ACTIVE CITIZENSHIP

Content

INTRODUCTION

This methodological document has been produced as part of the implementation of the project *Active to strengthen European values*, funded by the Erasmus+ programme. The activities were carried out from March 2022 to February 2024.

The idea for the implementation of this project came from the surveys and researches carried out by different European organisations, which show that youth participation in civic and political life is low enough. Civic engagement or participation of young people in their countries or in EU civic activities is quite low, although it is slowly growing at the moment. When working with students, it is always noticed that they are passive and avoid expressing their opinion on certain issues and it could be considered that this is not due to lack of knowledge but to lack of competences and skills of self-confidence, critical thinking and creativity as well as lack of practice in public speaking and debating. Undoubtedly, the young people of the EU should become aware of their importance in active civic and political participation and understand that their activities and decisions can make changes for the welfare of humanity.

The aims of the project:

- To encourage students to become active citizens;
- to increase and improve pupils' knowledge of current issues and cultures in the European Union
- Strengthen their critical thinking, creativity, problem solving, tolerance and empathy skills
- Develop public speaking and debating skills
- to build the values of the importance of active participation in considering, solving and making decisions on the problems that the EU is currently facing;
- To exchange good practices and experiences among teachers from European educational institutions;
- To develop a methodology for teachers of civic education, which could strengthen the training of civic education in European schools.

The activities of the project:

- Six student mobilities in each partner country based on European values, Discrimination in Vidin Yordan Radichkov gymnasium, Bulgaria, Migrants and integration in Teggiano Pomponio Leto gymnasium, Italy, Consumerism in Radviliškis Lizdeika Gymnasium, Lithuania, Fake news in Comenius College Rotterdam, the Netherlands, European values in a forum theatre, Istanbul

Fahreddin Kerim Gökay Anadolu School, Turkey and Human rights in Colegiul National de Informatica Matei Basarab, Romania;

   - Debate classes in schools, practising debate and public speaking strategies on different topics and current affairs;

   - Participation in national events focusing on European issues;

   - Teachers accompanying pupils in partner schools, sharing their practice and doing job shadowing;

   - During the mobility, the host school plans professional development sessions for teachers focusing on citizenship education;

   - Teachers create the programme with the described methodology of active citizenship lessons;

   - Dissemination events for the created result, the Active Citizenship programme.

     The impact on students, teachers and partner schools has been significant. Over the two-year period, students directly involved in the activities have developed their skills in critical thinking, problem solving, creativity, etc., as well as their debating and public speaking skills. Teachers have developed their professional skills in organising educational content, while the curricula of partner schools have been broadened through the creation of optional civic education programmes and the establishment of debating clubs.

     This is the result of the project, which presents the national contents of citizenship education in each partner country and twenty one lessons, which are teaching practices of citizenship education in the partner schools, as well as how the methodology of debating and public speaking makes citizenship education more effective.

Civic education in Europe

BULGARIA

"Education is the most powerful weapon which you can use to change the world.", Nelson Mandela. Quoting Nelson Mandela and considering that Education is the key for equal opportunities and the strengthening of social cohesion, the Bulgarian Education System has gradually and progressively implemented a diverse set of support to students. It is contributing to the process of acceptance of the different individual characteristics, reducing discrimination among students and enabling a better integration in society. Civic education gives a better understanding towards society to students at the age of 17-19.

Civic education is included in the final stage of high school and it starts from grade XI and continues to grade XII.

The civics education curriculum for grades XI and XII is based on the Universal Declaration of Human Rights, the Convention on the Rights of the Child, the European Convention for the Protection of Human Rights and Fundamental Freedoms, the European Reference Framework for Key Competences, the Constitution of the Republic of Bulgaria and the requirements for the results of training in the subject of civic education in the State Educational Standard for general education.

Main goal:

Civic education training is the basis of personal development and the preparation of young people for social realization through the knowledge, mastery and protection of human rights and freedoms, in accordance with the laws of a democratic society. Civic education supports the development and confirmation of the student as a citizen of the Republic of Bulgaria and the European Union and as a person who:

• is free and capable of making responsible decisions for himself and others;

• knows and defends his rights, freedoms and responsibilities;

• has conscious relations with the state and society;

• is an active participant in social events and has motivation for positive change.

The subject of civic education in grade XI places emphasis on:

- citizens, politics and democracy;

- citizens, rights and responsibilities;

- identities and differences in society.

As a result of the comprehensive training in civic education, students acquire the following complex social and civic competences: critical thinking and rational argumentation; constructive participation

in dialogue and debate; Making decisions; problem solving; peaceful conflict resolution; building and maintaining communities of like-minded people, creating and managing projects; constructive communication in different contexts and social environments, responsible and informed participation in the social and political life of the country, media literacy.

The main activities related to training are:

• development of a socially, communally and/or personally significant project with the aim of positive change in the school environment and the local community;

• study of problems of democratic society and the role of both the individual and the community in solving them;

• analysis of the role of the citizen in democratic processes and work on specific cases, close to the environment and everyday life of students;

• making an informed choice and creating opportunities for personal fulfillment.

The organization of civic education training in XI grade is based on interactive teaching methods and techniques (debates and discussions, learning through research, learning through practice, learning through experience, case solving, project development).

There are 3 different parts:

1. Citizens, politics and democracy

• Traces the emergence and development of the idea of democracy, guaranteeing human and citizen rights, the responsibility of state institutions and citizens before the law and civil society.

• Analyzes the characteristics of the rule of law: rule of law, transparency, honesty, integrity in making institutional decisions.

• Knows the mechanisms of institutional decision-making and assesses their legitimacy.

• Evaluates the possibilities for democratic participation in civil society and student self-government.

2. Citizens, rights and responsibilities

• Analyzes and compares the ideas of freedom, human rights and civil rights.

• Distinguishes private from public sphere of public life.

• Researches cases related to violation of human rights and presents reasoned decisions in writing.

• Evaluates public events in European Union countries and in other countries from the standpoint of human rights.

• Realizes the need for personal participation and responsibility in democratic decision-making at all levels.

3. Identities and differences in society

• Distinguishes the main social groups and communities, understands the specifics of their points of view.

• Distinguishes different types of minority policies – assimilation, (auto)segregation, integration and expresses his own position on them.

• Orients itself in the sources of contradictions between separate ethnic and religious communities and demonstrates a desire to resolve conflict situations in a constructive way.

• Demonstrates the ability to communicate constructively in a variety of environments and situations. The learning of civic education realizes and values its national identity, analyzes European culture and values, and gives examples of interpenetration and cultural influences. It connects its European identity with the rights and responsibilities of European citizenship.

The National Curriculum in Bulgaria has a wide emphasis on the development of students´ civic education so that they can develop as successful learners, confident individuals and responsible citizens who make a positive contribution to society. It is based on key concepts such as democracy, justice, rights and responsibilities, identities and diversity that children need to understand and key processes and skills which include critical thinking and enquiry, taking informed and responsible action, they need to develop. The National Curriculum for citizenship sets out teaching requirements that address a wide range of content including environmental protection, consumerism, politics, the role of the media, human rights, Europe, immigration, diversity and international relations. In subjects like English, French, Spanish, Philosophy, Geography, Civic education teachers use topical political and social issues to bring citizenship content to life and to help pupils develop key citizenship skills of research, discussion and debate, as well as to represent the views of others, think critically, evaluate and reflect. The Civic education curriculum aims to develop student's ability to participate in communities and wider society as informed, critical and responsible citizens. The purpose of "active citizenship" is to teach students to work together and take practical action, using their Citizenship knowledge and understanding to contribute to a better society.

EDUCATION POLICIES IN CIVIC EDUCATION AT GPCHE "YORDAN RADICHKOV"-VIDIN, BULGARIA

In the "Strategy for development 2021/2027" of GPCHE "Yordan Radichkov" -Vidin, Bulgaria a special section deals with civic education at school

http://radichkovlsvidin.org/files/2022/04/STRATEGIA_GPCHE.pdf

GPCHE "Yordan Radichkov" is oriented towards the formation and development of the key competencies and skills for life and work in the 21st century. The implementation can be acquired within these activities:

- providing a modern educational environment to ensure a unified approach at the application of key competences in the field of education;

- emphasis on building social skills and emotional intelligence;
- shifting the focus of learning from teaching knowledge to developing abilities to solve problems;
- emphasis on formation of scientific, financial, digital media literacy and spirit of entrepreneurship and innovation;
- teaching active citizenship and media literacy;
- investing in learning foreign languages and acquiring digital and communication skills;
- development and implementation of a system for conducting and evaluating students' progress in the system of school education in an electronic environment.

Special focus is put on civic education at school. It comprises the formation of School parliament with the election of one representative from every class. All decisions about school level are taken through voting on specially appointed meetings.

Different clubs offer civic education approaches to social problems:

- "Interact club"- gathers students with clear idea to help the community with different initiatives such as raising money for social causes or organizing charity events;
- "Lion' club juniors" encourages students to work together with students from other schools in town in social enterprises;
- "Euroclub" gathers students to study different issues connected with European union and participate in different competitions. They attended the youth event "Your Europe, your say" three years ago and are preparing for the new event;
- "Club for social initiative" gathers students to organize bake sales, concerts, matches to promote a social initiative in town;
- "Youth club" at Regional library "Mihalaki Georgiev" in Vidin organizes social events to our students in helping deprived children in orphan institutions;
- "Social entrepreneurs club" at Business incubator office in Vidin works with students from our school on different social projects;
- "Debating club in English" teaches students how to manage different types of debating. Our students prepare throughout the school year and participate in Bulgarian English speaking tournament, which is organized by Teachers of English among Bulgarian schools. There are four competitions during the school year - three regional and one national - and our students from the Debating club travel to participate in all of them. Our students usually win prizes at regional levels and compete at national level.

  GPCHE"Yordan Radichkov" in Vidin is the school that is proven among the region as a center for the formation and development of personal qualities and skills of its students. It works constantly about building the value system of young people and it turns into a cultural,

information and sports center. The school improves and establishes favorable environment for learning and personal development of the students. The school applies behavior patterns based on the ideas and principles of civic education in its everyday work.

ITALY

BRIEF PRESENTATION OF THE CURRICULUM OF CIVIC EDUCATION

Civic education is considered a transdisciplinary subject introduced by law n.92 of 20 August 2019 (already present in the National Guidelines of 2010 and 2012 for teaching at different school levels) which has the aim of "Training responsible and active citizens by promoting full and conscious participation in the civic, cultural and social life of communities, respecting the rules, rights and duties".

This teaching responds to the new social needs that have arisen around fundamental axes and values. Alongside the formative and transversal dimension of civic education, the skills and the multiple trainings that it promotes, the Law, in this case, indicates a series of cognitive themes:

- the Italian constitution, national and international law, legality and solidarity
- sustainable development: environmental education, national heritage and environmental protection;
- digital Citizenship

Therefore, it simultaneously promotes the aspects of civic knowledge and educational actions linked to responsible and active citizenship.

The reformulation of the idea of citizenship and civic education passes through the assumption of a transversal perspective to plan curricular paths in which all the teachers of the class, both those involved in specific projects and those dealing with their own subjects, know how to integrate knowledge and activities around the cornerstones of citizenship education.

The teaching of civic and citizenship education does not involve an increase in timetable or staffing, but is curricular in all school levels and provides an evaluation that contributes to admission to the next class and/or to the State Exam of the first and second cycle of education and, for the third, fourth and fifth classes of secondary schools including the attribution of school credit.

The transversal and skills-based planning of the teaching-learning of civic and citizenship education implies the participation of all class teachers within it. The teachers share a common unitary project, which is then divided into Didactic Learning Units and/or lessons, multi-class or school projects, and implemented by different teachers in their own disciplines or learning areas. One of the teachers is designated as coordinator and constantly keeps track of both the ongoing lessons, evaluation activities

and final results, systematically reporting back to their colleagues. The minimum number of hours to be dedicated to this shared activity is by law 33 hours.

CIVIC EDUCATION IN I.I.S. POMPONIO LETO

In accordance with national legislation, l'Istituto di Istruzione Pomponio Leto has also organized its Curriculum of Civic Education.

Each class board refers to this curriculum for the design of teaching interventions. Three modules of 11 h each, are organized for each class and are structured according to an outline common to the entire Institute.

Objectives of civic education:

- the Italian constitution, national and international law, legality and solidarity.

  The term citizenship means "the individual's belonging to a society organized by the State" and, according to the case law, the acquisition and recognition of civil and political rights from the legal order. From this emerges the essential role which has the constitutional theme within a civic education path. The discourse regarding European citizenship is what brings us to broaden the concept of nationality, of belonging to one's own State in a panorama where the historical identities of individual nations have been involved in globalization and continuous confrontation.

Specific learning objectives:

FIRST BIENNIUM (9– 10 grade)	- Distinguish the different regulatory sources and their hierarchy with particular reference to the Italian Constitution and its structure. - Placing personal experience in a system of rules based on mutual recognition of the rights guaranteed by the Constitution, for the protection of the community and the environment.
SECOND BIENNIUM (11– 12 grade)	- Be able to exercise critical thinking and integrated problem-solving skills.
LAST YEAR (13 grade)	- Know the constitutional and administrative organization of our country to fulfill our duties as citizens and to consciously exercise political rights at territorial and national levels. - Be aware of the values and rules of democratic life through the deepening of the fundamental elements of law that govern it, with particular reference to labour laws.

	- To pursue by every means and in every context the principle of legality and solidarity of individual and social action, promoting principles, values and ways of combating organized crime and mafias. - To understand the complexity of existential, moral, political, social, economic and scientific problems and to formulate personal, reasoned responses.

- Sustainable development: environmental education, heritage and the natural environment. The objectives concern not only the protection of the environment and natural resources, but also the construction of healthy living environments, of cities, choosing a correct and inclusive lifestyle and to be respectful of the fundamental rights of people. Taking into consideration first and foremost general health and psycho-physical well-being, food supply, equality amongst individuals, decent work, quality education, the protection of precious material, intangible assets of communities and finally financial education. Educating for sustainable development means, therefore, allowing students to develop a sense of citizenship that goes beyond their local national territory and involving the entire world (global citizenship).

Specific learning objectives:

FIRST BIENNIUM (9– 10 grade)	- Be aware of environmental issues, recognizing their local and global implications. - Be able to engage effectively with others to achieve a common or public interest, such as the sustainable development of society.
SECOND BIENNIUM (11– 12 grade)	- Know and master the objectives, values and policies of social and political movements as well as sustainable systems, in particular global climate and demographic change and its causes
LAST YEAR (13 grade)	- Recognize oneself as active members of a complex and structured society, becoming aware of one's own social rights and duties, in relation to different areas of life.

- Digital Citizenship.

  Digital citizenship education, means developing and improving a student's digital skills, enabling them to correctly use the web and social media in a critical and conscious way, to express and value themselves using the tools correctly, to be able to protect themselves from any negative consequences (such as plagiarism, scams, solicitation) of being able to respect the specific rules of right to privacy and respect/protection of copyright.

Specific learning objectives

FIRST BIENNIUM (9– 10 grade)	- Be able to search, collect and process the information in the network and use it in a critical, systematic and creative way. - Know how to communicate on the Web respecting the rules of the "place" where you are (mail, chat, social networks etc.) - Develop a critical approach to the validity, reliability and impact of information and data made available by digital tools and be aware of the ethical and legal principles involved in using digital technology.
SECOND BIENNIUM (11– 12 grade)	- Knowing how to use the technology offered by the web in a responsible and positive way - Knowing how to make correct and careful use of social networks, chats and all places a virtual community might participate in - Knowing how to recognize the risk of a web privacy violation, limits regarding the sharing of personal information - Acquire the ability to avoid identity theft by protecting our personal data
LAST YEAR (13 grade)	- Be able to apply the rules of copyrights, both in the acknowledgement of the right to one's own creation and also in the recognition of the property of others, respecting the risks arising from improper use that involves criminal liability (plagiarism, counterfeiting, ...) - To be able to identify digital material that can be freely used on the Net and to recognize the copyrighted material - Identifying remote work opportunities through digital improvement: new perspectives and ways of working

Annex: Lesson plan

Main Theme	FIRST BIENNIUM (9– 10 grade)	SECOND BIENNIUM (11– 12 grade)	LAST YEAR (13 grade)
	TOPICS		
The Italian constitution, national and international law, legality and solidarity	- The regulatory text: from the Institutional Regulation to the Constitution - Legality: witnesses - From the School Rules to the Constitution - The relationship between individuals and communities: immigration and migration,	- The relationship between individual and community: rights and duties - The Organization of the Italian State - Active citizenship	- The European Union and European citizenship - The UN and international organizations - Global citizenship
Sustainable development	- Environmental issues and sustainable development - Protection of cultural heritage: conservation, care and investment - Urban spaces on a human scale	- Environmental protection: from the Constitution to the 2030 Agenda - Health: shared lifestyles and solutions	- Environmental protection: from the Constitution to the 2030 Agenda - Global citizenship

Digital Citizenship	- Forms and methods of presence in social network	- fake news and the network	- online identity
		- the protection of privacy	- copyright
			- digital and the global economy
	- Digital creativity	- digital and work	

LITHUANIA

BRIEF PRESENTATION OF THE CURRICULUM OF CIVIC EDUCATION

From 1 September 2023, Lithuanian schools will move to a renewed curriculum content, which focuses on competency-based education. The updated curricula include citizenship education and citizenship competences in all subjects. Strengthening competences in citizenship education includes the possibility to integrate the basics of citizenship and national security, media literacy, critical thinking in the curriculum of different subjects and in general school activities. Students can also develop citizenship and national defence skills through non-formal education, participation in the Lithuanian Rifle Association or other activities that include citizenship education topics on responsible behaviour, weighty decisions and community safety.

The curriculum presents the educational content in concentric units:

Primary grades I-IV (an integrated subject), Primary grades V-VIII (integrated with history and geography). The content of each educational concentric unit consists of the following activities, which are relatively separate but integrated in the educational process:

- Knowledge and exploration of self and society

This area of educational activity places greater emphasis on cognitive activities and provides a foundation for citizenship. Pupils will also develop their research skills by applying the knowledge they have acquired;

- Participation and initiating change in the community

This is an area of educational activity designed to develop students' practical skills. The practical skills of responsible citizenship are only developed through active participation in the civic/political community. In doing so, they also develop the motivation to initiate change to solve problems;

- Building and maintaining social relationships

This area of educational activity enables pupils to develop democratic, civic and national attitudes. It helps them to understand that the creation of rules and laws, respect for them, cooperation and peaceful resolution of conflicts are the main means of peaceful coexistence in a community. Pupils become more aware of the benefits of peaceful democratic coexistence and develop the motivation to create such a way of life in their own environment, etc. The competences acquired become the basis for the further development and dissemination of civic values through a commitment to one's nation and state". (National Curriculum)

The compulsory citizenship curriculum for students in grades IX-X has been updated and the themes based on human rights and children's rights have been expanded. The optional National Security and National Defence programme for students in grades XI-XII has been updated. In cooperation with the Ministry of Defence, teachers are being trained to teach National Security and National Defence.

Ways to promote citizenship at school:

- integrating citizenship education into the general curricula of other subjects (6-16 years);

- Integration of citizenship education into the general curriculum of other subjects (6-16 years);

- a separate citizenship education course in classes IX-X (ages 15-16) for 1 hour per week;

- Compulsory social activities IX-X (ages 15-16) 20 hours and XI-XII (ages 17-18) 70 hours over 2 years.

Objectives of citizenship education

Objectives of citizenship education in an educational institution

- To develop an active member of the civic community;

- To develop an aware citizen who understands his/her rights and duties and is able to participate constructively in and improve the life of society and the state;

- To help young people become aware of the values of democracy that they must develop in their family, community, nation, state and world; - To strengthen young people's awareness of the duties and responsibilities of each citizen;

- Promote respect for the fundamental values of a democratic society and state: human dignity, freedom, equality, justice and legitimacy, tolerance, solidarity, loyalty to the democratic state and nation;

- to promote love of the homeland, responsibility for one's nation and state, and national self-esteem. It is important and necessary for the educational establishment to create the conditions for pupils to develop an inner need to be active, to be able to analyse social, political and cultural reality and the conflicts that may arise within it, to develop the ability to make free and conscious judgements, evaluations and decisions in an open and pluralistic society.

The situation of civic education in Lithuania

Research shows that the influence of civic education is increasing (research conducted in 2016). The biggest changes are felt among the youth. In 2016, NGOs actively encouraged young people to participate in the election campaign. The civic engagement of young people is strengthened by their participation in various extracurricular activities, both at school and in non-formal education institutions. In particular, civic competence is strengthened through participation in voluntary activities (Civic Empowerment Index). The reasons why students volunteer are: the desire to gain knowledge, to improve their skills, the non-monetary reward, to meet new people and expand their circle of acquaintances, the desire to help others and to have a good time. Surveys show that the most effective civic education takes place not in the classroom, but in out-of-school activities. Researcher V. Čepaitė notes that "few teachers mention civic education objectives related to promoting active participation". *(Čepaitė, V., Analysis of Education problems. Implementation policy of Civic education: objectives, means, outcomes, 2013, Vilnius. p.5)*

Teacher surveys explain that the limited number of hours and the limited opportunities for interesting citizenship lessons are a barrier to delivering interesting and effective lessons. When teachers want to teach outside school, other subjects are disrupted and pupils are less likely to take an active part in public activities and debates. Teachers say they do not have sufficient skills to discuss political, economic or social issues with students in a professional manner. Civic education classes are often used to teach other subjects, civic education classes are boring and, of course, it depends on the teacher and the students.

Professional development programmes for teachers are inconsistent. Therefore, the Ministry of Education, Science and Sport, in its implementation of civic education programmes, states that civic competences are one of the priorities for teacher development in 2023-2025. The Ministry will invite higher education institutions to develop national professional development programmes for all teachers. Participation in these programmes will be funded by the state.

The elective programme on national security and national defence for students in secondary schools XI-XII (age 17-18) will be updated. In cooperation with the Ministry of National Defence, teachers will be trained to teach national security and national defence. It is planned to train about 100 teachers per year.

Students will also be able to acquire important skills in cadet schools. The Ministry of Education, Science and Sport is currently developing a curriculum for cadet education.

From 2024, there will be a second competitive queue for admission to higher education institutions, which will include compulsory initial military service, professional military service and voluntary non-permanent military service. The aim is to encourage young people to opt for military service and to acquire the skills needed for national defence.

In high school, the subject of civic education is taught as a separate subject for 1 hour per week for students in grades IX-X (ages 15-16). For students in grades XI-XII (ages 17-18). National Security and Defence is an optional subject for 1 hour per week. National Curriculum - 20 hours of compulsory Civic Education in grades IX-X (ages 15-16) and 70 hours of Civic Education in grades XI-XII (ages 17-18).

Civic education is integrated into all subjects: Lithuanian language and literature, foreign languages, mathematics, computer science, social and natural sciences, art and physical education.

CIVIC EDUCATION IN RADVILIŠKIS LIZDEIKA GYMNASIUM LITHUANIA

Radviliškis Lizdeika Gymnasium actively implements the Erasmus+ programme and other international cooperation programmes, as well as national and local projects. The main aim of these projects is civic education, strengthening civic values and social responsibility. Civic initiatives are encouraged. The content, activities and results of the projects will be integrated into the formal and non-formal curricula of secondary education. Project activities and results contribute to a more

effective citizenship education. Some concrete examples are the Erasmus+ programmes, project "Active to Strengthen European Values", which has broadened the educational content of the Gymnasium through the establishment of a debate club, increased focus and activities in lessons in different subjects, and the use of debating and public speaking methods. Another Erasmus+ project, "Today's Student - Tomorrow's Responsible Entrepreneur. Teacher's methodology" improves teachers' professional competences in developing a responsible and civic-minded young person for the 21st century and reinforces the values of social responsibility among students. The school organises charity and philanthropic events and initiates activities that strengthen the community. Teachers and students actively participate in local and national projects, with a special focus on the Holocaust and Jewish culture, as Lithuania had a large Jewish community before World War II. The school has a Tolerance Education Centre. It is also a member of the UNESCO network of schools and one of the most active schools in Lithuania. The network's activities focus on ecology and consumerism.Class teachers work with pupils to develop plans for the school year to implement class community activities that prioritise citizenship, and organise class hours that focus on strengthening social skills and civic values.

The school has a Parliament made up of students, teachers and parents. The school has a Student Council made up of representatives from each class and an English Debate Club which analyses and discusses current issues in the community, the country and the world.

Extra-curricular activities such as events, trips and involvement in social organisations help to develop young people's citizenship skills.

THE NETHERLANDS
BRIEF PRESENTATION OF THE CURRICULUM OF CIVIC EDUCATION

Legal mandate for citizenship

From 1 August 2021, new legal requirements applied to the promotion of citizenship in (special) primary, secondary and special education. This legal mandate to promote 'active citizenship and social cohesion' is clarified by the Citizenship Mandate 2006. For the MBO, there are the long-standing legal requirements laid down in the Citizenship Mandate.

Legal requirements and educational freedom

The legal mandate on citizenship underlines that promoting citizenship and social cohesion is a task that requires targeted attention from schools. Schools have a lot of freedom to decide how to organise their citizenship education. Freedom of education is also an important starting point.

The Inspectorate monitors compliance with the law. The law contains minimum requirements that every school must meet. In addition, citizenship education can be implemented in a way that fits the mission of the school or institution. Thus, schools and institutions can take into account the needs of

pupils or students and the wishes of parents and the environment. And they can link their citizenship education to their philosophical vision and ideas about education and learning.

Sound requirements

The duty to promote citizenship is what is known as a duty of probity. This is a duty to perform to the best of one's ability, which requires boards to do everything necessary to fulfil the task of promoting citizenship in such a way that school education meets the legal requirements. The legal provisions must therefore be put into practice and be visible in the school.

Key elements of citizenship education

In primary, secondary and special education, the law draws attention to three perspectives:

- the minimum content to be covered

- some pedagogical principles for the way in which these aspects are dealt with requirements for the environment in which citizenship education is provided.

1. Content: Basic values and social and civic competences

Teaching respect for and knowledge of the fundamental values of the democratic rule of law and acting on the basis of these values (at school) is an important legal requirement. The fact that fundamental values must be promoted implies that other expressions of the school must not be in conflict with them. The fundamental values of the democratic state are, as the law states, freedom, equality and solidarity. The fundamental value of freedom is promoted by respecting freedom of expression and autonomy. Equality is promoted through the principle of equality and the rejection of discrimination. Solidarity is promoted through tolerance, understanding and responsibility, and the rejection of intolerance.

In addition, education must pay attention to the development of the social and societal competences necessary for participation in democratic Dutch society. This concerns the social and civic competences chosen by the school and the core objectives in the social and civic domain that apply in the various sectors.

2. Educational principles: purposeful, coherent, recognisable and results-oriented

The law also imposes requirements on the way in which education must be organised:

- Citizenship education must be goal-oriented. This means that there must be concrete learning objectives that make it clear what competences the school is trying to develop through education.

- Citizenship education needs to be coherent. This means that there is a logical structure in which the different components are offered together.

- The requirement that citizenship education must be recognisable means that the educational offer that the school says it wants to provide is visible in practice.

- The fact that education must be purposeful also means that insight into the results of education is necessary. This means that schools are asked to map the learning outcomes for citizenship so that it can be checked whether the learning objectives are being achieved.

It is up to the school to decide which objectives to choose and how to design and implement the offer. In any case, it is necessary that the legally defined content (basic values and social and civic competences) is part of the school's elaboration.

3. School climate: a training ground for fundamental values

The environment in which citizenship education takes place is also important. It has three elements:

- the school culture must be in line with the core values;

- the environment should encourage pupils to practise and put into practice the core values;

- the climate of the school should be such that everyone feels safe and accepted.

CIVICN EDUCATION IN COMENIUS COLLEGE THE NETHERLANDS

According to the legal requirements, Comenius College integrates citizenship in the school DNA. The Comenius DNA is not a text with beautiful sentences, but it can be summarised in three key points. These key points form the common denominator of Comenius College:

- we are a Christian school; With us, you will be seen. We look out for each other;

- how far can you get? You and your talents are central to us;

- with us, you get opportunities, so you can get the best out of yourself;

Open daily: The Oasis

Each school day begins with a daily opening during the first lesson, based on the weekly theme provided by De Nieuwe Oase. All themes are related to the time of year and to current events in order to inspire, encourage and unite the students.

Social Studies

All students take Social Studies during their time at Comenius College. The grades they receive form part of their final year school report, ensuring that every student meets the legal standard. We divide these classes into Sociology and Social Sciences:

Sociology:

Teachers warmly welcome you to the subject of Social Studies, which is compulsory for upper secondary school, HAVO and VWO.

Social studies is really what it's all about. What would you do without it?

In today's society it's all about information. A huge amount of information reaches us every day. What should we do with it? What can you do with it? How do you form an opinion on issues that suddenly arise? How can you influence decision-makers? How are you being influenced? Topics such as politics, the rule of law, criminal law, pluralistic society, mass media, work and health are all covered.

Theories from the social sciences, such as psychology, sociology and political science, provide the basis for examining these issues.

In short, Social Studies is a subject that is about knowledge, understanding how processes work and, through a practical approach, becoming aware that the world around you is very complex, but that you are able to fathom it.

Social Sciences: (compulsory for C&M profile HAVO)

In the social sciences, you will learn to analyse all kinds of social processes using a range of concepts. For example, why is it that when something becomes fashionable, everyone suddenly seems to be wearing the same thing? Why is it so incredibly difficult to put away your smartphone? You will learn to investigate and analyse these kinds of questions and look for explanations. The interesting thing is that these social processes can be observed not only on a small scale, but also on a large scale, on a societal level. So why is it that young people have been getting better behaved for more than 10 years? They are committing fewer crimes, drinking and smoking less, working harder and exercising more. How can this be explained? And how accurate is this information?

In class, of course, you learn concepts for analysing all this. We apply these concepts, for example, when we watch interesting documentaries. But a lot of time is also spent on research. Research into information (is news accurate and how do you find out), but also research into human behaviour.

Social studies is the only subject at school that is an introduction to social, journalistic, legal, social or cultural studies. These advanced courses all require some insight into social processes and theories and the world in which you live.

Campus Nederland

At the end of each school year, Campus Nederland organises a citizenship event for all students for about three full school days. Workshops, clinics and lectures are given by inspiring guest speakers from different parts of society. We have had famous athletes, influencers, psychologists, etc. work with our students on sustainable development for people, planet, prosperity and peace.

Task Force Burgerschap

In order to meet the national standards with which we started this document, Comenius College has recently set up a Citizenship Task Force (Burgerschap in Dutch). This task force, consisting of teachers and management, is responsible for the implementation of citizenship in our school. In the school year 22-23 all subjects have included a description of how citizenship is treated in their curriculum. The task force also supports extracurricular activities on active citizenship.

Comenius College is strongly committed to the Sustainable Development Goals and strives to be a tolerant, caring and hospitable school that will guide its students on their way to becoming active citizens.

Sources:

ROMANIA

BRIEF PRESENTATION OF THE CURRICULUM OF CIVIC EDUCATION

The common core (compulsory subjects) for education:

- school Programme for Civic Education, Grade III, 1 hour per week, this programme includes, as part of the learning content, topics such as Rules of the Group: Rights and Duties within the Group;

- school programme for civic education, grade IV, 1 hour per week, the programme includes as part of the learning content the theme of children's rights;

- the school programme for civic culture, grades 7 and 8, 1-2 hours/week, these programmes include as part of the learning contents topics such as rights and duties, citizenship, human rights (grade 7) and freedom and responsibility, justice and equality (grade 8).

Thus, the theme of education for citizenship and human rights represents the conceptual basis for the development of the curriculum in the humanities and social sciences disciplines in relation to civic and moral education for peace, justice and social equality.

Human rights, peace and human security are among the socio-cultural themes of education for sustainable development, along with gender equality, cultural diversity, intercultural education, education for health and quality of life, good governance (transparency, freedom of expression, contribution to policy development), heritage education and local history.

The national offer for the curriculum at the school's choice (optional subjects) The school programme for the optional subject Citizenship Education, upper secondary level (all profiles of upper secondary education), 1 hour/week (the subject benefits from the textbook);

- the curriculum for the optional subject Education for Democracy, upper secondary level, 1 hour/week;

- the syllabus for the optional subject European Union Institutions, upper secondary level, 1 hour/week;

- the syllabus for the optional subject International humanitarian law, upper secondary level, 1 hour/week (the subject benefits from the textbook and the teacher's guide).

As part of the formal curriculum, school programmes for each subject area provide general and specific skills, content and learning activities recommended for classes or extracurricular use.

CIVICN EDUCATION IN THE NATIONAL COLLEGE OF INFORMATICS MATEI BASARAB

The school has got optional subjects of Civic education in the school. One of them is *Active citizenship through dialogue between generations* The curriculum for the subject is a curricular offer for an optional subject for secondary education, belonging to the curricular area *Man and Society*. This curricular offer has been designed to be applied during a school year in secondary schools, with a time allocation of one hour per week.

The proposed school curriculum is justified from the perspective of its intergenerational character: children and adults (young and old) are encouraged to collaborate in various educational activities, aiming at:

- promoting active citizenship, dialogue and solidarity between generations;
- increasing socialization/relationship of children, through individual or group interactions, with people from different backgrounds and ages;
- increasing the degree of integration into society as students and future adults;
- improving students' education, their cognitive performance, through a
- greater access to information;
- improving the relationship between children, their parents and grandparents;
- mutual understanding between generations and removing barriers to relationships;
- maintaining the vitality of the elderly, teaching others and learning from others;
- increasing interest in their own development and increasing the quality of life.

Education for active citizenship is a necessity of contemporary education. The present school curriculum places a major emphasis on the active dimension of civic education, by practicing in different contexts, civic competences, attitudes and behaviours, contributing to the emphasis of the practical-applicative character of teaching-learning-evaluation processes.

The structure of the curriculum includes the following components:

- general competences
- specific competences and examples of learning activities
- contents of learning
- methodological suggestions

General competences:

- identifying information from different sources in different fields as part of the mechanisms of knowledge and understanding of the real world;
- cooperating with adults (young and old) to solve theoretical and practical problems, manifesting

initiative and creativity.

- manifesting in different life contexts of social behaviour – active and responsible, appropriate to a changing world.

Specific competences and examples of learning activities

1.Identification from different sources of information from different fields as part of mechanisms for knowledge and understanding of the real world

Specific competencies	Examples of learning activities
1.1. Identifying information about your identity	-analysing of the genealogical tree -drawing your own family -searching for information about ancestors
1.2. Understanding the concept of maturity and aging	-discussions about parents and grandparents or other adult persons close to students (as perceived by children) -*The expectations tree* : what students would like to know from mature or older people
1.3. How I imagine my own future?	-drawing and writing down important events from birth to the present and imagining significant future events (studies, profession, family events) -Design: *Me in the future*
1.4. The perception of history as a living, permanent process	-meetings with people from other generations -discovering other places and spaces through communication with senior interlocutors coming from outside the school - time-based exercises - observation exercises of events -comparing past experiences with present ones
1.5. Cultural, humanistic and scientific development	-interviews addressed to seniors -analysis of family members -thematic conversations -directed observation of real situations -making sketches, drawings, graphic representations -watching some movie/pps sequences -general culture competitions

	- the story/ hearing of real events
	- building questions about the events presented
1.6. To increase interest in a particular area and to discover preferred activities	presentation of significant personal items and favourite activities
	-study and description of objects
	-Drawing/painting/collage: *What I like to do.*
	- presentation of the collections *"The little Collector"*
	-riddles about hobbies and favorite activities.
	- making posters, advertisements, announcements thematic files

4. Cooperation with adults (young and old) to solve theoretical and practical problems, manifesting initiative and creativity

Specific competencies	**Examples of learning activities**
2.1. The fulfillment of some roles/responsibilities real or imagined, in a group	- exercises of involvement in solving a work task, according to the role assumed within the group
	-simulation game in the presentation of some events
	- communication exercises on given topics
	-exercises for mimic and pantomimic rendering of some actions and states
	-situational game
	-workshops for making simple works, making collections, experiments, practicing local customs and traditions, a dynamic/ sports game, etc.
2.2. Positive relationship with adults in solving some tasks simple to work	-dialogue with different people
	- role-playing games involving group interactions based on tolerant attitudes, solidarity and self-help;
	-use stories, images, films that stimulate positive relationships between children and adults and joint participation in activities
	-group work exercises composed of children and adults, to stimulate intergenerational cooperation
2.3. Participation in joint actions with adults, demonstrating initiative and creativity	- role-playing games that involve the fulfillment of roles and responsibilities in the group

	-collecting information about a particular activity in a group
	- consultation of articles in children's magazines a biography of well-known people
	- create a small dictionary with specific terms for an activity
	-creating a mini database with different types of information from different fields of activity
	- own interpretation of old photographs - photolaguage

5. Manifesting, in different life contexts, active and responsible social behavior appropriate to a changing world

Specific competencies	Examples of learning activities
3.1. The formation of habits of active civic behaviour in different social groups	- observing the unfolding of events - highlighting citizen attitudes in different situations - identification of norms of active moral-civic behaviour in various social groups; - free expression of opinions about different situations in life; - readings to raise awareness of moral actions - musical auditions - the story of personal facts and events
3.2. Applying the skills of active moral-civic behavior in relationships with adults in different life situations	-establish rules of conduct in different situations -game-exercises to simulate life situations - thematic debates starting from events and practices of school/family/social life - adapting the behavior to the needs and requests of the group to which it belongs; questions about intergenerational collaboration analyze your own moral values writing letters, congratulations organizing social events

3.3. Relationship with adults based on positive affective states, in various life contexts	- thematic conversations about current social events - adapting games to group life -expressing personal experiences in common actions -making promotional materials for activities to promote the values of active citizenship and dialog between generations (posters, flyers, leaflets); - literary gatherings with guests from among seniors - organizing school celebrations with the support of adults -participation in visits, excursions - common child-adult competitions, on different topics -voluntary actions

Contents of learning

- *Me, along with others*

    1. Personal identity – *I know where I come from* (genealogical tree)

    2. Time machine – *I know where I am going* (the notion of maturity and aging)

    3. Identity and change - *me, us, others*

Always together for a better life

- *Generations – face to face*

    1. Childhood of yesterday and today

    2. The old school

    3. From grandma's jobs

    4. Favorite activities and hobbies

    5. Life styles, traditions and habits from then and now

- *The art of succeeding in life*

    1. Journey in life - stories of friendship between generations

    2. Podium with goals

- *We learn from the experience of seniors*

    Gardening, science, painting, origami, sewing, weaving, cooking, fashion, music, poetry, theatre, foreign languages, dance, etc. workshops.

- *The champions of yesterday and today*

    1. Meetings with former champions in the Olympics in various dsubjects and former champions in various sports (chess, gymnastics, swimming, karate, etc.)

    2. Joint competitions on different themes/ general culture competitions

        - *My family, chess players*

- In the world of The One Who Knows It All

- *Connections of the heart*

    1. Voluntary actions

    2. Preparation of celebrations: A Bridge over time

                    Bridges between generations

                    Youth Without old age

TURKIYE

BRIEF PRESENTATION OF THE CURRICULUM OF CIVIC EDUCATION

In the Turkish National Education System, the Democracy and human rights course is taught as an elective course that students from 9th to 12th grades can choose during their high school period. Apart from this course, which is taught for one hour a week all year round as an elective course on its own, there are also European Union Values subjects integrated into other subject classes such as Turkish Literature, History, Geography, Religion, and Ethics ant etc. It is difficult to integrate European Union values into numerical courses such as mathematics, physics, and chemistry; however, a great care is given while teaching environment related subjects in these numerical classes.

General objectives of democracy and human rights course in türkiye

Democracy and Human Rights Curriculum, in accordance with the general objectives and basic principles of Turkish National Education:

1. To recognize the necessary conditions for the functioning of the democratic state structure and the survival of the culture of democracy in the family, school, and social environment,

2. To understand human rights and freedoms and their place and importance in democratic life,

3. To actively participate in democratic life in line with ethical principles by operating a reasoning process based on accurate and reliable information,

4. Taking an active role in the survival and development of diversity, which is accepted as a richness in democratic culture, without being influenced by prejudices,

5. To seek peaceful solutions to conflicts by contributing to the formation and development of a culture of peace and reconciliation in all areas of life,

6. To be aware of their duties and responsibilities in order to practice and defend their rights and freedoms and to sincerely want to protect them,

7. Being willing to participate actively in social life as free and autonomous individuals,

8. It is aimed that by accepting diversity as a cultural richness, they want the society to live together in peace and reconciliation.

Teaching and learning program for

1. **Handling knowledge, skills, and values together:**

Handling knowledge, skills, and values together, The Democracy and Human Rights Curriculum aims to educate students as active citizens based on knowledge and values. For this reason, students should learn the web of knowledge, which consists of useful knowledge, skills, values, and attitudes both in and out of school, in a whole. The democracy and human rights course is more skill-based as it is focused on ensuring that students grow up as active participants in the democratic process; however, the ability of a person to make the right decision for an action on any subject should be based on having the right information on that subject and passing this information through the filter of reasoning. The learning-teaching activities to be presented to the students in this course should be composed of learning experiences where knowledge, skills and values are handled together.

2. **Bringing knowledge, skills, and values to life:**

Education for democratic citizenship and human rights should focus on developing civic skills in their own lives, seeing them as young citizens, as well as preparing students as future citizens. One of the basic principles of democracy, citizenship and human rights education is not only to equip students with basic democratic citizenship knowledge, skills, and values, but also to create opportunities for them to use them in their own lives. For this purpose, students are encouraged to participate in the elections of student representatives at school, to participate in decision-making processes on issues that concern them, to use their rights and freedoms responsibly, to participate in the work of non-governmental organizations, etc. opportunities should be offered.

3. **Authenticity of learning experiences:**

Another important principle of democracy, citizenship and human rights education is that learning experiences should be chosen from real life experiences of students. Students encounter various human rights violations, environmental problems, various conflicts, and conflicts in their daily lives. These experiences offer students opportunities to learn about democracy and human rights. The extent to which the physical conditions of the school are suitable for students with disabilities to exercise their rights and freedoms, or the extent to which the differences of students with different ideas, religions and ethnic backgrounds are seen as richness and how much these differences are respected provide a rich learning experience for the acquisition of citizenship values and skills. Some of the

problems experienced in the school and the environment can be sensitive and controversial issues. Such issues are also extremely important in terms of developing students' democratic citizenship competencies.

Another important dimension of learning based on real life experiences is that it has an interdisciplinary nature. In this way, students have the opportunity to relate the subjects to what they have learned in other lessons. For example, let's say that a factory sends its toxic waste to nature without filtering it. This is both an environmental issue and a biology and chemistry issue. While trying to determine the necessary action steps to protect the environment, students will also gain knowledge on a subject related to biology and chemistry. For this reason, care should be taken to link the subjects with other lessons as much as possible.

4.   Active learning:

Democracy, citizenship, and human rights education focuses on the development of students as active citizens. For this reason, the approach to learning about democracy, citizenship and human rights has to be active learning oriented. Active learning is a learning approach where the learner takes responsibility for learning, manages the learning process himself, and focuses on making sense of experiences. It is not possible for the learner to take the responsibility of learning and to make sense of the experiences when the teacher presents the knowledge, values and skills to the learners. For this reason, active learning is only possible with the active participation of students in the learning process by doing and experiencing through real life experiences. It is not possible to expect the development of citizenship skills by advising students to keep their environment clean and to resolve their disagreements with a conciliatory approach without turning them into conflicts, and by stating that they should see and respect differences as wealth. These skills are only can be gained by identifying the problems faced by the students, developing solutions for them, collecting information about the solution proposals, analyzing and synthesizing them and making them reach a decision. This process requires students to use thinking skills and processes such as problem solving, critical thinking, creative thinking, decision making, research, observation, and discussion.

5.   Higher-level thinking:

Democratic citizenship and human rights education should focus on enabling students to look at events with a critical perspective and develop their higher-order thinking skills in the learning process. High-level thinking is when students process data and thoughts in their minds to reach a new meaning and result. Students learn facts, numerical data, etc. they combine information and ideas to make sense of, synthesize, generalize, and create a new thought or meaning. This processing of data and

ideas also helps students solve problems by discovering new meanings. Participation of students in society as active citizens requires many thinking processes such as critical thinking, creative thinking, problem solving, decision making, and thinking skills such as comparison, inference, analysis, synthesis, and evaluation. Therefore, learning activities in democracy and human rights course should focus on developing these processes and skills. Taking an action decision about any economic, cultural, or environmental problem in the environment requires defining this problem, accessing information about the problem and questioning the reliability of this information, synthesizing the information obtained from different sources, forming alternative views, and evaluating these views based on knowledge. Thus, students acquire the necessary skills for a critical, active citizenship.

6.   Collaboration:

Democracy and Human Rights Course Curriculum should ensure that they grow up as free and independent individuals as well as responsible members of society. Democracy is essentially a culture of living together in peace and reconciliation without marginalizing each other's differences by using the rights and freedoms of people. This emphasizes that democracy and human rights education should improve cooperation among students and give them a culture of living together. Therefore, one of the basic principles of democracy and human rights education is to provide a collaborative learning environment. Cooperative learning will contribute to students' cognitive, affective, and skill-based learning. For example, gathering diversity such as gender, socio-economic level, learning level, ethnic differences in group work in the classroom will positively affect the acquisition of important citizenship values and skills.

7.   Democratic classroom and school culture as a living laboratory:

One of the basic principles of democratic citizenship and human rights education is that the classroom and school environment should keep all the principles and values of democracy alive and have a democratic school culture. This culture is one of the most powerful educational tools for democratic citizenship. Students are valued as equal individuals; they can use their rights and freedoms responsibly; participate in decision-making processes on matters that concern them; disputes are resolved by consensus without turning into conflict; A classroom and school environment based on mutual love, respect and communication makes significant contributions to students' learning by experiencing their democratic values and skills. In order to realize the objectives of the Democracy and Human Rights Curriculum, the classroom and school environment should be a life laboratory where students learn and use democratic values and skills by experiencing them.

8.   Using knowledge, values, and skills in the immediate environment:

Having a democratic culture in the classroom and school environment is not enough for an effective democratic citizenship and human rights education. Students should be given the opportunity to use their knowledge, values and skills related to democratic citizenship in the immediate environment outside the school. The student spends his life in the classroom, at school and in the immediate environment. The student should be able to use democratic values and skills in all areas where he/she lives. Democracy and human rights education at school should provide students with the opportunity to analyze the social, economic, political, and environmental problems in the immediate environment and to solve them by experiencing them directly. Thus, students learn the rights and responsibilities of democratic citizenship through first-hand experiences. Initiating a recycling campaign for students in the neighborhood they live in, monitoring the work of relevant non-governmental organizations and participating in these activities voluntarily, giving support to relevant organizations (local government, national level administrative units, an international organization) on various issues (environmental pollution, conflicts, preservation of a historical place, etc.). By giving responsibilities, development studies can be done by applying citizenship skills.

9.   Effective use of information and communication technologies in line with ethical principles:

The use of information and communication technologies in all areas of life has revealed the necessity of equipping citizens with the necessary knowledge, skills, and values to use these technologies responsibly. For this reason, an effective democratic citizenship and human rights education should provide the new generation with knowledge and skills about information and communication technologies and values to use them in line with ethical principles. As young citizens, students must learn to value the rights and freedoms of others when using information and communication technologies. Students should take care to use information and communication technologies responsibly, without misleading or harming others in matters that require social participation. One of the basic principles of democracy and human rights education should provide students with knowledge, skills, and values on how to use information and communication technologies for social participation in line with ethical principles.

10.   The democratic teacher as a model:

One of the most basic principles of democracy and human rights education is that the teacher shows democratic citizenship characteristics as a good role model with his words and actions. Democratization of the classroom and school culture will contribute to the democratization of the classroom and school culture if the teacher exhibits democratic behaviors in the learning-teaching

process in the classroom environment, in communication with the students and in his behavior in the school. Otherwise, it will not be possible for a teacher who does not show democratic behaviors in the classroom and school to teach these behaviors and values to his students. For this reason, the teacher who tries to teach democracy and human rights at school should be an exemplary democratic citizen and leader with his own behavior and life.

CIVICN EDUCATION IN FAHREDDIN KERIM GÖKAY ANATOLIAN HIGH SCHOOL
How we apply, adjust, and integrate the eu values in different subjects at our school

The Turkish Education System fulfills its function within the framework of the purpose of gaining values with the education program that also includes the education programs. The educational program is created by considering all elements of the education system such as curricula, learning and teaching environments, educational materials, extracurricular activities, and lectures. With this understanding in Teaching programs, our values are not seen as a separate program or learning area, unit, subject etc. On the contrary, our values, which are the ultimate goal and spirit of the whole educational process, have been included in each and every unit of the curriculum.

In Literature classes, mostly the human values are integrated in the curriculum. The "Basic values" in the curriculum are justice, friendship, honesty, self-control, patience, respect, love, responsibility, patriotism, helpfulness. These values will come to life both on their own, with the values they are associated with, and with other basic values in the learning-teaching process.
The following target behavior expression is included in all text types and at all grade levels in the "reading" skill area of the Turkish language and literature curriculum, and it is tried to gain the values in the content of the texts. "*Determines national, spiritual and universal values and social, political, historical and mythological elements in the text.*" So, the lesson teachers can select an essay and integrate the values in the content of the texts.

In History classes There are subjects related to democracy and human rights integrated in the curriculum.
Students encounter many controversial and sensitive issues in their social life. Controversial issues are issues that not everyone agrees on and that have social, cultural, political, or personal implications. For example, the possession of firearms is advocated by some and opposed by others. As young citizens, the way students form an opinion on the controversial issues they face is important in the process of participating in society as an active citizen. For this reason, students should be provided

with the necessary skills and values to bring the controversial issues to the classroom and examine them, to reason about them based on accurate and reliable information, and to form an opinion.

In Geography classes mostly the environmental issues are involved and integrated in the curriculum. Our Geography Teacher uses Project-based learning in real life investigating the problems encountered by applying scientific research method, finalization and reporting. environmental problems to students, disputes and conflicts, issues related to active participation in economic life as a project by giving them information about the subjects, analyzing this information to conclude. They may be asked to reach out and prepare a report with recommendations. Thus, students acquire many necessary values and skills related to active participation.

She also uses problem-based learning focuses on problem solving and it is a process that is based on learning and encourages problem solving. This process is a decision that is influenced by the learner's abilities, motives, beliefs, attitudes, and experiences. The individual is selective, constructive, and active in the learning process and takes responsibility.

For example, by considering a possible environmental pollution problem in the area where the school is located, students can be asked to gather information about this issue and to develop solutions for how to solve the problem.

In Religion and Ethics Classes

The secondary school is a term that a young person has an individual ethical identity and then learns how to improve the ethical judgment ability. It is required to refer an effective education program on ethics and values in order to complete ethical improvement of young people. The education of ethics and values in Turkish education system in provided with the religion and ethics courses. Studying of ethics and values topics within religion courses shows that this education wants to realize with the support of religion.

One of the methods that allows students to better understand the problems and situations they encounter in real life is case study. In Religion and Ethics classes the values are taught with this method. It includes examining, understanding, interpreting, and discussing a special situation that can be encountered in real life. For example, various acts of violence, the experiences of someone who is seeking their rights in any matter, or the work of a non-governmental organization can be brought to the classroom as a case study and discussed. The multidimensional discussion of the problems encountered in real life regarding citizenship in the classroom environment with why, how and its consequences helps students to find faster and more effective solutions to similar events and to gain knowledge, skills and values related to that subject.

In Computer Science Classes Information technologies, which have become an indispensable part of our daily life; is widely used in many fields, especially in sectors such as education, health, media, communication, trade and banking. This rapid change and widespread use in information technologies not only provides benefits such as the ability to access the desired information anytime and anywhere, but also leads to the use of these technologies without being fully understood, and this situation creates many problems. In this sense, one of the problems experienced is the determination of the accuracy and source of the information accessed without the limit of time and space. So, topics related to internet safety, data security, fake news are highly integrated in the curriculum.

We also created a blog and a google classroom where we add additional material to reinforce and make learning permanent and fun.

Google classroom

Blog

Teaching practice: described lessons

History
Lesson No. 1

Subject	Age: 14–18 (Grade 12) Democracy and Human Rights Class
Teacher/trainer/author	History Teacher
Topic	UNIT 1 – DEMOCRATIC SYSTEM AND LIVING DEMOCRACY – Basic Values of Democracy
Objectives and outcomes	Students can evaluate the basic values of democracy culture in the functioning of the democratic system. Respecting for differences is emphasized. It should be mentioned that there are differences between people and that these differences are natural. It should be mentioned that differences sometimes require having different rights (disabled rights, etc.).
Material	Students' Book, Question and Answer, Discussion.
Duration	40 min

Lesson procedure	Step-by-step description of the lesson (T – teacher / S – students / T/S – activities)	Skills / Competences?	Duration (minutes)
Introduction	The following questions are asked. Students are asked to brainstorm. • **Is every person the same?**	Basic skills to be covered in this theme: Analysis,	30 min

Main Activity	• **Does he like the same things?** • **Do we have differences?** • **What if all people had the same characteristics?** Every person is different. There are differences and this is natural. Although twin brothers are very similar to each other in many aspects, yet they are different. One can be very calm while the other can be very cheerful. Someone's favorite color may be pink, while the other's may be blue. Our skin color is different with some people, our tone of voice with some, our physical characteristics with some, our cultural characteristics with some, our language with some, and our religion with some. None of these different traits is more important than our human trait. Because these are not the distinguishing features that make people human. Therefore, these traits do not make one of us more important or valuable than the other. • **Let's discuss The importance of respecting differences.** Our differences are our richness that complement each other. It is necessary to glorify and protect human dignity by respecting everyone's lifestyle, thought, belief, diversity, and existence. One of the basic principles of democracy and human rights is to respect differences. People may differ from each other in terms of their physical characteristics, emotional characteristics, cultural characteristics, language, religion, color, etc. These differences between people are natural. No one is superior to the other because of their differences. The important thing here is to accept and respect these differences.	inference, critical thinking, communication, correct, beautiful and effective use of language. The core values to be covered in this theme: respect for differences.	
Students' reflection /evaluation	Students will find answers to these questions. • **What features do we differ in?** • **Does a different feature of us make us superior to other people? Why? Why not?**		10 min

Lesson No. 2

Note	Age: 14–18 (Grade 12) Democracy and Human Rights Class
Teacher/trainer/author	History Teacher
Topic	UNIT: 2 – HUMAN RIGHTS AND FREEDOMS Meaning of Rights and Freedoms

Objectives and outcomes	Students understand the meaning and characteristics of human rights and freedoms.
	Students relate human rights and freedoms to social life.
	It is emphasized that the culture of democracy in the family, school and social environment and the values that make up that culture contribute to the functioning of the democratic system.
Material	Students' Book, Question and Answer, Discussion.
Duration	40 min

Lesson procedure	Step-by-step description of the lesson (T – teacher / S –– students / T/S – activities)	Skills / competency	Duration (minutes)
Introduction Main Activity	• **Students are asked about the rights they have at school and at home. Right:** It is the unquestionable and accepted authority of a person over anything. **Fundamental rights:** the right to life, the right to personal immunity, the right to health, the right to education, the right to petition, the right to vote, the right to immunity from the home and the right to privacy. These rights are guaranteed by the state, protected, and exercised by citizens. The state has a responsibility to improve and develop rights. Fundamental rights are inalienable. In his individual and social life, Observing the rights of other people, tending to the good, behaving fairly and equally are the characteristics that make people virtuous. In addition to these features, values such as mutual love and respect, understanding, cooperation, solidarity, loyalty, and sensitivity are among the qualities that make people human. • **Would you like to live alone in a village, island, or similar place? Why?** • **Is it important to live with other people? What should we pay attention to in order to live together?** • **How was the Republic established? How did the Turkish people struggle on this issue?** People, whether children or adults, want to be cared for, they want to be valued. If we value people's rights and freedoms and support people's development, it means we value and care about them. If we do not value, underestimate or limit their rights and freedoms, people will feel worthless. These people experience communication problems with people who restrict their rights and freedoms.	Basic skills to be covered in this theme: Analysis, inference, critical thinking, communication, correct, beautiful and effective use of language. The core values to be covered in this theme: freedom, justice, rights, fundamental rights, values that make up a society democratic culture	30 min

	They have hesitations about showing them love, respect and tolerance and do not want to cooperate with them. Care must be exercised when exercising rights and freedoms. Rights and freedoms exist not only for ourselves but also for others. In order not to harm the rights and freedoms of others in the society, we must protect our own rights and freedoms. We must use it carefully. Rules regulate the use of rights and freedoms in life together.		
Students' reflection /evaluation	Students are expected to answer these questions. 1. What is 'right'? 3. How do you use your rights and freedoms in society? 4. Do you encounter any restrictions while using your rights and freedoms?		10 min

Lesson No. 3

Note	Age: 14–18 (Grade 12) Democracy and Human Rights Class
Teacher/trainer/author	History Teacher
Topic	UNIT: 3 – LIVING DEMOCRACY: ACTIVE CITIZENSHIP
Objectives and outcomes	Features such as being Democratic citizen: knowing their rights and freedoms, fulfilling their duties and responsibilities, being active, acting freely and independently, etc. are mentioned. Students comprehend the contribution of having a democratic citizenship consciousness to the functioning of the democratic process. Students relate human rights and freedoms to social life. Students feel responsible for using their rights and freedoms. Students establish a relationship between the protection of the natural environment as a common living area and human health, production, and ecological balance. Students take an active role in studies on the protection of the natural environment.
Material	Students' Book, Question and Answer, Discussion.
Duration	40 min

Lesson procedure	Step-by-step description of the lesson (T – teacher / S – students / T/S – activities)	Skills /competency	Duration (minutes)
Introduction	Students are asked the following questions. • **"What is a right?** • **What is freedom?** • **What is responsibility?"** Ask if there is a relationship between them. The relationship between right, freedom and responsibility is stated.	Basic skills to be covered in this theme: Analysis, inference, critical thinking, communication, correct, beautiful	30 min

Main Activity	**Right** is the authority to do something. This authority is regulated by law. **Freedom** is the ability to do what one thinks and wants without harming others. There is a close relationship between freedom and rights. Thanks to the right to communicate, we use our freedom of communication. **Responsibility** is taking on the consequences of one's own actions. Our rights and freedoms do not give us unlimited rights, especially in places where we live collectively. Because there are people other than us, and it is necessary to be responsible for their rights and freedoms. • **What are our responsibilities as students?** • **What are our responsibilities as human beings?"** • **What could be the reason why our cultural values and natural assets that are included in the World Heritage List are included in this list?** Students are asked to brainstorm. Responsibility is taking on the consequences of one's own actions. The sense of responsibility is a requirement of being human and living in society. People have responsibilities to themselves, to their families, to their country and to humanity. Responsibility awareness is gained through education. This education begins in the family and continues at school. One of the most basic purposes of schools is to raise citizens who are aware of their responsibilities. As a requirement of his responsibility towards himself, a person should stay away from work and habits that will harm him. A person should value himself and try to improve himself by using the opportunities given to him in the best way. Being human also requires being responsible for all living things around us. Therefore, we should also love and protect the trees, plants, and animals around us. We should not forget that stray animals also have the right to live. We should contribute to the nutrition and protection of stray animals and birds. We must act with the awareness that they also have souls.	and effective use of language. The core values to be covered in this theme: Active citizenship, Responsibilities	
Students' reflection /evaluation	**1. What does right, freedom and responsibility mean? What kind of relationship is there between them?** **3. What are our responsibilities as human beings?** **4. (UNESCO) Which cultural and natural assets from our country are on the list?**		10 min

Lesson No. 4

Note	Age: 14–18 (Grade 12)
	Democracy and Human Rights Class
Teacher/trainer/author	History Teacher
Topic	UNIT 4 – PLURAL LOOKING TO DIVERSITY
Objectives and outcomes	Students assume responsibility for the active participation of disadvantaged groups such as the elderly and disabled in social life. Students have My Empathy Rule Students respect different cultures and values, with the awareness that cultural differences at local, national, and universal levels are natural. Students Be aware of the importance of common values in ensuring social unity and solidarity, they attach importance to the values of its national culture. Students assume responsibilities appropriate to its position as a contribution to the achievement of gender equality. It assumes responsibility for the active participation of disadvantaged groups such as the elderly and disabled in social life.
Material	Students' Book, Question and Answer, Discussion.
Duration	40 min

Lesson procedure	Step-by-step description of the lesson (T – teacher / S – students / T/S – activities)	Skills/competency	Duration (minutes)
Introduction	• **Are the students who want to take the floor or certain students being given the floor?** • **What would you think if some students were allowed to go to recess and some were not?** • **Do rights and freedoms differ from person to person?** Equality in terms of democracy and human rights; neither height, weight, physical strength and skin color nor being the same in terms of gender, language, culture. What is meant here is that people have the same rights and freedoms before the law. Social order and equality between people are ensured by laws. Laws prepare the environment for people to use their rights and freedoms. On the other hand, it also limits some rights and freedoms in order to protect equality between people. The important thing in these limitations is to provide a balance between individual benefit and social benefit. Laws also assign duties and responsibilities to people. • **What does equality mean?** • **What does justice mean?**	Basic skills to be covered in this theme: Analysis, inference, critical thinking, communication, correct, beautiful and effective use of language. The core values to be covered in this theme: Equality, justice, tolerance, Positive discrimination	30 min
Main Activity			

	• **Would it be fair and equal if I gave the same grade to everyone in the class?** These questions are asked to the students. **Equality** means no discrimination between people in terms of rights and freedoms. **Justice** means that the rights recognized by law can be enjoyed by everyone. People may have equal rights before the law, but they may not have the same opportunity to exercise them. Injustice occurs in such situations. For this reason, freedom, equality, and justice are needed together for the enjoyment of rights. When right, freedom, justice, and equality come together and integrate, the state of law emerges. • **You went to the market with your mother and did some shopping. You carry most of the bags of the products you buy. Can this situation be explained with equality and justice? Why?** Justice and equality are two basic principles that regulate social life. The lack of these two basic principles negatively affects social life. By evaluating the events around active citizens in terms of justice and equality, what is fair and what is unjust; They are expected to distinguish between what is equality and what is inequality, and to take responsibility when necessary. It is unfair to think that all work in the family is the duty of the mother. However, it is a fair behavior for everyone to take responsibility and undertake the duties according to their power. It is ensured that students give examples of positive and negative behaviors related to justice and equality. **To whom does positive discrimination apply?** Equality means that there is no discrimination between people in terms of rights and freedoms, and justice means that the rights recognized by law can be enjoyed by everyone. Equality and justice are needed for the enjoyment of rights and freedoms. When right, freedom, equality, and justice are integrated, the state of law emerges.		
Students' reflection /evaluation	**What does equality and justice mean?** **Explain the relationship between equality and justice.** **Give examples showing that women and men are equal in terms of rights and freedoms?** **To whom is positive discrimination applied?** **What can happen if equality and justice before the law are not ensured?**		10 min

Lesson No. 5. The route of rights

	Grade	14–18 (Grade 12)
	Subject	History/Social Studies
	Teacher/trainer /author	History Teacher
	Topic	Human rights/Democracy/Citizenship
	Objectives and outcomes	Students will be able to - know the historical evolution of individual rights - understand what transformations have occurred in the interaction between individuals in different social contexts, - discover the links between the classical world and the contemporary. - promoting critical reflection on culture of right and democracy;
	Material	https://www.canva.com/design/DAFyLUd89UQ/eL_vEwUY63DxSDrFkZJHJg/view?utm_content=DAFyLUd89UQ&utm_campaign=designshare&utm_medium=link&utm_source=editor Textbook and other specific bibliography; teachers handouts; multimedia presentation; computer/tablet/smartphone.
	Duration	90 min

	Lesson procedure	Step-by-step description of the lesson (T – teacher / S – students / T/S – activities)	Skills/ Competences?	Duration (minutes)
	Introduction Main Activity	**Act. 2 - "Human Rights Evolution": The human dignity across the time. (History)** **T** – Teacher shows and explain to students the interactive time-line of evolution of human rights from Cyrus the Great to the Universal Declaration of Human Rights (*look to material, slide 7*). The teacher shows and explains to students the timeline of the evolution of human rights from Cyrus the Great to the Universal Declaration of Human Rights. The teacher focuses attention on the differences between the different laws and documents over time, showing how the path of human rights was a long and complex process, in which some rights, which we consider normal, were hard won ***T/S Focus on The Universal Declaration of Human Rights*** Reading and comprehension activity: the Universal Declaration of Human Rights Students should link the articles to their life and find connections with their national Constitution.	Analysis, inference, be able to face different historical periods in a comparative perspective develops critical thinking. developing social awareness, empathy, becoming more conscious of social issues	25 m 40 min

Students' reflection /evaluation	**T** gives a brief quiz to assess students' understanding of the lesson content on the route of human rights. https://create.kahoot.it/share/the-route-of-human-rights/f95cccb6-785a-4790-b0dc-a0d048d117f7	self-assessment: assess what they have learnt	20 min

Lesson No. 6. The route of rights

Grade	14–18 (Grade 12)
Subject	History/Social Studies
Teacher/trainer /author	History Teacher
Topic	Human rights/Democracy/Citizenship
Objectives and outcomes	Students will be able to - know the historical evolution of individual rights - understand what transformations have occurred in the interaction between individuals in different social contexts, - promoting critical reflection on culture of right and democracy; - be able to face different historical periods in a comparative perspective
Material	https://www.canva.com/design/DAFyLUd89UQ/eL_vEwUY63DxSDrFkZJHJg/view?utm_content=DAFyLUd89UQ&utm_campaign=designshare&utm_medium=link&utm_source=editor Textbook and other specific bibliography; teachers handouts; multimedia presentation; computer/tablet/smartphone.
Duration	90 min

Lesson procedure	Step-by-step description of the lesson (T – teacher / S – students / T/S – activities)	Skills/ Competences?	Duration (minutes)
Introduction	**T - Act. 3 - Eleanor Roosevelt's speeches: "rights" and "laws".** Teacher use the Eleonor Roosvelt's speech to summarize previously lessons and remembers the importance of Declaration of Human Rights (*look to material, slide 7*) and also points out that the U.S. has fully accepted this statement, making it a guide for its legislation (https://www.europarl.europa.eu/RegData/etudes/ATAG/2018/628295/EPRS_ATA(2018)628295_EN.pdf)	Know how to choose the structure and linguistic register appropriate to the type of writing required (summary, essay, analysis, etc.); develops critical thinking.	15 min
Main Activity	**T/S Act. 4 - "Do you think that's enough?"** Students are divided in little groups and they should research information about human rights in the contemporary age. 1) Each group can choose a key-word or a topic from the Universal Declaration of Human Rights (for example: *right to life, liberty and security of person*, *asylum from*	developing social awareness,	40 min

	persecution, men and women, freedom of thought, conscience and religion, right to work, living adequate for the health and well-being, right to education) 2) Each group looks for testimonies, stories, videos about the chosen topic.	empathy, becoming more conscious of social issues be open to peer-to-peer comparison and empathetic communication	
Students' reflection /evaluation	S – Students, divided in the same group, should prepare an essay that includes all the research. This work will be presented to the class as a short podcast.	Cognitive, communication, social emotional and healthy lifestyle competencies Personal self-assessment, situation analysis	35 min

Lesson No. 7

Note	Age: 13–15
Teacher/trainer/author	History teacher
Topic	Prosocial Behaviours
Objectives and outcomes	● Acquisition of new knowledge on prosocial behaviour ● Development of the ability to differentiate between positive and negative behaviours
Material	Textbook, notebook, A3 paper sheets, laptop, projector
Duration	50 min

Lesson procedure	Step-by-step description of the lesson (T - teacher / S - students / T/S - activities)	Skills/ Competences	Duration (minutes)
Checking homework	T has a short conversation with students to check homework based on the material of the previous lesson.		4 min
Introduction	T – provides specific material to begin the lesson and ensure the proper atmosphere for the lesson.		2 min
	T initiates a discussion with the students about actions from the previous Romanian language class. *Who is the main character of „ Pippi Şoseţica"?* *Would you like to help her?*		5 min
Class discussion	*How do you think we can help her?* *Out of the following proverbs, which one do you think would be a suitable one for the story?* *„Bine faci, bine găseşti"('Do good and good will come to you.")*	Developing empathy	

		„Munca este brăţară de aur"("Hard work is a the key to success.") Ce ţie nu-ţi place, altuia nu-i face" ("Do not do unto others what you would not have them do unto you."		

Main Activity		S - Based on the discussion, teacher together with students will define what prosocial behaviour is and its manifestations.
		T writes the definition on the board **"Prosocial behaviour is that type of behaviour that has positive effects on one or more individuals."**
		T presents a PowerPoint on manifestations of prosocial behaviour.
		We will write the classification of prosocial behaviours.
		S have to choose a response to a scenario involving a hospitalized classmate and justify their choice:
		    a) I don't care, It is not my problem.
		    b) He is my classmate, I will think about how I can help him.
				10 min

Individual work		Using "Exploziastelară" ("Star explosion") the students will ask questions about prosocial behaviours, starting with the following words: "Why?" , "Where?" , "When?" , "How?" , "Who?". In the middle of the star there will be written prosocial behaviours	Cognitive competence	15 min
		T divides the class into five teams, each with different tasks related to prosocial behaviours. Team 1- Write at least two examples of tolerant behaviour. Team 2- Write at least two examples of manifestation of helpful behaviour. Team 3- Write at least two examples of supportive behaviours. Team 4- Write at least two examples of volunteering behaviours. Team 5- Write at least two examples of cooperative behaviours. Each team will present their examples. Their classmates can give other examples.	critical thinking and problem solving	
Feedback Performance Assessment		T provides feedback on students' activities and announces the homework. S assess what they have learnt	communication and collaboration	10 min
Team work				

			active moral-civic behaviour skills	
Conclusion of the Activity			Self-assessment	4 min

Lesson No. 8

Note	Age: 13–15
Teacher/trainer/author	History teacher
Topic	Favourite activities
Objectives and outcomes	• - Stimulating interest in a specific domain of activity and discovering favorite activities. • - Fulfilling real or imaginary roles/responsibilities in divided groups
Material	Pencils, markers, paper sheets with a drawing of a flower with 4 petals, laptop
Duration	50 min

Lesson procedure	Step-by-step description of the lesson (T - teacher / S - students / T/S - activities)	Skills/Competences	Duration (minutes)
Introduction Pair work	T starts a lesson with a game: students form two circles, one inside the other, facing each other so that each can communicate with a peer from the different circle. They will greet each other (e.g., "Hello, Maria! I like your scarf...") Each will convey a positive, encouraging thought to their discussion partner. At the designated signal, new pairs will be formed by moving the two circles.	promoting empathy and emotional intelligence	5 min
Whole class	S - "Person of the Day" will share an incident, an event they enjoyed, something that surprised them, or present a passion or hobby.		2 min
Whole class	Together with the students, the "Morning Meeting" board is filled out, with references to the date, season, weather conditions, news, and the day's message ("Help your neighbour!").		2 min
	T asks students to list activities they enjoy doing in their free time. - Explanation of hobbies and favoururite activities (Hobbies are activities that define us, complement us. They are things we particularly and naturally enjoy doing. The dictionary defines a hobby as a pleasant occupation.)	cognitive competence	3 min
Main Activity	- Frontal answers to the following questions (initial response given by the teacher): - For me, it matters...		2 min

Whole class	- It is very easy for me to... - It is difficult for me to... - I really want... - I would like to be... - I like... - I don't like... - I feel proud of myself when... - I am a pleasant person because...	improving communication skills	10 min
Individual	S Game: Personal Flower - each child will receive a flower with four petals. Each petal will be filled in with a drawing or writing: - Petal 1: Favorite activity with friends - Petal 2: Favorite activity with family - Petal 3: Favorite object - Petal 4: Favorite color Each student will bring their flower and display it on a board next to a similar flower from their peers. Opinions about each other's flowers and preferences will be shared, and a class preference ranking will be created. The students will be asked to close their eyes, exchange the flowers' positions, and then recognize their personal flower. General and individual appreciations will be formulated regarding the activity carried out by the students.	Creativity and self-expression	15 min
Feedback and evaluation of the achieved performances		Collaboration, critical thinking Growth mindset	5 min

Lesson No. 9

Note	Age: 13–15
Teacher/trainer/author	History teacher
Topic	Childhood of yesterday and today
Objectives and outcomes	• The perception of history as a living, permanent process • Developing active civic behavioral skills in different social groups
Material	video projector, tape recorder, worksheets, markers, colored sheets, colored pencils, scissors.
Duration	50 min

Lesson procedure	Step-by-step description of the lesson (T - teacher / S - students / T/S - activities)	Skills/Competences	Duration (minutes)

Warm-up	In order to capture the attention of the students, T plays the chosen music, prompting them to clap their hands and recognizing which song it is.	Active engagement, Cultural awareness	5 min
Introduction Brainstroming	T asks the students to list different words that come to their mind when they say and think about CHILDHOOD.	Language and vocabulary skills, Social awareness	5 min
Lesson objectives	T -,,Today we will talk about the childhood of yesterday and find out together how people lived and what the occupations of children in ancient times were, thus comparing those times with the present ones."		2 min
Main activity	T continues the lesson using a power-point presentation, which includes essential aspects of the lesson, presenting childhood with its main aspects, in different historical periods. The students are taken through the world of childhood from antique to the present day. S make notes on the new information	Cognitive competence	20 min
	S – answer the questions at the end of the presentation: ➢ How did the children of the first humans learn to survive? (The children of the first humans learned to survive by imitating their parents) ➢ When did the first schools appear? (The first schools appeared in antiquity.) ➢ What were the differences between children in the modern era? (In the modern era, the rich children went to school and the poor worked to support their families.) ➢ What are the intentions of the global organization UNICEF? (The world organization UNICEF fights for the respect of children's rights)	Cognitve, critical thinking skills	
Consolidation	In order to fix the discussed aspects, teacher proposes the students to discuss together a paragraph from the text "Childhood Memories" by Ion Creangă.	Critical thinking, cultural awareness	8 min

		Students receive the sheet containing the paragraph from the chosen text, which they read out loud. • What was the school like in those days? (The school was poorer and the work materials were almost absent) • What punishments did the students of those times receive when they made a mistake or did not follow the teacher's rules? (When the students made mistakes, they got to meet "Moș Nicolae" and "Calul Bălan".) • What is different about the contemporary school? (Nowadays, school offers many more opportunities, students have more rights and teachers no longer physically punish them)		
	Feedback	Students receive the laminated cardboard on which they make a handprint and cut it out according to the outline. They write on each finger the human right they remember from the information presented during the lesson.	Self-assessment	5 min

Lesson No. 10

	Note	Age: 12–15
	Teacher/trainer/author	History teacher
	Topic	**Family Tree**
	Objectives and outcomes	• Identification of information from various sources in diverse fields as part of mechanisms for knowing and understanding the real world. • Collaboration with adults (young and senior) to solve theoretical and practical problems, demonstrating initiative and creativity. • Manifestation in various life contexts of an active and responsible social behavior, suitable for a changing world.
	Material	computer, worksheets, images, flipchart, post-it.
	Duration	50 minutes

	Lesson procedure	Step-by-step description of the lesson (T - teacher / S - students / T/S - activities)	Skills/Competences	Duration (minutes)
	Introduction Class discussion	T discusses with the students about family members and their relationships	Interpersonal skills	5 min

		Teacher introduces the lesson title "Family Tree."		2 min
Main Activity Individual work		Ss will receive a worksheet in which they are asked to answer the questions (Annex 1).	Fostering positive relationships with family members	10 min
		Each student is asked to read their answers and then note on a post-it the family members and their relationships.	Communication, Active listening	10 min
		On a flipchart sheet, T will present the family tree to the students (Annex 2). Students will position the post-its on the flip chart based on their relationships with family members.	Cognitive/ research skills	10 min
Whole class discussion		At the end of the activity, T discusses with the students about each family member and the student's relationships with them.	Social emotional competence	10 min
		.		
Feedback Performance Assessment		T will provide general and individual appreciations regarding the students' participation in the lesson.		3 min

Family tree

1. 1) Complete the family tree with the first names of your family members: Paternal Grandparents ……………… and ……………… Maternal Grandparents ……………… and ……….………

Other children they have:
…………………………………. ..…………………………….............
…………………………………. ..…………………………….............
…………………………………. ..…………………………….............
Father: ……………………… Mother: …………………….………

Your surname
………………..

Brothers, sisters
……………………………
……………………………

2) What is family?
………
………………………………………………………………………………………….

3) List daily activities of your family.

……………………………………………………………………………………………………
……………………………………………………………………………………….

4) What activity would you like to do together with the entire family?

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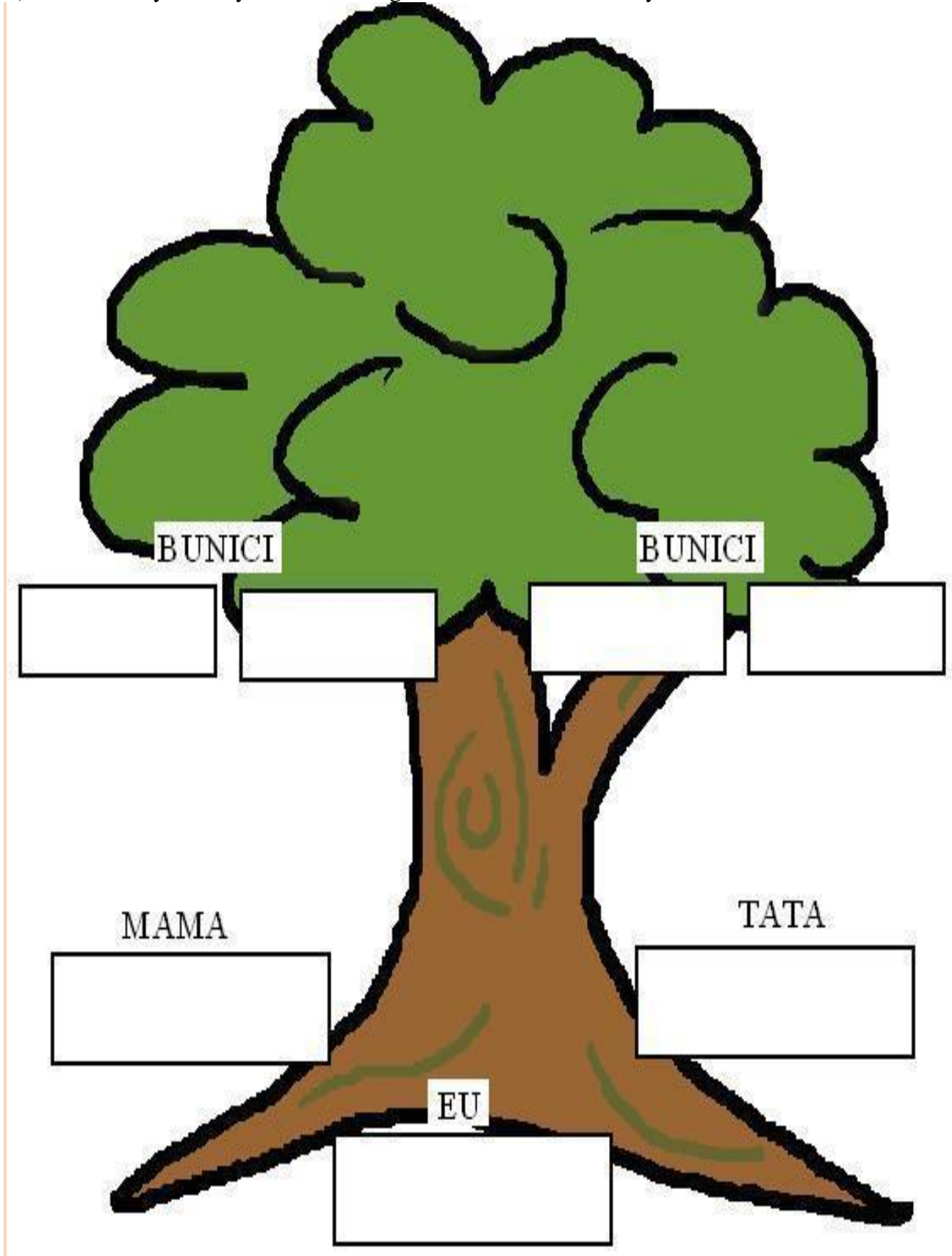
Ethics

	Age	16–18
	Subject	Ethics
	Teacher/trainer/author	Ethics teacher
	Topic	Consumerism is it (im)possible
	Objectives and outcomes	To find out if one person's effort can influence consumerism. Are there real solutions to reduce consumerism?
	Material	Slides created on the Canva platform; Interactive game made from disposable paper cups; work in groups; discussion
	Duration	45 min

	Lesson procedure	Step-by-step description of the lesson (T – teacher / S – students / T/S – activities)	Skills/Competences?	Duration (minutes)
	Introduction	1. Topic objectives and expected result T - Presents the topic, objectives and expected result S - Asks questions, makes clarifications	Cognitive, communication competences	2 min
		2. What is consumerism? T/S - clarification of consumerism as a concept and phenomenon	Explains the concept of consumerism and gives examples	3 min
		3. Mini discussion "The turning point. How much do I cost? At what cost?" Can one person's effort influence consumerism? Do you think it is possible?	Knowledge about the situation of consumerism is deepened and introduced into the lesson content, develops critical thinking. Personal self-assessment, situation analysis	10 min
		4. Creative work in a group We have the main goal of finding real solutions to reduce consumerism		
	Main Activity	Explanation of the task: Disposable cups 6. Strong threads tied on an elastic hair bun. The most important things to reduce consumption should be written on the cups. All team members use a tool (rubber band and string) to build a tower from the cups.	Cognitive, communication, social emotional competences	20 min

		The highest cup is the best tool, an action that reduces consumerism. T - Presents the working group's rules, progress and expected results; Monitors and helps when questions arise S - Anticipates the strategy in work group; have the main goal to find and submit real solutions to reduce consumerism	Work in a group, leadership qualities, problem solving, situation analysis. Presentation of the conclusion Cognitive, communication, social, creativity, citizenship and cultural competences	
	Students' reflection /evaluation	T - Moderates reflection, generalisation and self-evaluation; encourages naming specific data results and experience gained S - Sums up the experience, evaluates Completes the sentence independently: Consumerism can be reduced if I...	Will discuss personal experience and progress, identify specific knowledge gained Cognitive, communication, social emotional and healthy lifestyle competencies	10 min

English

		EU Values
	Note	Age: 16–18 English
	Teacher/trainer/author	English teacher
	Topic	Exploring Human Dignity
	Objectives and outcomes	● to develop an understanding of the concept of human dignity and its significance in society ● to explore the importance of treating all individuals with dignity and respect ● to discuss practical ways to promote dignity in their daily lives
	Material	whiteboard, mobile phones, teaching materials
	Duration	90 min

	Lesson procedure	Step-by-step description of the lesson (T – teacher / S – students / T/S – activities)	Skills/ Competences?	Duration (minutes)
	Introduction	T begins the lesson by engaging students in a brief discussion about values. S share examples of values they consider important in their own lives. T introduces the lesson outcomes	ethical and moral reasoning developing self-awareness	3 min 2 min

		T introduces key vocabulary related to the topic: ***human rights, equality, dignity, respect, freedom, justice, to uphold, to violate, inherent dignity, human worth, basic rights, inviolable rights, humanitarian principles, to treat with dignity, to protect one's rights*** Ss practice vocabulary by completing the sentences with words (worksheet is added)	academic knowledge and understanding, developing language skills	10 min
		T asks Ss what they understand by the term "**human dignity**". **Ss** share their initial thoughts with the class.		5 min
		T explains that **human dignity is the inherent worth and value of every human being. It is the recognition that all individuals possess basic rights and should be treated with respect and fairness.**		
	Main Activity Brainstorming / group work	**Ss** working in groups of 3-4 members brainstorm and define **human dignity** in their own words. They can write their definitions on paper or use padlet.com **T** asks each group to present their definition to the class and facilitates a brief discussion to compare and contrast the different definitions. 1. What common elements do you notice in the definitions provided by different groups? 2. Are there any differences or variations in how groups define human dignity? If so, what are they?	analytical skills, communication and collaboration students share their insights	10 min
	Class discussion Think-Pair-Share	**T** writes the following questions on the board **1. Why do you think human dignity is important in our society?** **2. How do you feel when your dignity is respected or violated?** **3. Can you think of any instances where you have observed or experienced a lack of dignity towards yourself or others?** **4. In your opinion, what are some fundamental rights and freedoms that all individuals should have?** **T** engages the class in a discussion, encouraging students to share their thoughts and ideas and guides the discussion to highlight the connection between human dignity and the protection of fundamental rights and freedoms.	critical thinking by reflecting on the concept of human dignity	15 min

				critical thinking and problem solving	25 min
	Scenario Analysis: Applying Human Dignity (pair work)	**T** distributes handouts with scenarios related to human dignity and instructs students to read the scenarios in pairs and reflect on the questions provided. **Scenarios:** 1 Sarah, a single mother, cannot afford health insurance and is unable to pay for her daughter's necessary medical treatments. She watches her child suffer and feels helpless. Discuss the ethical implications of unequal healthcare access and how it affects Sarah and her daughter's human dignity.			
		2 Ahmed, a 16-year-old Syrian refugee, has lost his family and is living in a crowded, makeshift refugee camp. He faces food shortages and lacks access to proper sanitation. Explore the challenges Ahmed faces in maintaining his dignity and discuss what can be done to help refugees like him.			
		3 Maria, a talented software engineer, is consistently overlooked for promotions at her tech company because of her gender. Discuss how workplace discrimination affects Maria's sense of dignity and the importance of equal opportunities in the workplace.			
		4 Emily, a teenager, becomes the target of relentless cyberbullying, leading to emotional distress and a decline in her mental health. Discuss the consequences of online harassment on a person's dignity and the importance of promoting online respect and kindness.		developing social awareness, empathy, becoming more conscious of social issues	
		5 A low-income neighbourhood is located near a toxic waste dump, leading to health problems for its residents. Explore how environmental injustice affects the dignity of the people living in these communities and the need for equitable access to a clean environment.			
		Ss analyse the scenarios in terms of human dignity and express their thoughts about the situations in pairs and in the class,			
	Action plan Individual task	**Ss** using sticky notes write down one action they can take in their daily lives to promote human dignity and respect for others.		social responsibility understanding the importance	10 min

			of their actions in promoting human dignity	
Students' reflection /evaluation	**T** gives a brief quiz to assess students' understanding of the lesson content on human dignity.		self-assessment: assess what they have learnt, considering their personal values, perspectives, understanding their beliefs, drawing conclusions.	10 min
Hw	Writing a letter			

Vocabulary practice task.

human worth, basic rights, freedom (2), respect, dignity (2), to uphold, equality, inviolable rights, justice, violate, humanitarian principles, inherent dignity, to protect one's right
1. Human rights are essential for every person's well-being and _____(1).
2. _____(2) ensures that everyone is treated fairly and has the same opportunities in life.
3. _____(3) must be respected, regardless of a person's background or circumstances.
4. It is important to show _____(4) towards others, regardless of our differences.
5. _____(5) allows people to express their thoughts and beliefs without fear of persecution.
6. _____(6) means that those who break the law will be held accountable for their actions.
7. It is our duty _____(7) the principles of human rights and protect those in need.
8. We should never _____(8) someone's basic rights because it goes against the core values of humanity.
9. Every individual possesses _____(9) and deserves to be treated with respect.
10. _____(10) should not be determined by external factors such as wealth or social status.
11. _____(11) such as the right to life and liberty should be granted to every person.
12. _____(12) cannot be taken away or denied under any circumstance.
13. _____(13) aim to promote the wellbeing and equality of all individuals.
14. We should always treat others with _____(14), regardless of our differences.
15. It is our responsibility _____(15) and ensure their safety is upheld.

Correct answers:
1. freedom
2. equality
3. dignity
4. respect
5. freedom
6. justice
7. to uphold
8. violate
9. inherent dignity
10. human worth
11. basic rights
12. inviolable rights
13. humanitarian principles
14. dignity
15. to protect one's rights

Quiz on Human Dignity

Name: _____ Date: _____

Multiple Choice (1 point each):

1 What is human dignity?

a. Treating all individuals with fairness and respect

b. Prioritising economic interests above all else

c. Promoting cultural homogeneity

d. Excluding individuals based on their nationality

2 Which of the following is NOT a scenario related to human dignity?

a. Access to healthcare

b. Workplace discrimination

c. Digital marketing strategies

d. Refugee crisis

3 In the context of prisoner rights, what does the term "humane treatment" mean?

a. Providing luxury accommodations for prisoners

b. Treating prisoners with kindness and respect

c. Denying prisoners access to basic needs

d. Isolating prisoners from all contact

Short Answer (2 points each):

Choose one scenario related to human dignity and briefly explain the ethical considerations involved.

Your Answer:
_____
_____
_____
_____

Why is it important to discuss and address issues related to human dignity in our society?

Your Answer:
_____
_____
_____
_____

Homework activity.

Imagine you are an advocate for human dignity. Write a short letter (about 100-150 words) to a local community leader or government representative, urging them to take action on a specific issue related to human dignity. Be sure to explain the issue, why it's important, and what action you'd like them to take.

Lesson No. 2

		EU values
	Note	Age: 15–18 English, Debate class
	Teacher/trainer/ author	English teacher, expert
	Topic	European values: Human rights
	Objectives and outcomes	- present the concept of European values - introduce the topic vocabulary - develop values for human rights - develop skills of argumentation - develop public speaking and debating skills
	Material	Computer, projector, smart phones, A3-size paper, coloured pencils
	Duration	90 min

	Lesson procedure	Step-by-step description of the lesson (T – teacher / S – students / T/S – activities)	Skills	Duration (minutes)
	Discussion about social responsibility	Introduction T- presents topic with goal question: "What comes to mind when I say, 'European values?'"	Academic knowledge: topic vocabulary, public speaking skills, knowledge of human rights in EU.	10 min
	Main Activity	S- give their ideas. T- presents the content of European values (papers with a separate description of the EU value), develop vocabulary		10 min 7 min
	Group work	asks students to elaborate. S- brainstorm and elaborate on the vocabulary list. T- divides students into groups and asks them to discuss on a given content. S- in groups, discuss the idea and then each group presents their arguments and explanations. Spend all of class learning each other's ideas.	General skills: Critical thinking, creativity, problem-solving skills.	3 min 15 min 10 min 20 min
	Pair or group work	ideas. T- encourages students to ask questions to other groups for clarification after their presentation and ask the teams to create a plan of the activities how they could strengthen the values in the environment,	Communication competence: Collaborate-develops the ideas through discussion and debating, presents to other teams Creativity	10 min

		S- with their partners create their improvement plans (papers, pencils, etc.). T- asks students to present their projects and other teams are encouraged to reflect on the presentations. S S- present and practice public speaking. T-S- discuss the projects, comments on effectiveness, usefulness, etc. T- summarise the ideas and reflect on the ideas presented by teams Sources: https://ec.europa.eu/component-library/eu/about/eu-values/ https://www.youtube.com/watch?v=Fh4uX_Grxrg	Competence: create improvement plan in their social environment analyse and evaluate opportunities for their impact	
	Students' reflection /evaluation	T- asks students to assess the lesson by giving it a score from 1 to 5. Ask students to list the new words they learnt and reflect on the lesson. S- reflect using recently learned vocabulary and giving themselves a mark	Gain knowledge of European values: human rights, students learn about the law linked to the Human rights. Develop vocabulary (B2)	5 min

Lesson No. 3

		English lesson
	Note	English 15–16
	Teacher/trainer/author	English teacher
	Topic	Active citizenship
	Objectives and outcomes	- learn the content of citizenship - broaden knowledge about active world citizens - expand the vocabulary of citizenship - develop speaking skills
	Material and tools	Internet material, computer, projector
	Duration	90 min

	Lesson procedure	Step-by-step description of the lesson (T – teacher / S – students / T/S – activities)	Skills and competences	Duration (minutes)
	Introduction Main Activity I	T- goal question of the lesson: What is an active citizenship? SS- team work, discuss on the question S – each team presents their ideas T- summarises the definition of Citizenship	COMPETENCIES Communication Cognitive SKILLS Problem-solving Critical-thinking Decision making	3 min 5 min 1 min

		T- presents 3 questions which students will have answered by the end of the lesson: - What is an active citizen? - How can we bring about social change? - What skills do I need to be an active citizen? To answer the first question: What is an active citizen? SS – watch three short videos about activists (a healthy eating activist, environmentalist activist and politician) https://www.youtube.com/watch?v=k0dfpvvZATc https://www.youtube.com/watch?v=itAu7Uw0sn8 https://www.youtube.com/watch?v=KwNBLgMVhPs- While students are watching videos they make notes and after each video make a short presentation about the person, try to find special features for leadership. T- gives teams a question: How can we bring about social change? SS – discuss in teams and present their ideas (they are encouraged to use the ideas on videos) T- summarises the ideas	Confidence	
Main Activity II				25 min 10 min 2 min
Main Activity III		- Joining together as a group and taking to the streets to campaign - Gathering signature to show support for a cause - Meeting with the person who represents you either locally or nationally - Refuse to buy a product or use a service as a protest T- gives the task to use the vocabulary which could help to identify skills: What skills do I need to be an active citizen? SS- work in teams to discuss on the skills and competencies S- teams present their ideas: Communication Creativity for reasoned arguments Representing view of others Resilience Evaluation Analysis Problem-solving		7 min 5 min 3 min 2 min

	Main Activity IV	Critical-thinking Research Decision making Team work Confidence Etc. T- asks teams to focus on the most popular skills students identified T-asks students to reflect which skills they need to strengthen and develop. Developing vocabulary: T- asks to work individually: exercises Annex1and II S-works individually doing exercises **EXTRA MATERIAL** https://www.myenglishpages.com/english/vocabulary-exercise-citizenship.php?utm_content=cmp-true https://www.liveworksheets.com/w/en/english-second-language-esl/492695		15 min
	Students' reflection /evaluation	T-asks to watch a short video for reflection of the lesson and answer the questions: SS- answer the questions: Can you define what is meant by active citizenship? Can you give an example of an active citizen? Can you tell other some key skills that are needed to be an active citizen? SS – writes the answers in their exercise-books and read the answers to their partner		3 min 6 min 3 min

I Choose the right blue word in each sentence:

1. Good citizens would participate in (active, community, elections, moral, improvement, involvement, responsibilities, rights, patriotism, vote) by choosing the candidate they feel they can (active, community, elections, moral, improvement, involvement, responsibilities, rights, patriotism, vote) for.
2. Citizens have (active, community, elections, moral, improvement, involvement, responsibilities, rights, patriotism, vote) but they must also be aware of their active community elections moral improvement involvement responsibilities rights patriotism vote towards their community.
3. Good citizens must work for the prosperity of the (active, community, elections, moral, improvement, involvement, responsibilities, rights, patriotism, vote) they live in.
4. They should also respect the (active, community, elections, moral, improvement, involvement, responsibilities, rights, patriotism, vote) norms of the society.
5. Civic engagement is the positive (active, community, elections, moral, improvement, involvement, responsibilities, rights, patriotism, vote) in the affairs of the community.

6. Love of and devotion to one's country is called (active, community, elections, moral, improvement, involvement, responsibilities, rights, patriotism, vote)
7. An (active, community, elections, moral, improvement, involvement, responsibilities, rights, patriotism, vote) citizen is involved in the (active, community, elections, moral, improvement, involvement, responsibilities, rights, patriotism, vote) of the community.

II Decide Whether These Examples Of Behavior Are Those Of A Good (GC) Or A Bad Citizen (BC):

1. ... respects the law. GC BC

2. ... is not cooperative. GC BC

3. ... votes. GC BC

4. ... does not care about the protection of the environment. GC BC

5. ... throws rubbish in the street. GC BC

6. ... leaves his/her bus seat for an old person. GC BC

7. …. helps lost strangers find their ways. GC BC

8. ... thinks that voluntary work is a waste of time. GC BC

9. ... jumps the queue. GC BC

10. .. participates in community service. GC BC

Lesson No. 4

Note	Age: 16–18
Teacher/trainer/author	English teacher
Topic	Discrimination and achieving equality
Objectives and outcomes	● To reflect on gender stereotypes. ● To read about human rights. ● To practise speaking in a discussion about human rights. ● To review vocabulary related to freedom and human rights. ● To practise giving opinions. ● Develop fluency skills by getting students practising functional language in a real communicative situation. ● Accomplish appropriate communicative functions according to situations, goals and participants.
Material	Internet access, video, notebook, presentation
Duration	90 min

Lesson procedure	Step-by-step description of the lesson (T - teacher / S - students / T/S - activities)	Skills/Competences	Duration (minutes
Warm-up Comprehension task	T poses topic-based questions and make sure the students understand the concept of the lesson.		5 min

	Lead-in	Teacher encourages the students to be more enthusiastic and take notes during the lesson. The teacher checks students' comprehension by asking them questions to help while monitoring. S explore previous knowledge while sharing different facts about the topic, using functional language – appropriate useful words, phrases, verbs etc.		10 min
	Presentation	The teacher monitors students' communicative skills as well as their speaking skills. T asks students to consider the following questions: 1. What is discrimination? 2. Can you give us examples of discrimination? 3. How does it affect our lives? S express their opinion. T monitors and provides students with appropriate help so they can use functional language properly.	Critical thinking, Communication skills, Analysis, generation of ideas	
	Practice			10 min
		A **story** about the fox named KIRI. Video. Appropriate exercise with a list of words to fill in(optional) A real story happened to one of the students. The problem of socialising and the ability to communicate with teachers and classmates. 1. How many types of discrimination do we recognise? • Race and colour discrimination • National origin • Gender • Religion • Military status etc.		25min
	Communicative task	VIDEO: **Don't put people in the box!** **https://www.youtube.com/watch?v=zRwt25M5nGw** The video proves that we have a lot more in common than we think and we should keep that in mind when we encounter a person who might seem different than we are. A short story, an example of direct discrimination, presented by a student. **Extra** questions: • What kind of feelings appear when you hear the word "discrimination"? • Do you think discrimination will ever disappear? • Why do people discriminate against other people?	Problem solving, Empathy, Communicative competence	

Review Wrap-up		- Have you ever heard about unconscious(implicit) discrimination? - Has society changed its attitude towards discrimination nowadays? Look at the **list of rights**(on a sheet of paper or on the whiteboard) Optional. Which **THREE** are the most important for you? Why? **Being able to give your opinion openly.** **Being able to choose someone to marry.** **Being able to choose if and when you get married.** **Being able to choose and practise your religion.** **Being able to vote in an election.** **Being able to go out where you want.** **Being free from violence and discrimination.** **Being able to buy a house.** **Having access to doctors/nurses.** **Being able to earn an equal salary as another person doing the same job.** **Being able to choose your career.** - Do you think everyone has these rights? Why? (not)? - Why might some people have these rights and other people not have them? Talk about possible reasons. **QUIZ!**	Empathy,tolerance, respect of human rights Self-assessment	30 min 10 min

Lesson No. 5

Note	Age: 16–17
Teacher/trainer/author	English teacher
Topic	Discrimination
Objectives and outcomes	After this lesson, students will be able to do the following: - Understand that some people are treated unfairly because of their characteristics. - Understand what is meant by discrimination. - Be able to identify negative and discriminatory behaviour.
Material	White board
Duration	45 min

Lesson procedure	Step-by-step description of the lesson (T - teacher / S - students / T/S - activities)	Competency/ skill	Duration
Warm – up	Teacher's Introduction It is wrong to treat anyone unfairly just because they are different or because they have a certain identity.		5 min

		We are going to explore how some people are treated unfairly, and will learn what is meant by discrimination		
Lead – in		Can anyone explain discrimination? **<u>Discrimination is the unfair treatment of groups of people with particular characteristics e.g. race, religion, gender etc</u>** In pairs, list as many forms of discrimination as you can. Think about forms of discrimination that people experience here every day and around the world. What do you hear about in the news? We will share as a class but you can't repeat anyone's suggestions so think of as many as you can	Analytical skills, cultural awareness, Citizenship, Collaboration	10 min
Presentation		Students watch a video: https://www.youtube.com/watch?v=A5gHevO6rI4 Discrimination – video reflection sheet Each group will receive a print out with these on: **Racism** **Ageism** **Sexism**	Cognitive competence	15 min
Practice		**Homophobia** **Transphobia** **Discrimination on the grounds of disability** **Discrimination on the grounds of religion and belief** **Discrimination on the grounds of pregnancy and maternity** Take one print out each, and use words, imagery and examples to create a definition of that type of discrimination	Critical thinking, Communication and collaboration, Digital competence, Research skills	10 min
Review Wrap-up		Conclusion It is important to understand people's differences and celebrate these things. The world would be a boring place if we were all the same! It is also important to recognise the ways that we are all the same. We are all human and everyone has the right to be treated equally. No one likes to be treated badly, so it is important to treat others how you want to be treated. When we all respect each other's differences, we can all get along and be much happier. **Homework:** Choose a subtopic and write an opinion essay	Self assessment	5 min

Lesson No. 6

Note	Age: 16–17
Teacher/trainer/author	English teacher
Topic	Friendship, Tolerance, Resilience
Objectives and outcomes	● Make students aware of this problem ● Help them cope with that ● Advise students to be more tolerant and respect differences ● Improve own resilience
Material	Internet access, computers
Duration	45 min

Lesson procedure	Step-by-step description of the lesson (T - teacher / S - students / T/S - activities)	Skills, competences	Duration (minutes)
Introduction	T asks students if they know anyone who has been a victim of bullying S talk about people they know who have been victims of bullying.(S had homework task to do a research on famous people who were victims of bullying and how they overcome it). T gives examples of bullying S talk about victim's reactions to bullying and how to develop positive strategies.	Foster social awareness, resilience Critical thinking empathy	10 min 10 min
Presentation	S watch the video from an episode of "Britain's Got Talent" https://www.youtube.com/watch?v=YRtSyh3E_gE&list=PLX_ND05CSXHEqO242i5wJZBq1PcwmG4bx S discuss the lyrics: they talk about the situation in the song.		15 min
Group work		Creativity Communication and collaboration Problem solving Digital literacy	
Reflection	S present strategies how to overcome such problems. They express their ideas on a **poster**, advising victims of bullying; raising bullies' awareness by promoting positive attitude. S work in groups – class is divided in groups of 4 students.	Enhancing presentation skills, Public speaking Foster culture of peer feedback	10 min

		Groups present their posters. After each presentation students provide feedback on their peers.		

Lesson No. 7

	Note	Age: 17–18
	Teacher/trainer/author	English teacher
	Topic	Acceptance, Tolerance
	Objectives and outcomes	● Make students aware of personal and collective traditions ● Students will recognize the ways culture is transmitted from person to person ● Students will be more tolerant and respect differences concerning race, religion, gender, sexual orientation, language, looks, etc.
	Material	White board, computers or smart phones
	Duration	45 min

	Lesson procedure	Step-by-step description of the lesson (T - teacher / S - students / T/S - activities)	Skills competences	Duration minutes
	Introduction	T asks students to watch the videos and take notes S watch 2 videos about Tolerance and take notes https://www.youtube.com/watch?v=Tm4hR2pPt2o https://www.youtube.com/watch?v=QqpRZQj_Ut4 S define what TOLERANCE is. T asks students to analyse the document **Declaration of Principles on Tolerance**, by Unesco http://portal.unesco.org/en/ev.php-URL_ID=13175&URL_DO=DO_TOPIC&URL_SECTION=201.html	Cognitive competence Analytical skills Citizenship Recognising the role in promoting tolerance	10 min 10 min
	Group work	Working in groups students analyse the document and comment the given sentences 1- It is essential for international harmony that individuals, communities and nations accept and respect the multicultural character of the human family. 2- In the modern world, tolerance is more essential than ever before 3- Tolerance is necessary between individuals and at the family and community levels. 5- Education is the most effective means of preventing intolerance.	Critical thinking Empathy and respect for diversity	10 min
	Class debate/	T promotes a debate to draw conclusions.	Civic engagement	15 min

			Persuasive communication skills Decision making	
discussion				

National Literature

Lesson No. 1. The route of rights

	Grade	14–18 (Grade 12)
	Subject	Latin Literature or National Literature
	Teacher/trainer /author	Latin Teacher or National Literature Teacher
	Topic	Human rights/Democracy/Citizenship
	Objectives and outcomes	Students will be able to - understand what transformations have occurred in the interaction between individuals in different social contexts, - discover the links between the classical world and the contemporary. - recognize and understand the importance of the rules of civil coexistence - develop behaviors based on respect for others and other people's opinions
	Material	https://www.canva.com/design/DAFyLUd89UQ/eL_vEwUY63DxSDrFkZJH Jg/view?utm_content=DAFyLUd89UQ&utm_campaign=designshare&utm_ medium=link&utm_source=editor Textbook and other specific bibliography; teachers handouts; multimedia presentation; computer/tablet/smartphone; newspaper and magazines;
	Duration	90 min

	Lesson procedure	Step-by-step description of the lesson (T - teacher / S - students / T/S - activities)	Skills/Competences?	Duration (minutes)
	Introduction	**T/S Act. 1 - "What are human rights?" (Latin)** The following questions are asked. Students should brainstorm and write some shorts sentences on a padlet (*look to material, slide 5*): *What are the rights necessary to live?* *What is the most important right for you?* *How would you feel living without rights?*	Analysis, inference, critical thinking, communication	20 min
	Main Activity	*T/S Life without freedom in Ancient Rome.* At the end of the brainstorming, after reading the reflections of the students, we move on to reading and		40 min

		understanding the letter 47 of Seneca's epistolary on the condition of slaves in Rome (*look to material, slide 6*).		
	Students' reflection /evaluation	**S. - Act. 5 - "We have a dream today".** Students have to write a shorts letter to answer Seneca's one, they have to describe the situation of human rights in modern world and explain the rights of young people (*look to material slide 10*).	Cognitive, communication, social, emotional competencies Know how to choose the structure and linguistic register appropriate to the type of writing required (summary, essay, analysis, etc.)	

# Civic education

Lesson No. 1. THINK before you post

	Subject	Active Citizenship: behaviour on social media
	Teacher/trainer/author	
	Topic	THINK before you post: creative workshop
	Objectives and outcomes	Awareness of the impact of post on social media, posters
	Material	PowerPoint presentation, paper, paint/pencils/markers or computer
	Duration	80 min

	Lesson procedure	Step-by-step description of the lesson (T – teacher / S – students / T/S – activities)	Skills/Competences?	Duration (minutes)
	Introduction	T starts with an explanation of the impact of posts on social media (source based, see PP) T explains the THINK method. THINK before you post: Is it TRUE? Is it HELPFUL? Is it INSPIRING? Is it NECESSARY? Is it KIND? T explains what S should do and gives examples: posters promoting the THINK-method to hang in school stimulating correct behaviour on social media.	Gaining knowledge on the topic. Understandig the impact. Understanding what the method stands for and how it can help peers. Inspiring and raising creativity	5 min 5 min 5 min

	Main Activity	S start working in groups (if necessary T will make groups or help making groups) creating their own poster	Design and develop the poster, teamwork, planning, creativity (when designing digitally: use of designing programs)	60 min
	Students' reflection /evaluation	S show their posters at the end of the workshop. No need to pick any winner, all work that has done seriously is good.	Sharing results. Seeing different approaches of the same assignment.	5 min
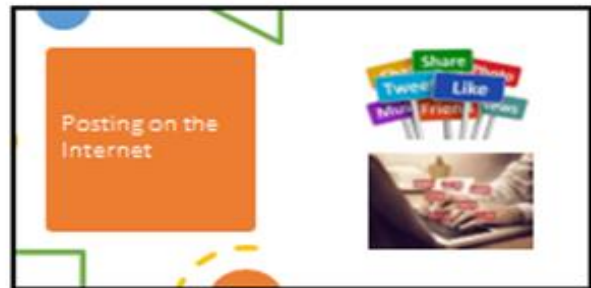
Lesson No. 2

Subject	Active Citizenship
Teacher/trainer/author	
Topic	International Politics
Objectives and outcomes	Raising awareness and discussion on international affairs
Material	One or more topics per class
Duration	40 minutes per class, one class per week

Lesson procedure	Step-by-step description of the lesson (T - teacher / S - students / T/S - activities)	Skills/Competences?	Duration (minutes)
Introduction	Every Wednesday students can enrol in a 40 minute 'flex hour' with Mr. Den Os (bilingual teacher of History) to learn and debate on topics regarding International Politics. Examples of the topics: - Why are countries at war? - Are there rules that go for all countries? - How do the UN function? - Which is the influence of the EU? - When does NATO actively involve in conflicts?	Learning and understanding international relations and the power and influence of international organisations.	10 min
Main Activity	To introduce the topic of today's class, news clips are used. In Comenius, we use the following media, which are neutral and unprejudiced: NOS Stories (short clips on recent topics aimed at young adults) NOS Nieuws - Nieuws, Sport en Evenementen | Nederlandse Omroep Stichting (reliable national Dutch news site) After the introductions, questions can be asked. Once all information is clear, students will discuss and form their thoughts, opinion and possible solutions to international conflicts. Of course, current international affairs are treated. The teacher will be controlling the turns of speaking (if needed) and encourage students to express their thoughts (also if needed, as in many cases encouragement is not needed and the discussion flows naturally). If strong opinions are expressed, the teacher will have to remind students that a respectful dialogue is the only correct way to discuss and debate. Students are also invited to suggest topics for these classes themselves.	Forming opinion and debating on the topics presented.	25 min

Students' reflection /evaluation	At the end of the 'flex hour' the teacher will resume what was said and proposed by all. Students are invited to keep thinking about the topic and share new insights in the next meeting.	Students will improve understanding of international relations and expressing their opinion and thoughts, respecting others.	5 min

CONCLUSION

This toolkit was created by teachers teaching different subjects from six countries Bulgaria, Italy, Lithuania, the Netherlands, Romania and Turkiye. They share their practice of teaching Civic education in different subjects. During the period of working on the project*Active to strengthen European value* teachers of partner schools developed their professional competencies in teaching Civic education and applying methodology of debating and public speaking in the lessons.

Erasmus+