



PROMOTING DEMOCRACY THROUGH PROJECTS

“Becoming active citizens”

**A joint e-book of project activities on active citizenship created by participants
of the eTwinning Learning Event**

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20 dana dobrote 20 days of goodness (eTwinning project – authors Dragana Arsić and Patricija Burazin)	
Objectives	<p>The goal of the project is awakened in the students' love and kindness, and the awareness of the importance of helping one another and a sense of solidarity towards those who need to be and who are lonely in the days of Advent.</p> <p>Through a series of activities, students get closer to the feeling of Advent - helping others, discovering that everyone has the same, that a small "can do to solve" positive activity.</p>
Subject areas	<p>HUMAN RIGHTS '</p> <ul style="list-style-type: none"> - Equality in relation to age, gender, ethnic, religious, class and other affiliation, race and other differences - combating social exclusion and other forms of discrimination against the individual <p>SOCIAL</p> <ul style="list-style-type: none"> - social communication skills and teamwork - volunteering and developing social solidarity <p>CULTURAL</p> <ul style="list-style-type: none"> - development of personal, native, majority and minority national identities as part of Croatian identity and intercultural sensitivity and intercultural dialogue, awareness and removal of stereotypes and prejudices
Age	4 - 14
<p>Activity description</p> <p>The project runs from 25.11. - 20.12. and includes 20 activities that the student seeks to influence in their local environment, community, society (class). At the beginning of the project, the students, along with the project manager, select 20 activities that will seek to influence their community. Grain of goodness for all. When choosing tasks, we will strive to do as many good works as possible for our friends, parents, teachers, relatives and the local community. Daily communication between partners will be via TwinSpace, Skype where we will present the tasks performed. Depending on the tasks in each school, smaller groups will be formed to cooperate.</p> <p>The result of the project would be:</p> <ul style="list-style-type: none"> - to awaken in the students love and kindness, and to realize the importance of helping one another and a sense of solidarity towards those who need it and who are lonely in the days of Advent. <p>Through a series of activities, the students brought to life the very feeling of Advent - helping others, noting that not everyone is equal, that a small "drop makes a river" of positive activities. "Join, volunteer and participate" was the motto of the entire 20 Days of Goodness activity. The ultimate goal at the end of the project:</p>	

Encourage and develop VOLUNTEERISM in students and influence students' perceptions of perceiving the needs in their immediate environment and around them. Set up a different project compared to the previous one, a project in which students actively participate in the local community and become its active participant.

“Acts of kindness” Elpiniki Grivakou
To raise awareness concerning “offering help” in our every day life
English, ICT
I3-I4
<p><i>Step One :</i> Brainstorming the phrase “offering help”. Use the web tool Anwegarden.</p> <p><i>Step Two:</i> Ask students to watch the video: https://www.youtube.com/watch?time_continue=275&v=PT-HBI2TVtI&feature=emb_logo One random act of kindness can make you realize that it can travel around the world and all the way back to you... The people that "paid it forward" did not have some one help them, but actually only witnessed an act of kindness for another person, yet still "paid it forward". Students think of a phrase to encourage other people to act kindly and write it on a padlet.</p> <p><i>Step three:</i> Students working in groups of 4-5 produce a piece of art like a drawing or a poster or tondoo or wordart related to the topic of helping. Then, pupils vote for their favourite presentation(drawing, poster etc.) using the digital voting tool Tricider.</p> <p>Reflection: Focus on the importance of offering help to all the people around us. Acts of kindness makes us active members of our community.</p>

Animal rights	
Objectives	1. Changing attitudes towards animals (empathy/reflection on moral principles) 2. Raising awareness about animal rights/ be the “ambassador of the voiceless” 3. Acting against animal abuse in their house, neighbourhood, village, city, country. 4. Critical, comparative reading of UN declarations, EU Law, Cyprus law (and/or the laws of the countries of their partners) concerning animal welfare. 5. Understanding the role of international organizations on implementing laws for the protection of animals. 6. Be informed about animal abuse locally and worldwide 7. Learn more about activism in favour of animals (associations, political parties, organizations, groups)
Subject areas	Animal rights, empathy, moral principles/ethics, animal welfare, law, UNESCO, Council of Europe, European Union, legal literacy, types of animal abuse, religious rites/ cultural traditions related to animal abuse, experiments on animals, european and local associations and parties protecting the animals, punishment of animal abusers, police,
Age	15-17
Activity description - separate steps + suitable online tools STEP 1 (FIRST WEEK) (online tool : internet explorer, padlet, facebook group, reflective diary) <u>Preparatory stage</u> : Reading material – Fundamental principles- critical/comparative reading- discussion (objectives 3,4,5,6) : Each group must study and find strong and weak points and post (padlet) an extract and a brief summary with their opinion on one of the following: <ul style="list-style-type: none"> (a) The Universal Declaration of Animal Rights (UNESCO, Paris 1978)¹. (b) Article 13 of the Treaty on the Functioning of the European Union² (c) European Convention for the Protection of Pet Animals, 1987 (Treaty no.125)³ (c) Joint Declaration on co-operation on animal welfare between the Council of Europe, the European Union and the Regional Commission for Europe of the World Organisation for Animal Health (OIE), 2016⁴ (d) (Cyprus) Law for the Protection, Health and Welfare of Animals, 46 (1) 1994⁵ 	

¹ <https://constitutii.files.wordpress.com/2016/06/file-id-607.pdf>

² https://eur-lex.europa.eu/eli/treaty/tfeu_2012/oj

³ <https://www.coe.int/en/web/conventions/full-list/-/conventions/rms/090000168007a67d>

⁴ https://www.coe.int/t/e/legal_affairs/legal_co-operation/biological_safety_and_use_of_animals/seminar/CoE_EU_OIE_Final-Declaration_final.24.11.06.pdf

⁵ <http://animalpartycyprus.com/wp-content/uploads/2016/10/Animal-Welfare-Law.pdf>

STEP 2 (SECOND WEEK)

1. During the week , the students publish links referring to animal mistreatment worldwide and they mention which animal right is violated each time **(objectives 2,5,6)**
2. During a plenary meeting at the end of the week they have to give answers to the following questions and come to some conclusions.
(objectives 1,6):
 - What drives people to mistreat an animal?
 - What are the moral implications of animal abuse?
 - Which is the profile of a person who makes animals suffer? Do we want our co-citizens to be like him/her?
 - Is being kind and caring to animals related to certain moral values? Which ones?
 - Are there cases in which people who abuse animals justify their acts?
3. Each student has to put down his/her's conclusions on a reflecting diary, where he /she will :
 - (a) Give a brief summary of the discussion held the previous day
 - (b) Note down new things he/she has learned, thoughts about the subject discussed.
 - (c) In a self-critical way, reflect on their own behaviour so far towards animals.
 - (d) Think about simple steps they could take to change wrong attitudes.

STEP 3 (THIRD WEEK)

- reflection

1. At the beginning of the week, during a plenary meeting, they announce part (d) of their reflective diary and they decide on certain actions to be taken, simple steps to be made in order to be better persons in their everyday life inside their house, in their neighbourhood, in the school, with the very aim to protect their and other people's pets, as well as stray animals/or animals of local farms. They discuss how they can persuade their relatives, friends and neighbours to change attitudes.
2. At the end of the week they give feedback of their actions and they talk about the problems they have encountered and they try to come to solutions.

STEP 4 (FOURTH WEEK)

(objectives 1,2,3)

- They post on their facebook group links regarding associations, organizations, political parties who act in favour of animals.
- The association who will get the more likes, is to be invited to the school to give a lecture and help them find solutions, giving them insights on how to be an active citizen belonging to a group with common concerns.
- At the end of the week they post on the padlet quotes about the protection of animals and they prepare a flyer about the responsibilities of pet owners -and not only -to be distributed in all classes. They raise money to feed and neuter stray cats outside or inside the school on a regular basis. They ask for help to make for them a shelter in the school yard. They name each cat after the students and the teachers who gave money for their food.
- During the last weekend they visit a dog shelter and they take dogs for a walk.

Asian wasp traps + Ana Sofia Pereira, Mação - Portugal	
Objectives	Helping the local community fight Asian wasps
Subject areas	Biology, Science, History, English, Technology, Art
Age	12 to 15 years old
<p>1 - Students learn about Asian wasps and what damage they are causing to honey bees and the local economy, more specifically to honey production and also to vegetable and fruit production, and ecology. Subjects - Biology, Science and History Online Tool - Mindomo</p> <p>2 - Students exchange information, analyse the consequences of the arrival of Asian wasps in other countries and find out which characteristics are similar and different in each country. Subjects - English Online Tool - Lino It Board to post “History - When did they come to our country?”, “Threats - What are they doing to our economy?”, “Solutions - What are we already doing to fight them?”</p> <p>3 - Students make online conference workshops in which they teach each other how to build Asian wasp traps. Subjects - Technology, English Online Tool - Online Meeting room on TwinSpace</p> <p>4 - Students meet beekeepers and farmers to give them the traps and create a leaflet to distribute and inform the local community about the dangers of these wasps, ways of fighting them and the steps to build the traps. Subjects - Biology, Science, Arts, Technology Online Tool - Canva</p> <p>Reflection: As my school is located in a rural area, the invasion of Asian wasps is a big issue, because it is causing a lot of damage to the local economy and ecology. Thus, it is important to fight it and to know how to do it. Another characteristic of this region is the age of most of its population, which is significantly old and doesn't usually have access to online information, where all the tips are passed on nowadays. That's why this project would be of major importance. Because the information needs to get to the people who don't have easy access to it. With this project, the students would be helping to fight this ecological threat and would also be in contact with the older citizens who usually live isolated in very small villages and have no one to talk to but themselves. With this project, students would be actively participating in a double way.</p>	

What to Become: A Queen/King or A President? Lijana Ivoskiene	
Objectives	to see the difference between a monarch and a president; to become aware of democratic rights, to identify the characteristics of a good leader to learn to express opinions orally with the help of using Web2 tools
Subject areas	English as a second language, history
Age	10-11
<p>Activity description</p> <p>Step 1 Introduction of new lexis – quizlet.com and quizlet live Brainstorming – What do you know about a monarchy / a parliamentary republic? answer.garden.ch or padlet.com</p> <p>Step 2 Students are introduced to the political system of the UK and the Royal Family: 1. A text followed by reading-comprehension exercises; 2. 2 videos http://www.britroyals.com/royalfamily.htm and https://www.youtube.com/watch?v=7gpY-c_9wVo and gap-filling tasks; We work in the Language Lab. Finally, they draw the family tree of the Windsors.</p> <p>Step 3 Students get acquainted with the political system of Lithuania in a history lesson. Students create a kahoot game – each student prepares 2 questions for it. Students are divided into 2 groups. Group 1 draws the family tree of our current President and group 2 draws the chart with information about all of our ex-presidents.</p> <p>Step 4 A discussion: Which is easier – to become the Queen/King or the President? What character features are needed to be successful and loved by the nation in each case? Afterwards, students write their personal opinions on tricider.com</p> <p>Step 5 Each of the 2 groups chooses its leader and gets ready for the presidential campaign: the logo, the message and the speech. Each group takes part in the election campaign by presenting their candidates and debating about their election promises how to improve everybody's life for a different class of fifth-formers. Both classes take part in the secret ballot.</p> <p>Step 6 Reflection The election results and reasons are discussed and students vote for the most informative/ engaging/ exciting/... activity of the project on mentimeter.com</p>	

Being Democratic, is the Best Way - By : Zouhair Mahjoub – Tunisia	
Objectives	Describe the fundamental bases of the democratic participation. Being aware of one of the values of democracy that is citizenship "to be active citizen"
Subject areas	democratic participation in schools citizenship in schools
Age	11 to 18 years old
<p>Activity 1 – Brainstorming</p> <p>✓ students submit all words, lexicons and expressions related to democratic participation in a brainstorming form: word clouds.</p> <p>Online Tools : mentimeter.com answergarden.ch wordart.com/create</p> <p>Reflexion students will create their Word Clouds , they will collaborate by exchanging words, lexicons, expressions and ideas. And then it becomes a collaborative work that is a figure among the figures of the participative democracy in school, in addition here we have to sensitize the pupils to be active citizens by communicating, by choosing, by planning, by preparing and by deciding TOGETHER .</p> <p>Activity 2 – Description and promotion of the fundamental bases of participative democracy and active citizenship.</p> <p>✓ the students will be in 6 groups. Each group will work on one fundamental basis of democracy and citizenship.</p> <p>The 6 bases are: The Freedom , The Equality , The Justice, the human rights, the citizenship , the democratic participation .</p> <p>Online Tools: Padlet, Linoit, Google Slides, Kahoot , learningapps.org, madmagz.com, Canva, spark.adobe.com , ...</p> <p>Reflection: the online tools will allow students to work in a collaborative way. no individual work. the most demanding charters in a project are: collaboration, communication, sharing, exchange, innovation, creativity, evaluation, self-evaluation, dissemination, recognition, motivation, want to learn, ...</p>	

of activities done by my students in our etwinning project that was awarded by the National and the European Quality Labels : Being Democratic, is the Best Way .

Activity 1 - Brainstorming :

<https://answergarden.ch/878089>

<http://linoit.com/users/zouhairmah/canvases/WordArts%20around%20Democracy%20>

Activity 2 - Description and promotion of the fundamental bases of participative democracy and active citizenship.

<https://padlet.com/yekkyekky/v9d2226y7kil>

<http://linoit.com/users/zouhairmah/canvases/Practice%20Democracy%21>

<http://linoit.com/users/zouhairmah/canvases/The%20Freedom%20>

<https://padlet.com/yekky2010/goull9f3k0s>

<https://docs.google.com/document/d/1G5yh6S2NjQVJ35OhStaP3qHIS4PYgB8BOTsel-M2bg/edit>

<http://linoit.com/users/zouhairmah/canvases/The%20justice%20>

<https://padlet.com/yekky2010/uyeazy14ggup>

<https://docs.google.com/document/d/16LE4gDa5P00I4lgEIKu1YwmAQrRggWGQTdyHdR6OtKY/edit>

<https://twinspace.etwinning.net/83386/pages/page/602311>

<http://linoit.com/users/zouhairmah/canvases/Our%20letters%2C%20our%20Impressions%20>

<https://twinspace.etwinning.net/83386/forum/82471/thread/932279>

Better future

MILIJANA GAJIC, SERBIA

educating children in citizenship and human rights through an understanding of the principles and institutions

- Learning to exercise one's judgement and critical thinking
- Acquiring a sense of individual and community responsibilities
- to create tolerance for others with respectful of rights of others
- Acquiring having critical thoughts and expressing thoughts freely
- Fulfilling the responsibilities
- Democratic Participation

Citizenship, Ethics, European Studies, Informatics / ICT, Pre-school Subjects, Social Studies / Sociology

From 3 to 6 years old

In this schools, due to the diversity of ethnic, cultural, racial, linguistic and religious contexts around the world, citizenship education that prepares individuals to become effective citizens in the 21st century will be made fun. The citizens of this century need knowledge, attitudes and skills to be active in their cultural communities and beyond their cultural boundaries. Individuals who will be citizens of the world will be raised. Educating children in citizenship and human rights through an understanding of the principles and institutions

- Learning to exercise one's judgement and critical thinking
- Acquiring a sense of individual and community responsibilities
- to create tolerance for others with respectful of rights of others
- Acquiring having critical thoughts and expressing thoughts freely
- Fulfilling the responsibilities
- Democratic Participation

WELCOME (February)

Security and rules

Project Plan

Suggest the project topic

Working schedule

Let's set the Project Rules.

Distribution of tasks between the partners

Pre survey

Pre Survey Result

LET'S MEET WITH OUR PARTNERS.

Teacher Meeting

Promote your school and class.

Map

DESIGN PROJECT LOGO

Class vote for project logo.
Selecting the project logo.
We create a digital poster

CLASSROOM RULES (March)

LET'S MAKE A VOTE BOX

Let's make cakes or cookies in our class-Cake, cookies are making
Vote for activity selection.
Apply selected activity
Vote for Mother's Day gift.-Prepare the selected gift.

RESPECT FOR DIFFERENCES (April)

WE PLANT THE LOVE FLOWERS AND PEACE TREE

FOR SOCIETY, WE ARE WALKING FOR NATURE.

TECHNOLOGY GAMES ABOUT DEMOCRACY

The Benefits Of Technology For Children

WE' RE FORMING A MIXED TEAM (May)

Flag Painting Competition

Competition Games

Competition Scores

TREES FOR EUROPE 2019- 9th MAY ACTIVITIES

COLLABORATION WORK

Record the words of peace, brotherhood in your country

The project offers its participants opportunities to cooperate and use all available information technology tools when working with children. Children supported by their teacher are able to use multimedia sources of information (e-books), search for information on the net and use digital equipment (digital camera, scanner) in order to document, duplicate and process information. The project develops the abilities to use advanced communication tools in cooperation between children, teachers and schools and thus improve the quality of education of the youngest children. Because of the age of children the project is a starting point for education based on knowledge in a lifetime education context and influences the integration of institutions teaching the youngest children in the net community. The project is directly coordinated by the team of teachers from different countries, specialists in nursery school teaching.

“For a better world we need democracy” Hümeýra YENER	
Objectives	<ul style="list-style-type: none"> -Define democracy -Identify the characteristics of a good citizen
Subject areas	Social Studies, English, Religion and Morals
Age	12-15
<p>Activity description</p> <ul style="list-style-type: none"> - Inform students that they will use “menti” web 2 tool to write what comes to their mind when they hear democracy. (Code 73 21 13) - Then write the quotation of Abraham Lincoln “ <u>Democracy is "government of, by and for the people"</u>. Teacher wants students to work in pairs and reflect on the quotation by using the ideas written on menti from the previous step. Students read their comments on the quotation. - Ask students what new information or ideas does the quotation give them about democracy? - Tell the sts that democracy is the concrete form of government. Then let them give an example of what democracy is or what democracy isn't. - Teacher lets students draw a symbol for the democracy. (They can use a white board application for real time visual collaboration) - Teacher divides the classroom in two groups and wants the first group to write the characteristics of a good citizen and the other group writes the characteristics of a bad citizen. Students can use a web 2 tool such as ,‘toondoo or pixton‘‘ to create a cartoon about good or bad citizenship. - By now students will have understanding of what democracy is and the relation between respect and human rights. 	

Cleaning the river. Olívia Rodrigues	
Objectives	<ul style="list-style-type: none"> - Develop students responsibility for the environment - Protect nature from invasive plants
Subject areas	English Science Sports
Age	14-15 years old
<p>Activity description</p> <p>In the English class students learn vocabulary about the environment and study some texts about invasive plants.</p> <p>In the science class the students explore the invasive plants they can find in the river. Their impact in nature.</p> <p>During one afternoon the students go to the river and collect invasive plants from the river and identify them.</p> <p>After the activity they write a report about the activity. They also do a poster to draw people's attention to the problem of the invasive plants.</p>	

A COOPERATIVE IDEAL CITY

Daniela Nicoletti

Objectives	<ul style="list-style-type: none"> - to raise pupils' motivation and interest; - to develop students' ability to enquire and research; - to develop students' ability in critical thinking, comparing, identifying positive and negative features of what observed, identifying cause/effect - to develop students' creativity, their ability to carry out new ideas from the observation of reality; - to enhance pupils' sense of initiative; - to stimulate pupils' interest in other European cities; - to develop pupils' skill in formulating hypothesis and planning; - to foster students' knowledge and interest in environment issues; - to develop cooperative learning; - to develop civic competences.
Subject areas	Literature, Art, Technology, Science
Age	13
<p>1) <i>"IDEAL CITIES"</i></p> <p>a) <u>Study of the Ideal City in Art</u></p> <ul style="list-style-type: none"> - Students, under the supervision of the teacher, observe some iconographic sources proposed by the teacher and reflect on the features about the cities represented (space, background, foreground, types of buildings, people.....). - Students read and comment about some literary passages about cities, they compare them and pinpoint the main characteristics. - Students pinpoint the aspects of the cities analyzed (both iconographic and literary sources) that mainly respect the environment and facilitate people's encounter. They write it in a WIKI. <p>b) <u>Study of some contemporary national and European cities;</u></p> <ul style="list-style-type: none"> - Each student chooses a contemporary city (either national or European) and make a research in Internet about it. - Cooperatively, students build a virtual journey through all the cities selected using GOOGLE EARTH: each student add a mark on the place chosen and a comment, focusing on those aspects that better respect the environment and enhance people's gathering. <p>1) "ME AS AN ENGINEER/ARCHITECT IN THE IDEAL CITY"</p> <p>a) <u>Focus on the home city</u></p> <ul style="list-style-type: none"> - Students search for pictures (internet, family pictures...) of their own city in the present and in the past, comparing them and focusing on positive and negative aspects both in the past and in the present. <p>b) <u>Planning the Ideal City</u></p> <ul style="list-style-type: none"> - GROUPWORK: each group receives a blank topographic map of their own town. Students create their own Ideal City indicating on the blank map, through the use of a map legend planned by themselves, the outdoor and indoor places they would like to have in the ideal city - Each group presents its own work to the others explain the main features according to environmental and participation issues. 	

- Through SURVEY MONKEY they vote all the features of all the plans produced by each group to choose those which will be included in the Cooperative Ideal City
- They plan the new Ideal city on the base of the survey results.
- Groupwork: each group in the technology lessons will realize concrete samples of the different elements which are to be included in the Ideal City. Finally they assemble it.

Let`s make something creative and interactive by Olivera Koteva

Objectives	Developing civic awareness , the need for active citizenship for the benefit of our children / students
Subject areas	art , psychology , practical work ,social group of subjects
Age	7-14

Activity description

- separate steps + suitable online tools
- reflexion

Schools of the 21 Century should be open – open to innovation, local community, and the environment. They should promote transversal competences through pedagogy, technology, and engagement into global issues.

The focus is on several important questions: What should the 21st Century learning environment look like?; How we understand learning environments?; What is the purpose of school nowadays?; How to open schools for more innovative approaches and pedagogy?

Activity :

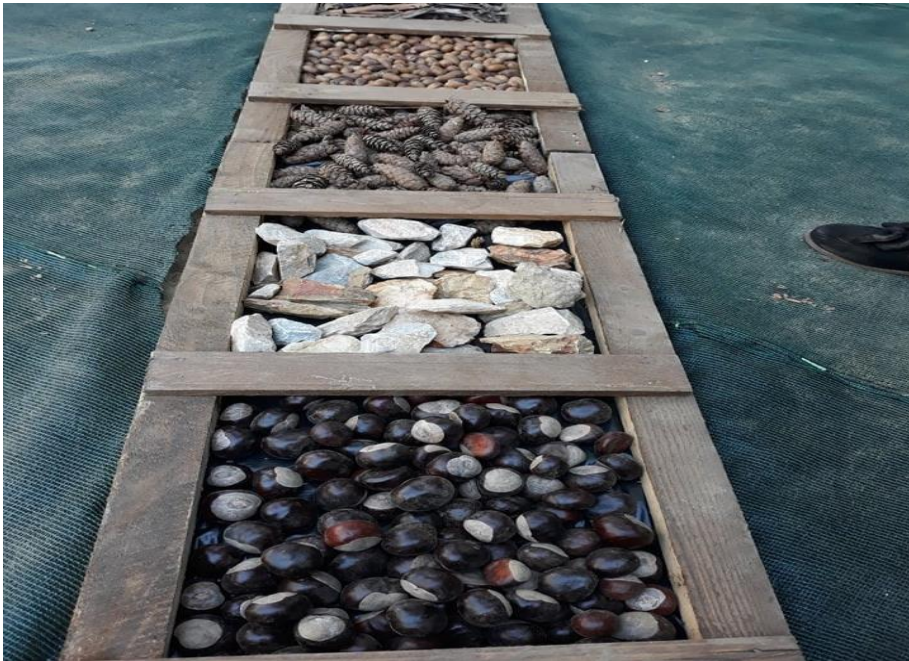
A public call to all parents, grandparents, neighbors and students who want to volunteer to make a creative interactive area in the front yard of the school. The call goes through fb groups, twitter community, viber, brochures...

Working groups are set up at the meeting at the school and each group has its own task, goals and creative solutions. The volunteers work for the weekend.

Inspired by the modern way of learning and expressing creativity through play, we strive to guide students toward the right path to progress, and to develop into a true person. For this purpose, a sensory path is designed from natural materials suitable for children of all ages. The role of the sensorimotor pathway aids the physical and mental development of children. This trail entertains children and at the same time strengthens the balance by using the sensations they receive through their feet.

Under the motto "Occupation and Recreation for Every Generation" the staff, parents and students of this school gave a new look to a part of the school yard. Now it is equipped with new props that offer new opportunities for everyone in the school.

The active work that included teachers, students and parents has made the learning of children a new dimension, developing daily skills, while being fun, fun and driven by children's needs. , desires and fantasies.



Democracy for All Mankind

Vugar Mammadli / Baku, Azerbaijan

Objectives	<p>To study what democracy really means. To get acquainted with the lives of Nobel Peace Laureates To be aware of the events going on around us. To learn the fact that they can make great changes in the world despite being very young.</p>
Subject areas	Social Studies, Languages, History, Informatics / ICT
Age	10–13

Activity description

- The students are explained the meaning of Democracy
- Presentation of partner countries, schools, teacher(s), classes
- Creating a quiz, a game show, collages, etc.
- Participation in actions promoting democratic goals: equality, everyone’s right to their own opinion
- Taking part in charity campaigns, organizing such kind of campaigns
- Using Technology for Democratic Participation and preparing Powerpoint presentations (slides, videos and so on)
- Introducing a song about democracy created and sung by the students all together

Reflexion

Students will be a part of life, take active responsibility and be aware of the importance of democratic participation. They will learn taking responsibility.

DEMOCRACY APPLICATION ACTIVITIES IN SCHOOLS+ OKAN KARACA/TURKEY	
Objectives	Students assimilate the concept of democracy Examples of democratic participation in schools
Subject areas	<ul style="list-style-type: none"> - democracy - democratic participation
Age	- 7-15
<p>Activity description:</p> <ol style="list-style-type: none"> 1. Democracy by using concrete level 2. The subject is supported by giving concrete examples of democracy in our country and in the world 3. Brainstorming students 4. Sharing ideas with pottery work. 5. What kind of democracy is established in schools. You are clear with examples <p>Reflection:</p> <p>It will be very useful to give the students the concept of democracy at early age with concrete examples. There should be more activities to support democratic participation in schools.</p>	

“Democracy for me and for you” Anna Bębenek	
Objectives	To bring the consciousness of democracy to students, To be aware of democratic rights, Use democracy in their daily lives To train conscious individuals for an equal and fair world order To create a democratic environment in school life Expressing concepts, thoughts and emotions orally and in writing by using Web2 tools
Subject areas	integration of all spheres of upbringing and teaching
Age	4-6 age
Activity description - a document in the "google cloud" about "What joint actions will we undertake in the project". Each country has its own traditions and this should be taken into account, - presentation of partner countries, schools, classes - creating a quiz, a game show with knowledge of member countries, - a survey or interview among children, which means that everyone is equal - creating a mind map "I have the right to ..." - older children can write, younger children choose the right pictures and stick them on a large sheet of paper - participation in actions promoting democratic goals: equality, everyone's right to their own opinion - creating videos, collages from the implementation of tasks - actions proposed by project participants creating a common song on a democratic theme - arranging the words for the melody chosen by the partners - participation in charity campaigns, organizing such campaigns - project evaluation surveys - publication of all activities in the newspaper, online book	

“Democratic Leader in our World” Giedre Raudonienė	
Objectives	-familiarize what is democratic and leader -search for democratic leader in a country -create the democratic leader poster
Subject areas	English and ICT
Age	10-12
Activity description <ul style="list-style-type: none"> - Talk with students what they know or hear about democracy, together sts can make mindmap - Then they are divided into 4 groups where they have to find meaning democratic, democracy, leadership, leader. - Using the meanings sts will find democratic leader in the country and share to other groups. - Then sts will create posters about democratic leader at school, characterize he/she and present to others. 	

“We are the future!” Tachtsoglou Maria

Objectives	<p>students become aware of how important are everyday life decisions for their quality of life</p> <p>students reflect on critical issues facing in their place of residence and they propose ideas and solutions and co-decide</p>
Subject areas	environmental studies, social studies, sustainability in education
Age	7-12 years old

Activity 1

Students discuss and record problems they face in the area they live in (for example: garbage, stray animals, water pollution, air pollution, factories). Each student presents the problem he / she faces in his / her neighborhood and the difficulties which arise in his / her daily life

Activity 2

Students use Web 2.0 tool Wordart, they write words or phrases (for example: garbage on the streets, dirty water, large amounts of food in garbage, lack of cleanliness on roads) And they reflect on this product

Activity 3

They decide which activities they could plan and suggest in their school in order to act together with their classmates and their families supporting environment, aiming to change behaviours and habits in everyday life. They separate in groups and create posters, invitations, write letters for others to join

Activity 4

They organize a meeting in their school, they invite all the school members to present their posters about the environmental problems, they try to persuade them to take action today not tomorrow. They share their feelings about their future, their dreams about the World. And all together they decide to get out of their school and let everyone know what they decided about quality of everyday life, how they want to live.

Activity 5

They organize a spot in European School Radio about environmental problems in their region and their suggestions for solving or tackling them

Good Angels, Dalia Kager	
Objectives	<ul style="list-style-type: none"> - increase awareness of poverty - increase empathy - helping others - encourage active citizenship
Subject areas	Art, Geography, ICT, Math, Finance, Language, extracurricular activities
Age	7 - 15
<p>Activity description</p> <ul style="list-style-type: none"> - introduction to project - project logo creation (Free logo maker tool), project logo contest - school workshop – poverty topic (school children) - fund raise activity – brain storming – how could we raise funds to help? - presenting ideas - selecting best ideas (school garage sale, organising tombola, finding sponsors...) - creating event poster (Canva) - presenting event in school level (Power Point, Sway) - event advertising - school website, local media - event organising - teamwork - tasks division - event conduction - sending collected funds to UNICEF - reflection – questionnaire for participants (Google Forms, MS Forms), data analysis 	

The wall of Greatness, by Aikaterini Peleki, Greece	
Objectives	<ul style="list-style-type: none"> • raise awareness on co-existing multiple nationalities • to help students identify themselves and understand how their behaviour is influenced • to find their personal voice through the existence of walls. • to promote critical thinking, communication, collaborating, artistic expression/creativity • to encourage active citizenship
Subject areas	Literature, Art, EFL, History
Age	12-15
<p>Activity description</p> <p>Presentation: Teacher brings in class information about the wall in Berlin and its history to raise students attention. A class discussion will be held on the notion of walls among people.</p> <p>Practice: The teacher assigns students to find information about the use of walls in the Greek history. Students of other nationalities look for information on walls in their countries as well. Students navigate into the web to find info and create a presentation of different walls in different countries. They look for songs, poems, stories related to walls. They create posters, acronyms with the word “wall” or padlets.</p> <p>Production: They all together choose a wall to paint and decorate with photos, poems and drawings of their project creating thus, a monument for their school. They can also create a presentation video to send to the local media. They disseminate their work through web pages and blogs and invite other schools to visit and write on their wall.</p> <p>Reflection Students complete a questionnaire about their experience on the project What did students feel during that activity? Were there any differences/similarities within and between different groups of students? How can they value different perspectives equally? Did they all have something to learn and something to share? What surprised them? Did any inspiration for personal or social action emerge in the conversations?</p>	

Youth for a happier age, Anita Rašić	
Objectives	<ol style="list-style-type: none"> 1. Education on socially useful work 2. Advocacy 3. Active citizenship 4. Public events
Subject areas	Protectors in Nursing Homes
Age	10 -14
Activity description Restricting education on socially useful work. Organizing socializing students and residents of homes. Playing board games, organizing creative things. Telling stories and practicing poetry and play. Organizing joint events and gatherings for holidays and events. Learning to work on computer, cell phone and tablet. Reflection of activity participants.	

Helenka žije! / Helenka is alive!, Michal Dušík	
Objectives	<p>Students learn about the importance of water retention in the landscape.</p> <p>Students learn about the importance of vegetation cover.</p> <p>Students map a local stream and a former site of a natural spring - Helenka.</p> <p>Students renew the spring, make a wooden shelter, improve the access to the spring. They will work with traditional hand tools and instruments, such as saws, hammers, screwdrivers...</p>
Subject areas	Regional geography, biology, ecology
Age	9 - 11
<p>Activity description</p> <p>Activity 1 - Brainstorming - Water Collecting all ideas and associations linked to "Water". Classifying ideas according to criterias. Discussing which aspects are/can be influenced by human activity.</p> <p>Activity 2 - Simple experiment - Moss and water retention Using two different boards. One covered with moss (or sponges, tissues...) representing landscape covered by vegetation, the other one without such cover. Tilt the boards, pour same quantities of water and observe how much runs down and how much is retained. Make photographs, create presentations of the experiment.</p> <p>Activity 3 - Discussion Types of landscape and vegetation cover around our village. Which parts of the region retain the most water? (The forest: Ždánický les). Which areas will be rather poor in this respect? (The fields on slopes to the south of the village).</p> <p>Activities 1 - 3 can be carried out in the classroom. The time necessary will be around 2 45-minute lessons.</p> <p>The following activities will take much longer to complete. They will spread over several months.</p> <p>Activity 4 - Into the forest, looking for the natural spring of Helenka This is a walk into the forest near our village. The route goes upstream the local brook (Jordánek). On the way we notice the vegetation along the stream, the soil, the dams made by beavers and so on. Arrival upon the site where the Helenka spring used to be (approximately 2.5 km from the school). It has almost disappeared by now. It is necessary to remove mud with spades and hoes. It is necessary to improve the access to the spring. Manual work followed by a discussion about what else we could do to improve and maintain the natural spring. Suggestions include making a simple shelter to protect the basin of the spring. Questions: material?, design?, are we able to make it by ourselves?... Everything is photographed.</p> <p>Activity 5 - Into the forest Once we decided to build a shelter out of wood, we need to make all necessary measurements.</p>	

We go to the forest, measure the site and record everything.

Activity 6 - Building the shelter in the school's workshop

All the measurements have gone down on paper. We make sure that we have all the material and tools necessary. Health and safety instructions. Making the shelter.

This activity can be time-consuming. Good to break down into smaller chunks.

Activity 7 - Installing the shelter in the forest. Installing some signs pointing to the natural spring.

Taking photograph, maybe a video, sharing on the school's website.

Activity 8 - Celebration and evaluation

IMMIGRATION	
Objectives	To know Immigration features. Cultural and economical aspects. Integration chances. Learn to think global and act local but also to think local and act global.
Subject areas	Sardinia (My Micro Region) Europe (My Macro Region)
Age	All ages
<p>Activity description</p> <p>Invite at school local people who lived abroad to share their experiences</p> <p>Invite at school people from other countries who has lived in our region to share their experience.</p> <p>Students sum up the experience and write an abstract about “people who come and people who go”.</p>	

You are special, I am special, we are special together Francesca Iannucci, Italy	
Objectives	<ul style="list-style-type: none"> - to educate our children to be open-minded by knowing elements about other cultures - to understand why and how people immigrate - to meet other culture and to understand that even if distant, children of different countries have the same interests and have the same human rights - to educate to empathy, respect, peace, solidarity - to encourage critical thinking - to understand the value of freedom and equality - to create a welcoming school and society
Subject areas	<ul style="list-style-type: none"> - English - Italian - History - Geography
Age	From 11 to 14 years old (lower secondary school)
<p>Activity description: During the project Students will get to know elements of different cultures, referring to those countries related to immigration, refugees and the stories they left behind. Experiences of immigrant youth and immigrants' children will be shared. These include explorations of identity, belonging, discrimination, self-expression, and heritage.</p> <p>BRAINSTORMING: who are the immigrants in our country? Where do they come from? What are the stereotypes? Can the students recognize the stereotypes?</p> <p>ACTIVITY 1: Universal Declaration of Human Rights – presented by easy to read charts, maps, tables, images. Students will be able to define human rights by their own words.</p> <p>ACTIVITY 2: Exploring migration history about their own country.</p> <p>ACTIVITY 3: The class will be divided into groups of about 3-5 students. Each group will be provided with an immigrant story, and each group will work on a specific country. Information will be found and shared by videos, books, websites, newspapers: accounts of families separated and reunited. Each group will prepare a <i>power point</i> or a poster, they will use <i>padlet</i> to show the different aspects of that country. Art, history, personal experiences, the land, the habits, food and information about schools will be found. Quizzes will make the activities more appealing and motivating (<i>quizlet, kahoot</i>).</p> <p>ACTIVITY 4: Role-plays: the spokesman of each group will pretend to be an immigrant from a country and will be interviewed by the other students. Each group will record a <i>video</i> of the interview.</p> <p>ACTIVITY 5: All the students sing the song of John Lennon <i>Imagine</i> after having read the text and having commented the words.</p> <p>- REFLECTION: The students will reflect on their culture and other cultures, heritages, human rights. There will be a discussion on <i>tricolor</i> and in the classroom during a circle time.</p>	

The largest voluntary action – Diana Raducanu	
Objectives	<ul style="list-style-type: none"> - Learn the 3 R: Recycle, Recupérate, Reduce - Create an ecological compartment
Subject areas	<ul style="list-style-type: none"> - selective collection of recyclable materials - reducing water and electricity consumption - planting actions - environmental actions
Age	- 6-18
<p>Activity description:</p> <ol style="list-style-type: none"> 6. The high school prepare information lessons for their smaller colleagues. They manufactured boxes for collecting separately, others common objects from recyclable materials. They play games to raise awareness of the importance of ecological behaviour. 7. Collecting recyclable materials 8. Making a debate 9. Planting flowers and trees in the school yard and in other places in the town 10. Ecological signalisation system similar to the road system <p>Reflection:</p> <p>The objectives are realised if will be implicated in our activities 70% of students, teachers and parents and if we'll pay less for water and electricity with 5% for each student and for each teacher every month.</p>	

Lead2Change- Aygün TAŞDEMİR GÖKDUMAN, Turkey

To lead to change
To gather information of Ss about the issue
To raise awareness about the issue
To do brainstorming

Citizenship- Social Studies

15-18

Students use Twinpoll or Dotsorming
Teacher asks: 'If you could change something about your school, what would you change and why?'
Then, Students vote for the most important changes they think should be made in their schools

Learn to listen and to speak - Fátima, Portugal	
Objectives	<ul style="list-style-type: none"> - Make each pupil understand that : <ul style="list-style-type: none"> . he is not the centre of the world; others also have an opinion; . while working together he has to speak and to listen; . he is there to help not to harm; . being a good citizen demands to pay attention to others
Subject areas	Citizenship, English, Religious and Moral Education
Age	10 - 12
<p>Activity description:</p> <ul style="list-style-type: none"> - Discuss in class how the pupils usually talk without permission; talk at the same time; give opinion as if it is the final word. (assembly) - Make a list of feelings you experience when your schoolmates ignore what you say. (small groups) - Establish a plan to help the pupils understand how their attitude prevents a good atmosphere of work and the possibility of listening correctly what is said: <ul style="list-style-type: none"> . the group of pupils is divided into pairs. The pupils of each pair get the responsibility of helping each other to speak and to listen in the right moment. . a group of pupils are going to be the observers in the classes of the subject areas involved, so that they can identify what is already a good attitude and what are those that must change; with these observation the class will be monitoring the behaviour until the problem that had been identified disappears. It means, when everyone in the group speaks in the right moment and everyone else listens. <p>Reflection:</p> <p>Hopefully the pupils will understand how their first attitude was not correct and didn't help their learning process and develop an active and responsible citizenship inside the classroom: learning to listen and to speak.</p>	

Life & Money, Branko, Ogulin, Croatia	
Objectives	Learn to communicate with their colleagues by listening to each other and accepting different opinions and developing critical thinking, practicing public speaking, bringing students closer to students, encouraging students to research about history, money history, and the activity of residents of their area, present data collected, create videos .
Subject areas	Economy, ICT, ethics, communications, politics, history, low
Age	12-18
<p>This project aims to encourage students to explore the history money. The project will give an overview of the history of money. Students will set up their own bank and make their own money. Every bank will have a video.</p> <p>1st month: - meeting the participants of the project - exploring the historical and geographic characteristics their place - presentation of research</p> <p>2. month: - exploring the history of money - presentation of research</p> <p>3rd month: - bank set up - make money</p> <p>4th month: - video – completion of the project</p> <p>Materials developed in this project will be published on the school's website: it will serve as a motivation for other teachers and students to use various Web tools in the classroom. Students and teachers will enjoy a positive working environment and the exchange of information and experience.</p> <p>Powerpoint presentations a) The history of money b) Video – bank</p> <p>Cross-cultural communication and learning about the culture of other nations. Create a virtual environment in which students and teachers will have the opportunity to meet and connect.</p>	

<p>My lovely parliament and Democracy</p> <p>Kawther Alomoush</p>	
Objectives	To develop pupils' abilities to use English language and engage in activities related to the topic.
Subject areas	Democracy and citizenship
Age	12 to 14
<p>Activity description :</p> <p>In this activity pupils will talk about democracy and citizenship in groups and then they will all participate in a voluntary work to reflect good citizenship. This work can help other people we can divide it and give each group part of this work. Finally, school parliament collect all the wok and activity and give help.</p> <p>-separate steps + suitable online tools :</p> <p>We can describe concepts about democracy and citizenship and the voluntary work in e book or a magazine.</p> <p>- reflection :</p> <p>School parliament share all the activities with other schools. Students will be more aware of democracy and citizenship.</p>	

Planet B A! Maria Goreti Alves	
Objectives	<ul style="list-style-type: none"> - Identifying individual actions that disturb the environment; - Presenting possible solutions to the problems identified earlier; - Establishing relationships between our individual acts and climate change; - Raising awareness about sustainable development and climate change; - Developing critical and creative thinking skill; - Discovering what it means to be an active citizen; - Implementing some of the eco-friendly solutions pointed by the students.
Subject areas	Natural Sciences (Biology and Geology); Geography; Citizenship; English
Age	12 - 15
<p>Activities description:</p> <p>1st task: Introducing ourselves, our city and school. Logo contest. Web 2.0 tool: Genially, Padlet, Prezi, Powtoon, according to the students' choices.</p> <p>2nd task: Watching the video "Dear future generations: sorry" (https://www.youtube.com/watch?v=eRLJscAlk1M) followed by its discussion;</p> <p>3rd task: Reflecting about the question "My actions do not harm the environment, do they?". The students should recognize that each one of us, with our individual actions, contribute to environment problems (pollution, deforestation, among others). Then they would present their findings to their colleagues. Web 2.0 tool: Genially, Prezi, Powtoon, according to the students' choices.</p> <p>4th task: Finding/proposing solutions to mitigate the problems mentioned earlier. Web 2.0 tool: Genially, Prezi, Powtoon, according to the students' choices. Discussing the ideas. Web 2.0 tool: Tricider</p> <p>5th task: Putting the ideas in practice – active citizens. Web 2.0 tool: Genially, Canva, Powtoon, Google forms,...</p> <p>Reflection: Climate change and sustainable development are being discussed for a few years, however it keeps being very actual issues. The students who are going to collaborate on this project have been showing environmental awareness, so with these activities they will reflect on their actions. They will also realize the impact on the environment of their everyday life "normal" actions. Afterwards they will try to implement some solutions in their communities. Finally they will reflect about the acceptance of these measures.</p>	

A role play activity, Let's be more responsible! Clop Liana Ioana	
Objectives	-to raise awareness about social problems -to understand better what is going on around us -to try to become better in what we do -to improve our communication
Subject areas	English classes
Age	IXth grade, 15/16 years old
<p>-Teacher tells students that they are going to have a speaking activity about the problems they have to face in their everyday life</p> <p>- For them to understand better she shows them some pictures with unpleasant situations, for example, with domestic violence, homeless, orphan children, gypsies, etc.</p> <p>- Teacher divides the class into pairs, giving each group a picture, to be analyzed, discussed and asks them to find solutions and to say what they would do if they were in such a situation</p> <p>- After that teacher divides the class in two groups and puts them face to face. Each member of the groups provides a representative word for himself/herself, as a name. The first group represents the threats of their daily social life and the second one represents the solutions and the right attitudes. A member from the first group comes in front of the others, threatening and another one from the second group comes to overwhelm him/her. At the end, everybody becomes better and they all are positive characters.</p>	

LET'S MAKE OUR SCHOOL MORE BEAUTIFUL!	
Objectives	Make a short cleaning activity in the garden and the park of the school, in order to prepare them for the winter that is coming. Embellish our school with winter and Christmas objects, waiting for the winter Holidays.
Subject areas	Counselling classes; Religion classes
Age	16 years
<p>Activity description</p> <p>In the classes of counselling, the pupils, together with their teacher will participate to a school activity of cleaning the park and the garden, grooming the rose bushes and the bushes in the park and cutting the trees. They would also prepare the garden soil for winter.</p> <p>In Religion classes, together with their teacher, they will prepare a poster with kind thoughts for their friends and relatives.</p> <p>Together with the class principal teacher, they will put some Christmas ornaments in the classroom.</p> <p>We must learn to live the important moments and to celebrate our events.</p>	

Unity in Diversity/ Classroom Rainbow /Eda Ekşioğlu	
Objectives	<ul style="list-style-type: none"> - Diversity is a concept used instead of the word difference. Expressing differences between people in cultural sense, recognizing different cultures - All societies in the global world have language, religion, color, ethnicity, gender, age, physical and cognitive abilities, lifestyle, cultural characteristics and so on. different people in terms of care and sharing examples on this issue - show diversity in terms of people, social and economic class they belong to, their work and political preferences, and each of these be regarded as separate cultural groups. - diversity is seen as a wealth of societies, a balance is established between diversity and social unity and solidarity.
Subject areas	Diversity in our country and city, in school
Age	16-19
<p>The unifying principle is the unity of language, religion and history that makes societies community. These associative values should be given due consideration. In addition to this, values such as patriotism, hospitality, tolerance that are specific to society should be adopted by all citizens. In addition, the common values such as the flag, the national anthem, which is the symbol of our independence, all citizens should adopt and give the required value.</p> <p>Diversity does not interfere with the equality of people. In diversity, all people are equal in terms of rights and freedoms. Zenon (336-270 BC), one of the important representatives of the history of Greek thought, has argued that humanity is a whole in a single world. Based on the understanding of natural law, he stated that people with intelligence have equal rights because they are pure people. According to Zenon, “Greeks, barbarians, slaves, men and women, regardless of their genealogy and gender, are all siblings and human beings. Zen</p> <p>Students will make researches about Zenon and its works and presentations will be prepared.</p> <p>If the society is likened to a painting, everyone who has lived together for thousands of years has put a brush on his canvas and a colorful society has emerged. This painting changes and renews day by day and the variety of colors in the painting increases with each passing day. All of us have duties to ensure that no color in the picture is faded. Because what constitutes society, the harmony and harmony of those colors. Students from different cultures living in our city as a color and how many colors can be used to identify people using those colors will make a picture.</p> <p>In our class, students who are parents of different occupational groups will be accepted as color and rainbow drawing will be done. Classroom Rainbow</p>	

Volunteer in EU + M.Isabel Vila	
Objectives	To promote volunteering as an important European value. To train soft skills to get a job.
Subject areas	Socio labour Insertion(Technical Vocational course in social integration)
Age	18+
<p>Activity description</p> <p>1s step.We will offer a virtual wall where all students can offer their time to other something to others and we will publish another wall where students express activities we would like to receive from their classmates.</p> <p>2nd step. Teachers will organize the groups: students who offer/students who receive. Both groups have to play both roles. Suitable online tools: padlet</p> <p>Reflection: Students will have the opportunity to give their time to others and receiving a volunteer service from their classmates. We will analyze their feelings when they are giving and receiving.</p>	