Erasmus+ KA3 - policy-making

"Teachers4Europe: **Setting an Agora for Democratic Culture"**

TeaCheRs 4 euRopE

Equality & Solidarity

Human rights

Freedom

Tolerance & Respect

Peace

Democracy

Handbook for Teachers Teaching European Values

Erasmus+

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HANDBOOK

Preface

The Erasmus KA3+ Project Teachers4Europe: setting an Agora for Democratic Culture, 2018-21 recognizes education as an important element for the promotion of principles and values comprising the EU democratic culture. The European Union usually identified as an economic community is first and foremost a Union of Values. These values referred at the Article 2 Treaty in European Union and the EU Charter of fundamental rights, such as human dignity, freedom, democracy, equality, the rule of law and respect for human rights, including the rights of persons belonging to minorities are an integral part of our European way of life.

Democracy is built on institutions and laws, but it lives through the actions, attitudes, and behaviour of citizens. The European Union is a norm-setter by promoting democracy, both internally within the EU societies, as well as externally through the enlargement process, or through association agreements, or functioning as a model to the rest of the world. Nevertheless, democratic awareness should be at the spotlight of EU interest since populism, radicalization and euro-scepticism create a toxic environment which affects citizens in various ways; it enhances the emergence of nationalistic and anti-European political parties; it reinforces mistrust towards national and European institutions; it contributes to low participation rates to both national and European elections; it promotes hate speech and fake news and undermines the sense of belonging within and amongst European societies. Democratic culture can and must, therefore, be cultivated as a key driver for the empowerment of a solid European identity. As education ministers suggested in the Council Recommendation in 2018 "democracy can only function if it is legitimate in the eyes of the citizens it serves, both nationally and for the Union as a whole." For that reason, knowledge, values, attitudes, competences, skills and critical understanding of how democracy functions are vital to strengthening our national democracies and bolstering our Union.

The Teachers4Europe network comprised of 1,200 teachers from European countries and beyond is committed to spread the European values to colleagues, students and the society, acting as inspiring social and cultural agents. In addition, the Teachers4Europe network intends to create a "European Agora for Democratic Culture" targeting policy reforms on curricula at all levels of education to increase knowledge about EU functioning and include teaching and extra-curricular activities on EU values. The Handbook for Teachers "Teaching European Values", developed under the supervision of the NGO "Learn to Change, Change to Learn" (http://www.learntochange.eu/), aspires to be a valuable tool for teachers. It presents an overview about European values and proposes concrete pedagogical approaches and good practices needed to teach and learn on the topic of EU values.

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Introduction

The current acceleration and growing complexity of the world that we are experiencing to-day pushes us to reconsider what we need to know, to do and to be, to meet our challenges. At the European level, the emergence of populist, nationalist and anti-European parties and tendencies is just one example of the key challenges the European Union and Europeans at large are currently facing.

It is important to meet these and other challenges. You, as teachers, can be agents of social transformation. You play an important role in helping students on their way to social partici-pation and individual contributions to a society that is shaped by a democratic culture. In the students' path of life and education, you are of central importance when it comes to promot-ing maturity and evoking the appreciation of democratic values among the students. From the responses to a survey conducted in advance of this handbook's production, we do, how-ever, know that the teaching and treatment of European topics and values in the classroom is also fraught with difficulties. This manual therefore offers suggestions for these teaching and learning processes. More than something that you should add to the lesson in addition to what you already have in your school curriculum, the suggestions are content and tasks that you should complete in your lessons on a day-to-day basis. Therefore, we hope that this handbook will help you with your lesson preparation and may provide you with some good ideas for your teaching.

The handbook is specifically designed to give you as a teacher a compact knowledge of the origins, functions, policies and strategies of the European Union. In addition, methods are in-cluded that aim, on the one hand, to enhance students' knowledge about the EU and, on the other hand, to **support an understanding of and a connection with basic European values.**

This handbook was created as part of the Erasmus+ KA 3 project *Teachers4Europe - Setting an Agora for Democratic Culture.* The general aim of the project "Teachers4Europe (T4E)" - co-or-dinated by the Jean Monnet Chair on European Union's Education, Training, Research and Innovation Policies of the University of Piraeus - is to meet the challenges mentioned above and to strengthen democratic culture in Europe. To this end, a new agora should emerge that focuses on the active participation of citizens to Europe's future and the role of education to achieve such participation.

Specifically, T4E is aimed at teachers and pupils who, in addition to their formal knowledge of the functioning, history and formal processes of the European Union, should also develop and/or intensify an understanding of European values. For building a common understanding of European values, you, as teachers in particular, have the ability to act as social multipliers and mediators. As a result, you and your students may contribute to shaping the future co-ex-istence in the EU through democratic values and attitudes as well as cross-border exchange of young people.

In order to achieve the project objectives and to promote this exchange, the project consor-tium wants to expand and further develop a Teachers4Europe network that already exists in Greece, since 2011 at the European level. This international network represents the space in which the Ambassadors T4E (AT4Es) of the project and the consortium meet. Since they are responsible for further training T4Es, the AT4Es play an important role in their respective

national contexts, locally or online, and organising with them activity plans *(https://teach-ers4europe.eu/academy/)*. Teachers4Europe (T4Es) are invited to follow online training via the Teachers4Europe Academy (via, for example, webinars or a MOOC) and pilot the content locally in their schools or to their pupils. Teachers are invited to pilot the content locally in their schools or to their pupils. In parallel to building the network, the consortium developed this handbook with suggestions for learning *for and through* European values using student-centred pedagogies that are fit for upholding a democratic culture in classrooms and schools. In addition, this handbook provides accompanying material with resources for teaching *about* the European Union and European values. Finally, T4E also aims to pass on recommendations to policy-makers and to discuss how to ensure long-term sustainability of European values in European schools and society.

1. Why "European values"?

The basic idea of the T4E network is to strengthen the exchange between teachers, students and people in general from different regions of Europe. The goal perspective of internationally- and globally-thinking people is formative. The reason for this lies in the globally-networked world, which requires competences of each individual faced with growing complexity but, at the same time, requires a foundation through a basic consensus about certain values. Such a set of values can be found at the European level. These values are also, to a large extent, reflected in the national contexts of the member states, such as in their constitutions, norms, mores etc. Nonetheless, a distinction of the concept of European values is that implies a belonging to a larger community.

An example of a particular achievement in the context of European values is the value of "peace." Such stable peace is an achievement that has developed, especially in the second half of the last century, and ought to continue in the future. Peace and the openness of a society are inextricably linked with each other. It is, therefore, also important in the classroom to incorporate European perspectives and to take into account that without this peace this common set of values would not be possible. It is also important to shape this peace by promoting social cohesion. This is necessary because, despite many achievements, EU processes demonstrate some shortcomings, which ought also to be critically examined in school lessons. As well, the political-social reality should be explored in order to enable and advance the maturity and participation of students.

2. How to use this handbook

*What method is suitable
for the time I have?*

This handbook is intended to help you gain an overview about European values and the basic functioning of the EU as well as inspire you with twelve teaching units that focus on the European Union and European values.

General information - Sections 3 and 4, and the appendices, present general information and facts that teachers need to be aware of in order to lead activities on the topic: the result of the Teachers4Europe survey and needs analysis, the list and definition of values, a brief summary of the main EU institutions and their functioning.

*Where can I find activities for
the topic I wish to teach?*

Pedagogical guidance - Section 5 to 7 focus on the pedagogical approaches needed to teach and learn on the topic of EU values. Section 5 offers a comprehensive presentation of pedagogical principles, practices and methods that are conducive to the development of students' competences regarding EU values.

These methods and practices will support the planning of teaching and learning activities in the classroom. Section 6 presents advice for whole school approaches; this is important because we believe that such topics as democratic values and human rights merit being part of children's learning on a day-to-day basis. Further, it is beneficial to start from a very young age and whole school approaches are most suited for younger children, so that they may experience democratic culture and its impact on their life on a day-to-day basis. Section 7 is a collection of 12 activities selected for their relevance regarding the topic and their innovation potential. For each activity, you will find a list of components of competences (the main attitudes, skills, knowledge and understanding) that the activity helps develop. For ease of search, in section 9, activities are classified in an index, according to their timing, school level/ age of target group and theme (see thematic areas on page 89).

Call to action: if you are inspired to join the T4E network and share the work that you have developed on the issue of EU values you will find ways to do that in section 8.

Overview of activities and Index: an index of the activities is provided at the end of the document to help you quickly find what you are looking for (see section 9).

3. Key messages from needs' analysis

At the beginning of the project, we conducted a needs' assessment survey to identify the needs and current practices of teachers and stakeholders in relation to European values. This survey was carried out in all countries of the partners in this project, 250 people were interviewed. We asked questions about the individual significance of European values and which ones are most important to them. All your colleagues said that European values are not only very important for them as individuals, but also for our social co-existence.

In each country in which we conducted the survey, some values were frequently mentioned, notably, those to be found in Article 2 of the Treaty of the European Union (TEU):

> *The Union is founded on the values of respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, including the rights of persons belonging to minorities. These values are common to the Member States in a society in which pluralism, non-discrimination, tolerance, justice, solidarity and equality between women and men prevail.*
>
> *(Art. 2 of the Treaty on European Union (TEU); https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX-:12008M002)*

A summary of the main points that emerged from the needs' analysis assessment is presented below:

European Values

- are important

- are not clearly defined

- are strongly anchored in theory (in curricula or constitutions)

- suffer from a lack of practical implementation in schools

- are impeded by a lack of suitable material in schools

- can enhance the professional development of teachers

- can enhance network development

- can create opportunities for disadvantaged groups

- can support policy decisions

SWOT Analysis

Figures 1 and 2 show the results of the SWOT analysis for teachers' and stakeholders' needs, respectively. The SWOT analysis showed that teachers and stakeholders believe European Values should be included in teaching and learning.

STRENGTHS

- Strong educational background
- European values are important in everyday life
- European values are taught in class
- The feeling of belonging
- Possibilities to experience European values outside classroom
- EU values is seen as a long-lasting process

WEAKNESSES

- A vague definition of European values
- Lack of support
- Lack of suitable material
- Extra effort on designing a lesson plan on European values
- Lack of content in the curriculum

OPPORTUNITIES

- Diversity in classes
- European projects
- Teachers' network
- Technology and social media

THREATS

- Time constrains
- Personal beliefs and experiences
- Social and political problems that affect teaching European values in school

Figure 1 SWOT analysis of teachers' needs

STRENGTHS

- Strong educational background
- European values are important in everyday life
- The feeling of belonging
- Consensus between participants on importance of EU values
- National standards take into consideration EU values

WEAKNESSES

- A vague definition of European values
- Discrepancy between formal and practical levels
- Knowledge gaps in teachers
- Lack of practical implementation of EU values

OPPORTUNITIES

- Disadvantaged groups in educational contexts
- Educational interventions in schools as a centre of EU values education/Teachers' development
- Policy decisions
- Network development
- Extra curriculum learning for students
- Relevance of students' life in teaching EU values
- National curricula and EU values

THREATS

- Time constrains
- EU values at risk
- Financial constraints
- Social and political issues in facing change
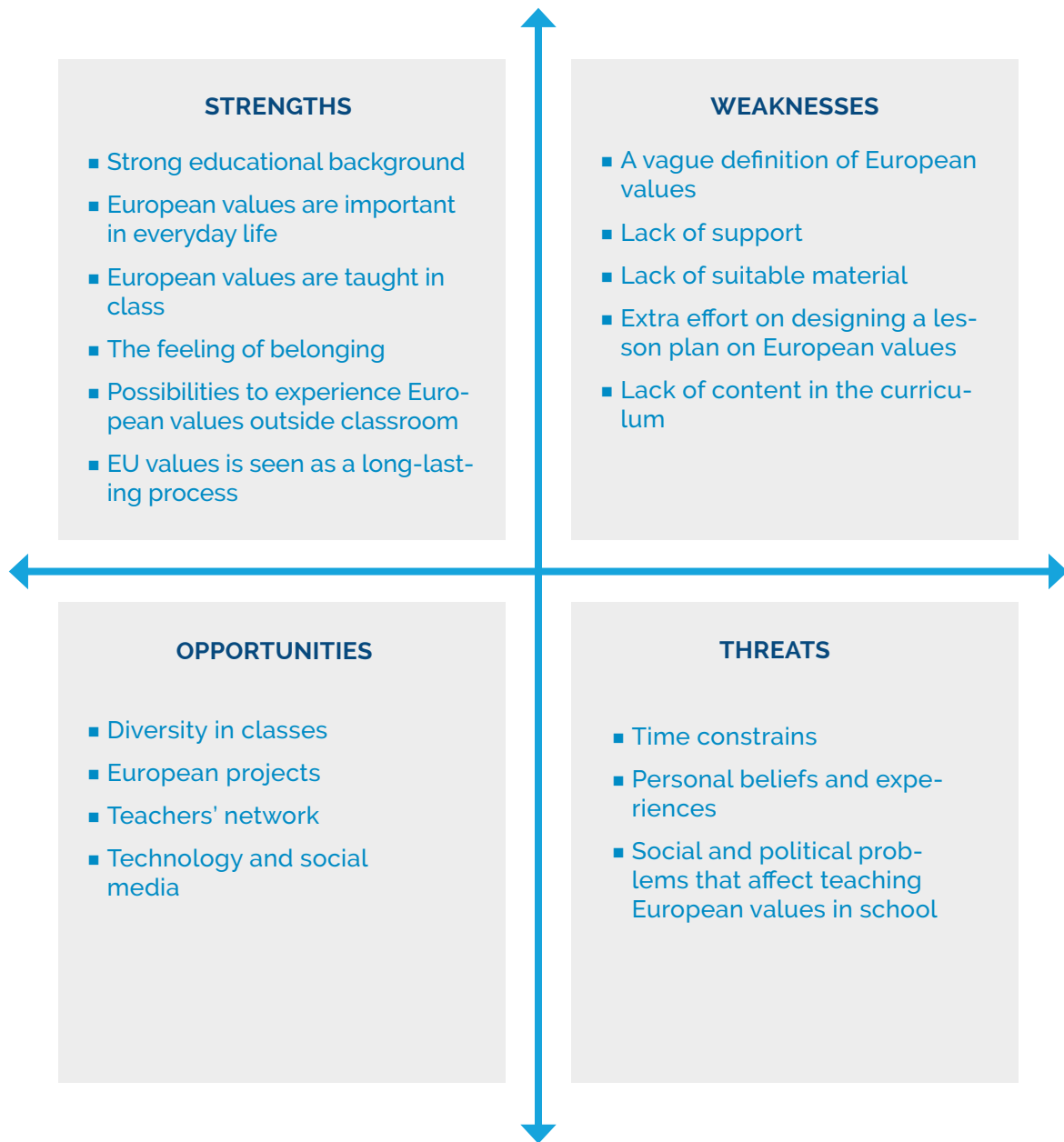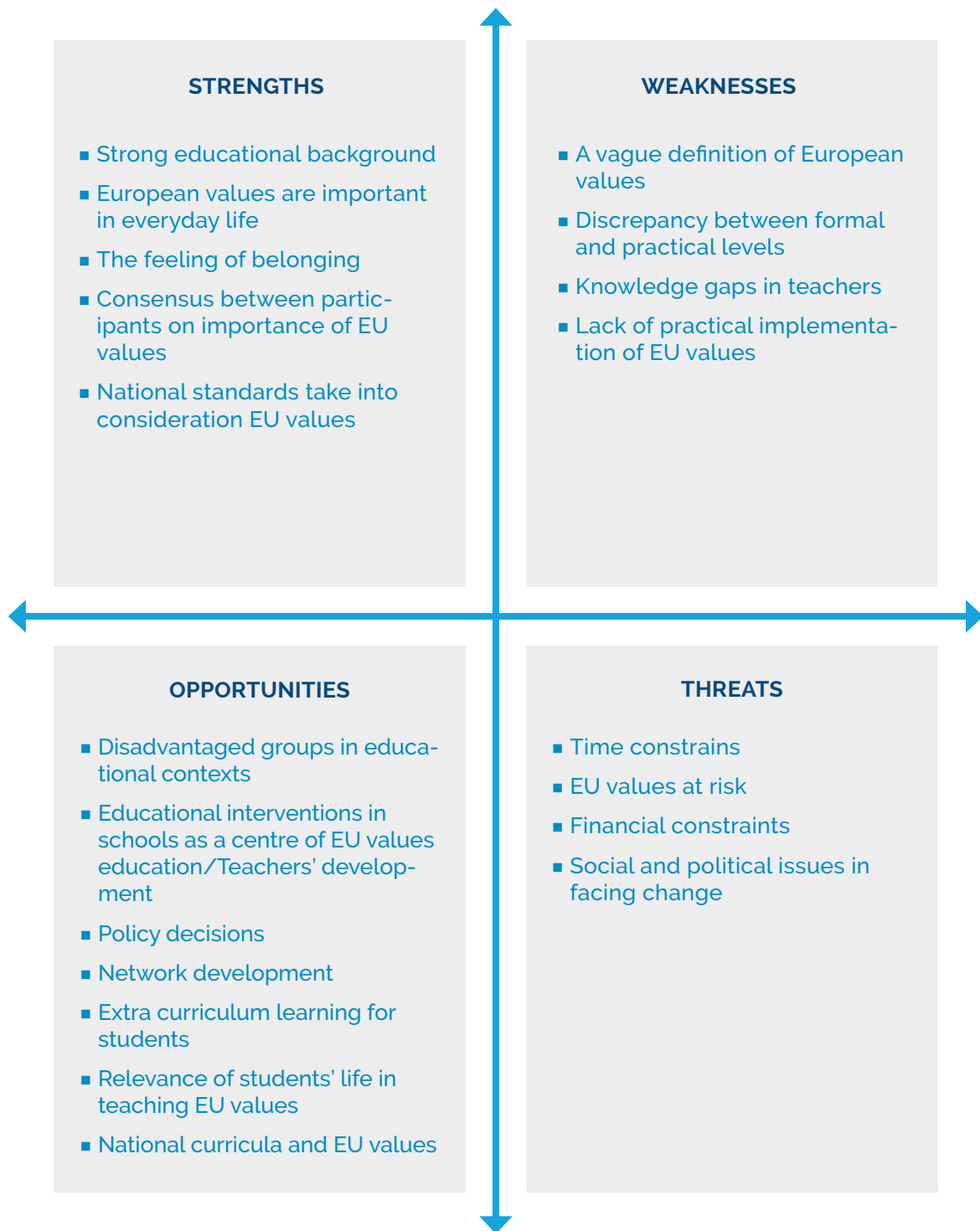
Figure 2 SWOT analysis of stakeholder needs

Both groups relate that it is not clear to them what these European values are and how they can be implemented in the curriculum. It is also important that there is a perceived need to create a network for elaborating and implementing these values between European teachers, something that this project aims to do.

4. Background information for teachers and educators

This chapter aims to summarise important facts concerning the EU, its history, institutions, and its values. In this chapter, we address six basic European values, such as respect for *human rights, democracy, freedom, peace, tolerance and respect, and equality and solidarity.* Possibilities to participate are presented.

4.1. Main values in the context of EU-history

4.1.1. Human rights

The Human Rights that apply to the EU member states are enshrined in the European Convention on Human Rights[1] , which has been in force since 1953. The convention concerns the 47 member states of the Council of Europe, an international organisation founded in 1949 (not to be confused with the European Council or the Council of the European Union). The European Court of Human Rights monitors compliance with human rights in the 47 member states of the Council of Europe. In addition to the European Convention on Human Rights, there is the Charter of Fundamental Rights of the European Union, which emphasises the protection of citizen rights before the nation states *(https://www.europarl.europa.eu/charter/pdf/text_en.pdf).*

> *Neither of the founding treaties of the European Communities – the Treaty of Paris (1951) or the Treaty of Rome (1957) included any reference to fundamental rights. When the European Union was formally established by the Treaty of Maastricht (1992), this case law of the Court of Justice on the dual sources of fundamental rights in the EU was codified in the new Treaty on European Union in its Article F(2). Nonetheless, in its case law the European Court of Justice started to treat such rights as unwritten 'general principles of Community law', thereby granting them the status of primary law… The entry into force of the Charter of Fundamental Rights as a binding legal act in 2009 did not, however, deprive the ECHR of its role in the EU legal system as a source of fundamental rights in the form of general principles.*
>
> *(Extract from European Parliament Think Tank : https://www.europarl.europa.eu/thinktank/en/document.html?reference=EPRS_BRI%282017%29607298; accessed on 7/04/2020).*

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1 The European Convention on Human Rights can be found at the following link: https://www.echr.coe.int/Documents/Convention_ENG.pdf.

The Charter essentially covers the six major areas: human dignity, freedoms, equality, solidarity, civil rights and judicial rights. The EU's human rights' policy does, however, go beyond the guarantee of human rights for its own citizens. For example, the EU has set itself the goal of promoting human rights worldwide. The EU sets the following priorities:

- Support rights for women, children, minorities and displaced persons;

- Against the death penalty, discrimination, torture and trafficking; and for civil, social, economic and cultural rights;

- Appointing for the protection and defence of human rights in partnerships and co-operation with other organisations;

- Strengthening a common human rights policy of the Member States of the EU through results-oriented approaches.

However, in December 2015, the Court of Justice of the European Union ruled that the Charter of Fundamental Rights of the European Union did suffice for the protection of the Court's exclusive jurisdiction. At present, no new accession agreement has been advanced, but 'both the Parliament and the Commission underline the need for EU accession'. Scholars seem today divided, with some considering this accession as an added value, and others expressing the view that accession would be harmful to EU citizens. The following table shows the difference between the European Convention of Human Rights and the Charter of Fundamental Rights:

Table 1 Difference between the European Convention of Human Rights and the Charter of Fundamental Rights

Multilateral Alliance	European Union	Council of Europe
Name of the instrument	Charter of Fundamental Rights ↓	European Convention on Human Rights ↓
Judicial Body	Court of Justice of the European Union	European Court of Human Rights
Focus of the instrument	Fundamental rights for the citizens of Member States taken into account in the actions of the Member States or of the EU itself	Human rights protection for the citizens of the Member States
Application of rights	In all 28 Member States of the EU	In all 47 Member States of the Council of Europe

4.1.2. Democracy

"The term democracy[2] comes from the Greek words "demos", meaning people, and "kratos" meaning power; so, democracy can be thought of as "power of the people": a way of governing which depends on the will of the people. There are so many different models of democratic government around the world that it is sometimes easier to understand the idea of democracy in terms of what it definitely is not. Democracy, then, is not autocracy or dictatorship, where one person rules; and it is not oligarchy, where a small segment of society rules. Properly understood, democracy should not even be "rule of the majority", if that means that minorities' interests are ignored completely. A democracy, at least in theory, is government on behalf of all the people, according to their "will" […] However, a democracy is also incomplete without a thoroughgoing respect for human rights. Taking part in government, in a genuine way, is almost impossible to do without people having other basic rights respected."

The EU presents an important democratic characteristic: the separation of powers. Even if this does not happen in the classical form of the legislature, executive and judiciary, power is not centred on one person or institution. The legislative power is constructed in the interaction between citizens, the Council of the European Union and the European Parliament:

- **Every adult EU citizen has the right to stand as a candidate and to vote in elections** to the European Parliament, to vote in their country of residence, or in their country of origin. Against the death penalty, discrimination, torture and trafficking; and for civil, social, economic and cultural rights;

- In the European Union, the ***Council of the European Union*** (or 'Council of Ministers' of the EU) and **the European Parliament are the only two sources of democratic legitimacy;** they are the EU's two legislative chambers composed of elected officials.

- **The European Council is composed of the heads of state or government of the 27 EU member states** together with its President and the President of the European Commission, and defines the guidelines of EU strategies, priorities and policies ...

On the other hand, the ***European Commission*** is composed of 'commissioners' who are not elected by EU citizens, but who are nominated by governments of the member states in consultation with the president of the commission; commissioners are, therefore, non-elected officials who represent their member state's executive. The European Parliament approves the EU commission as a body. Further, the executive power is in the governments of member states that implement EU laws and regulations at the national level.

The EU also has a supreme court, the Court of Justice of the European Union, which ensures the uniform application and interpretation of EU law; its decisions are binding for all Member States (see section 4.1.1).

With the establishment of the European Parliament and the first elections in 1979, central democratic institutions were created to increase the co-determination of EU citizens. The voices of the citizens are therefore represented in the European Parliament. National representatives are elected every five years and move into the European Parliament; nevertheless, they are allocated according to the political parties they belong. There are always discussions as to whether this approach is ideal. For example, each country is allocated a certain number of seats according to the size of its population. This means that in small countries, with few inhabitants, candidates must win fewer votes to get seats than in, for example, Germany in

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2 Extract from CoE, 2017, Compass: Manual for Human Rights Education with Young People

order to get a seat. This principle of degressive proportionality means that not all votes count equally. The equality of the value of all votes, however, is actually a principle of democratic elections. This is alleviated by the fact that, at least in the national elections, all the votes cast count equally.

To find out about the possibilities of individual participation, please read the chapter, "Participation".

4.1.3. Freedom

> *The Union offers its citizens an area of freedom, security and justice without internal frontiers in which the free movement of persons is ensured [...].*
>
> *(Extract from Art. 3 II TEU,).*

As already mentioned in Article 2, Treaty on European Union (TEU), all member states of the EU commit themselves to cultivate a plural society that is free for every individual. Individual freedoms such as respect for private life, freedom of thought, religion, assembly, expression and information are protected by the EU Charter of Fundamental Rights. Finally, a large area that guarantees freedom between different Member States within the EU is the four fundamental freedoms of the internal market since 1993. These concern the free movement of persons, services, capital and goods.

This means that people can move and reside within the EU. Under the Schengen rules they can travel without being checked at the borders. Goods can be traded duty-free and services can also be offered on foreign markets. EU citizens are also free to choose the country in which to invest their money. In addition to the economic union that the EU was at the beginning, it has also been a monetary union since the introduction of the euro in 2002. 19 of the 27 member states to date have adopted the euro as their official currency (European Union, 2019a).

4.1.4. Peace

Europe has a major role to play on the international scene and must therefore show its commitment to making this world a safer place, a place of shared prosperity, and a place where human rights and human dignity are at the centre of everyday life. The European Union should speak with one voice and act accordingly when it comes to peace, security and human rights. In the long run, ensuring stability on the European continent can only be achieved through co-operation (Council of Europe, 2017; European Union, 2019b; European Commission, 2020). Sustainable and social development is integral to peace.

The Second World War ended at least 55 million lives in Europe. In view of this suffering and the intention that such a tragedy would not be repeated, the European states agreed to provide not only for the abatement of military force, but also for a genuine peace between the nation states in Europe. This is what British Prime Minister Winston Churchill demanded in 1946[3]:

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3 Winston Churchill: https://rm.coe.int/16806981f3

> *"Our constant aim must be to build and fortify the United Nations Organisation. Under and within that world concept we must re-create the European family in a regional structure called, it may be, the United States of Europe, and the first practical step will be to form a Council of Europe. If at first all the States of Europe are not willing or able to join a union, we must nevertheless proceed to assemble and combine those who will and who can. The salvation of the common people of every race and every land from war and servitude must be established on solid foundations, and must be created by the readiness of all men and women to die rather than to submit to tyranny.[…] Therefore I say to you 'Let Europe arise!'".*
> *(Winston Churchill, 1946)*

Robert Schuman, at that time French Foreign Minister, designed on behalf of the French government a first idea of the practical implementation of a peaceful and cooperative Europe. Thus, economic co-operation helped to lay the foundation for 70 years of stable peace in Europe. The European Union was awarded the Nobel Peace Prize in 2012 for this achievement. The Norwegian Nobel Committee justified this decision with the achievements of the European Union, which can be seen in the successful fight for peace, reconciliation, democracy and human rights.[4] This award was, however, heavily criticised in light of policies that left more than twelve thousand refugees drowning in the Mediterranean Sea and the arms' exports of European countries. Nonetheless, Herman van Rompuy who was President of the European Council at that time summarised in his acceptance speech:

> *"Peace is now self-evident. War has become inconceivable. "*

To this day, promoting and maintaining peace is a central element of the Lisbon Treaty (Article 3 TEU), and the pursuit of a peaceful future based on common values is also formulated in the first sentence of the preamble to the Charter of Fundamental Rights of the European Union.

4.1.5.   Tolerance and respect

Tolerance and respect are enshrined as values in the Charter of Fundamental Rights of the European Union. The preamble to the Charter already states:

> *The Union contributes to the preservation and to the development of these common values while respecting the diversity of the cultures and traditions of the people of Europe as well as the national identities of the Member States and the organisation of their public authorities at national regional and local levels […].*
>
> *(Extract from CHARTER OF FUNDAMENTAL RIGHTS OF THE EUROPEAN UNION (2000) – Preamble; https://www.europarl.europa.eu/charter/pdf/text_en.pdf*

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4 The Nobel Foundation: https://www.nobelprize.org/prizes/peace/2012/summary/

"In addition, Article 21 (1) of the Charter of Fundamental Rights of the European Union also contains essential principles regarding non-discrimination:

> *Any discrimination based on any ground such as sex, race, colour, ethnic or social origin, genetic features, language, religion or belief, political or any other opinion, membership of a national minority, property, birth, disability, age or sexual orientation shall be prohibited.*
>
> *(Extract from CHARTER OF FUNDAMENTAL RIGHTS OF THE EUROPEAN UNION (2000) – Art. 21 (1); https://www.europarl.europa.eu/charter/pdf/text_en.pdf*

Conversely, it shows that the European Union is committed not only to non-discrimination, but also to tolerance and the acceptance of the equality of all citizens. This can also be deduced from the importance of human dignity in the EU. Article 1 of the Charter of Fundamental Rights of the European Union reads as follows:

> *Human dignity is inviolable. It must be respected and protected.*
>
> *(Extract from CHARTER OF FUNDAMENTAL RIGHTS OF THE EUROPEAN UNION (2000) – Art. 1; https://www.europarl.europa.eu/charter/pdf/text_en.pdf*

In order to make tolerance and respect important factors for living together in the EU, the EU has issued several directives that address various aspects of tolerance and respect[5]:

- against discrimination on grounds of race and ethnic origin.

- against discrimination at work on grounds of religion or belief, disability, age or sexual orientation.

- for equal treatment for men and women in matters of employment and occupation.

- for equal treatment for men and women in the access to and supply of goods and services.

- against discrimination based on age, disability, gender, sexual orientation and religion or belief beyond the workplace.

Despite these efforts by the EU, citizens' perceptions of the success of these directives show some weaknesses. Eurobarometer surveys in 2015 showed that 22 percent of respondents in the European Union did not consider anti-discrimination efforts to be effective. In addition, questions on personal attitudes towards discrimination showed that there is a significant part of the population that has reservations about people of, for example, other backgrounds, cultures or religions[6].

However, it can also be seen from the objectives of the directives that tolerance and respect are also very closely linked with equality. For this reason, the value of equality is examined in more detail below. This value was also seen as a key value by respondents to the survey as part of this project.

5 European Commission: https://ec.europa.eu/info/aid-development-cooperation-fundamental-rights/your-rights-eu/know-your-rights/equality/non-discrimination_de
6 Eurobarometer: Discrimination in the EU in 2015: https://ec.europa.eu/commfrontoffice/publicopinion/index.cfm/ & https://data.europa.eu/euodp/en/data/dataset/S2251_91_4_493_ENG

4.1.6. Equality and solidarity

In general, no differences are made between citizens in the EU, regardless of which EU Member States they come from or which gender they belong to. The EU promises all its citizens to stand up against discrimination and social exclusion that could threaten them. Diversity should be respected and encouraged.

Another principle of the EU is that all member states are treated equally. For this purpose, the EU establishes its intention to "enhance economic, social and territorial cohesion and solidarity among EU countries" (European Union, 2019c). Another fact that underlines the equality of all member states is, for example, that all languages within the EU have the same importance. There is no official language, but every important document is always translated into all the official languages of the member states.

Not all policy areas of the EU ensure equality for all. Although laws and rules have been passed at the institutional level that treat everyone equally, there are wage differences in the member states, for example. The full solidarity between the member states is also repeatedly confronted with economic interests. It is, therefore, regularly questioned whether the EU is not primarily an economic union and not a union of values.

> *[The EU] combats social exclusion and discrimination and promotes social justice and protection, equality between women and men, solidarity between generations and the protection of children's rights.*
> *It promotes economic, social and territorial cohesion and solidarity between Member States.*
> *[The EU] shall respect its rich cultural and linguistic diversity, and shall ensure that Europe's cultural heritage is safeguarded and enhanced.*
>
> *(Extracts from Art. 3 III TEU, translated into English from: https://dejure.org/gesetze/EU/3.html).*

4.2. Participation

In addition to the election of the European Parliament, EU citizens have other opportunities to participate. There are also structures of direct democracy in the EU. With the help of the European Citizens' Initiative, they can get the Commission to propose laws, which are then adopted in an interplay between the European Parliament and the Council of the European Union. For a European Citizens' Initiative, citizens have to collect one million signatures for their topic of request.

Each citizen of the EU can submit a petition to the European Parliament alone or together with other citizens. He or she can complain about individual or general matters, report violations of the law or demand that the European Parliament give its opinion on certain matters (European Parliament, 2019b).

The last possibility to use a direct democratic structure is to submit a complaint to the Ombudsperson. If an EU citizen wishes to complain about an EU institution, he or she can turn to the Ombudsperson. Only a complaint to the Court of Justice of the European Union cannot be dealt with through the Ombudsperson (European Parliament, 2019a).
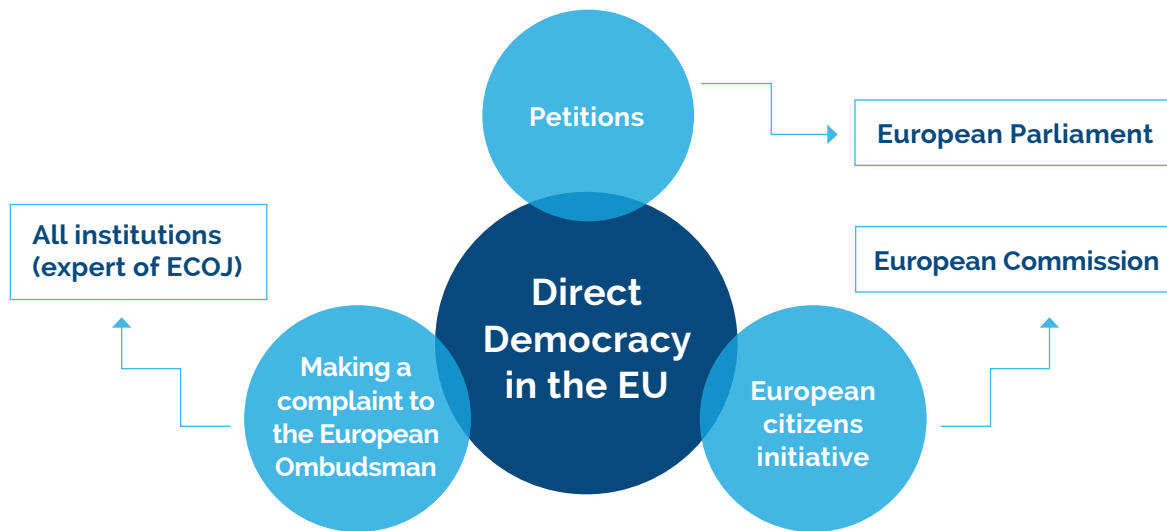
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5.   General Principles for elaborating EU values

5.1.   Critical Thinking

Critical thinking is defined as "the intellectually disciplined process of actively and skilfully conceptualizing, applying, analysing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action" (Scriven & Paul, 2007, p. 1). Flavell (1979) links critical thinking to metacognition, named it as the process of 'thinking about thinking'. Referring to critical thinking skills, Shakirova (2007) named them as children's ability to "deal effectively with social, scientific and practical problems" (p.42). With this ability, children are able to get to a complex ability of solving problems effectively. Many of the components for elaborating critical thinking, for example debate activities, project-based activities, are described in the following paragraphs. Moreover, learning by doing in a project collaborative activity are the key elements to elaborate critical thinking skills (Ngai, 2007).

5.2.   Creativity

Creativity and critical thinking are complementary abilities. Creativity elaborates critical thinking and vice versa. Finding patterns, thinking out of the box and finding a unique solution to a problem are characteristics of a creative person. Moreover, in order to be creative, someone needs to be curious to investigate new things and be intelligent enough to work at the same time with many different ideas (Lucas, 2001). As Fisher (2004) states, creativity is a characteristic of who the person is and what the person does and that the processes of creativity are generation, variation and originality.

Example: https://www.youtube.com/watch?v=kf-VKuR-ZV8

5.3.   Inquiry-based learning

Inquiry-based learning is where knowledge, processes or attitudes need to be investigated through a continuous questioning and constructing of new ideas. Children are at the centre of learning and they are invited to work with scientific and investigative approaches involving activities. In an inquiry-based learning children are curious about learning something new and in this child-oriented activities children are invited to observe phenomena, ask questions, draw diagrams, calculate, look for patterns and relationships, interpret and evaluate solutions, communicate and discuss their solutions (Dorier & Maass, 2014).

Example: https://www.youtube.com/watch?v=mAYh4nWUkU0

5.4.   Cross-Curriculum activities

Cross-curriculum activities are the activities that can link different subjects by identifying what different subject areas can bring to a topic. For example, a cross curriculum activity might have the same general idea. For example, teacher may identify how history, geography, religious education, sociology, psychology can help explain/understand the Holocaust. Moreover, cross-curriculum activities can be elaborated with project-based learning that may help develop both generic skills and subject specific ways of thinking, based on concepts and processes. The project may or may not address a specific problem, but aims to provide understanding of various problems at every stage of its development. The project's final product is the union of these solved problems (Herron, Magomo & Gossard, 2008).

Example: In learning Geography you learn about icebergs and climate changes. In Science you might learn about the temperature at which water changes form. Furthermore, there are implications for Mathematics in measurement and statistical analysis and in History about humans' habits and how these changed due to climate changes. English and, generally, languages support the skills to communicate learning clearly and succinctly.

5.5. Differentiation, Individualisation and personalisation

Differentiated instruction is a philosophy and pedagogical approach in which teachers design and plan their instruction tailored to students' readiness levels, goals and interests, learning profile, personal characteristics and other factors that can affect learning. Beyond the traditional planning for three levels of 'ability', today differentiation should not rely on determinist beliefs about ability because of the many complex ways in which ideas of fixed ability, and the practices based on them, can limit learning (Susan Hart et al., 2004). Instead, students are not limited by 'intelligence' but by knowledge and experience. This means that teachers should look at how to help students understand key ideas in a lesson for them to be successful, and in order to find ways to make lessons accessible also optimally challenging for each student. Such an approach to differentiation ensures equal access to learning whereas the traditional planning for three levels of 'ability' often limits students learning because it makes teachers think that the 'less able' need less information to work with, thus creating conditions in which students cannot produce sophisticated answers. In order to design and apply differentiated instruction, teachers need to be aware of students' needs and readiness without limiting their learning by maintaining high expectations and challenging learning experiences. Methods such as co-operative learning (see section 5.6) can support differentiation.

Example: An 'anchor activity' is a focused activity that aims to extend and reviews new skills. It ensures students' better understanding and lets them practice what they have been taught or to transform their knowledge at a whole new level. The purpose of the activity is to maximise students' participation for having a true learning value and meaning (Koutselini, 2008; Bermudez-Martinez et al, 2017).

5.6. Co-operative Learning

Co-operative learning is a student-centred teaching methodology where students work in small groups either mixed-ability groups or same-ability groups. Each student in the group has a role to play in order for the group to achieve its goal. The design of the activity should be made in such a way that children interact with each other for solving a problem, complete a task or achieve a goal (Johnson & Johnson, 1999; Kagan, 1994). Detailed guidance on how to implement co-operative learning to enhance democratic education is provided in TASKs for Democracy, (Mompoint-Gaillard & Lázár, 2017; pp.24-33).

Example: https://www.youtube.com/watch?v=lTI1zHhYS00

5.7. Argumentation and exploratory talk

Dialogue-based approaches promote students' awareness and use of talk as a tool for thinking. Exploratory talk helps them learn to think with others, develop communication skills and learn content. Argumentation is an essential practice focused on the construction, critique, and revision of knowledge claims over time (Osborne, 2004). Exploratory Talk is a way of interacting, which emphasises reasoning, the sharing of relevant knowledge and a commit-

ment to collaborative endeavour ("Thinking Together," 2020; Mercer & Hodgkinson, 2008). It is important that students learn particular norms that show how they can persuade or convince with their claims. An argument becomes important when it is supported by evidence and reasoning. Evidence might include research data, scientific references, while reasoning gives explanations of why evidence is important and how it supports the argument (McNeill, Lizotte, Krajcik, & Marx, 2006). Thinking with others develops generic skills such as listening, multi-perspectivity, and tolerance.

Example: For example, during an argumentation discussion, such as one using population data to debate what organisms an invasive species eats, students can find it challenging to revise their claims based on evidence and critique provided by their peers (Berland & Reiser, 2009).

5.8. Debate activities

With careful attention to establishing positive ethos, debate activities can promote interactive learning. Debate activities are linked with argumentation, as described above, with one big difference: here the goal is to win an argument. As a systematic instructional approach, debate therefore tends to promote an 'I'm right/You're wrong approach. It refers to a discussion when you try to persuade somebody by making an argument. It is also connected with critical thinking as in a debate activity you usually have an audience where you try to convince them either to accept or to reject a position. One method for promoting empathy within a debate activity is role-playing, (Zare & Othman, 2013; Simonneaux, 2001) which is described in the activities in section 8.

Example: https://www.youtube.com/watch?v=CW8JQfjmhCE

5.9. Socratic pedagogy

Socrates was the first European to establish the idea of philosophy as an open-minded inquiry and collaborative activity. His method then became known as the Socratic Method. Socrates engaged Athenians in a process of argument and analysis, with the emphasis on dialogue. When engaging in discussion with Socrates, people realised that their answers to philosophical questions were either inadequate or unacceptable. For Socratic pedagogy, it is most important to think both philosophically and dialogically. Socrates was strict when he used argument to uncover assumptions and fallacious reasoning; he showed arguments to be invalid by his questioning. Socratic pedagogy is part of reflective education, in which thinking is understood as a dialectic process of inquiry. The dialogue is shaped through an inquiry, which includes both agreements and disagreements and elaborates critical thinking (Chesters, 2012). Questions supporting Socratic dialogue are of different types: clarifications, probing assumptions, probing rationale, searching evidence and source, finding implications, reviewing viewpoints and perspectives, and questions about the question.

Example: https://www.youtube.com/watch?v=Y-PBzjeYdp0

5.10. Role-playing

The use of drama, practical demonstration and roleplay is very useful for student's learning on the topic of values, human rights and democracy. Such activities are engaging and fun, but also very serious in that they create conditions for deep learning through experience. Thus, they are ideal for tackling issues or attitude in learners and also developing a wide range of. There are several advantages when teaching through role-playing. Firstly, the topic which is

raised in classrooms emerges through students' interests. As Poorman (2002) states "integrating experiential learning activities in the classroom increases interest in the subject matter and understanding of course content" (pg. 32). Secondly, it is more likely to achieve higher involvement on the part of the students. That is because through role playing students stop being passive recipients of the teacher's knowledge but instead they become active part of it. Poorman (2002) emphasises that "true learning cannot take place when students are passive observers of the teaching process" (p. 32). A third advantage is that through role-playing students are taught empathy as well as understanding of different perspectives (Poorman, 2002). Poorman (2002) has found "a significant increase among students in feeling another's distress as their own" (pg. 34). Research has also shown that role-playing is effective in reducing racial prejudice (McGregor, 1993). Finally, Luff (2000) discusses the types of skills, knowledge and understanding that these activities support, making a case for the interplay of thinking and feeling in children's intellectual development, motivation and understanding.

Example: https://www.youtube.com/watch?v=nMoIsYHHSJ4

5.11. Project-based activities

Project-based learning can be defined briefly as a process that organises learning around projects. This approach is quite different from the traditional way of assigning projects to students. The project-based learning movement has spread quickly with many followers practising it. Project-based learning as a teaching approach provides students the ability to connect knowledge and procedures. Moreover, this approach enables students to develop confidence and self-direction since they have the opportunity to progress through both team-based and independent work. Moving towards the completion of a project students develop their organisational and research skills. They also develop better communication with other students and adults. In addition, they often work within a broader community and they have the chance to see the positive effect of their work.

According to Thomas (2000, p.3-4) there are five major criteria for defining a method of learning as project-based learning. More specifically, project-based learning projects are central to the curriculum, put emphasis on questions or problems that guide students to encounter the central concepts and principles of a discipline, involve students in a constructive investigation, are student-driven to some significant degree, and are realistic.

5.12. Formative assessment, assessment for/as learning

Based on the above principles and besides standardised tests, we give here examples of formative assessment strategies and give importance to the notion of assessment for and as learning.

5.12.1. Entrance and exit slips

'Entrance and Exit Slips' are an informal and quick way for a non-formal assessment (Bermudez-Martinez et al, 2017). This method enables teachers to have an overall picture of students' abilities and knowledge in particular areas. Thus, teachers will make instructional decisions based on evidence. Entrance slips are very useful to identify students' difficulties in the prerequisite knowledge because they give students the opportunity to reflect on what they already know. The information gathered by the entrance slips allows teachers to adjust instruction and give students opportunities to work and learn the prerequisite knowledge. Exit Slips are also useful since they help students reflect on what they have learned and

the degree to which they can use knowledge and skills learned. The information given by the exit slips can guide teachers to develop the future lessons on a topic. Examples of exit slips are: Prompts that document learning, 'Write one thing you have learned today', 'Discuss how today's lesson could be used in the real world', Prompts that emphasise the process of learning, 'I didn't understand…', 'Write one question you have about today's lesson', Prompts to evaluate the effectiveness of instruction, 'Did you enjoy working in small groups today?' The exit slips can be used by the teachers at the end of a lesson and can be part of an assessment portfolio for students. Both the entrance and exit slips may be in the form of close or open-ended questions depending on its purpose and the subject area that needs to be evaluated (Fisher & Frey, 2004; Wood & Taylor, 2007; Bermudez-Martinez et al, 2017).

5.12.2. Portfolio

In general, a portfolio is a systematic collection of products from both teachers' observations and students' material. This collection reflects how a student has developed over time in the learning process. According to Kagan (1998), the portfolio was first introduced in 1990's and it is defined as a collection of samples of student's work. A portfolio serves basically as a tool to give emphasis to progress done in competence development. Students have the responsibility to present evidence of their progress. The development of a portfolio over time is found to contribute to individual learning (Zeichner & Wray 2000). The process of collecting targeted information for a portfolio is a highly-reflective process (Hamilton, 1998) and promotes meaningful evaluation and subsequent decision-making about (alternative) routes in the learning process (Messick 1994). There are many portfolio formats that vary from a dossier to a reflective portfolio. The latter has proved to be more supportive in the learning process because it gives students the opportunity to evaluate themselves through collected evidence, reflective comments and possible learning activities (Smith and Tillema 2003).

5.12.3. Diaries

Diary writing in any form has a major characteristic of a gradual unfolding of insight based on the ability to critically understand experience (Gleaves et al. 2008). Research (e.g., Struyven et al. 2005) suggests that students' perceptions of assessment are important for their learning behaviour and that innovative assessment methods like diaries and journals prompt a rethink into transparency of assessing learning and understanding. The study that Gleaves et al. (2008) conducted produced several categories within both "learning" and "self domains". In the learning domain, they suggest that a student can make a diary for: Ideas about being wrong and not knowing why, self-perception of subject-related understanding, the amount of work and effort put it and translating assessment comments into actions. In the self-domain, they suggest that students can reflect about feelings of worth (good and bad) when given certain grades, self-assessment of coping ability and students' comments on using the diaries.

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6. Guidelines for teachers and school leaders towards whole school approaches, at the primary level and secondary level

In this handbook, we have highlighted a number of ways in which the EU can be explicitly addressed in the classroom. Although Europe and its institutions are not curricular topics in all countries, what is possible in all countries is for teacher to act upon the way in which the EU values are lived in the everyday school life and in the classroom. We would therefore like to stress the democratic school culture, as essential to develop, **for all teachers including primary school teachers and leaders.**

Democratic school culture is characterised by the fact that hierarchical structures within the class are dismantled and a safe learning atmosphere is created. The teacher hands over tasks and responsibilities to pupils. In this way, students may learn to take on more responsibility for their learning and for decision-making. It is also possible for pupils to be allowed to express themselves if they feel treated unfairly or if they notice another person being treated, unfairly, by the teacher or by other members of the school community. Thus, students become engaged in sense-making and actions towards equity and social justice in their school.

How can this be put into practice?

The Reference Framework for a Democratic Culture of the Council of Europe (RFCDC), in its Volume 3[7] , sets many approaches for teachers to develop democratic practices in classrooms and in the school. Methods are presented **through curricula, assessment, pedagogy and whole school approaches.**

The question participation of children and youth in decision-making is at the foreground. For example, a class or school council can be established at the primary school level. The pupils themselves elect a president to chair the meeting; the teacher or the school management is present. In these councils the pupils learn to participate in decision-making, stand up for their own opinions, to argue, to engage fairly and to find fair solutions for all. The pupils can, develop surveys to explore issues of violence and discrimination occurring in their school environment and then act upon results. They may collect problem issues from which they may choose to discuss in the council. They may also, in this process, learn which problems should rather be solved in a private one-on-one discussion and which are so important for everyone that they can be discussed in the plenum. At German schools, for example, access to scarce resources such as the football pitch or the swing was regulated across classes in this way.

As a teacher, you can prepare yourself to address some of these orientations. Action research is a method that may help you to evaluate and improve your practice in a very gradual and rewarding way (see link below) while involving student in the process. We offer here some valuable questions and resources (see links below) that can help you start a reflection on 'where you are at' and 'where you want to go' concerning your role to create the learning conditions that can develop student participation and a democratic school culture.

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7 Council of Europe, (2018) Reference Framework of Competence for a Democratic Culture, Council of Europe Publishing – available at https://www.coe.int/en/web/campaign-free-to-speak-safe-to-learn/reference-framework-of-competences-for-democratic-culture (retrieved on 1/1/2020)

About your role:

- What are my general dispositions for this work?

- What resources, personal, social professional, do I have at my disposal, and can I harness them for the work?

- What experience, attitudes, skills and understandings do I have in this field?

- What theoretical perspectives can I use to guide my approach and what do I need to learn?

- What are areas in which I feel I need to learn more?

- How do such actions fit into my general work as a teacher? How will I manage planning in order manage my workload and keep it to practicable levels?

About relationship to students:

- How much do I know about my students' personal and social conditions?

- What are specific conditions visible to me concerning each class in terms of structure (gender, social and economic circumstances) needs (family support for learning, learning abilities, safety, etc.), atmosphere or ethos?

- Through what particular behaviours can I support students in taking more responsibility for their learning and for the wellbeing of the school community?

- What are the existing norms, rules, controls, duties, and other convention that already exist and that I need to attend to?

- How ready am I to accept and value students' feedback for evaluation and improvement of my practices?

Relationship to the school leadership and your peers:

- What is the school's mission statement, and can I relate to it to act?

- How do values of justice, equity, inclusion, democracy and human rights permeate and guide formal and informal aspects in the school?

- What are my relationships to school leadership and to my peers?

- Can I identify 'allies' and set up a team to create a collaborative environment to develop the values in my teaching?

- Am I ready for any emotional reactions that may occur as a result of making changes in the way we interact together?

The whole school approach leads to the active involvement and commitment of all stake-holders: management, teaching staff, students, parents and local community members, in joint effort and co-operation. The RFCDC[8] points to key areas of work toward democratic school culture:

1. *Teaching and learning:* curricula, planning, pedagogical methods and extra-curricular activities provide opportunities for learning about and through democracy and human rights.

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2. *School governance and culture:* an inclusive and just school ethos is developed so that the school is a welcoming space, where relationships are positive (between staff, staff and students, student among themselves and throughout the school community); decision-making, policies and procedures, and student participation are harnessed towards collaborative action.

3. *Co-operation with the community:* relationships with the wider community are catered to involving local authorities, NGOs, associations, universities, other schools, businesses, media, public health institutions and social workers etc.

Finally, key principles may guide your action. Keep in mind that you will not be able to impose democratic culture; this is to be negotiated with stakeholders and built gradually by actors and citizens themselves. This means that the *empowerment* principle if at the front of the stage supporting stakeholders to find derive their own solutions, become aware of their needs, challenges and capacities. Democratic practices are best developed within continuous and daily interactions. Special 'human rights days' or events, for example, can be useful, but not only they will require the use of precious resources (they take time, budget, and commitment), they will also not address the effectiveness of *the whole school's capacity building for democratic ways of living together on a daily basis.* Therefore, the integration into the whole school planning process is a major aspect of capacity-building for a democratic culture. Since transformation necessitates attention to resistance to change, it is important to understand that supporting projects – inclusive of the whole community – and initiatives *over the long-term is key* to achieving tangible outcomes and sustainable impact.

Links for further reading and guidance:

- [Empowering Students for Just Societies: A Handbook for primary school teachers](#) – UNESCO (available in English, French and Spanish)

- [Living Democracy – Chapter Two: Tasks and key questions for conditions of teaching and learning](#) – Council of Europe

- [Inclusive School: Educational pack – British Council](#)

- Teaching for Democracy Alliance – Tufts University

- [Creating an Online Community of Action Researchers – Part two, account #3 - Council of Europe](#)

- [Reference Framework of Competences for Democratic Culture – Vol. 3, Chapters 2 and 5: Guidance for implementation – Council of Europe.](#)

7.   Methods' portfolio

The methods section is designed to support you as a teacher in the teaching of European values. In our portfolio you will find suggestions to address the topic of the EU and EU values directly through content, but also to teach them indirectly through associated content (general content related to a culture of democracy), everyday processes (such as modelling democratic practices), and pedagogical approaches (such as those presented above, in section 6).
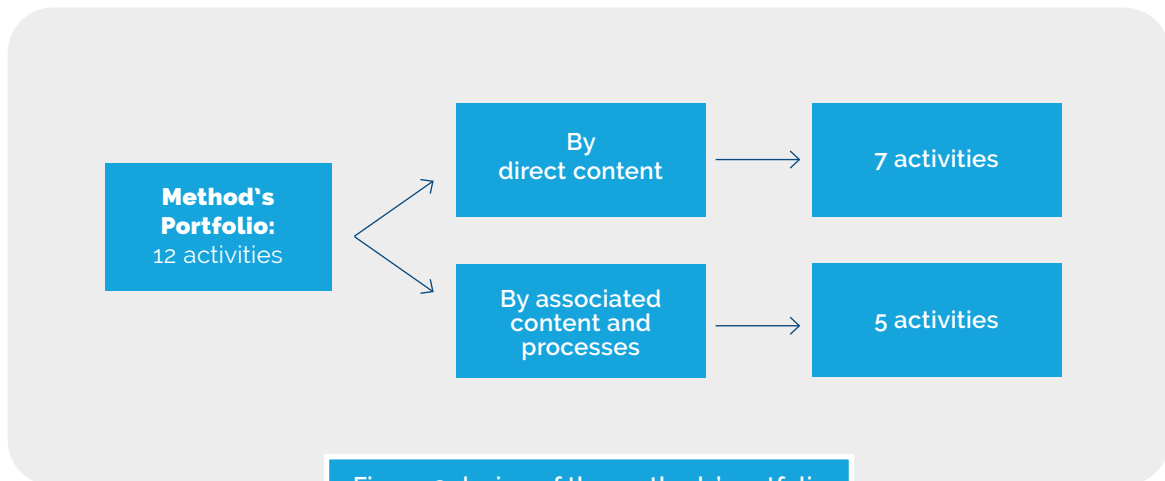
Figure 3 design of the methods' portfolio

Our needs' analysis showed that teachers felt that they did not have enough time to teach European values in an extra-curricular way. Therefore, we also offer suggestions to apply them in subject areas and thereby propose methods that are particularly suitable for applying European values in teaching. Finally, the activities are related to areas that are defined for the T4E programme and presented in the following diagram.
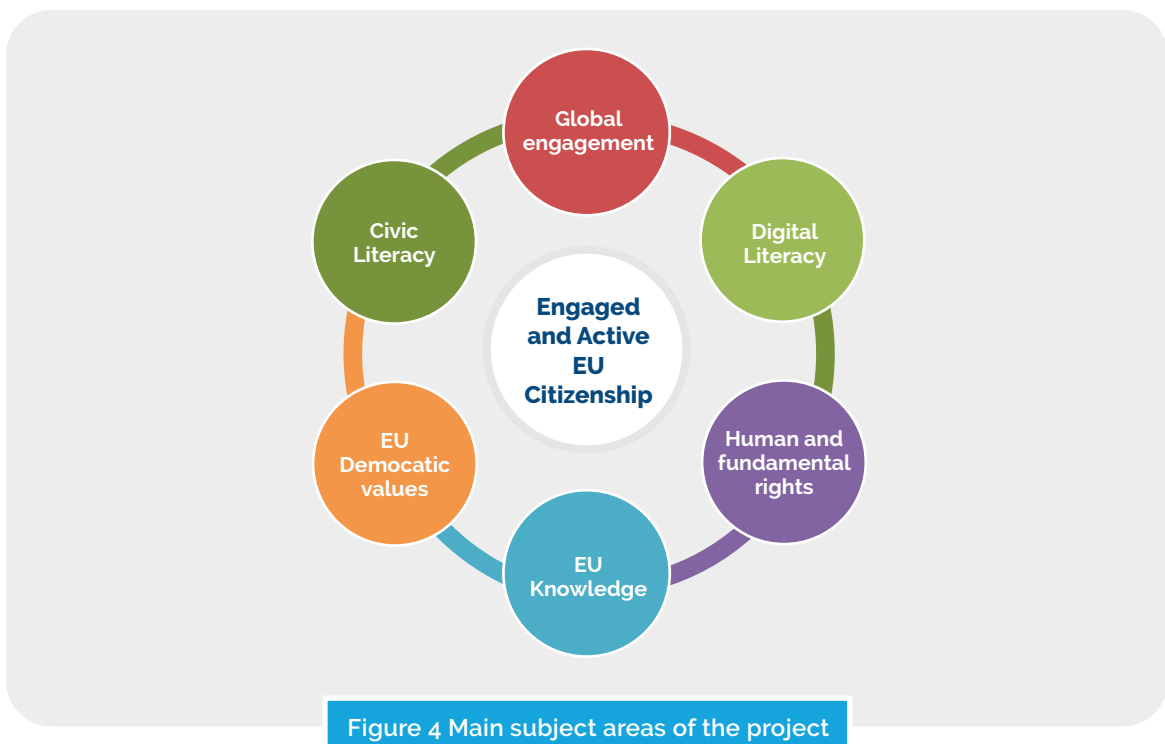
Figure 4 Main subject areas of the project

7.1. Methods' portfolio

7.1.1 Europe means for me...

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*Inspired by: Scholz, L. (2018). Methoden-Kiste (8th ed.). Thema im Unterricht / extra.
Bonn: Bundeszentrale Für Politische Bildung*

Definition of the problem: How much do we know about Europe? What does it represent for us? Before going into learning about Europe it is useful to take some time to consider those questions.

Issue(s) addressed: This method serves to raise students' individual ideas about the topic of Europe. These ideas can then be used as part of a cognitive learning theory for teaching design.

Themes addressed: Civic literacy 2.

The activities: find a layout for this section that is attractive

No of participants: 5-28

Duration: 30 min

School subjects involved: Language, civics, History

T4E area involved:

- Active citizenship and European identity
- Global citizenship
- Digital literacy
- Human and fundamental rights
- Inclusion in diversity
- Lifelong learning

Activity title:	Europe means for me…
Aims	Students become aware of similarities and differences with others in their ideas. This provides starting points for learning in the following lessons. At the beginning of addressing a new teaching topic, the students should envision their individual ideas of Europe and exchange ideas with classmates.
Components of competences[1]	**Attitudes:** **A3** I pay attention to how my choice of words and body lan guage express my beliefs, thoughts and feelings. **A15** I am interested in finding out about other people's beliefs and worldviews. **Knowledge:** **K7** I enrich and diversify my perspectives of the world through discussion. **K9** I ask questions and do research to explore different understandings or interpretations of a topic. **Skills:** **S12** I listen to people attentively. (See Cards for Democracy)
Materials:	■ *White paper in A3 format, (one for each student)* ■ *Tape or other device to hang the posters on the wall. (Alternatively, you may put them on the floor)*
Preparation:	In preparation for this method, the teacher should ensure that the materials are in place and that the classroom allows for a "gallery walk". In addition, the teacher should assess the writing skills of the students and plan the corresponding tasks.
Tips for expected difficulties:	Students may have difficulty formulating whole sentences. This challenge can be addressed, for example, by requiring students to make only bullet points or to supplement their designs with small painted pictures.

Instructions (step by step):

Step 1

Thinking about associations regarding the EU.

Students will receive a worksheet structured as follows:

Europe means for me…	At these points I come into contact with Europe
Name	
I would like to know about Europe…	Personally, I expect from people or politics in Europe that…

First, they enter their name. The students then fill out the boxes on the sheet and write down their associations. Depending on the age of the students, different amounts of text can be expected. For example, the task can be set so that the students should only complete the sentence or find keywords. These can also be supplemented by drawings.

Step 2

Gallery Walk

After the students have completed this step, the posters are hung in the classroom. The students then visit each other's posters. For example, the posters are placed on the wall and the students walk around reading each other's associations.

Debriefing:	Lead a conversation with students. The following questions are examples:
	
	· *What questions have come up when looking at all the posters? Did you not understand something?*
	
	· *Which answers surprised you?*
	
	· *What similarities and differences have you noticed in the answers to the individual points?*
	
	· *How can we group the statements?*
	
	  ■ *Based on what you have read, how can we now describe your ideas about Europe (to the answers in the boxes on the top left)?*
	
	  ■ *Where do students like you come in contact with Europe? How does Europe shape our lives (to the answers in the boxes on the top right)?*
	
	  ■ *What content can or should we discuss in our lesson about Europe (to the answers in the boxes on the bottom left)?*
	
	  ■ *What expectations does the class have for Europe (to the answers in the boxes on the bottom right)?*
	
	Following this, more general questions about the method can be addressed:
	
	· *Did you find it difficult to fill in the individual boxes? Where did you have special difficulties?*
	
	· *How can different ideas about Europe come about?*

Evaluation:	Ask students to mime an answer to this question: *"How is Europe more than just a continent?"* Offer them five minutes to prepare for a one-minute performance.

7.1.2. Imagine Europe

■ **Name of authors:** Theresa Bechtel & Marta Viñes Jimeno

Definition of the problem: Do each of us have the same perception of the EU? Of course, not! Why do we tend to think that having the same perceptions lead us to success? This activity invites learners to share their own perceptions of the EU to raise their awareness of our diversity and to perceive it as a potential for humans to thrive. This activity can either be used as an introductory activity to any EU teaching unit or as refreshment for in between lessons.

Issue(s) addressed: Awareness of diversity of perceptions about the EU.

Themes addressed: EU democratic values, intercultural competence, inclusion, empathy.

Target group: Students of 8-10; 11-14 y   **No of participants:** 8-30

Duration: 30-60 min

School subjects involved: Arts language, Civics

T4E area involved:
- Active citizenship and European identity
- Global citizenship
- Digital literacy
- Human and fundamental rights
- Inclusion in diversity
- Lifelong learning

Activity title:	Imagine Europe
Aims	This activity aims to recognise own self-perception of European Union and Empathy with others´ ideas through a creative process.
Components of competences	**Attitudes:** **A3**　I try not to judge people and groups based on my first impressions. **A15**　I am interested in finding out about other people's beliefs and worldviews. **A17**　I feel empathy towards all sorts of people, not only people who resemble me. **A18**　I try to understand others' behaviours, attitudes and opinions, even when they are different from my own. **Skills:** **S12**　I listen to people attentively. **S13**　I make efforts to improve my listening skills. **S18**　I find out about people's thoughts and feelings before commenting on their actions. (See Cards for Democracy)
Materials:	•　A4 paper (30 sheets), •　Pinboard, •　Coloured pencils. •　Post-its for feed-back in case of choosing variable c)
Preparation:	It is important that all materials are well-prepared and afterwards tidied up well.
Tips for expected difficulties:	This activity is presented as an introductory unit to Europe but can also deal with subtopics or just refresh motivation at any moment of the learning process. Consider that you should agree with the learners on the timing for each picture/drawing.

Instructions (step by step):	**Step 1** **Option 1: Ask a question and learners draw or paint what the question suggests to them.** Examples for questions in EU area: · *"What does Europe mean to you?"* · *"What role do you have in Europe?"* · *"What does the euro mean to you"* · *"What is the main issue the EU has to address right now?* **Option 2: Participation and motivation can be enhanced and can foster artistic endeavours when learners propose their own questions and are part of the decision-making process about how to present their work.** **Step 2** Learners draw or paint. **Step 3** **Option A** Learners present their pictures in the micro-groups. **Option B** selected pictures (3-5) are presented in the plenum. About the selection procedures: learners should decide democratically which pictures should be presented. You may of course make your selection attending to pedagogical or artistic criteria, but these should be transparent and understandable for learners, keeping in mind that in matters of art we are in the realm of subjectivity. **Option C** Prepare a wall for each question and then let learners, maybe in form of gallery walk, going through the results and commenting freely on whatever they wish to express (writing sticky notes could be an idea for giving feed-back to others) relative to the question and/or to the answers in form of art pieces.

Debriefing:	The following questions are conceivable for a double level debriefing. **Individual or small groups:** (maybe written and then collect them in another wall) · *Why did you decide to portray the EU this way?* · *What do you like about your presentation of the EU? What would you do in another way if given another opportunity? Why?* · *Where did you have difficulties? What was easy and clear? Why do you think your difficulties were more to be found in this issue, this question and not in the other one?* Collective in plenary: · *In how far are your images different?* · *Which aspects of the EU do you see as positive? Which do you see critically?*
Evaluation:	Write a paragraph on your reflections: "To what extent do your images convey ideas about certain values?"
Social media:	The results of this activity are very well suited for social media-sharing. Create a 'storm' of images and values: post the results of the activity on social media (you may prefer certain media over others, you may chose the most popular media with young people (at the moment you are posting).

7.1.3. Silent impulse

■ **Name of authors:** Mark Bandmann & Pascale Mompoint-Gaillard

Issue(s) addressed: Introduction to the topic about EU.

Themes addressed: Civic literacy.

Target group: Students of 15-18 y

No of participants: 5 or more

Duration: 20 min

School subjects involved: This is a generic activity that can enhance a global approach before engaging with the topic of European values.

T4E area involved:

- Active citizenship and European identity
- Global citizenship
- Digital literacy
- Human and fundamental rights
- Inclusion in diversity
- Lifelong learning

Activity title:	Silent impulse
Aims	The students compare their individual ideas of the European Union with those that can be seen on the pictures presented. The central aim of this teaching method is above all to raise the students' ideas and prior knowledge to the topic of the EU. In addition, the images should also activate the knowledge that students may have about the EU. Last but not least, this introduction can also be used to structure the lessons and to give students an insight into possible questions about the EU in the classroom.
Components of competences	**Attitudes:** **A4** I am aware that it is impossible to know everything about a topic. **A10** I remain capable of interacting respectfully and kindly even in situations of stress or uncertainty. **A11** I support freedom of speech as long as human rights are respected. **A15** I am interested in finding out about other people's beliefs and worldviews. **Knowledge:** **K5** I link my understanding of an issue to its specific context. **S7** I enrich and diversify my perspectives of the world through discussion. **K11** I often use cautious formulations… *'It might be that… ''One possibility is that…' 'It seems that…'* **K14** I have the courage to challenge the soundness of arguments that are expressed in a discussion. **K18** I re-formulate other people's ideas, opinions and views to verify my understanding. **Skills:** **S13** I make efforts to improve my listening skills. **S17** I refrain from reacting with hostility when I feel dislike for others. **S19** When possible, I choose to cooperate rather than compete. **S10** I choose to continue communicating even when I disagree with someone. (See Cards for Democracy)

Materials:

Mstyslav Chernov/Unframe, Refugees crossing the Mediterranean sea on a boat, heading from Turkish coast to the northeastern Greek island of Lesbos, 29 January 2016, CC BY-SA 4.0

© Raimond Spekking / CC BY-SA 4.0 (via Wikimedia Commons), Pulse of Europe in Frankfurt am Main 2017-04-09-2008, CC BY-SA 4.0

Alan Santos/PR, Press conference EU-Mercosul on June 26, 2019, CC BY 2.0

H.Mason, View from St Paul's Cathedral after the Blitz, als gemeinfrei gekennzeichnet, Details auf Wikimedia Commons |
| **Preparation:** | You should decide how students will access the images (projection or paper) and prepare accordingly to your choice. |
| **Tips for expected difficulties:** | If discussions become heated, validate students' emotions by recognising and stating your acceptance of their feelings. You may re-orient towards argumentation; ask some student to take a mediator perspective; re-state the fundamental human rights such as freedom of speech, respect for human dignity, freedom from discrimination. |

Instructions (step by step):	**Step 1**
	
	1. Group students in micro-groups of 3 or 4. Distribute roles, (roles useful for this task could be: time-keeper, materials' manager, summariser and note-keeper).
	2. Project the images, or give paper copies, for the students to observe. Ask each group to answer the following questions:
	
	   - *Which pictures of the EU would you have expected? Which pictures may be missing?*
	   - *Do you think the pictures describe the EU well?*
	   - *Which of the pictures best describes the EU from your point of view?*
	
	Step 2
	
	Ask each group to present their findings. A conversation should arise among students, that deals with the subjects presented in the pictures. Ideally, this could lead to a discussion about the nature and value of the EU. In addition, critical perspectives are possible on the basis of refugee policy.

Debriefing:	You will need to adapt the debriefing questions" to what emerges from the conversation. These questions are suggestions:
	
	   - *Why were these pictures shown to you?*
	   - *What controversies about the EU are you aware of?*
	   - *How do you feel about these controversies?*

Evaluation:	You may facilitate a group activity using the Cards for Democracy (see annex 1): select the components corresponding to the learning outcomes listed above and have students discuss how the activity develops these components. Or: Ask students to write 5 lines about: *"What did I learn in this activity?".* Then, they may share and have a conversation about what they wrote with one of their peers.

Annex 1:

Selection of cards for evaluation:	

A3 I pay attention to how my choice of words and body language express my beliefs, thoughts and feelings.

A4 I am aware that it is impossible to know everything about a topic.

A5 I engage in discussion when I hear people hold for responsible the wrong social, institutional or political actor(s) for an issue.

A6 I speak with others about the influence of power structures on cooperation, participation and the possibility for shared decision-making.

A10 I remain capable of interacting respectfully and kindly even in situations of stress or uncertainty.

A11 I support freedom of speech as long as human rights are respected.

A15 I am interested in finding out about other people's beliefs and world views.

K5 I link my understanding of an issue to its specific context.

K6 When I don't have enough information and arguments, I postpone forming any opinion or judgement.

K7 I enrich and diversify my perspectives of the world through discussion.

K8 I inquire about and reflect on events to understand which social, political, economic or religious actors are responsible for what is happening.

K10 I use all sorts of information to question or verify my opinions, views or understanding.

K11 I often use cautious formulations...
'It might be that... ''One possibility is that...' 'It seems that...'

K14 I have the courage to challenge the soundness of arguments that are expressed in a discussion.

K18 I re-formulate other people's ideas, opinions and views to verify my understanding.

S20 I mediate when there is misunderstanding and conflict.

S13 I make efforts to improve my listening skills.

S17 I refrain from reacting with hostility when I feel dislike for others.

S19 When possible, I choose to cooperate rather than compete.

S1 I act in defence of anybody who is being hurt or insulted.

S10 I choose to continue communicating even when I disagree with someone.

Source material: Cards for Democracy, available at *https://www.learntochange.eu/product/cards-for-democracy-for-all/*

7.1.4. Creation of a small EU

■ **Name of authors:** Theresa Bechtel & Pascale Mompoint-Gaillard

Definition of the problem: What benefits can co-operation bring us? Could co-operation help us alleviate some of the fierce economic, social and cultural competition we witness around us? What values sustain co-operation and what competences must we deploy to engage in co-operation? This activity invites learners into situations of negotiation and cooperation to solve problems together. It is presented as a game with many rounds of playing.

Issue(s) addressed: Awareness of EU Values, International Interests, Co-operation and Conflict Management.

Themes addressed: Human and Fundamental Rights, EU Democratic Values.

Target group: Students, of 11-14; 14-18 y   **No of participants:** 12-20

Duration: 120-240 min

School subjects involved: mathematics, language, geography, history, civics, technology, philosophy.

T4E area involved:
- Active citizenship and European identity
- Global citizenship
- Digital literacy
- Human and fundamental rights
- Inclusion in diversity
- Lifelong learning

Activity title:	Creation of a small EU
Aims	This activity is a reflection on the difficulties of international co-operation and the reconciliation of interests involved.
Components of competences	**Attitudes:** **A1** I am motivated to act to prevent discrimination and violence. **A2** I can revise my opinion after listening to others' arguments **A7** I am sensitive to other people's needs and try to help when I can. **A10** I remain capable of interacting respectfully and kindly even in situations of stress or uncertainty. **A19** I support fellow group members when they show that they want to cooperate. **A20** I ensure that everyone can express their opinion in a group. **Skills:** **S2** I am able to explain my needs and motives to others. **S10** I choose to continue communicating, even when I disagree with someone. **S19** Whenever possible, I choose to co-operate rather than compete. **S20** I mediate when there is misunderstanding and conflict. **Knowledge and understanding:** **K8** I inquire about and reflect on events to understand which social, political, economic or religious actors are responsible for what is happening. **K17** I support my opinions with a wide a range of arguments. (See Cards for Democracy)
Materials:	Problem cards (see annex 1)
Preparation:	Prepare the room for group work. Decide how many problems you will feed into the simulation and how much time groups have per problem-round. For example, you may feed problems into the simulation every 15 minutes and let you student know this. Or you may decide to give more time for certain tasks etc.

Resources:	n/a.
Tips for expected difficulties:	In the first rounds, it might be a good idea to roam in the groups to make sure all students are on task. Make sure they are embodying their roles! You may manage timing according to your goals: for example, you may feed problems into the simulation every 15 minutes and let your students know this. Or you may decide to give more time for certain tasks/problems that you feel are more important or more complex, etc. Use your judgement as you go.
Instructions (step by step):	**Step 1** Learners are divided into four groups and each group member is given an individual role for completing the work. Possible roles are: time-keeper, materials' manager, coach (ensure that all members of the group are participating), emissary, spy, etc. Present the following scenario to all groups: • *The countries of the four groups border each other. Country A is the largest and richest country, country B has the most inhabitants, country C is the smallest country and country D is the poorest country.* • *The countries have been at war with each other for a long time and now it is important for them to work together to make another war impossible through economic co-operation. It is therefore important that no state is dissatisfied to such an extent that it no longer wants to work with the others.* • *For each decision country A has 12 votes, country B 7 votes, country C 3 votes and country D 5 votes. Decisions are made by a simple majority.* **Step 2** Hand out the problem cards one at a time. Let participants know how much time they have for each of the problems, when you hand them the cards. Let the groups search for solutions together, negotiate, for the time they have. We provide you with some suggestions for cards with tasks or problems (see annex 1). Groups now share with you the results. You may take some notes on a flipchart or board.

Debriefing:	Reflection can either take place after each task and problem or after the whole game. For example, the teacher can ask the groups the following questions: - *How did you feel during this activity?* - *How did you decide on the values?* - *What was most frustrating? What was most rewarding?* - *How difficult was it in your position to get your way? Why so?* - *How fair were the different voting shares? What could you propose?* - *How did you distribute the votes?* - *Which solution can be taken into account in order to make the decision process fairer?* - *What are negotiation strategies that worked best? Why so?*
Evaluation:	Ask students to write 5 lines about: "What did I learn in this activity?". Then, they may share and have a conversation about what they wrote with one of their peers. You may facilitate a group activity using the Cards for Democracy: ask student to select cards and discuss how the activity develops the components of competences.

Annex 1:

1st Task/problem

Definition of common values.

In order to co-operate well with each other, certain rules must be observed. In the first round, the individual countries first determine internally which values are most important to them and hierarchise the values in places one to six. They should make their decisions on the basis of these values. At first, the ranking list remains visible only to the groups.

The individual groups then enter into international negotiations and want to ensure that the values they consider important are also included in a policy paper.

2st Task/problem

Each country can only grow one food ideally. Country A grows potatoes, country B cabbage, country C corn and country D has a large river from which it catches fish. The countries have to trade with each other to have enough to eat. Country D says it does not want free trade, because it is proposing a considerable surcharge on the fish to tackle poverty in own country. How could country D be persuaded to sell the fish cheaper?

3st Task/problem

Countries A-D have formed a federation. Country E wants to join the federation. Country E is a dictatorship and very rich in livestock and would like to have 30 votes if it is also part of the alliance. If the country joins, all citizens of the alliance could eat meat again. It is the only country within a radius of 4000 kilometres that produces so much meat that it can supply country A-D. Especially the citizens of country A love meat and have already started demonstrations so that meat is available again. But what about the values you have given yourselves? Formulate a list of requirements for country E to join the federation.

■ **Name of authors:** Mark Bandmann, Marta Viñes Jimeno & Pascale Mompoint-Gaillard

Definition of the problem: Why is it so difficult to understand how the EU legislates? What about national interests? How does it work? How can I articulate my individual and/or national interest? Is it always necessary to give up something in a legislative process? Can we manage to give birth to win-win situations? How does a political cycle work? This activity invites learners to reproduce in a small scale a legislative process of the EU, using roles in order to better understand it and to reflect on possible measures to make it better in the future. It encourages participation.

Issue(s) addressed: The complexity of the legislative process of the EU presents a barrier to citizens' understanding of it; as a result, citizens feel far away from the decisions taken.

Themes addressed: EU Knowledge

Target group: Students of 15-18 y   **No of participants:** 14-28

Duration: 145 - 180 minutes

School subjects involved: Citizenship, politics, history, debate, language, law, mathematics, statistics.

T4E area involved:
- Active citizenship and European identity
- Global citizenship
- Digital literacy
- Human and fundamental rights
- Inclusion in diversity
- Lifelong learning

Activity title:	**Legislative process**

Aims	Understand how a legislative process at European level works and reflect on the difficulties of the reconciliation of interests involved and how national and citizens' interests are taken into account.
Components of competences	**Attitudes:** **A2** I can revise my opinion after listening to others' arguments. **A6** I speak to others about the influence of power structures in cooperation, participation and the possibility for shared-decision-making. **A10** I remain capable of interacting respectfully and kindly even in situations of stress or uncertainty. **Skills:** **S2** I am able to explain my needs and motives to others. **S10** I choose to continue communicating, even when I disagree with someone. **S12** I listen to people attentively. **S13** I make efforts to improve my listening skills. **Knowledge and understanding:** **K3** I understand that the way we organise social processes has implications for democracy. **K5** I link my understanding of an issue to its specific context. **K17** I support my opinions with a wide a range of arguments. **K18** I re-formulate other people's ideas, opinions and views to verify my understanding. (See Cards for Democracy)
Materials:	■ *Role cards.* ■ *Visualisation of the legislative process.* ■ *Pinboard and pins or blackboard and magnets.*
Preparation:	Prepare your visualisation of the legislative process and adapt it according to your students' level.
Resources:	For example you can use a visualisation of the legislative process in the EU created by the European Parliament: *https://www.europarl.europa.eu/external/html/legislativeprocedure/default_en.htm*

Tips for expected difficulties:	The activity is a long process. Be aware of this and have your instructions written, maybe in a digital medium or a poster. It is a case study, therefore very practical for understanding the real process, nonetheless it is not a real case, be aware of this, when answering questions. If you prefer, you can search for a true case, a problem from what the European Union is doing and talking about. As a teacher or group leader, you can develop political positions for the different fractions of the Parliament with the learners, attending to the current composition of the European Parliament at the time of the session. Timing is of the essence, the use of cooperative roles including a timekeeper in each team, will be helpful. Other roles can also be activated. The role-play is for groups with a minimum of 14 students, roles occupied by two persons can give the chance for groups up to 28 persons. If a group doesn't have a task described in the activity below, then these students should get another meaningful task in the meantime. For example, they could take notes about the last step. These notes could for instance contain possible reasons why the required majority for the resolution has not been found. Be creative.
Instructions (step by step):	**Step 1** **Set up:** Students first read their role cards. The three important institutions for the legislative process are shown: ■ *the Council of the European Union,* ■ *the European Parliament* ■ *the EU Commission.* **The case:** ■ *The aim of this legislative process is for the EU Commission to impose a tax on aviation fuel. That would result in a change to the EU Energy Directive and would affect the legislation of the individual states. For this reason, the member states in the Council of the European Union must unanimously approve the bill. An absolute majority is sufficient in the European Parliament. (See cards in Annex)* The Council of the European Union should be composed of at least five students each representing a country with different demands. The European Commission should have three students. **Distribute students to represent** the six political groups in the European parliament. In parallel with the legislative process case, the teacher, using the attached material, develops a chart on the board showing how a legislative process is going on.

Instructions (step by step):	**Step 2** **Step one in the formal legislation process:** The European Commission presents the proposal to be negotiated with the European Parliament and the Council => the students representing the Commission explain the plans for a kerosene tax to the other students in a short presentation. **Step 3** **Step two in the formal legislation process:** The European Parliament formulates a position for the amendment of the EU Energy Directive => the students representing the six political groups in the parliament discuss the proposal, referring to their given negotiating positions. It is to be expected that the students cannot agree. Instead, they formulate change proposals. **Step 4** **Step three in the formal legislation process:** The European Commission may adopt amendments: the students representing the European Commission sit down and discuss the changes. It is expected that the Commission will incorporate the changes. **Step 5** **Step four in the formal legislation process:** The Council of the European Union advises on the amendment of the EU Energy Directive to introduce a kerosene tax. The students representing the Council meet and discuss. Since taxation is primarily governed by national law, all members of the Council must agree. This unanimity is difficult to achieve. It is to be expected that students sitting in the Council are more likely to make another amendment than to accept the directive. **Step 6** **Step five in the formal legislation process:** The European Commission comments on the Council's amendments and brings the amended draft to the Parliament: the students representing the European Commission meet and discuss the changes made by the Council. They then formulate an opinion and forward the amended draft to Parliament.

Instructions (step by step):	**Step 7** **Step six in the formal legislation process: Parliament can now consult again and:** *either approve it by an absolute majority voting for the kerosene tax.* *reject it by an absolute majority voting against the kerosene tax. If this is the case, the legislation process may already be over.* *or make another amendment.* The students who represent the different groups in parliament first discuss the new draft. Then they vote on it. If they cannot find a majority, they can decide. *if they want to reformulate again or* *if the draft has finally failed.* At this point, the simulation can come to an end. **x-x-x-x-x-x-x-x-x-x-x** **Optional: Additional steps for simulating a whole legislative process** It is advisable that the simulation ends with this decision of the Parliament, although the legislative process may not have been completed at this point. If you want to fully simulate the legislative process in teaching, the following steps should also be performed. Following steps are not in the role cards, so you will need to add them. **Step 8** **Step in the formal legislation process:** If the Parliament changes the draft again, the European Commission must first take a position on this. The European Commission examines the amendments by the Parliament and can either approve or reject them. If the European Commission rejects the amendments, the Council of the European Union must unanimously agree to these changes in order to overrule the European Commission. In this example, for legal reasons, there must be a unanimous decision by the European Council. **Student activity:** If the students decide to change the draft in the previous step, the students in the European Commission must discuss and vote on it.

Instructions (step by step):	**Step 9** **Step in the formal legislation process:** If the Council unanimously agrees with Parliament's amendments, the law will come into force. **Student activity:** Students in the Council now need to vote on Parliament's amendments. **Step 10** **Step in the formal legislation process:** If the Council does not unanimously approve Parliament's amendments, a Conciliation Committee of Council and Parliament will meet. The EU Commission supports the decision-making in the Conciliation Committee. If an agreement is reached, the law comes about. If no agreement is reached, the law has failed. **Student activity:** The students form a conciliation committee headed by a student from the European Commission. The students representing the Council and the Parliament together will discuss whether an agreement can be reached. Subsequently, Parliament and the Council will vote one last time on a possible compromise.
Debriefing:	Reflection should take place after the whole game. For example, the teacher can ask the groups the following questions: · *Did you find the process comprehensible?* · *Which step is missing at the beginning of this process?* · *Is the process democratic? Which democratic elements are included? Why do you consider this process (non)democratic? What do you propose to improve the democratic aspect of this decision-making process?* · *To what extent are the interests of individual states and citizens in Europe taken into account?* · *How do you perceive the balance of power between the* · *Commission, the Parliament and the Council?* · *Do you find it understandable that unanimity procedures are carried out in the Council when the national law of the member states is affected?* · *What problems could occur in the unanimity procedure?* · *Can you explain with the example why in reality many negotiations are conducted informally?*
Evaluation:	Describe briefly how the legislative process occurs in the European Union?

7.1.6. Europe without EU? Facing the differences

■ **Name of authors:** Mark Bandmann & Marta Viñes Jimeno

Definition of the problem: Do I feel connected to the European integration process? Where does my lack of interest come from? Do I understand how the process works and the benefits of it for our daily life and that of relatives and neighbours? This activity invites learners to talk about the European process and its consequences for the daily life of EU citizens, and to raise awareness of the impact of the lack of interest in the EU from the new generations. Perhaps this lack of interest is due to the lack of knowledge and understanding about what the elder generations the EU had planned? What can the EU still mean for the new generations? What functioning could be beneficial to all?

Issue(s) addressed: Knowledge and understanding of the importance of the EU for the private life of older family members or neighbours in form of intergenerational dialogue. Questioning and listening skills.

Themes addressed: EU knowledge, EU democratic values

Target group: Students of 11-14, 15-18 y | **No of participants:** 5-25

Duration: 150-180 min: Two sessions of 90 minutes and an individual session outside the classroom of 30 to 60 minutes in between for interviewing contemporary witnesses).

School subjects involved: politics, history, civics, language

T4E area involved:

- Active citizenship and European identity
- Global citizenship
- Digital literacy

- Human and fundamental rights
- Inclusion in diversity
- Lifelong learning

Activity title:	Europe without EU? Facing the differences
Aims	Creating and reinforcement of the awareness of the changes that have occurred in the course of European integration for people in their social environment. The use of examples from one's own social neighbourhood or family helps to better understand the political and social process. As a result, the contents have a much stronger connection to the life of the students. It is easier to understand political and social processes using examples from one's own social neighbourhood.
Components of competences	**Attitudes:** **A2** I can revise my opinion after listening to others' arguments **A15** I am interested in finding out about other people's beliefs and world views. **A17** I feel empathy towards all sorts of people, not only people who resemble me. **A18** I try to understand others' behaviours, attitudes and opinions, even when they are different from my own. **Knowledge and understanding:** **K1** I ask questions to find out why people choose to describe themselves in the way they do. **K4** I ask questions more than I give answers. **K9** I ask questions and do research to explore different understandings or interpretations of a topic. **K18** I re-formulate other people's ideas, opinions and views to verify my understanding. **K20** I ask questions to find out why and how people change their behaviour in different situations and contexts. **Skills:** **S12** I listen to people attentively. **S13** I make efforts to improve my listening skills. (See Cards for Democracy)
Materials:	■ *Voice recorder,* ■ *chairs for everybody*
Preparation:	Make sure there is enough space in the middle of the room

	The students should interview someone from their personal environment who experienced important changes in his/her life due to the process of European integration[1].
	Step 1 - In the classroom
	Preparation for the interview with a contemporary witness (90 min).
	Collect questions together in the classroom that can be asked to the interview partners. For this, basic considerations must be made as to how to ask questions and to have a conversation with contemporary witnesses.
Instructions (step by step):	**Specify the aims** of the interview- This method should not be about the interviewees fully describing the historical developments. The interviewees should rather explain their personal perspective on changes within the process of European integration. Present the key goal: how the time was perceived by people from their personal environment and what has changed in comparison to the present time.
	Speak to your students about how to motivate people to talk. The teacher should also speak with the students about possible impulses that encourage the interviewees to report on their experiences. Such impulses can be, for example, photos of holiday trips taken when there were still border controls in Europe. Another starting point is, for example, to talk about the migration history of the pupils' relatives. Although students can of course discuss their key questions with the teacher, it is important that students develop their own questions for the most part.
	Educate your students about how to react to unexpected/uncomfortable situations.
	Step 2 - Outside the classroom
	The interview (30 to 60 min)
	Even though the audio should not be used during the following lessons, it is recommended that students record the conversation. The audio-recording can later be an interesting memory and stimulate reflection on own experiences in the context of the process of European integration. In the interview, the students should formulate the questions openly and interrupt the flow of the interviewees only if they go too far from the actual topic. Immediately after the interview, students should write down three to five aspects of the narrative that are of particular interest to them, in order to introduce them to the class. The students should also write down a particularly interesting short quote (verbatim) from their interview.

1 The process of European integration describes the growing together of countries in Europe through the expansion of legal, economic and also social networks and cooperation. These are promoted both at the political level and by companies as well as social actors. European integration can also be described as a process in which borders are overcome. This process is therefore not limited to the member states of the European Union.

Instructions (step by step):	**Step 3 - In the classroom** **Students present their experiences in class (60 min)** In a structure of a double circle, learners speak to each other pairing each six minutes with a different peer. This is repeated at least four times. In the class, the chairs are arranged so that there is an inner circle and an outer circle. There are always two students sitting opposite each other. In each case, the students tell each other the contents of their interviews that are especially interesting for them within six minutes. Subsequently, the outer circle rotates around a chair like a ball bearing, so that the student in the inner circle can exchange with another student than before. Overall, at the end of each student should have talked to four other students. At the end of this lesson phase, students' quotes can be posted on the wall for all to read. **Step 4** Afterwards, students discuss how the process of European integration has changed the lives of their interviewees. In addition, other exciting experiences in class can be discussed. **Step 5** Finally, the students should reflect on where difficulties in the interview have occurred and to what extent they rate the interview as successful overall. The students think about what was good and what was less successful in their interviews and what could be improved in a next interview.
Debriefing:	The debriefing should be divided into two steps. First, the learning gained in this method in class should be addressed. Secondly, the method of the interview should be discussed. **Possible questions to reflect the content:** ■ *What surprised you most?* ■ *What role does the process of European unification play for the people you interviewed?* ■ *Which values were particularly important for your respondents? How do these values differ to those that are particularly important to you?* ■ *Did the EU have a different meaning from today?* **Possible questions about the method and the interviews in general:** ■ *How did you feel during the interview?* ■ *Were your questions answered?* ■ *Which topics have remained open?* ■ *What would you do differently next time? What new questions do you have for the next time?* ■ *Who would you like to interview next time?*
Evaluation:	**Ask students to write ten lines:** *Your interviews can also be understood as an exchange between different generations. How can one use this for democracy in general or democratic processes?*

■ **Name of authors:** Mark Bandmann & Pascale Mompoint-Gaillard

The didactic approach of reconstruction, deconstruction and construction was proposed by Moritz-Peter Haarmann and is referred to as the 'didactic three-step' (Haarmann 2018).

Definition of the problem: Climate change is an ever-pressing and drastic problem for humanity and the natural world. What causes it? What are the consequences? Are the consequences the same for everyone or are some more impacted? These issues ought to be explored in the curricula and in teaching for all ages.

Issue(s) addressed: This activity, through a research-based approach and collective reflection, engages students on a path to realise their individual responsibility, as democratic citizens, towards environmental protection. Other responsibilities are explored at different levels: state, finance, industry, etc. to determine some possible actions that could support prevention and reparation.

Themes addressed: Environment, pollution, climate change, personal responsibility, stakeholder responsibility.

Target group: Students of 11-14, 15-18 y   **No of participants:** 8-30

Duration: 90-190 min

School subjects involved: geography, history, maths, sciences, technology, language, civics.

T4E area involved:

- Active citizenship and European identity
- Global citizenship
- Digital literacy
- Human and fundamental rights
- Inclusion in diversity
- Lifelong learning

Activity title:	Reconstruction, deconstruction, construction
Aims	The students reflect on their own behaviour from the point of view of environmental and climate protection. In addition, they develop and collect ideas on how to use resources and behave in an environmentally-friendly way. This method aims to evoke direct actions of the students and is therefore strongly action-oriented. In addition, this lesson is problem-oriented.
Components of competences	**Attitudes:** **A4** I am aware that it is impossible to know everything about a topic. **A6** I speak with others about the influence of power structures on cooperation, participation and the possibility for shared decision-making. **Knowledge and understanding:** **K1** I ask questions to find out why people choose to describe themselves in the way they do. **K7** I enrich and diversify my perspectives of the world through discussion. **K8** I inquire about and reflect on events to understand which social, political, economic or religious actors are responsible for what is happening. **K9** I ask questions and do research to explore different understandings or interpretations of a topic. **Skills:** **S8** I call on authorities to respect human rights and the rule of law. (See Cards for Democracy)
Materials:	▪ *Computers (laptops, mobiles, etc.)* ▪ *Internet or network connection*
Preparation:	The teacher should ensure that students have access to digital devices for research.
Resources:	Various (Internet) sources to get an overview of the problem of human-made climate change.

Tips for expected difficulties:	One potential challenge is that human-made climate change is not perceived as problematic by the students, or some people may be climate sceptics. Therefore, when researching the extent and general problem of human-made climate change, students should first and foremost refer to reports of scientific evidence.
Instructions (step by step):	This approach follows an approach that consists of three steps: reconstruction, deconstruction, and construction. **Step 1** **Reconstruction (30-60 min)** 1. *Ask students to research an issue of global warming and human-made climate change of their choice (research-based learning). You may provide a list in different areas: pollution in oceans and seas, melting icecap, natural diversity, forest destruction, etc.* 2. *Ask student to research the consequences of human-made climate change on the human populations.* **Step 2** **Reconstruction (30-60 min)** 1. *Ask students to now explore Individually their own behaviour against the background of the problem they have previously researched. They should identify areas of life in which they contribute to human-made climate change.* 2. *Explain this think-pair-share process to help them collect certain behaviours that they themselves display or that they know from others and that they know are problematic in terms of environmental protection:* **share with a peer and discuss,** **join two pairs to form a micro-group and discuss** **Step 3** **Construction (30-60 min)** 1. *On the basis of the results of the group work, the students first discuss in their micro-groups about possible solutions to the problems addressed. Then the students present these strategies in plenary.* 2. *Collect different approaches on a board, giving students an overall view of the options for action.*

Debriefing:	Facilitate a conversation. The following question are suggested: ▪ *Do you think it realistic that these strategies can be implemented for greater environmental and climate protection?* ▪ *What are reasons for which we ourselves have many ideas on how environmental protection could be supported, but such helpful actions are not sufficiently implemented in practice?* ▪ *What are different responsibilities at the level of the state and the individual to lead to better environmental and climate protection?* ▪ *How can we help make other people aware of the problem of human-made climate change?* ▪ *What shortcomings do you see in the discussion about climate change?* ▪ *Do you think that a procedure as proposed in this teaching method works in other contexts? Where do you see problems?* ▪ *How can the challenges of climate change be addressed in general?*
Evaluation:	Each group writes five messages that arise from this lesson and discussion, aimed at persuading others to act for environmental protection.
Possible follow up activity:	Students research Facebook groups, Instagram and Twitter accounts dealing with environmental issues.
Social media:	Student design messages that support the findings in the course and post them largely in the social media groups and accounts they have identified.

7.2. Approach by associated content

7.2.1. Valuing values

■ **Name of authors:** Pascale Mompoint-Gaillard

Adapted from: Mompoint-Gaillard, P., Lázár, I., (2017). TASKs for democracy. 60 activities *to learn and assess transversal attitudes, skills and knowledge*. Pestalozzi Series No. 4. Council of Europe Publishing.

Definition of the problem: We all have values. These values guide our steps in life, our expectations for the present, our hopes for the future, our idea of what we are capable of in society. Our values are all different because we have different experiences and histories. Values determine in part how we act and show up in situations; therefore we can engage in a reflection on how our values help us to be the best person we can.

Issue(s) addressed: One who is prepared to contribute to a democratic culture will be able to accept the fact that actions reflect personal values and beliefs more authentically than words do. This activity invites learners to discuss and reflect about values which are individually and collectively most important. Through this activity students will elicit and respond to others' beliefs, values and feelings, and behaviour. Within this engagement with the other, self-knowledge and introspection is called upon.

Themes addressed: EU democratic values; personal responsibility; alignment between values and behaviour.

Target group: Students of 11-14 y; 14-18 y   **No of participants:** 20 max

Duration: 90 min

School subjects involved: : language, philosophy, ethics, religion, civics.

T4E area involved:
- Active citizenship and European identity
- Global citizenship
- Digital literacy
- Human and fundamental rights
- Inclusion in diversity
- Lifelong learning

Activity title:	Valuing values
Aims	This activity aims to help participants reflect on what are the best values for them individually, by involving them in a game in which they are asked to make choices and explain their choices.
Components of competences	**Attitudes:** **A3** I pay attention to how my choice of words and body language express my beliefs, thoughts and feelings. **A10** I remain capable of interacting respectfully and kindly even in situations of stress or uncertainty. **A14** I try not to judge people and groups based on my first impressions. **A15** I am interested in finding out about other people's beliefs and worldviews. **Knowledge and understanding:** **K1** I ask questions to find out why people choose to describe themselves in the way they do. **K9** I ask questions and do research to explore different understandings or interpretations of a topic. **K20** I ask questions to find out why and how people change their behaviour in different situations and contexts. **Skills:** **S2** I am able to explain my needs and motives to others. **S11** I ask others for help when I need it. **S12** I listen to people attentively. **S15** I challenge opinions claiming that our thinking is mostly determined by our origins, gender, nationality, ethnicity or traditions. **S19** When possible, I choose to cooperate rather than compete. (See Cards for Democracy)
Materials:	▪ *Cards with values (see annex),* ▪ *A3 paper,* ▪ *Markers in four colours.*

Preparation:	Before you start this activity, you should check if the cards with the different values fit the group and your aims for the activity. Furthermore the room should be arranged to allow the participants to work in groups.
Resources:	This website proposes a test to explore personal values: **Personal values assessment** – The Values Center. An interesting article by Mc Brayer, J.P., (2015): **Why Our Children Don't Think There Are Moral Facts,** The NY times (accessed on 1/12/2019). The Good Planet Foundation project, based on an initiative by Yann Arthus-Bertrand proposes an interesting intercultural video in which participants from all over the world answer the same question: **Making love last. 7 billion Others.**
Tips for expected difficulties:	In order to make a set of cards that fits you audience, create cards that represent a value system that participants can easily relate to. The cards should represent values; for example, valuing 'things' can be represented by objects that are dear to the age group (trendy toy, mobile phone, fancy car…). Participants may feel disgruntled if they fail to obtain a hand of cards they are satisfied with. To alleviate this frustration, make sure the humour is flowing during the game.

Instructions (step by step):	**Step 1**
	
	Card game (10 minutes)
	
	1. Introduce the concept of values:
	
	Values can be conceived of as preferred goals, general beliefs about desirable behaviour. They correspond to what we think 'ought' to be. For example, holding a value like 'equality' impacts what individuals feel about for racial issues. One can imagine how the value 'authority' can influence our civic behaviour. From this point of view, values are high-level concepts that exert a force over our attitudes.
	
	Values have been shown to be better predictors of behaviour than specific attitudes (Himmelweit, Humpphreys and Jaeger 1985). We sometimes act against our values when under pressure (institutional, economical, emotional…) we can then become living contradictions (Jack Whitehead) and develop practices that contradict our personal value system.
	
	Why is it important to reflect and learn about our values?
	
	   ■ *When values are primed, (reminded to us), we are more likely to make choices based on them. Thus we can be effective by priming pro-social values often!*
	
	   ■ *Values are standards we use for evaluating action, justifying opinions and intentions, choices and conduct (ours' and others').*

|	
Instructions (step by step):	- *Propaganda - by media, religious groups, political parties or other institutions- are deep-reaching attempts to induce value conversions in individuals. We can learn to defend our values against such psychological attacks (e.g. Far right politics or religious fundamentalism to site some hot issues we deal with today).* - *Values are tied to groups and social categories, we make more conscious choices when we develop awareness that our values are socially constructed and maintained.* - *We tend to place our values in hierarchies: some are important today but will become less important later in our life. Some trump others, etc.* 2. Distribute six cards per participant. You can create cards according to the target group and your learning aims. The deck of cards that we provide here are for students, but you may adapt the cards to work with people of different ages and for different goals. 3. Explain the game: participants have 10 minutes to trade cards with each other until they consider that they have in their possession the "best hand they can get" (the set of cards that they find best for themselves): they have got the cards/values that are most important to them. 4. Participants play the game: they walk around and trade cards with one another trying to gather the six cards/values they want most. In the end, some participants will get "stuck" with cards they do not particularly want, and others will be happy with their "hand". **Step 2** **Group set up and individual reflection (15 minutes)** 1. *Divide the group into micro-groups of three or four students. Distribute roles such as explained in activity 8.1.1. Distribute markers so that each member of the micro- group has a different colour.* 2. *Students are asked to prepare one "placemat" per group: they should draw lines on A3 paper as shown below.*

Placemats
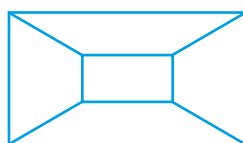
| Groups of 4 | Groups of 3 | Pairs |
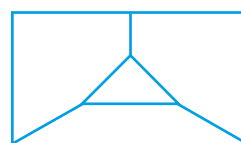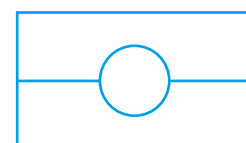
3. Ask students to individually write, on their own corner of the placemat, two statements answering this question.

Which attitudes and actions were helpful in solving the task successfully? (Possible answers could be: negotiating, convincing, asking questions, listening, etc.)

Each participant writes down his/her answers.

4. Individual task: ask students to write, on their own corner of the placemat, two statements answering these questions.

How did you choose your values?

What was your idea of a "best hand"?

Each participant writes down his/her answers

Step 3

Group reflection in (25 minutes)

1. Explain that the group will share their individual reflections. They will do a **word rotation**:

   ■ *Each member, in turns, should share ONE sentence at a time;*

   ■ *The group goes in rounds this way until all sentences are shared and clarified (two rounds should suffice since students each jave written 2 statements).*

2. Ask the groups to now negotiate what they will write in the centre of the placemat: they should select and write **four sentences** that represent the group consensus that derives from a discussion on their individual findings. All **four colours** appear in the centre of the placemat: each member of the group has a marker of a different colour and writes down one of the four sentences.

3. Ask students to choose one of the sentences that they think most reached consensus in the group. They underline it on the placemat.

Instructions (step by step):

Debriefing:	Hold a debriefing discussion based on some of the following questions.
	What kind of values did you end with? Can you classify your values?
	Can we change values? Is there something in our experience that causes our values to change?
	Is it possible to force values on individuals?
	Where do you think our values come from and how did they develop?
	How did the most important values for you differ from those of the others?
	Can you find the values that matter most to you in everyday school life?
	How has your understanding of values changed?
	To what extent can individual values stand alone for themselves?
	What do you think was the main purpose of this activity?
Evaluation:	Finally, ask the participants to individually write their answers to the following questions. They share this with a peer or in their micro-group.
	What has been the key point you have learned?
	Name one thing that has stimulated, interested or surprised you.

Annex 1:

Possible cards			
Freedom	The latest trendy shoe	Love	Empathy
Happiness	Health	Supportive teacher	Love
Respect	Rich school	Time	Dignity
10000 Instagram followers	Strict and loving parents	500GB mobile phone	Clean environment
Creativity	Money	Democracy	Trust
Beautiful body	Loving parents	Supportive school head	Nice clothes
Popularity	Truth	Time	Popularity

7.2.2.   Don't trust everything

■ **Name of authors:** Theresa Bechtel & Pascale Mompoint-Gaillard

Definition of the problem: With the combined spread of images in all parts of our lives and the increase of technical means to doctor images, reading images becomes an important competence that young people should learn to deploy with ease.

Issue(s) addressed: In this activity, students investigate several images, and are guided to reflect on manipulations to start raising their awareness of propaganda and the risk it represents for democracy.

Themes addressed: Digital literacy

Target group: Students of 15-18 y

No of participants: 10-25

Duration: 10 min

School subjects involved: history, language, civics

T4E area involved:
- Active citizenship and European identity
- Global citizenship
- Digital literacy
- Human and fundamental rights
- Inclusion in diversity
- Lifelong learning

Activity title:	Don't trust everything

Aims	The activity aims to raise students' awareness of propaganda and exercise their critical questioning of information and images.

Components of competences	**Attitudes:** **A11** I support freedom of speech as long as human rights are respected. **A12** I put effort in my work and regard it as an investment in the future. **A14** I try not to judge people and groups based on my first impressions. **Knowledge and understanding:** **K2** I understand the importance for all people to have access to knowledge. **K6** When I don't have enough information and arguments, I postpone forming any opinion or judgement. **K9** I ask questions and do research to explore different understandings or interpretations of a topic. **K10** I use all sorts of information to question or verify my opinions, views or understanding. **K11** I often use cautious formulations... 'It might be that... ''One possibility is that...' 'It seems that...' **K15** I question beliefs and dogma by asking questions and challenging sources. **Skills:** **S4** I defend human rights in online spaces (See Cards for Democracy)

Materials:	This image: Source: https://www.spiegel.de/fotostrecke/manipulierte-bilder-fotostrecke-107186-3.html

Preparation:	For the evaluation, make sure students have access to digital devices for research.
Instructions (step by step):	**Step 1** Divide the participants into two groups and assign to each a picture section (in the image below, use the sections in black and white). They look at it briefly and ask themselves the following questions: "What situation is depicted here?", "What feelings do we associate with the people depicted there?", "What would we name the picture? **Step 2** The learners themselves stand up and write their associations on the half of the board assigned to them. It is anticipated that two very different, even contradictory statements about the picture will result. **Step 3** Afterwards, show the whole picture and elicit the students to express themselves freely before moving into debriefing.
Debriefing:	It becomes clear that the image has a completely different meaning depending on the detail of the image. Lead the debriefing of the lesson with some targeted questions. Here are some suggestions. The teacher can put the following questions into the room for reflection: ■ *What did it feel like to see the whole picture?* ■ *How does it feel not to have all the information?* ■ *What kind of intentions could someone who cuts the picture in the first way have? What intentions would these be for the second way?* ■ *Do you wonder about such things when you see an image (on social media, on TV, in a book, etc.)* ■ *What can you learn from this activity for your personal use of pictures/images?* ■ *Do you know other examples in which images were distorted?* ■ *Where do you see a danger to democracy in spreading distorted images?*
Evaluation:	Students research images in social media and practice the new media literacy skills they have learnt. They try to spot images that have been doctored and then used as facts.
Social media:	Students design messages that support the findings in the course and post them largely in the social media groups and accounts they have identified. Students post questions on social media sites where they find doctored images.

7.2.3. Neighbourhood Yard and the importance of debriefing

■ **Name of author(s)/teacher(s):** Pascale Mompoint-Gaillard

Adapted from: Mompoint-Gaillard, P., Lázár, I., (2017). *TASKs for democracy. 60 activities to learn and assess transversal attitudes, skills and knowledge.* Pestalozzi Series No. 4. Council of Europe Publishing.

This activity explains the *importance of debriefing* to help learners gain self-awareness and awareness of the learning that occurred through the game.

Definition of the problem: We learn to see the world as 'us' and 'them'. Categorising and labelling people helps us navigate the complexities of our social life. On the other hand such easy and automatic processes can create a skewed perspective of the 'other'. Such things create barriers to inclusion, empathy, and the acceptance of our differences.

Issue(s) addressed: While playing a game followed by a thorough debriefing, students will reflect on inclusion and intercultural awareness. Specific terminology relative to discrimination, such as categorising, stereotyping, labelling, bias, prejudice and racism, are discussed and learnt.

Themes addressed: inclusion, discrimination, bias

Target group: Students of 11-14 y; 15-18 y | **No of participants:** 20-25

Duration: 75 min

School subjects involved: : Maths, sciences, history, geography, language, civics

T4E area involved:
- Active citizenship and European identity
- Global citizenship
- Digital literacy
- Human and fundamental rights
- Inclusion in diversity
- Lifelong learning

Activity title:	Neighbourhood Yard
Aims	The activity aims to raise learners' awareness of the dynamics of inclusion/exclusion, cooperation/competition and discrimination/ prejudice in groups and also how they may contribute to these dynamics individually. During the game, they will mobilise their psychosocial skills and in the debriefing, they will analyse them.
Components of competences	**Attitudes:** **A1** I am motivated to act to prevent discrimination and violence. **A3** I pay attention to how my choice of words and body language express my beliefs, thoughts and feelings. **A7** I am sensitive to other people's needs and try to help when I can. **A8** I encourage the inclusion of vulnerable people and/or groups. **A14** I try not to judge people and groups based on my first impressions. **A17** I feel empathy towards all sorts of people, not only people who resemble me. **Knowledge and understanding:** **K3** I understand that the way we organise social processes has implications for democracy. **Skills:** **S3** I intervene when I witness acts of hatred and discrimination. **S14** I challenge the idea that the way we act is mostly determined by our origins, gender, nationality, ethnicity or traditions. (See Cards for Democracy)
Materials	■ *Large uncluttered space.* ■ *Stickers of at least four different colours*
Preparation	For the evaluation, make sure students have access to digital devices for research.

Tips for expected difficulties:	The vast majority of groups manage the task, but on rare occasions a group will experience so many difficulties co-operating that they will not find a solution. This is very rare, but if it does happen you will need to decide when it is a good time to stop the group work.

Very young players sometimes disregard the stickers entirely and just group with their friends :)

The number of stickers of each colour is meant to model social inequalities. Very quickly, participants in the majority group are likely to feel more "confident" than the others and will tend to become leaders in the task. They might start bullying or shoving others around to 'get the task done'. If this happens, while ensuring that everyone stays safe, observe and take notes to bring this to the debriefing.

The formulation of the question is important. Although participants are not told to group "by colour", that is what they are most likely to do as the facilitator has not given any instruction or any criteria for grouping. Because of people's habit of classifying things in the surrounding environment, the group will separate into subgroups of blues, greens, yellows and reds, and leave the participant without a sticker all alone and isolated. |
| **Instructions (step by step)** | **Step 1**

Ask learners to form a circle and read **exactly** the following instructions:

- *We are going to start an activity. In this activity **you are not allowed to talk at all.***
- *First I will ask you to **close your eyes** and then shortly after you will be able to open them again. But you still must not speak. It is very important that you never speak throughout this exercise. Now, please close your eyes.*

Step 2

Silently, stick small coloured stickers on participants' foreheads. For example, with a group of 20 participants, the distribution may be the following:

- *Majority = blue stickers on eight participants' foreheads,*
- *Second majority = green stickers on six participants' foreheads,*
- *First minority = yellow stickers on three participants' foreheads,*
- *Second minority = red stickers on two participants' foreheads*
- *One participant remains without a sticker.* |

Instructions (step by step)	**Step 3** Next, give the exact following instruction to the group: *When I say so, you will open your eyes but you will not be able to talk. Your task will be to group yourselves [the facilitator says this clearly, twice]. Now you may open your eyes... and group!* **Step 4** The group works for as long as it needs. Observe the participants' behaviour and attitudes and make notes to use during the debriefing of the activity. As participants do the exercise, they realise that because they do not know what is on their forehead, they need to rely on each other to complete the task. Only others can see what colour they belong to and they cannot talk to each other to communicate. It will take about 10 to 15 minutes for the group to sort this difficulty out. It takes trust, co-operation and creativity to complete the assigned task. It is a very powerful exercise and the debriefing of the game will always bring in a lot of material for reflection.
Debriefing	**The debriefing questions are extracted from** Mompoint-Gaillard, P., Lázár, I., (2017). *TASKs for democracy. 60 activities to learn and assess transversal attitudes, skills and knowledge.* Pestalozzi Series No. 4. Council of Europe Publishing. ■ *"How did you feel when you had your eyes closed?"* Participants can reflect on their experience during the activity: not being able to use language to communicate, not seeing everything, etc. In many instances, a discussion about living with disabilities and how it must feel to be in such situations in real life will emerge. Some may feel this part of the activity to be threatening and express uneasiness. ■ *"What was your first reaction when you opened your eyes?"* Discussing our feelings is an important component of intercultural competence development and learning. Many feelings are expressed at this point, such as the feeling of loneliness or being lost. Opposite feelings might be expressed, or how we feel when we become aware of being perceived and evaluated on the basis of criteria that are unknown to us. As participants express themselves, the facilitator can introduce concepts such as identity, discrimination, or the notion of otherness and perception of self by the other.

Debriefing	■ *"How did it feel not to be able to talk?"* The group will reflect on parallels with real-life situations. Often the conversation will lead the group to discuss the feeling of powerlessness in situations where one cannot make oneself understood, about language barriers and non-verbal language. ■ *"What strategies did you think of to do the task?"* By discussing the instructions and how they were understood, students will gradually realise what types of behaviour they displayed in the group. Participants need to understand during the debriefing discussions that they could have chosen alternative grouping methods and that nothing in the instructions given by the facilitator should have led them to segregate and form red, blue, green and yellow groups: they could have formed as many subgroups as possible composed of all the available colours (a rainbow group, for example, thus accepting "difference" within their group), or they could have decided not to leave anyone isolated and incorporated the "loner" in any group. This question is central to the learning process that will make participants come to realise how they "jumped to conclusions", or make participants critically analyse their own propensity to segregate, reflect on the unconscious level of their decision making, and understand why these strategies were chosen and not others. The group can then develop further by studying other options that could have been taken; the facilitator can decide to conceptualise further by introducing notions that are central to intercultural competence (e.g. empathy, diversity, co-operation, interdependence) and identify attitudes, skills and knowledge that can prompt behaviour that uphold human rights and social inclusion. ■ *"What does this make you think of if you compare it to real-life situations?"* At this point, participants can start to generalise what they have learned across different contexts, and apply it to their own experiences and conversations. Often the discussion will make the group realise the implications of overt and covert discriminatory behaviour in small groups and social groups, as well as on a global level. **Some further debriefing could be done around these questions:** ■ *To what extent does this activity reflect group formation processes in society?* ■ *To what extent can such processes disrupt social cohesion?* ■ *Does this behaviour of group formation also create a basis for discrimination against people who are perceived differently?*
Evaluation	The long debriefing as such is an evaluation and assessment exercise.

7.2.4. Investigating Fake News

Name of author(s)/teacher(s): Mark Bandmann & Marta Viñes Jimeno

Adapted from: Heldt, I., Lange, D., & Schrader, A. (2019). Teaching Critical Digital Literacy: Concepts for Education Professionals. Hannover: Technische Universität Kaiserslautern / Leibniz Universität Hannover. (To be published)

Definition of the problem: What are the intentions behind fake news? How can we be sure what media to trust? To what extent are social networks contaminated by fake news? How to recognize fake news? What instruments can help to detect false information?

Issue(s) addressed: Students in their everyday life and environments are extensively confronted with digital media and social networks. Through these social networks, fake news and disinformation are disseminated through various manipulative technologies, such as social bots, or extremist groups for example, to ascertain certain political and social positions and views. Therefore, students should be sensitized to the dangers of fake news and also learn techniques to recognize them.

Themes addressed: Digital literacy

Target group: Students of 15-18 y   **No of participants:** 10-30

Duration: 90 min

School subjects involved: all

T4E area involved:
- Active citizenship and European identity
- Global citizenship
- Digital literacy
- Human and fundamental rights
- Inclusion in diversity
- Lifelong learning

Activity title:	**Investigating Fake News**

Aims and learning outcomes	The activity aims to raise student's awareness of the importance of becoming competent to detect fake news and false information circulating through the media and our social networks. Students should learn certain skills, how to recognize, analyse and resist fake news. In addition, this approach brings together methods of inquiry-based learning and problem-oriented learning so that students can learn how to move independently and reflectively in the online space.
Components of competences	**Attitudes:** **A1** I am motivated to act to prevent discrimination and violence. **A5** I engage in discussion when I hear people hold responsible the wrong social, institutional or political actor(s) for an issue. **Knowledge and understanding:** **K3** I understand that the way we organise social processes has implications for democracy. **K6** When I don't have enough information and arguments, I postpone forming any opinion or judgement. **K7** I enrich and diversify my perspectives of the world through discussion. **K10** I use all sorts of information to question or verify my opinions, views or understanding. **K15** I question beliefs and dogma by asking questions and challenging sources. **K16** I always try to explain my thoughts clearly. **K17** I support my opinions with a wide a range of arguments
Materials	▪ *Examples of fake news* ▪ *Digital devices that enable online research.*
Preparation	Ensure that students can use a digital device for their own research.
Resources:	Picture suggests that the Fridays for Future demonstration leaves a lot of garbage on the streets: *https://www.mimikama.at/allgemein/fridaysforfuture-fake/ (German)*

Resources:	A picture shows students with posters on a Fridays for Future demonstration. The posters were subsequently manipulated in this image, so that other text can be seen *https://twitter.com/AndreasWerwolf/status/1107675944725159938/photo/1?ref_src=twsrc%5Etfw%7Ctwcamp%5Etweetembed&ref_url=https%3A%2F%2Fwww.tagesschau.de%2Ffaktenfinder%2Fin-land%2Ffridays-for-future-133.html* (German). A video shows the wall of an apartment with a woman who is interviewed. The video was subsequently manipulated and the Nazi symbols were inserted. *https://www.tagesschau.de/faktenfinder/deepfakes-101.html* (German) Donald Trump doubts that Barack Obama was born in the United States. *https://www.bbc.com/news/election-us-2016-37391652* (English) Donald Trump tweets a picture apparently hanging on a dog's medal for his services in killing the leader of Isis. The picture has been edited. *https://www.theguardian.com/us-news/2019/oct/30/trump-latest-news-tweet-dog-isis* (English)
Tips for expected difficulties:	Have resources ready beforehand to keep the students on task without technical delays. The activity is very engaging and students might feel compelled to react immediately. You may be patient about this and encourage them, gently, to first engage with the task individually, while letting them know that they will have time to share their thoughts with their peers in a short moment.
Instructions (step by step):	**Step 1** **Confrontation with an example of fake news - Describe the piece and your first impressions.** The students are initially confronted with an example of fake news. At first, the students do not yet know that this is fake news. Therefore, they should first describe this and their impressions. Ask student to work individually first. Then they might share with (an)other learner(s) who has/have received the same material. **Step 2** **Recognizing Fake News –** **Ask students to contrast the veracity of their first impression with the help of the checklist (See Annex1). Students can also** use fact checking websites. (Many forms of fake news have already been identified by other Internet users).

Instructions (step by step)	**Step 3** **Understanding Fake News** Ask student to reflect: - *What did you notice when answering the questions using this example?* - *What is your final verdict: Is the content shown fake news?*
Debriefing:	**Step 4** **Debriefing – Resisting Fake News** - *What did you first think when you were confronted with this fake news example?* - *How can you recognize fake news?* - *Do you want to use some of the instruments you leant today? Do you know others?* - *What dangers can fake news hold for democracy?* - *What are the dangers and challenges of online space apart from fake news?* - *What is the role of media in a democracy? How can fake news influence the balance of powers? Why can this be a challenge for democracy?* - *Where/what are boundaries between democratisation of journalism and professionalism of journalists?*
Evaluation:	Invite a personal reflection that focuses on student's individual responsibility as an 'active democratic citizen': they may write a few lines on these questions: - *Do you have experiences with fake news from your personal environment?* - *How are you considering changing your behaviour with regard to social media?*
Social media:	Invite students to post rebukes to fakes new on their social media.

Annex 1:

Checklist for detecting fake news in step 3)

- Where was the content originally posted?

- What organization or person is responsible for the account?

- Is there any information about who created the website or who shot the photo? For example, is an author named?

- Try to find out about the person who created the content. Is this person an expert in this area? Can you find any other information about this person?

- What other articles or pictures did this person post?

- How is this person networking on social media?

- Does the content already have a preconceived opinion? Is the content one-sided?

- What effect should the post or text produce on the reader?

- What is the language used in the content? Is it violent, polemic or neutral?

- Are used sources identified?

- If it is an image, use the Reserve Image Search to find out where and when an image was taken and published first.

- Does the image also show the location that the caption describes?

▊ **Name of author(s)/teacher(s):** Mompoint-Gaillard, P., Lázár, I.,

Adapted from Learn to Change Blog. *www.learntochange.eu*

Definition of the problem: When we speak of democracy we often forget our individual responsibility to keep it up. Engaging with democratic practices in life requires us to (re)consider our role.

Issue(s) addressed: The activity supports the important purpose of education, which is not to fill our heads with stuff, but to liberate and empower ourselves to shape the world we live in. The cards speak to our inner conditions, our preparedness to engage in society as active democratic citizens.

Themes addressed: democratic values, inner condition for democracy, preparedness

Target group: Students of 11-14; 15-18 y | **No of participants:** 20-25

Duration: 75 min

School subjects involved: Language, philosophy, civics, history, geography, science

T4E area involved:

- Active citizenship and European identity
- Global citizenship
- Digital literacy
- Human and fundamental rights
- Inclusion in diversity
- Lifelong learning

Activity title:	Speed Dating for Democracy
Aims	The activity aims to help students develop competences for democratic culture through the development of attitudes, skills and knowledge & understandings for democracy. Participants will assess their own environment* in terms of mutual understanding, trust, respect, solidarity, and excellence. They will consider how much I, he, she, we, as individuals, can contribute to a more democratic environment*. *The environment can be of many sorts: classroom, school, university, sports club, training…
Components of competences	**Attitudes:** **A9** I accept critical feedback. **A17** I feel empathy towards all sorts of people, not only people who resemble me. **A18** I try to understand others' behaviours, attitudes and opinions, even when they are different from my own. **A16** I can describe how people change and evolve over time. **A14** I try not to judge people and groups based on my first impressions. **Knowledge and understanding:** **K17** I support my opinions with a wide a range of arguments **K16** I always try to explain my thoughts clearly. **K13** I reshuffle what I know to create new ideas and ways of doing things. **K4** I ask questions more than I give answers. **K1** I ask questions to find out why people choose to describe themselves in the way they do. **Skills:** **S13** I make efforts to improve my listening skills. **S18** I find out about people's thoughts and feelings before commenting on their actions. Note: The activity itself centres on the issue of learning outcomes (meta).
Materials	▪ *A pack of Cards for Democracy* ▪ *Source: https://www.learntochange.eu/product/cards-for-democracy-for-all/*

Preparation	You need enough space to make two rows of participants and to move around comfortably. Alternatively, you can do this activity with the participants standing in two concentric circles. Make sure you have printed all the cards and that you have enough for the number of players/participants. The cards are available in the members' section of Learn to Change.
Tips for expected difficulties:	*As students will get immersed in their conversations, have a sound or a gesture ready to stop the rounds every 2-3 minutes.*
Instructions (step by step):	**Step 1** Organise a "speed-dating" activity: all the participants line up in 2 rows or stand in 2 concentric circles, facing each other to form pairs. **Step 2** Each pair receives a different card. **Step 3** Students discuss with their partners what they already do in their life with family, friends, a teacher… that corresponds to what they read on the card. For example, they discuss a time when they "act[ed] in defence of anybody who is being hurt or insulted". **Step 4** After 2 minutes with a partner, the row (or concentric circle) moves and everyone will be talking to a new partner about a new card for the next 2 minutes. **Step 5** Repeat, allowing participants to talk to as many different partners within the time available.
Debriefing:	The activity itself is a debriefing activity.
Evaluation:	Ask students to chose one card that depicts a component of competence that he/she would like to develop. In pairs, they exchange ideas about what else can be done to develop the attitude, skill or knowledge/understanding referred to on the card.

References and further reading

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8. Network and call to action

A major part of the T4E project is the establishment of an international network for teachers to exchange best practices and methods on the teaching of EU values. In addition, the network also aims to ensure that national structures may change and that European values are given even greater weight in national educational standards.

You are cordially invited to incorporate your own methods into the network. Please use the template in the following section and submit to the network:
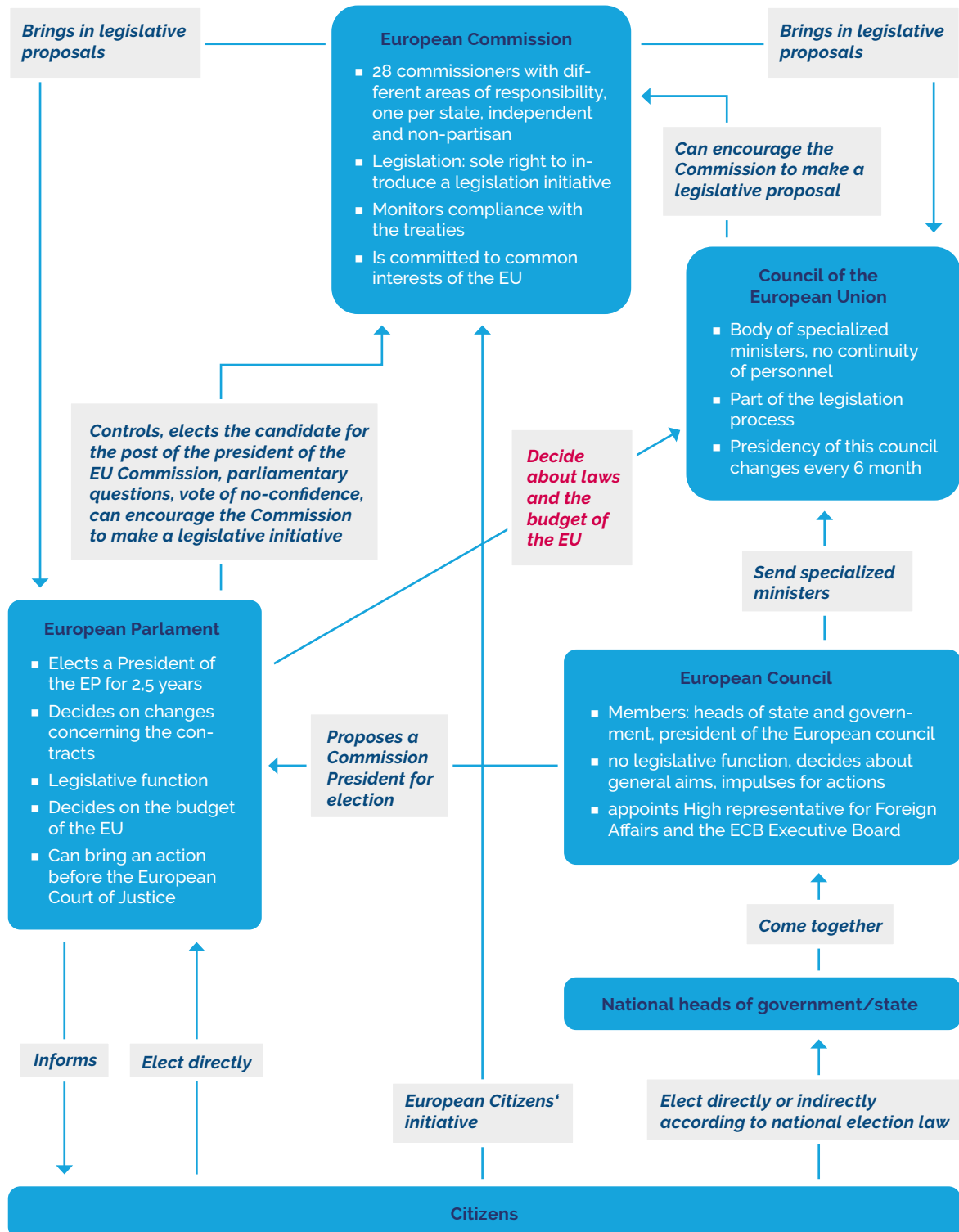
https://www.teachers4europe.eu/en/about.

9. Overview of methods: an index of the activities

Activity		Time			Age of learners			Subject matter			Thematic area					
		30-60 minutes	60-90 minutes	More than 90 min.	6-10	11-14	14-18	Math and science	History, geography	Civics	Digital literacy	Global citizenship	Active citizenship and European identity	Human and fundamental rights	Lifelong learning	Inclusion in diversity
1	Europe means for me…		■		■								■			■
2	Imagine Europe	■				■						■	■			■
3	Silent impulse	■					■						■			
4	Creation of small EU			■		■	■						■	■	■		■
5	Legislative process		■				■						■			
6	Europe without EU?		■			■	■						■		■	
7	Reconstruction, deconstruction, construction			■		■	■				■	■	■	■	■	■
8	Valuing Values		■			■	■								■	■
9	Don't trust everything	■					■				■	■	■	■		■
10	Neighbourhood yard		■			■	■						■		■	■
11	Investigating Fake News		■				■				■	■	■	■	■	
12	Speed Dating for democracy		■			■	■					■		■	■	■

Appendices

Main Institutions of the EU

Brings in legislative proposals

European Commission

- 28 commissioners with different areas of responsibility, one per state, independent and non-partisan
- Legislation: sole right to introduce a legislation initiative
- Monitors compliance with the treaties
- Is committed to common interests of the EU

Brings in legislative proposals

Can encourage the Commission to make a legislative proposal

Council of the European Union

- Body of specialized ministers, no continuity of personnel
- Part of the legislation process
- Presidency of this council changes every 6 month

Controls, elects the candidate for the post of the president of the EU Commission, parliamentary questions, vote of no-confidence, can encourage the Commission to make a legislative initiative

Decide about laws and the budget of the EU

Send specialized ministers

European Parlament

- Elects a President of the EP for 2,5 years
- Decides on changes concerning the contracts
- Legislative function
- Decides on the budget of the EU
- Can bring an action before the European Court of Justice

Proposes a Commission President for election

European Council

- Members: heads of state and government, president of the European council
- no legislative function, decides about general aims, impulses for actions
- appoints High representative for Foreign Affairs and the ECB Executive Board

Come together

National heads of government/state

Informs

Elect directly

European Citizens' initiative

Elect directly or indirectly according to national election law

Citizens

Contracts and legal history

As can be seen in the table below, cooperation between EU Member States has continued to evolve. While in the beginning only coal and steel were organised together, which mainly served to secure peace after the Second World War, cooperation soon expanded. Initially, cooperation also took place at the general level of the economy (Treaty of Rome), in order to make the institutions more democratic, transparent and efficient, as the number of members of the European Community grew steadily. In 1979, the European Parliament was set up to represent the citizens of the EU. One of the greatest changes came with the Maastricht Treaty (1993), and from then on the Community was known as the 'European Union' establishing European citizenship and a common foreign and security policy. The introduction of the common currency, the euro, in 2002 was also prepared there.

The next far-reaching treaty that is still in effect today was the Treaty of Lisbon (2009). This Treaty served above all to precisely define the competences at the level of the states and the EU, but also to make the EU more democratic. This gave the Parliament, the only institution elected by EU citizens, more power. The European Citizens' Initiative (see chapter 3.4) and the High Representation for Common Foreign and Security Policy were also introduced.

Treaty ECSC	1952 - 2002: coal and steel cooperation Goals: Ensure that no more military rearmament can take place Belgium, Germany, France, Luxembourg, Italy, Netherlands	Main innovations
Treaties Rome	since 1958 Goals: foundation ofthe European Economic Community (EEC) the European Atomic Energy Community (Euratom)	**+** general economic cooperation (EEC)
Merger Treaty	since 1967-1999 Gaols: Modernisation of European Institutions	**+** one commission and one council for the european communities ECSC, EEC, Euratom)

+ 1979 European Parliament

Single European Act	1987 Goals: preparations for new members, speed up decision-making in single market	**+** More qualified majority instead of unanimity in the Council, extension of Parliament's rights
Treaty of European Union	1993 (Treaty of Maastricht) Goals: prepare for European Monetary Union and introduce elements of political union (citizenship, common foreign and internal policies)	**+** Foundation of the European Union, more power for European Parliament
Treaty of Amsterdam	1999 Goals: reform EU institutions in preparation for the arrival of future member states	**+** Legislation has become even more transparent

+ 2002 common currency: Euro

Traty of Nice	2003 Goals: enable efficient work even in 25 member states	**+** Change in the composition of the Commission Legislation
Treaty of Lisbon	2009 Goals: enable efficient work, to work on global problems as a comunity	**+** Specifies what powers the EU and the Member States have; also introduces the European Citizens' Initiative, the High Representative for Common Foreign and Security Policy

Activity template

■ **Name of author(s)/teacher(s):**
 Name of T4E Ambassador (if applicable):
 Organization/School name:

Definition of the problem:

Issue(s) addressed:

Themes addressed:

Target group: **No of participants:**

Duration:

School subjects involved:

T4E area involved:
- Active citizenship and European identity
- Human and fundamental rights
- Global citizenship
- Inclusion in diversity
- Digital literacy
- Lifelong learning

Activity title:	
Aims	
Components of competences	
Materials	
Preparation	
Resources:	
Tips for expected difficulties:	
Instructions (step by step):	Step 1 Step 2 Step 3 etc.
Debriefing:	
Evaluation:	
Dissemination of results:	
Social media:	

TeaCheRs 4 euRopE

Equality & Solidarity

Human rights

Freedom

Tolerance & Respect

Peace

Democracy

Handbook for Teachers Teaching European Values

Equality & Solidarity

Tolerance & Respect

Peace

Democracy

Human rights

Freedom