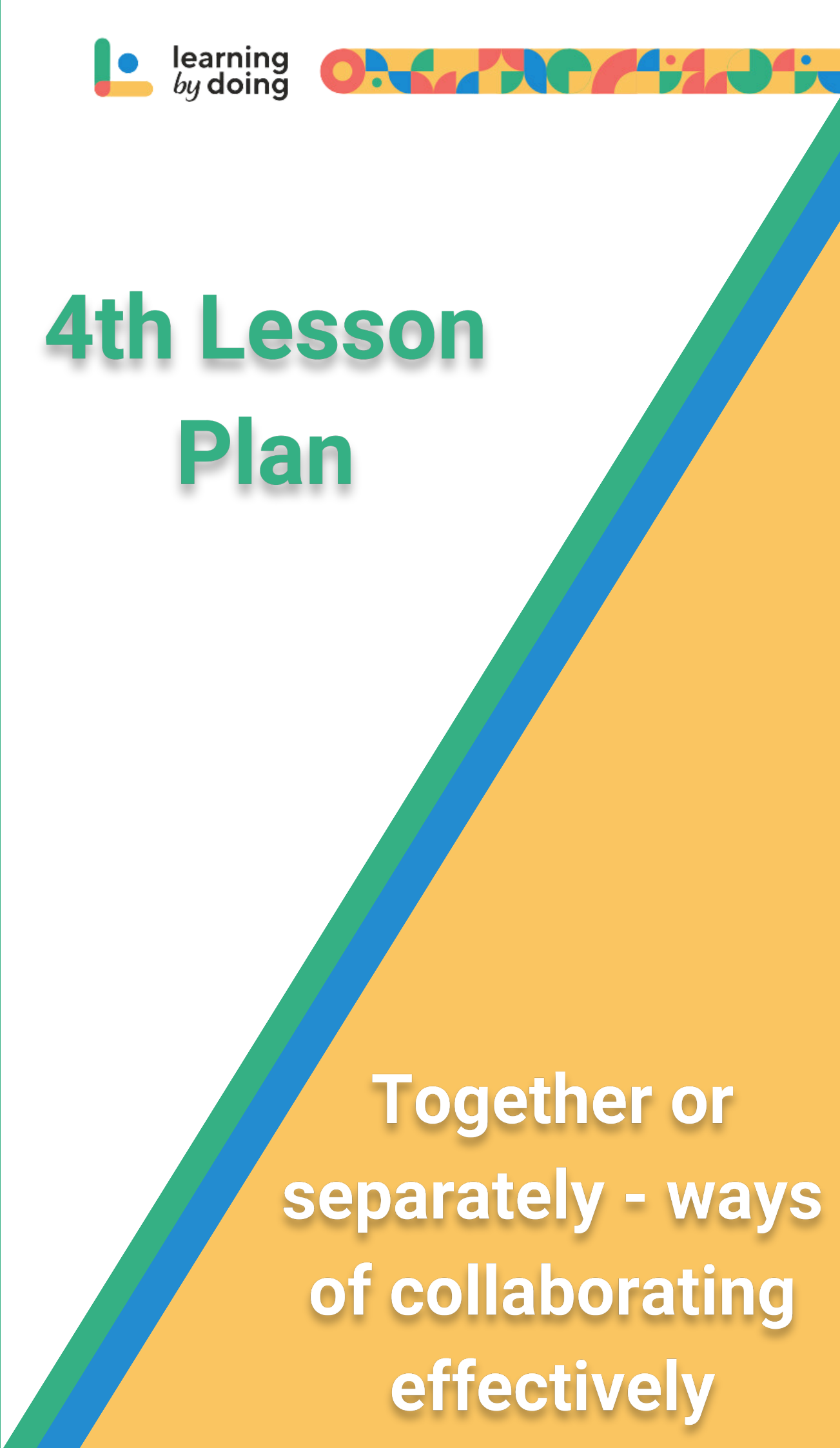What is your favourite book and why?

Example of a structured approach to effective communication in diverse situations

1. Listen actively and empathetically:
Þ Focus on the speaker and avoid distractions.
Þ Try to understand the speaker's perspective and feelings.
Þ Show that you are listening by nodding, making eye contact, and asking clarifying questions.
2. Be mindful of cultural differences:
Þ Recognize and respect cultural differences.
Þ Avoid making assumptions or stereotypes.
Þ Adapt your communication style to fit the cultural context.
3. Be clear and concise:
Þ Use clear and simple language.
Þ Avoid using jargon, slang or idioms that may be unfamiliar.
Þ Avoid talking too fast or too slow.
4. Check for understanding:
Þ Encourage feedback and questions.
Þ Paraphrase to confirm understanding.
Þ Ensure that both parties have the same understanding of the message.
5. Be open-minded and non-judgmental:
Þ Avoid being defensive or judgmental.
Þ Acknowledge and validate the other person's feelings and perspectives.
Þ Be open to new ideas and ways of thinking.
6. Use appropriate nonverbal communication:
Þ Be aware of your tone of voice, facial expressions, and body language.
Þ Use appropriate gestures and facial expressions to convey your message.
Þ Avoid negative nonverbal cues such as crossing your arms or rolling your eyes.

Remember, effective communication in diverse situations is a skill that can be developed and improved through practice. By following this structured approach, you can enhance your ability to communicate effectively with people from different backgrounds and cultures.

4th Lesson Plan

Together or separately - ways of collaborating effectively

Course Category

Civic competence in secondary school

Title of Lesson

Together or separately - ways of collaborating effectively.

Type of Activity

Group work, Individual reflection

Key Words

Communication, listening,

Lesson Description

In this lesson, students will explore the importance of effective communication and cooperation in achieving common goals. They will participate in an experiential learning activity, such as Building Bridges, that requires cooperation and effective communication. After completing the activity, learners will reflect on their experiences and share their thoughts on communication strategies and techniques that worked well and those that could have been improved. Then, through a discussion, learners will identify the elements of the competence to cooperate and elaborate on the rules of cooperation that could be applied in their class. Finally, learners will agree on a set of rules for cooperation that they can apply in future group work or pair activities. By the end of the lesson, learners will have developed a better understanding of the skills and strategies needed for effective communication and cooperation in different situations.

Using a deep reading strategy, students work in pairs to analyse the text on the responsibilities and rights of citizenship. They share their findings and compare passages, exploring connections and gaining a comprehensive understanding.

Pupils engage in scenario analysis, identifying neglected civic duties or rights. They work together in groups, analysing different scenarios and developing critical thinking skills.

Lesson Duration

45 minutes

Learning Objectives

This lesson aims to:
O1 help students to develop their cooperation skills, as well as understand the importance of these skills in achieving common goals.
O2 familiarise students with the skills that form the competence to cooperate.
O3 develop rules for cooperation in the classroom.

Learning Outcomes

By the end of this lesson, a student will:
LO1: deepen the understanding of the importance of cooperation.
LO2 have a better understanding of the competence to cooperate.
LO2: have agreed on a set of rules for cooperation that they can apply in future group work or pair activities.

Link to objectives
LO1 to O1
LO2 to O2
LO3 to O3

Structure of lesson

1st Step

Introduction

Duration -(minutes)

2 minutes

Notes - Description of step – Explanations

Explain what the topic of the lesson is.

At the beginning of the lesson, welcome everyone and explain that today's lesson will be about effective cooperation. As we go through life, we find ourselves in various situations where we have to work with others towards a common goal. Whether it's in school, at work, or in our personal lives, cooperation is essential in achieving success. But cooperation can be challenging, especially when communication breaks down, and misunderstandings occur. That's why we're going to explore how we can communicate effectively and work together as a team to achieve our goals.

2nd Step

Experience

Materials - Face to Face

- **straws, paper clips, and string, toy car**

Duration -(minutes)

8 minutes

Notes - Description of step – Explanations

1. Put students into groups of 4-5
2. Introduce the Building Bridges activity and provide each group with a set of materials, such as straws, paper clips, and string.
3. Explain the objective of the activity, which is to build a bridge that can support the weight of a small object (such as a toy car).
4. Allow the groups to begin working on their bridges, encouraging them to communicate effectively, brainstorm ideas, delegate tasks, and provide constructive feedback to each other.

3rd Step

Reflection

Duration -(minutes)

8 minutes

Notes - Description of step – Explanations

First, in groups.

In plenary, discuss the experience with students and ask them to share their personal feelings and observations connected with the task.

1. Once the bridges are completed, ask each group to reflect on the experience. What challenges did they encounter? How did they overcome them? What strategies did they use to communicate effectively and work together as a team? What worked well and what could have been improved.
2. Ask learners to reflect individually on what they learned about their own cooperation styles during the activity.
3. Encourage students to share their reflections with the whole class, allowing them to develop a sense of community and collaboration.

4th Step

Conceptualization

Materials - Face to Face

- **HANDOUT #2 - Check at the end of the lessons**

Duration -(minutes)

12 minutes

Notes - Description of step – Explanations

1.   Start the discussion by asking students why effective cooperation is important in achieving common goals.
2.   Encourage students to share their experiences of working in teams or groups and the challenges they faced in terms of communication and cooperation.
3.   Show students the graph (handout 1) showing the elements of the competence to cooperate and discuss its components.
4.   Highlight how effective cooperation can lead to better problem-solving, increased productivity, and improved relationships.

5th Step

Active experimentation

Materials - Face to Face

- **HANDOUT #1 - Check at the end of the lessons**

Duration -(minutes)

8 minutes

Notes - Description of step – Explanations

1. Ask pupils to form groups again. Distribute the printed graphs with the competence components to each group. Ask the students, based on their own experiences and the information on the graphic, to elaborate the rules of cooperation that could be applied in their class.
2. Ask for these rules to be written on posters.

6th Step

Materials - Face to Face

- **large sheets of paper**
- **small sticky notes**

Duration -(minutes)

6 minutes

Notes - Description of step – Explanations

1. Use the "talking wall" technique to analyze them. Ask students to get up from their desks and read the posters.
2. Distribute five small sticky notes to each student.
3. Ask pupils to stick them next to the statements (rules) that they think are the most important in the collaboration.
4. In this way, select and write on the new posters 5 - 10 most frequently indicated rules, taking care that they are not repeated.
5. Agree with students that these rules will be applied to everyone when they work in groups or pairs.

7th Step

Duration -(minutes)

1 minutes

Notes - Description of step – Explanations

Thank students for the lesson and encourage them to thank each other for their cooperation. Appreciate their effort and openness. Say what you liked about their work and statements (without referring to specific individuals).

Assessment Methods

Student observation while working in pairs and groups.

List of References/
Additional Recommended Reading

https://www.forsmallhands.com/ideas-insights/the-benefits-of-cooperation
https://szkoladlainnowatora.ceo.org.pl/wp-content/uploads/2022/09/Jak_rozwijac_kompetencje_wspolpracy_w_szkole.pdf

Differentiation

Depending on the requirements of each individual student

What is the worst that could happen with this lesson?

Some learners may struggle with working collaboratively in groups, which could lead to conflict or a lack of progress during the activity.

What will you do to correrct it?

To help learners who struggle with group work, the teacher could provide more guidance and support on how to effectively communicate and collaborate with others. This could include providing explicit instructions on how to delegate tasks, give feedback, and resolve conflicts.
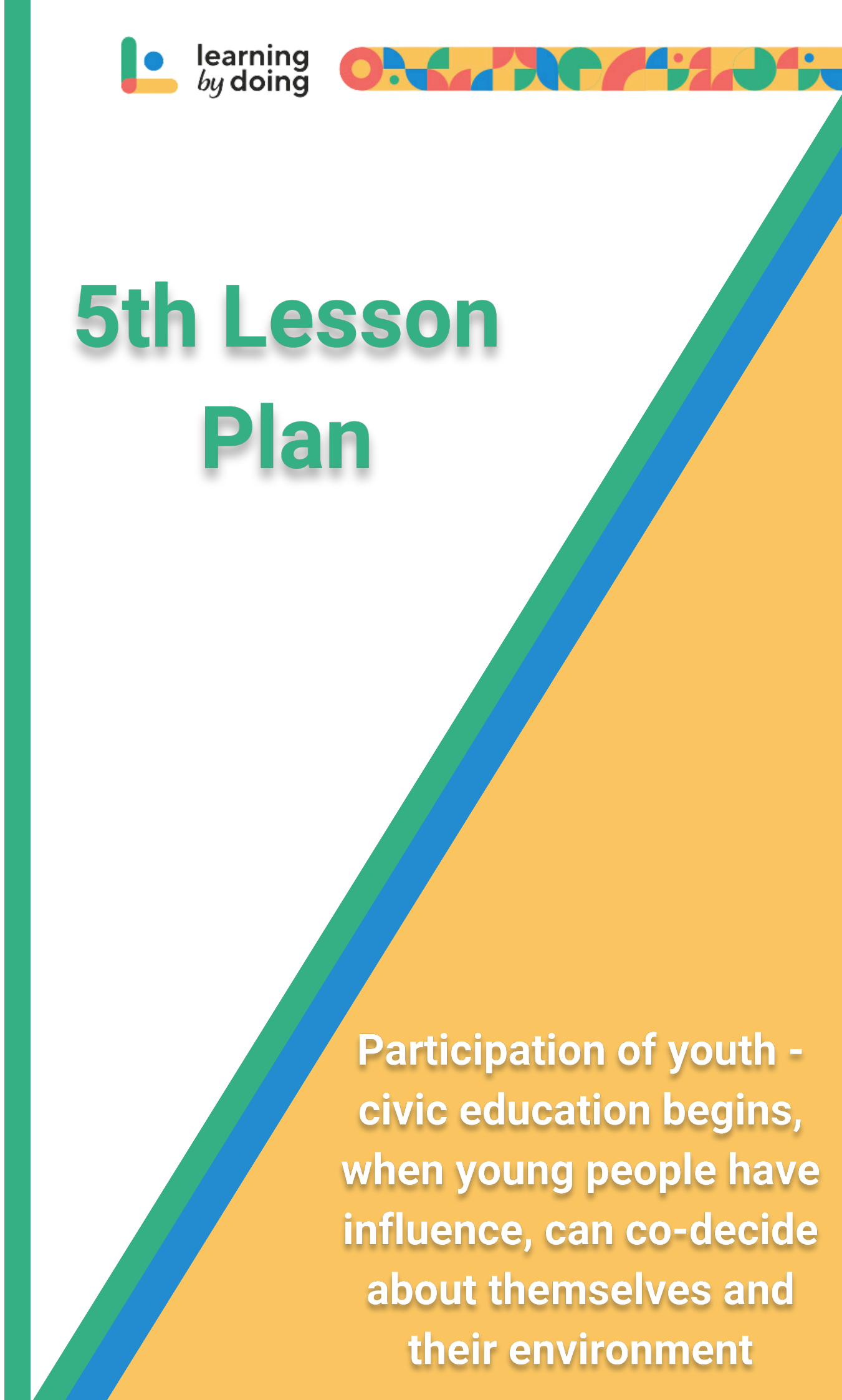
5th Lesson Plan

Participation of youth - civic education begins, when young people have influence, can co-decide about themselves and their environment

Course Category

Civic competence in secondary school

Title of Lesson

Participation of youth - civic education begins, when young people have influence, can co-decide about themselves and their environment.

Type of Activity

Group work, Individual reflection

Key Words

youth, participation, impact,

Lesson Description

The lesson addresses the topic of youth participation. Its purpose is to make students aware of the importance of their active participation in the life of the community in which they live, to help them avoid the appearance of such participation and to develop ideas for real activities that respond to the perceived needs of young people in the local community.

Lesson Duration

45 minutes

Learning Objectives

This lesson aims to:
O1 to reflect on the role of young people in society and the need to participate in public life;
O2 to point out ways of youth participation in public life;
O3 familiarize students with the ladder of participation in accordance with R. Hards.

Learning Outcomes

By the end of this lesson, a student will be able to:
LO1: Evaluate the role of young people in society and recognize the significance of participating in public life.
LO2: Analyze various strategies and mechanisms of youth participation in public life.
LO3: Apply knowledge of R. Hards' ladder of participation to assess the levels of youth involvement in decision-making processes.

Link to objectives
L01 to O1
L02 to O2
L03 to O3

Structure of lesson

1st Step

Introduction

Duration -(minutes)

3 minutes

Notes - Description of step – Explanations

Explain what the topic of the lesson is.
Check if and what experiences students have regarding youth participation.

At the beginning of the lesson, invite students to share their experiences of participation in public life. These can be stories about involvement in charitable activities, volunteering, organizing events in the school or in the neighbourhood etc.

2nd Step

Experience

Materials - Online

https://www.youtube.com/watch?v=RAMF4-3W_8E

Duration -(minutes)

8 minutes

Notes - Description of step – Explanations

Ask students to watch the video carefully and note down the key words spoken by the interviewees.

What is Youth Participation?
Two youth researchers, Cristina Bacalso and Dan Moxon explain key concepts, reasons for youth participation and explore what is good and bad participation.

3rd Step

Reflection

Duration -(minutes)

5 minutes

Notes - Description of step – Explanations

In plenary, discuss the experience with students and ask them to share their personal feelings and observations connected with the film.

You can use the questions:

- How did you experience the discussion in the film?
- How important is the topic being addressed to you?
- What are the benefits and challenges of participating in social activities?
- Do young people have an impact on decisions made by the authorities? In what ways?
- What are the ways in which young people influence the authorities?

4th Step

Conceptualization

Materials - Face to Face

- **the Ladder of Participation [poster]**

Duration -(minutes)

8 minutes

Notes - Description of step – Explanations

Collect the keywords that the students noted. Comment on them.
Display on the screen or distribute printouts of the Ladder of Participation to students. Discuss its each rung, pointing out examples, preferably referring to students' previous statements

The R. Hards Ladder of Participation is a framework that describes the different levels of participation and involvement that young people can have in decision-making processes.

The ladder is often used to evaluate the extent to which individuals or groups are truly empowered to participate in decision-making, and to identify areas where improvements in participation can be made.

At the lowest rung of the ladder, individuals or groups are being manipulated or exploited, and have no real say or control over the decision-making process. This represents a complete lack of participation and a clear violation of democratic principles. As we move up the ladder, individuals or groups become increasingly involved and empowered to participate in decision-making, with the highest rung of initiation representing the most significant degree of participation and decision-making power.

One of the strengths of the ladder of participation is that it can be applied to a wide range of contexts, from community organizations to governmental bodies, and from local decision-making to international policy-making. By evaluating participation according to the rungs of the ladder, it becomes possible to identify areas where participation is lacking, and to develop strategies for increasing participation and empowerment.

However, it is important to recognize that the ladder of participation is not a perfect tool. Critics of the ladder have pointed out that it is too simplistic and linear, and that it does not adequately account for the complex power dynamics that can influence decision-making processes. Additionally, some have argued that the ladder places too much emphasis on formal participation, and that it does not fully account for the importance of informal participation, such as grassroots activism and community organizing.

Despite these criticisms, the R. Hards Ladder of Participation remains a valuable framework for evaluating participation and decision-making processes, and for identifying ways to increase participation and empowerment at all levels of society.

Active experimentation

Duration -(minutes)

15 minutes

Notes - Description of step – Explanations

Put students into groups of 4 or 5. Ask them to work together to identify an issue, a challenge, that from their point of view is important in the school, the local community or more broadly. Then suggest to them that:
1. name the problem and define its causes.
2. think about how the problem can be solved
3. determine what THEY can do to reduce or solve the problem, what allies and tools they might have to make it happen.
Ask them to present the results of the discussion and what they have developed on a poster.

You can suggest sample topics for students to talk about to stimulate their activity and creativity, e.g. depression among young people, poor air condition in the area, obesity among young people, low level of physical activity among young people, lack of places to play sports, prejudice against immigrants, etc.

6th Step

Duration -(minutes)

5 minutes

Notes - Description of step – Explanations

Display the posters the group have prepared on the wall.
Use the "talking wall" technique to analyze them. Ask students to get up from their desks and read the posters, write down their possible additional suggestions, comments, appreciations on post-it notes and stick them to the posters.

7th Step

Duration -(minutes)

1 minutes

Notes - Description of step – Explanations

Thank students for the lesson and encourage them to thank each other for their cooperation. Appreciate their effort and openness. Say what you liked about their work and statements (without referring to specific individuals).

Assessment Methods

Student observation while working in pairs and groups.

List of References/
Additional Recommended Reading

https://www.un.org/esa/socdev/documents/youth/fact-sheets/youth-participation.pdf
https://www.coe.int/en/web/youth/youth-participation
https://www.unfpa.org/youth-participation-leadership
https://www.voicesofyouth.org/advocacy-terms-and-concepts

Differentiation

Depending on the requirements of each individual student

What is the worst that could happen with this lesson?

The risk is that students will not be interested in youth activity issues.

What will you do to correrct it?

Then the teacher's role will be to show them examples in which it was youth activity that contributed to solving problems important to them.

6th Lesson Plan

Elections and democracy, is it important to participate in elections?

Course Category

Civic competence in secondary school

Title of Lesson

Elections and democracy, is it important to participate in elections?

Type of Activity

Group work, pair work, individual reflection

Key Words

democracy, elections, voting, constitution

Lesson Description

This lesson is focused on democracy and elections. Students will engage in a variety of activities that will help them understand the principles of democracy, the importance of voting, and the role of elections in a democratic society. The lesson includes group discussions, reflection prompts, a short film analysis, and a mock election. Through these activities, students will develop critical thinking skills, learn to express their opinions, and gain a deeper understanding of how democracy works.

Lesson Duration

2 x 45 minutes

Learning Objectives

This lesson aims to:
O1 explain key principles of democracy
O2 explore the role of elections
03 raise awareness of the importance of active participation in elections

Learning Outcomes

By the end of this lesson, a student will be able to:

LO1 to identify the key principles of democracy

LO2 explain the importance of elections in a democratic society.

LO3 evaluate why it is important to vote

Link to objectives
L01 to 01
L02 to 02
L03 to 03

Structure of lesson

1st Step

Introduction

Duration -(minutes)

10 minutes

Notes - Description of step – Explanations

Explain what the topic of the lesson is.

During the class discussion, ask students to share examples of situations in which they have been involved in making decisions that affect the whole group (e.g., a movie watched as a family, choice of location for a class excursion, topic for a group project, etc.).
- How was the decision made? What was the method used? Was everyone allowed to have a voice?
- Were you happy with the decision? Why yes or why not?
- Do you think it is important to be able to express your opinion or have a voice in matters that affect you?
- Give examples of decisions affecting you that you would like to be able to impact. Why?
- How does this discussion relate to democracy and elections?

Experience

Materials - Face to Face

- **Handout #1: text of the film for the teacher and/or students if he/she finds it useful.**

Materials - Online

https://www.youtube.com/watch?v=3yidqjR9uc8

Duration -(minutes)

20 minutes

Notes - Description of step – Explanations

provide students with experience of the importance of democracy and elections in a concrete situation.

1.   Ask students to watch a short film.
2.   Put them into groups of 3-4 and ask them to answer the following questions:
·What is the importance of the knife in this story?
·What qualities did Alice possess that made her a good representative? and what can we learn from her leadership?
·What do you think about Bob's behavior in the story?
·What do you think the story is trying to teach us?
3.   Then collect the groups' answers on the forum and comment on them if necessary. Encourage student to share any questions, concerns, or insights that came up for them.

3rd Step

Reflection

Materials - Face to Face

- **Handout #2 in A3 size**
- **Post-it sticky notes**

Duration -(minutes)

15 minutes

Notes - Description of step – Explanations

Hang five sheets of paper from handout 2 (A3 if possible) on the board or wall. Distribute the sticky notes to the students (no less than five to each, you can more). Ask them to think for a moment and then write the answers to each question on the notes. Then have them stick the answers on the relevant piece of paper themselves.

It is important to create a safe andrespectful environment where all students feel comfortable sharing their thoughts and ideas.

When students have stuck the post-it notes with their answers, read them out loud. Try to categorize them by linking similar ideas together.

Bring the students back together as a class. Encourage them to listen actively to each other's thoughts and ideas.

Ask the students to reflect on what they have learned from the story and the group discussion. Provide them with reflection prompts such as:

·What surprised you about the story?
·What did you learn about democracy from the story?
·How can we ensure that the rights of minorities are protected in a democratic society?
·What are some of the factors that influence people's voting decisions?
·In what ways do you think voting can have an impact on society and the world around us?
·How does the story relate to current events or issues in society?

Thank the students for their involvement and say that we will return to their reflective work in the next lesson.

4th Step

Conceptualization

Materials - Face to Face

- **large sheets of paper**

Duration -(minutes)

15 minutes

Notes - Description of step – Explanations

This activity can help students to see the interconnectedness of concepts related to democracy and elections, and how they fit together to form a cohesive system. It also allows for collaboration.

Put again students into groups of 3 or 4.
Provide each group with a large piece of paper or a digital mind mapping tool such as MindMup or Coggle.
Ask the groups to brainstorm and write down key concepts related to democracy and elections, such as voting, representation, human rights, constitutional law, majority rule, minority rights, etc.
Instruct the groups to organize their concepts into a mind map or concept map, using arrows and lines to show how the concepts are related to each other.
Encourage the groups to be creative and use different colors and visual elements to make their maps visually appealing and easy to understand.
Once the groups have completed their maps, ask them to share their maps with the class and explain their thought process and decision-making in organizing the concepts.

5th Step

Duration -(minutes)

3 minutes

Notes - Description of step – Explanations

After representatives from each group have expressed their thoughts, summarise what they have said, completing if anything has been missed in their work.

Democracy is based on several key principles, including:

Political Equality: All individuals have an equal right to participate in the political process and to have their voices heard.

Majority Rule and Minority Rights: Decisions are made through a majority vote, but the rights of minorities must be protected.

Freedom of Speech and Press: Individuals have the right to express their opinions and ideas without fear of censorship or retaliation.

Rule of Law: The government and individuals are subject to the same laws, which are enforced fairly and equally.

Accountability and Transparency: The government is accountable to the people and must operate in a transparent manner.

Voting Rights: The right to vote is a fundamental right in a democratic society and must be protected.

Elections: Elections are an essential part of democracy. They are the mechanism through which people elect their representatives and make decisions on important issues.

Voting Systems: There are different voting systems, including first-past-the-post, proportional representation, and ranked-choice voting.

Political Parties: Political parties are groups of individuals who share similar beliefs and values and compete for political power.

Campaigning: During election campaigns, candidates seek to persuade voters to support them through advertising, speeches, and other means.

6th Step

Materials - Face to Face

- **small cards as ballot papers**
- **box as ballot box**

Duration -(minutes)

25 minutes

Notes - Description of step – Explanations

This application phase will give students a hands-on opportunity to experience the democratic process and gain a deeper understanding of how it works in practice.

Again, put the students into groups and ask each group to choose a candidate from themselves to represent the group during the election.

Then, ask the groups to imagine an election in their town/municipality. Tell the students to prepare an election campaign programme outlining the principles and promises of their candidate.

Ask the candidates to present their programme.

Then distribute ballot papers to the students and ask everyone to vote by dropping their vote in the ballot box.

After the votes have been counted, announce the winning candidate.

Ask the pupils what guided their voting.

Ask the candidate to explain how he or she intends to implement their promises and policies.

Summarize and remind once again at the end the most important principles of democracy and elections.

7th Step

Duration -(minutes)

2 minutes

Notes - Description of step – Explanations

Thank students for the lesson and encourage them to thank each other for their cooperation. Appreciate their effort and openness. Say what you liked about their work and statements (without referring to specific individuals).

Assessment Methods

Student observation while working in groups.

List of References/ Additional Recommended Reading

https://www.thersa.org/blog/2017/09/democracy-is-more-than-a-vote?utm_medium=social&utm_source=youtube&utm_campaign=Sep-17-blogs&utm_content=blogs

https://www.moadoph.gov.au/learning/classroom-resources/democracy-resources

Differentiation

Depending on the requirements of each individual student

What is the worst that could happen with this lesson?

What will you do to correrct it?

The worst that could happen with this lesson is that some students may not be fully engaged or interested in the topic. Additionally, students may have different opinions and perspectives on the topic, which could lead to conflicts or disagreements in the group discussions.

Emphasize the importance of different perspectives: Acknowledge that people may have different perspectives on the topic and emphasize the importance of listening to and learning from different viewpoints.

The story of knife

It was once an island. One day, just off the island, a cargo ship collided with a luxury liner.

Everyone on board managed to swim to shore before the boat sank. Passengers were stuck on the island. What would they do now?

First, did the people on the island just what they wanted. And it was nice, but eventually people were at loggerheads. This was because they had only managed to bring a knife to the island. And this knife used for everything possible: hunting, shave, or cut wood. Who would decide about the knife?

The passengers from the cruise ship thought that because it was they who brought the knife so they should have it. But the passengers from the freighter argued that since they arrived in the country first, so they would have the knife.

Eventually, Alice got an idea. If all wanted to determine why not let them do it? You could let the people govern themselves.

With the rule of the people, no one could let everyone take decisions together. The people on the island therefore formed a democracy, a government by the people.

Everyone on the island thought it was clever to vote on everything. Bob, who wanted the knife as often as possible, then suggested that only men should have access to the knife, and not women. The women laughed at this, saying that such a law would not be able to go through!

But it turned out that less than half of those on the island who were women. To follow the will of the majority may not always be the most fair, it turned out.

Alice suggested a law to protect minorities. Certain basic rights should apply to all, and not even a majority could take them away from anyone. Maybe it was not such a bad thing. Who knows, maybe next time it is you who are in the minority ...

Life on the island went on, and every time a decision would be taken, gathered the whole island, and voted. Every question was directly linked to a vote. This is called direct democracy.

But gradually people began to tire of having to go and vote on every single issue. Was there really no easier way? Maybe they could instead vote for someone who had to make decisions for them, in individual issues, for a period, someone who represents them? Yes, of course. Then it became a representative democracy.

But gradually people began to tire of having to go and vote on every single issue. Was there really no easier way? Maybe they could instead vote for someone who had to make decisions for them, in individual issues, for a period, someone who represents them? Yes, of course. Then it became a representative democracy.

Since most of the island thought that Alice seemed wise, so she was elected prime minister. But after a while, Bob got tired of having Alice as a representative. So, when it was time for elections again, Bob began to promise people anything is possible, if they only voted for him.

And Bob won the election. However, it soon turns out that Bob is not at all going to fulfill his promises. But it does no good? It is simply to wait until the next election?

No, Bob decided to set the election and stay in power himself. It was not so good. Maybe we'd have some laws that are not going to vote away so easily, laws which we base our democracy. We can call these basic laws for constitutional laws. What should be in them? Well, that's where we write the fundamental rights that all people have. And so we limit what they are elected to do, so they cannot decide to abolish democracy.

Yes, that sounds good. We will vote through ... But, first, we must be sure that Bob is not Prime Minister anymore. Democracy is not quite as simple as they will only be allowed to vote. A democratic society must protect everyone's human rights, even those who do not have the power. Yes, even the Bobs.

HANDOUT #2

- What surprised you about the story?
- What did you learn about democracy from the story?
- What are some of the factors that influence people's voting decisions?
- In what ways do you think voting can have an impact on society and the world around us?
- How can we ensure that the rights of minorities are protected in a democratic society?

7th Lesson Plan

Conflicts - defeat or opportunity? How to resolve them at home, at school, between different social groups, between states?

Course Category

Civic competence in secondary school

Title of Lesson

Conflicts - defeat or opportunity? How to resolve them at home, at school, between different social groups, between states?

Type of Activity

Group work, pair work, individual reflection

Key Words

Conflict, conflict solution, types of conflicts

Lesson Description

The lesson is focused on teaching students about conflicts and conflict resolution strategies. It begins with an interactive discussion where students share their personal experiences of conflicts, followed by a brainstorming session to identify examples of conflicts in different settings. Then, students work in small groups to analyse different conflict scenarios, propose solutions, and present their findings to the class. The lesson also includes a reflective activity and a group discussion about conflict types and resolution strategies. The lesson ends with a quiz prepared by the students themselves to test their understanding of conflict resolution. The plan emphasizes the importance of recognizing different types of conflict and choosing appropriate resolution strategies.

Lesson Duration

2 x 45 minutes

Learning Objectives

This lesson aims to:
O1 help students to develop an understanding of types of conflicts and conflict resolution strategies.
O2 encourage students to reflect on their personal experiences of conflicts.
O3 help students to appreciate the benefits of resolving conflicts effectively, including improved relationships and problem-solving skills.

Learning Outcomes

By the end of this lesson, a student will be able to:
LO1 Identify different types of conflicts, including those that arise in different settings (e.g., home, school, social groups, states).
LO2 Identify and articulate personal experiences of conflicts, including the parties involved, the issue, and their emotional responses to the conflict.
LO3 Appreciate the benefits of resolving conflicts effectively, including improved relationships and problem-solving skills.

Link to objectives
LO1 to O1
LO2 to O2
LO3 to O3

1st Step

Introduction

Duration -(minutes)

10 minutes

Notes - Description of step – Explanations

Explain what the topic of the lesson is.

Explain to students that today you will talk about conflicts. Ask them to share their experiences of conflicts. Ask questions such as: What was the conflict about? How did it make you feel? Did you resolve it, and if so, how?

After hearing from students, ask them to brainstorm examples of conflicts they have observed or heard about in different settings, including at home, school, between different social groups, and between states.

Write their responses on the whiteboard or flipchart. You'll get back to them later.

2nd Step

Experience

Materials - Face to Face

- **Handout #1: Conflict scenarios**

Duration -(minutes)

25 minutes

Notes - Description of step – Explanations

Make sure to provide the students with enough time to work on their scenarios and to present their solutions.
You can also provide them with some guiding questions to help them think more deeply about the conflicts, such as:
What are the different perspectives of the parties involved in the conflict?
What are the underlying interests and needs of each party?
What are the potential risks and benefits of different solutions or strategies for resolving the conflict?
What are some creative ways to address the conflict that could satisfy the interests of all parties involved?

Put students into small groups of 3-4.
Give to each group one of the conflict scenarios.
Ask the groups to read and discuss the given scenario together, paying attention to the key details of the conflict and the parties involved.
Encourage the groups to think critically about the conflict, ask to name it and come up with potential solutions or strategies for resolving it.
Ask students to find from the examples of conflict written on the board, those that are similar to the one they are analysing.
Ask each group to present their scenario and their proposed solution or strategy to the class.
Facilitate a class discussion about the different conflict scenarios and the proposed solutions, encouraging students to share their thoughts and perspectives on the conflicts and the possible ways to resolve them.

3rd Step

Reflection

Duration -(minutes)

10 minutes

Notes - Description of step – Explanations

Encourage students to share their feelings, thoughts, and ideas.

Bring the students back together as a class. Invite them to reflect together on their experience of working with cases of conflict. Encourage them to listen actively to each other.

Provide them with some guiding questions to consider, such as:
How did you feel discussing the conflict scenario with your colleagues?
What did you find most challenging about the conflict scenarios? Did any of them resonate with your personal experiences?
How did you feel when proposing solutions to the conflicts? Did you feel confident in your ability to resolve them?
What did you learn about conflict resolution by analysing these case studies?
How can you apply the conflict resolution strategies you learned in these case studies to other areas of your life?
Summarize the main ideas that were expressed.
Thank the students for their involvement and say that we will return to their reflective work in the next lesson.

4th Step

Conceptualization

Materials - Face to Face

- **Handout #2**

Duration -(minutes)

20 minutes

Notes - Description of step – Explanations

Learning in cooperation

Remind students that you are continuing to work on understanding the nature of different conflicts and ways to resolve them.

Pair up the students. Give them handout 2 (conflict types and resolution strategies).

Then let each student read one part of the document individually and then report back to a colleague about what he/she has learned.

Then ask pairs to get into groups of four and have a group discussion about conflict types and ways of solving them.

You can suggest them new questions:

1.   What types of conflicts seem most common to you?
2.   Which conflict resolution strategies do you think are most effective in different types of conflict? Why?
3.   Can you give an example of a time when you successfully used a particular conflict resolution strategy? What was the outcome?
4.   Are there any conflict resolution strategies that you find challenging or difficult to implement? Why?
5.   What else is worth keeping in mind when faced with conflict?

Ask representatives from each group to present the results of their discussions.

5th Step

Duration -(minutes)

3 minutes

Notes - Description of step – Explanations

Summarize what the students have said, emphasizing that we have different types of conflict and that each type can be resolved in different ways. The most important thing is to recognize the type of conflict and to choose the most appropriate conflict resolution strategy for that situation. It's also important to note that conflicts can often be opportunities for growth and improvement if they are handled properly. Many people try to avoid conflict but resolving it can bring many benefits such as eased understanding and communication, strengthened relationships, and improved problem-solving skills. It's essential to approach conflicts with an open mind, actively listen to the other party, and be willing to find a mutually beneficial solution. Conflict resolution is a valuable skill that can be applied in personal, academic, and professional settings. By learning to handle conflicts effectively, individuals can achieve greater success and happiness in their lives.

6th Step

25 minutes

Notes - Description of step – Explanations

Conclusion of the lesson

Emphasise the importance of conflict resolution skills and the fact that conflict can be an opportunity, rather than something we should avoid.

Thank students for the lesson and encourage them to thank each other for their cooperation. Appreciate their effort and openness. Say what you liked about their work and statements (without referring to specific individuals).

Assessment Methods

Student observation while working in groups or pairs.

List of References/
Additional Recommended Reading

https://www.creducation.net/resources/CR_Guidelines_and_10_CR_lessons_FCPS.pdf

https://www.schooltools.info

https://www.goodcharacter.com/elementaryschool/resolving-conflicts/

Differentiation

Depending on the requirements of each individual student

What is the worst that could happen with this lesson?

What will you do to correrct it?

Lack of participation: Students may be hesitant to share their personal experiences of conflict, which could lead to a lack of participation and engagement in the activity.

To address this, the teacher can create a safe and non-judgmental environment by setting ground rules and emphasizing the importance of active listening and respect.

HANDOUT #1

Two neighboring countries, Alpha and Beta, are in a dispute over the ownership of a piece of land that both countries claim as their own. The land is rich in natural resources and is strategically located, which makes it highly valuable to both countries. The leaders of Alpha and Beta have been engaging in diplomatic talks, but they have not been able to reach an agreement. Both countries have started mobilizing their military forces and tensions are rising. The international community is getting involved to mediate the conflict and prevent a full-blown war.

John and Emily are working on a group project for their history class. John feels like Emily is not listening to his ideas and is interrupting him constantly when he is trying to share his thoughts. He thinks that Emily is too dominant in the group and is not giving him a fair chance to contribute. On the other hand, Emily thinks that John is not contributing enough to the project and is being too quiet during group discussions. She believes that John needs to speak up more and share his ideas if they want to do well on the project.

Mark and Rachel both want to buy the same limited edition vinyl record of their favorite band. The record is only available in one shop in their town, and there is only one copy left. Mark is willing to pay more for the record, but Rachel feels that she deserves it more because she has been waiting for this release for months. Mark argues that he has more money to spare and should be able to buy the record, while Rachel insists that her dedication to the band and her waiting time should give her priority.

Tom and his best friend Alex both have romantic feelings for the same girl, Sarah. Tom believes that he has a stronger connection with her because they share similar interests and have had deep conversations together. However, Alex has been friends with Sarah for a longer time and thinks that he has a better chance because he knows her better and has been there for her through ups and downs. Tom and Alex have a strong friendship, but their romantic interest in Sarah is putting a strain on it. They need to come to a resolution that is fair to both of them and respects Sarah's agency and feelings as well.

The employees at a factory are upset because they feel like they are not being paid fairly for the work they do. They have been asking for a raise for some time, but the factory owners say that they cannot afford it due to financial difficulties. The employees feel that they are being undervalued and that their work is not being compensated fairly. On the other hand, the factory owners are struggling to keep the business afloat and cannot afford to pay higher wages.

Lily and Emma are having a heated debate about animal testing. Lily believes that it is necessary for medical research, as it has led to the development of life-saving treatments and cures for diseases. She thinks that animal testing is a necessary evil and that it is more important to save human lives than to protect animal rights. On the other hand, Emma thinks that animal testing is cruel and unnecessary, and that there are better and more humane alternatives available. She argues that animals have the right to be treated with dignity and respect, and that their suffering should not be ignored.

Mike and Ben have been living together for a few months and have developed a good friendship. However, tensions arise when Mike decides to invite his girlfriend over for the weekend without consulting Ben first. Ben is upset that Mike didn't ask for his permission, as he feels that the apartment is a shared space and both of them should have a say in who comes over. Mike thinks that it's his right to have guests over, especially since he's letting Ben know in advance. The situation escalates when Ben realizes that he has a family emergency that weekend and needs the apartment to himself. Mike refuses to cancel his plans, leading to a heated argument between the two friends.

The proposal to build a new landfill in the town has become a major source of conflict between its residents. Some believe that the current landfill is already overcapacity and poses a risk to public health, and therefore building a new one is necessary to manage the town's waste. Others argue that the new landfill will negatively impact the environment, and it will lead to air and water pollution, which could harm the health of both people and animals. Those who support the proposal argue that building a new landfill is the only way to keep the town clean and to avoid any health risks from the current landfill. They believe that the new landfill will be well-managed and designed to minimize any negative effects on the environment.
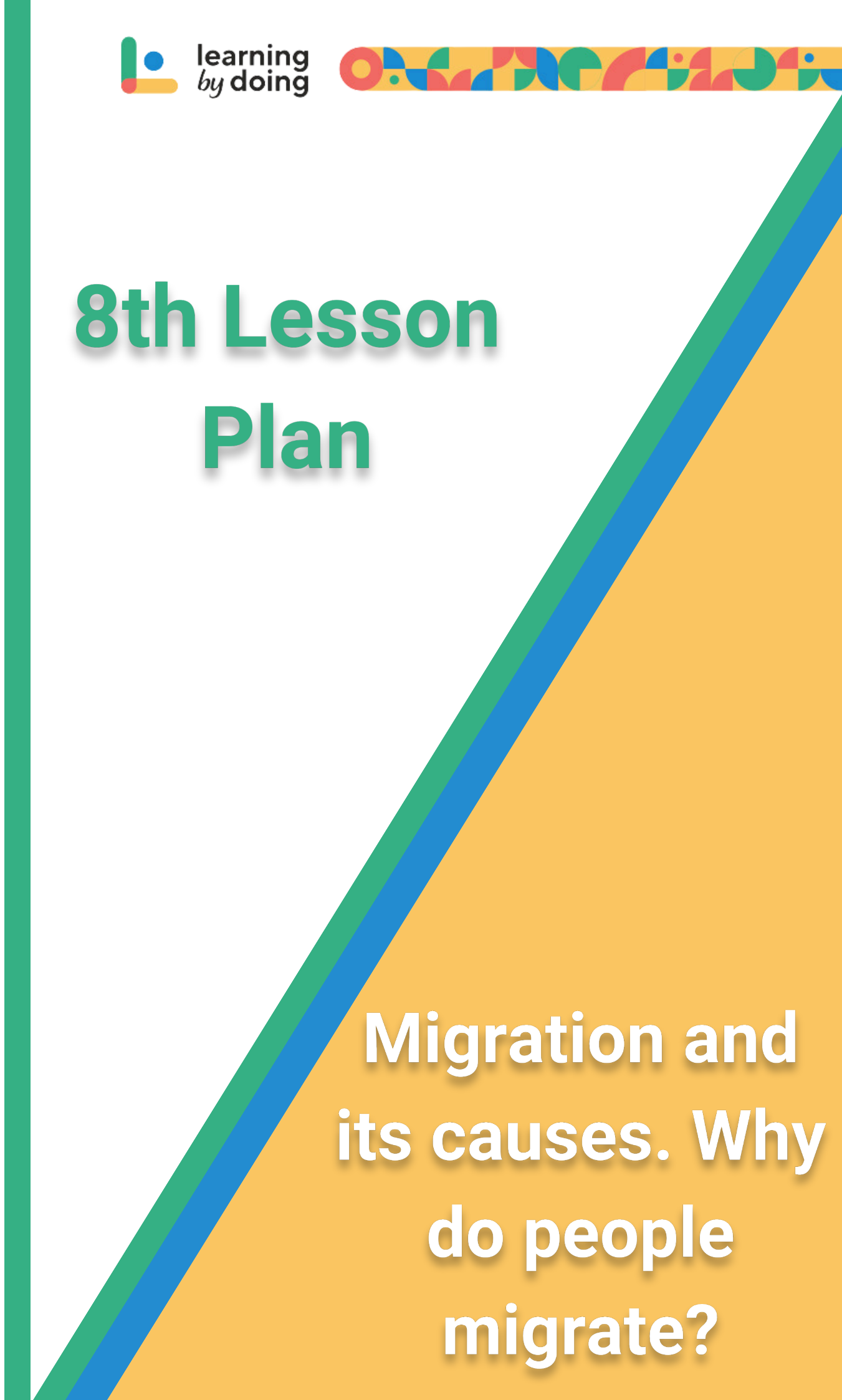
They also argue that the economic benefits of the landfill, such as job creation and lower disposal costs, will outweigh any potential negative impact. On the other hand, those who oppose the proposal argue that the negative environmental impact of the landfill will outweigh any economic benefits. They believe that the landfill will pollute the air and water and contribute to climate change. They also argue that the health risks associated with the landfill, such as respiratory problems and water contamination, are not worth the economic benefits.

Max and Alex are two online gamers who have been playing a multiplayer game together for several weeks. Recently, Max has become increasingly frustrated with Alex's performance, accusing him of cheating in the game. Alex denies any wrongdoing and claims that he is simply better at the game than Max. Their arguments escalate quickly, and soon they are hurling insults at each other through the game's chat function. Max threatens to report Alex to the game's moderators for cheating, while Alex accuses Max of being a sore loser. As the argument intensifies, other players in the game begin to take notice and chime in with their own opinions. Some side with Max, while others defend Alex. The once-friendly game has now turned into a heated battle between two players and their supporters. Finally, a moderator steps in and tries to calm things down. However, Max and Alex continue to argue, refusing to back down. The moderator warns them that their behavior is unacceptable and could result in a ban from the game. Despite the warning, Max and Alex continue their argument, each determined to prove their point.

HANDOUT #2

8th Lesson Plan

Migration and its causes. Why do people migrate?

Course Category

Civic competence in secondary school

Title of Lesson

Migration and its causes. Why do people migrate?

Type of Activity

Group work, pair work, individual reflection

Key Words

reasons of migrations, migrants, refugees,

Lesson Description

The lesson focuses on the topic of migration and its causes, which are discussed on the basis of individual witness statements of people who have experienced migration in their lives.

Lesson Duration

45 minutes

Learning Objectives

This lesson aims to:
O1 explain what migration is
O2 study facts about migration
03 raise awareness of the reasons why people around the world migrate and the impact this can have on future lives.

Learning Outcomes

By the end of this lesson, a student will be able to:

LO1 explain the concept of migration by giving examples

LO2 list the causes and consequences of migration.

Link to objectives
L01 to 01 and 02
L02 to 03

Structure of lesson

1st Step

Introduction

Duration -(minutes)

minutes

Notes - Description of step – Explanations

Explain what the topic of the lesson is
Check what students already know about migration and refugees.

You can use the questions:
- Have you ever lived in a different place? Why did you move?
- Do you know anybody who has moved to a different city or country? How did he/she feel? How do they feel now?
- From which countries do migrants come to our country?
- Why have they left their homes?

2nd Step

Experience

Materials - Face to Face

- **Handout #1**
- **post-it notes**

Duration -(minutes)

10 minutes

Notes - Description of step – Explanations

Pair the pupils up and distribute Handout 1 and ask them to read. Then ask students - based on the reading - to discuss in pairs the reasons why the persons have left their country and think together about the impact this has on a person's life.
If you want, use post-it notes Write the students' answers on the board (or stick the post-it notes to it).
If necessary, complete their answers.

Migration, the movement of people to relocate, is as old as human history. Already in prehistoric times, our ancestors wandered in search of places where there was more food. In this way, people populated almost the entire Earth.People escape from places where their life or safety is at risk because of war, political beliefs, religion, sexual orientation, or membership of a particular ethnic group, among other reasons.

Many people migrate because of the difficult economic situation of the country they live in - low salaries, lack of jobs, lack of perspectives.

Some go to another country for education - to gain more and more professional qualifications.

There are also people who decide to leave their homeland for personal or family reasons.

There is a growing group of migrants who leave their home because of climate change. These may be natural disasters related to global warming or simply significant climate change, making it difficult to obtain food in the area.

We call some migrants refugees, others asylum seekers. A refugee is someone who has been given the right to live in another country, and an asylum seeker is still waiting for such approval.

3rd Step

Reflection

Duration -(minutes)

5 minutes

Notes - Description of step – Explanations

In plenary, discuss the experience with students and ask them to share their personal feelings and observations connected with the reading of the witnesses. In a second step, use questions to direct the learners' attention to aspects related to the purpose of the exercise.

You can use the questions:

- How did you experience the discussions?
- What emotions did reading these witnesses provoke in you? - What surprised you?
- How might these stories help us to understand the experiences of refugees and immigrants?

4th Step

Conceptualization

Materials - Face to Face

- **Handout #2 in A3 size**

Duration -(minutes)

10 minutes

Notes - Description of step – Explanations

Distribute handout 2 to each group. Ask students to write in the table the reasons for which people leave their country and categorize them into four categories: economic, climatic (environmental), political, personal and social. Ask them to name the persons who leave their country for a particular reason: immigrant/emigrant, refugee, asylum-seeker. You can use questions:
- List the reasons people might leave their home country.
- How can we categorize these causes, e.g., political, economic, etc.?
- Who are refugees, asylum-seeker, emigrants/immigrants?

Economic reasons (immigrants):
- poverty
- unemployment
- high prices
- lack of housing

Climatic (environmental) reasons (immigrants and refugees):
- floods
- hurricanes
- earthquake
- drought
- air pollution
- lack of clean drinking water
- starving

Political reasons (refugees and asylum-seekers):
- Persecution due to beliefs, politic opinions, religion, sexual orientation etc.
- Armed conflicts
- Establishment of a new state
- High crime rate

Personal and social (immigrant):
- opportunities for better education
- low level of social services (e.g. health, pensions)
- family separation
- marriage

5th Step

Duration -(minutes)

8 minutes

Notes - Description of step – Explanations

Ask each group to present the results of their work to the class. Display the posters they have prepared on the wall. If necessary, complete the information.

listed above

6th Step

Duration -(minutes)

5 minutes

Notes - Description of step – Explanations

Distribute one green and one red card to each student. Read the prepared sentences to the students and ask them to raise the green card if the sentence is true or the red card if it is false.
If necessary, explain the issue to pupils, giving examples of facts that demonstrate this.

1.   The reasons for migration from different countries are always the same. FALSE
2.   The main reason for migration is the lack of opportunity to live a normal life. TRUE
3.   Migration is as old as human history. TRUE
4.   Immigrants want to come to Europe only because they can get money and live for free. FALSE
5.   Every refugee is an immigrant, but not every immigrant is a refugee. TRUE
6.   Refugees are only people who are fleeing war. FALSE (war and persecution)
7.   An asylum seeker is a person who has left his country and is seeking protection from persecution and serious human rights violations in another country, but who hasn't yet been legally recognized as a refugee. TRUE
8.   It is important that people who find themselves in grave danger can rebuild their lives in safety. TRUE

7th Step

Duration -(minutes)

5 minutes

Notes - Description of step – Explanations

Thank students for the lesson and encourage them to thank each other for their cooperation. Appreciate their effort and openness. Say what you liked about their work and statements (without referring to specific individuals).

Assessment Methods

Student observation while working in groups or pairs.

List of References/
Additional Recommended Reading

https://www.bbc.co.uk/bitesize/topics/zs2b3j6/articles/z2hptrd

https://www.youtube.com/watch?v=LC2Egw1Yfjc

Differentiation

Depending on the requirements of each individual student

What is the worst that could happen with this lesson?

Some students may be susceptible to negative stereotypes about migrants.

What will you do to correrct it?

In this case, it is useful to introduce the element from Lesson 9 right from Lesson 8.

Lesson 8, Handout 1
Why do people leave their country?

Hello!
My name is Sasha. I am from Ukraine. I came to Poland on the 1st of March 2022 with my mum and my dog. We came here because of the war. In Poland I went to school. At the beginning it was very difficult for me. I didn't understand what people were saying, I had no friends. In addition, I was very afraid for my dad and brother, who stayed in Ukraine, and for our house. I worry about that all the time. I'm used to school now. I can cope, it's easier for me to speak, read, write. I started to get better grades. I have a few friends that I sometimes meet up with after school. But at school I still feel different, a stranger. I don't know how to change that.
Sasha, 15 years old

Hi!
I'm Damian. I have been living in Berlin for four years. I came here because my parents couldn't find a good job in Poland and we were constantly short of money. I go to a German school. There are fourteen students in my class from countries other than Germany. There are Turks, a Syrian girl, students from Ukraine, Belarus, Romania, Bulgaria and Egypt. During lessons we often talk about our cultures, languages, what is similar and what is different about them. We do a lot of projects about our countries. I feel comfortable in my class.
Damian, 16 years old

Good morning,

I am a Polish language teacher in a Polish Saturday school in Paris. I came here in 1982 at the age of 6. At that time, Poland was under communism and the authorities imposed martial law. My parents were active in the Solidarity movement. Dad was interned and my mother and I were constantly being frisked at home. Dad was accused of wanting to overthrow the government. He was threatened with many years in prison. Finally, he was given an ultimatum: either he would leave Poland forever or he would be convicted and spend many years in prison. My parents decided to leave. That is how we ended up in France. We were political refugees. We have been given asylum. Now I have French citizenship, but I also feel Polish all the time. I can say that I have two homelands.

Anna, 46

Good morning,

In October 2019, the worst flooding in two decades passed through my country, the Central African Republic. It left nearly 30,000 people homeless. Houses built from simple materials (e.g., wood or mud) literally melted in the water. The tropical climate and waterlogged terrain made many people ill with various diseases. That's when I decided to go to Europe. I am young and wanted to spend life in a safe place. I now live in France.
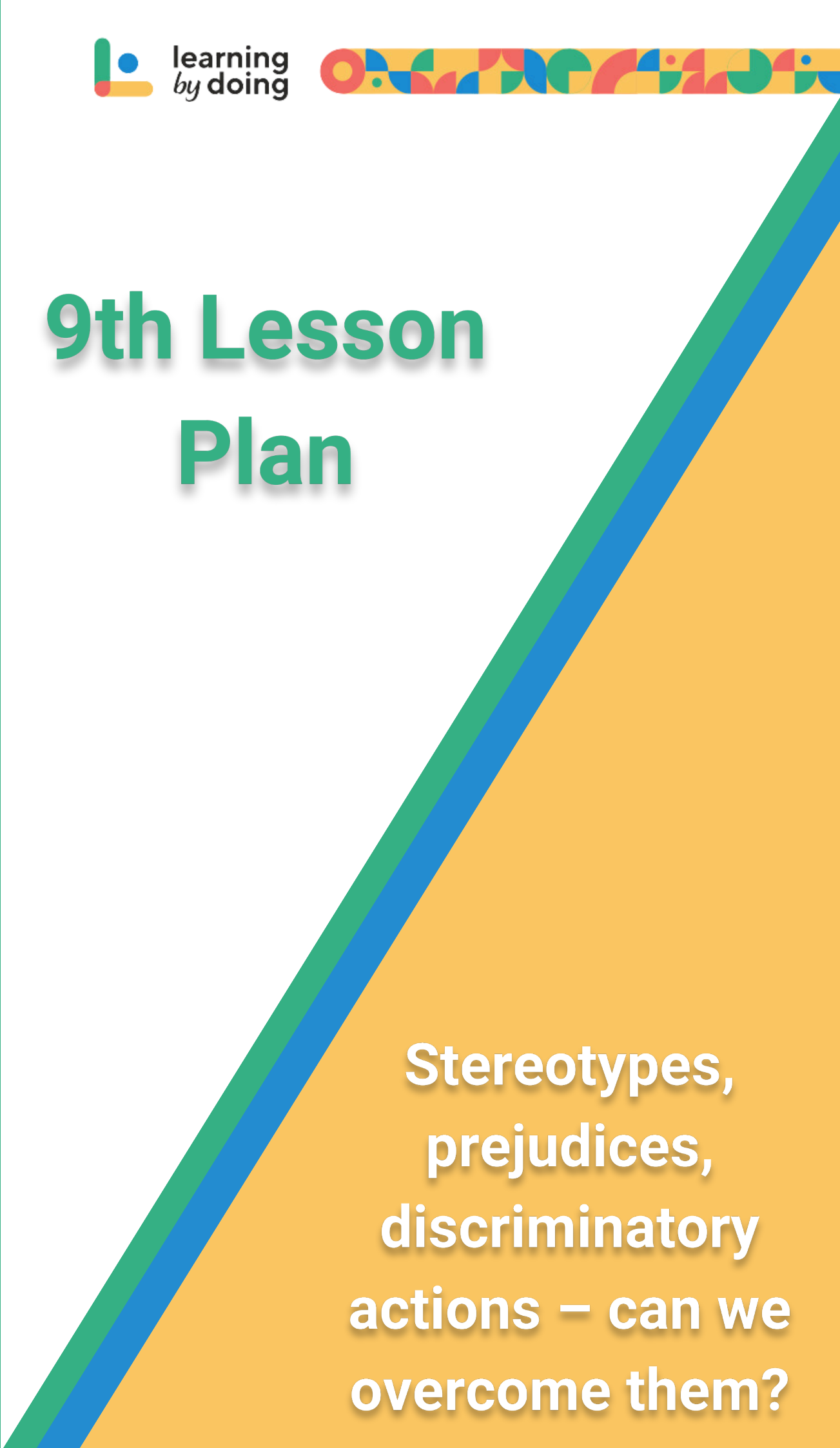
David, 35

Political reasons	Economic reasons

Climatic (environmental) reasons	Personal and social reasons

9th Lesson Plan

Stereotypes, prejudices, discriminatory actions – can we overcome them?

Course Category

Civic competence in secondary school

Title of Lesson

Stereotypes, prejudices, discriminatory actions – can we overcome them?

Type of Activity

Stereotypes, prejudices, discriminatory actions

Key Words

Stereotypes, prejudices, discriminatory actions

Lesson Description

The lesson tackles the topic of stereotypes, prejudices and discrimination using migrants as an example, although it is likely to include examples for other social groups. As well as understanding the differences between these concepts, the lesson should help students to distinguish between opinions and facts, so that they do not succumb to streotypical thinking and develop prejudices.

Lesson Duration

45 minutes

Learning Objectives

This lesson aims to:
O1 explain what stereotypes are.
O2 clarify the differences between the terms: stereotype, prejudice, discrimination.
03 explore evidence of why the most expressed stereotypes about migrants are false.

Learning Outcomes

By the end of this lesson, a student will be able to:	Link to objectives
LO1 define the concept of stereotypes by giving examples	L01 to 01
LO2 explain the differences between the terms: stereotype, prejudice, discrimination.	L02 to 02
LO3 prove the untruth of some stereotypes about migrants	L03 to 03

Structure of lesson

1st Step

Introduction

Materials - Face to Face

- post-it notes

Duration -(minutes)

5 minutes

Notes - Description of step – Explanations

- **Following the topic of the previous lesson, explain what today's topic is.**
- **Hand out post-it notes to students**
- **Collect post-it's from students, stick them to the board, do not comment them for now. Tell students that we will come back to this latter.**

During our previous lesson, we talked about migrations. We know what they result from. Today, I would like to talk with you about the difficulties people who come from another country may face in our society. And how to overcome them.

Therefore, I would like to ask you what you hear around you about migrants, what the media say, what your neighbours, your relatives, and people you consider to be authorities think about them.

Write down your answers on post-it's.

2nd Step

Experience

Materials - Online

https://www.youtube.com/watch?v=_uJf7SnCZ4k

Duration -(minutes)

7 minutes

Notes - Description of step – Explanations

Ask students to watch a short film on stereotypes, prejudice, and discriminatory behaviour and to make notes as they watch about the characteristics of each of these.

3rd Step

Reflection

Duration -(minutes)

8 minutes

Notes - Description of step – Explanations

Encourage students to reflect on the theme addressed in the film. Ask them about their emotions and their personal experiences.

Write the students' answers on the board.

Use the questions:

- How did you experience this film?
- Have you encountered such beliefs, behaviors, and attitudes in your environment?
- Who have they affected?
- How did they manifest? Give some examples.
- What can we do to avoid succumbing to stereotypes, prejudices and to counteract discrimination on any grounds?

4th Step

Conceptualization

Materials - Face to Face

- **Handout #1**

Duration -(minutes)

10 minutes

Notes - Description of step – Explanations

Pair the students up. Distribute Handout 1 (three sheets of paper) to each pair.

Ask students - based on the video and previous reflection - to fill in the handouts, by formulating a proposal for the definition of each concept and giving five examples of it.

Ask groups to present the results of their work to the class, attach them to the wall.

Correct, structure if necessary.

5th Step

Materials - Face to Face

- **post-it's from the first part of the lesson.**

Duration -(minutes)

8 minutes

Notes - Description of step – Explanations

Distinction between opinion and fact

Return to the statements written on the board at the beginning of the lesson. Ask pupils to consider which of the statements is a fact and which is an opinion. Remind them that fact refers to something true or real that is supported by evidence, documentation, research, etc. An opinion is what a person believes or thinks about a topic. You can use an example: Data from the Central Statistical Office show that less and less children are being born in Poland [fact]; Poles are hard-working [opinion]. Remind that many opinions are generalisations. They speak about a whole group of people (e.g., Poles, refugees, gypsies, football fans, the elderly) based on individual experiences. And we already know that we cannot judge a group of people based on our knowledge of individuals.

6th Step

Active experimentation

Duration -(minutes)

5 minutes

Notes - Description of step − Explanations

Write four statements on the board. Ask students to discuss them in pairs, consider whether they are opinions or facts and give evidence to support their decision.

Ask students to share what they have decided, if necessary cite facts that confirm that all those sentences are false opinions.

1. *Immigrants are not educated.*
FALSE OPINION: Based on the statistics of people entering our country, many people who come have a university degree and have worked in the highest public trust professions in their country (doctor, paramedic, university professor, teacher, firefighter).

2. *Immigrants are depriving our country's citizens of jobs.*
FALSE OPINION: The number of citizens of the country is declining rapidly. Experts predict that we may run out of labour in the future. The presence of immigrants may slow down this process. Moreover, most immigrants work in professions that our citizens do not want.

3. *Immigrant students are different from us (young citizens), they cannot live like us.*

FALSE OPINION: The study of multicultural classrooms shows that foreign students, even if they are of a different nationality or culture, have similar social and emotional needs! They like to have friends, have fun, go to school, play sports, etc... When students are different, these differences are an advantage. Everyone has something to share. In this way, they all discover other cultures, other stories, other languages and learn to open up to the world!

4. *Children's rights only apply to the children of citizens of a country.*

FALSE OPINION: In accordance with the Convention on the Rights of the Child (1989) Children's rights apply to all children regardless of their origin and nationality.

7th Step

Debrief

Duration -(minutes)

2 minutes

Notes - Description of step – Explanations

Repeat what the lesson was about and summarise the most important features of each of the terms discussed.

Thank students for the lesson and encourage them to thank each other for their cooperation. Appreciate their effort and openness. Say what you liked about their work and statements (without referring to specific individuals).

Assessment Methods

Student observation while working in pairs and groups.

List of References/
Additional Recommended Reading

https://libraryguides.saic.edu/learn_unlearn/foundations9

https://www.un.org/esa/socdev/rwss/2016/chapter4.pdf

https://www.edpost.com/stories/heres-how-teachers-can-help-students-overcome-stereotype-threat

https://digitalpromise.org/2018/08/16/recognize-avoid-stop-stereotype-threat-class-school-year/

Differentiation

Depending on the requirements of each individual student

What is the worst that could happen with this lesson?

The lesson addresses a topic that can be experienced in different ways by students.

What will you do to correrct it?

If you it is discover that some students hold any prejudices, do not criticise them, but engage in a reasoned discussion based on evidence.

10th Lesson Plan

We set up the project!

Course Category

Civic competence in secondary school

Title of Lesson

We set up the project!

Type of Activity

Group work, pair work, individual reflection

Key Words

social problem, project, group work, change

Lesson Description

The lesson is focused on social project development and implementation. It aims to guide students through the process of identifying important social issues, planning, and designing their own projects, and working collaboratively to address those issues effectively. The lesson emphasizes the empowerment of students as active agents of change, fostering their understanding of social problems, and improving their ability to plan, implement, and work together on meaningful projects. Additionally, the lesson encourages students to develop critical thinking, communication, and problem-solving skills, while cultivating a sense of social responsibility and empathy towards others.

Lesson Duration

2 x 45 minutes

![learning by doing logo]

Learning Objectives

This lesson aims to:
O1 empower students to become active agents of change.
O2 foster their understanding of social problems.
O3 improve their ability to plan and implement projects and to work together.

Learning Outcomes

By the end of this lesson, a student will be able to:

LO1 Demonstrate social responsibility and empathy.

LO2 Identify and articulate the importance of social problems.

LO3 to define clear objectives, brainstorm potential solutions, and create strategies for effective implementation of a project.

LO4 Work collaboratively and communicate.

Link to objectives
LO1 to O1
LO2 to O2
LO3 to O3
LO4 to O3

Structure of lesson

1st Step

Introduction

Duration -(minutes)

2 minutes

Notes - Description of step – Explanations

Explain what the topic of the lesson is.

Welcome the class and say that today, we have an exciting opportunity ahead of us. We're going to embark on a journey that will not only make a positive impact in our community but also provide us with valuable learning experiences along the way. We're going to set up our own social project!

2nd Step

Experience

Materials - Online

https://www.youtube.com/watch?v=_uJf7SnCZ4k

Duration -(minutes)

7 minutes

The method involves supporting students to act as autonomously as possible, responding to a social problem that is important to them. Students decide on their own project idea. It can be carried out after class or in class when it is thematically linked to a specific subject. Students work together to carry out planned tasks and achieve their goals. They act in a local or online space - they go beyond the school environment. They develop universal soft skills such as communication, creativity, management, and problem solving. They learn intensively how to cooperate and organise their work. They gain greater independence, courage to take on challenges and, above all, a sense of agency. The teacher guides through the steps of the process by suggesting exercises, asking questions or motivating, but gives the pupils space for self-control. The project is an exciting activity for the pupils, different from classic school learning, and it starts from their needs and ideas of the pupils, resulting in high engagement.

1.   Give some examples of social projects.
Examples:
"Mindfulness Matters" Project:
Objective: Promoting mental well-being and reducing stress and depression among students.
Outcome: The project introduces mindfulness practices such as meditation, breathing exercises, and self-reflection sessions to students. It creates a supportive environment for open discussions about mental health and provides resources for seeking help. The project results in increased awareness of self-care, improved coping mechanisms, and reduced levels of stress and depression among students.
"Digital Detox Challenge" Project:
Objective: Addressing excessive social media usage and promoting healthier technology habits.

Outcome: The project encourages students to participate in a digital detox challenge where they voluntarily limit their social media use for a designated period. It provides alternative activities such as sports, arts, and community engagement. The project leads to increased self-awareness about technology consumption, improved social interactions, and a healthier balance between online and offline activities.

"Creating Connections" Project:
Objective: Fostering meaningful connections and combating feelings of isolation among students.
Outcome: The project focuses on organizing regular social events, group activities, and peer support initiatives. It aims to create a sense of belonging and encourage positive relationships within the school community. The project results in increased social engagement, strengthened support networks, and reduced feelings of loneliness or depression among students.

"Media Literacy Workshop" Project:
Objective: Developing critical thinking skills and promoting responsible social media usage.
Outcome: The project conducts workshops and discussions on media literacy, educating students about recognizing misinformation, understanding the impact of social media, and practicing responsible digital citizenship. It equips students with the tools to navigate social media platforms more consciously and fosters a healthier relationship with online content.

2. Ask students to define what a social project is and to identify its most important features, based on those examples. write the key words of their answers on the board.Summarize their answers, introducing your definition if necessary.

A social project is a collaborative effort, where students work together to address a specific issue or challenge in our school or community. By designing and implementing social project, we have the power to create positive change in the lives of others.

3.   Put students into groups of 4-6 and ask them to discuss what social issue seems important to them and which they would like to address with their own action. Give them enough time to brainstorm and decide.

4.   Ask each group to present the results of their discussion, pointing out the evidence for which their chosen problem is important.

3rd Step

Reflective Observation

Duration -(minutes)

10 minutes

Notes - Description of step – Explanations

Encourage students to share their feelings, thoughts, and ideas

1.   Bring the students back together as a class. Invite them to reflect together on topics chosen by groups. Provide them with some guiding questions to consider, such as:

Why is it important for us to address the chosen issues in our school or community?
What are some potential solutions or strategies we can explore to address those issues effectively?
What resources or support might we need to implement our project successfully?
Are there any potential obstacles or challenges we anticipate encountering, and how can we overcome them?
2.   Give student's a few moments to reflect individually, and then open the floor for group discussion.

4th Step

Conceptualization

Materials - Face to Face

- **Handout #1**

Duration -(minutes)

15 minutes

Notes - Description of step – Explanations

Structure the class discussion by introducing a mini lecture on social project methodology. Ask students to take notes on the lecture in the form of a mind map.

In a class discussion, confirm that students understand the concept and the way of working. If necessary, come back to some points.

5th Step

Active experimentation

Materials - Face to Face

- **Handout #2**

Duration -(minutes)

40 minutes

Notes - Description of step – Explanations

1. Tell students that you wished them to plan now to work on their projects. Set a time frame of beginning (today) and end.
2. Distribute the project worksheets to the students. Ask them to read through them and then individually complete the first seven points. Distribute the project worksheets to the students. Ask them to read through them and then individually complete the first seven points. Give them about 15 minutes.
3. Ask the students to compare their answers, come to a consensus together on the final answer as a group, and then write it down on the additional worksheet you give them. Give them about 10 minutes.
4. Ask students to complete the planning by completing the last two points of the worksheet.
5. Say that you invite each group for individual consultations, if they feel they need it, to review their plans. Tell them how they can schedule these consultations with you.

7th Step

Duration -(minutes)

5 minutes

Notes - Description of step – Explanations

Conclusion of the lesson

Emphasise that social projects are a joint effort where you work together on a specific issue or challenge. Remind student's that you will provide ongoing support and encouragement during the implementation of their projects.

Assessment Methods

Student observation while working in groups.

List of References/
Additional Recommended Reading

https://szkoladlainnowatora.ceo.org.pl/projekty-edukacyjne/ (for Polish teachers)

https://choosetwine.com/14-social-studies-project-ideas-for-schools/

https://www.weareteachers.com/service-learning-projects/

Differentiation

Depending on the requirements of each individual student

What is the worst that could happen with this lesson?

What will you do to correrct it?

Lack of student engagement: encourage students to choose social problems that resonate with their personal interests or experiences to increase their motivation and engagement.

Insufficient time for planning: be flexible, adapt the lesson as needed, and provide support to students who may require it.