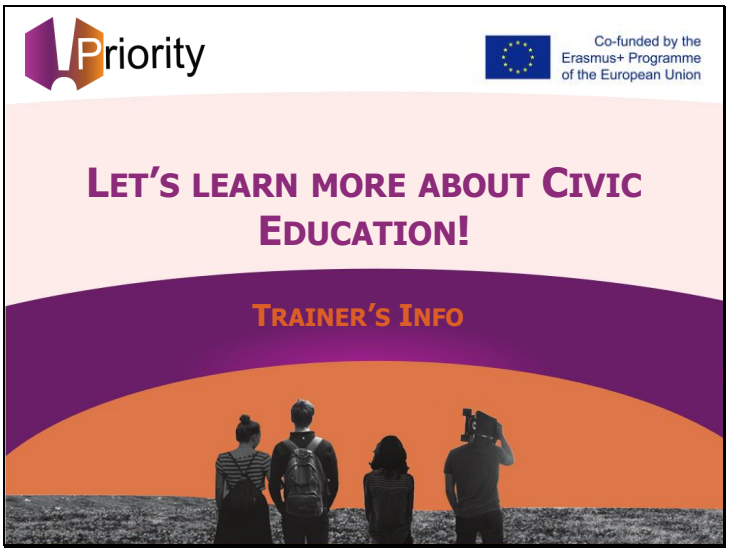
Slide 1


Priority
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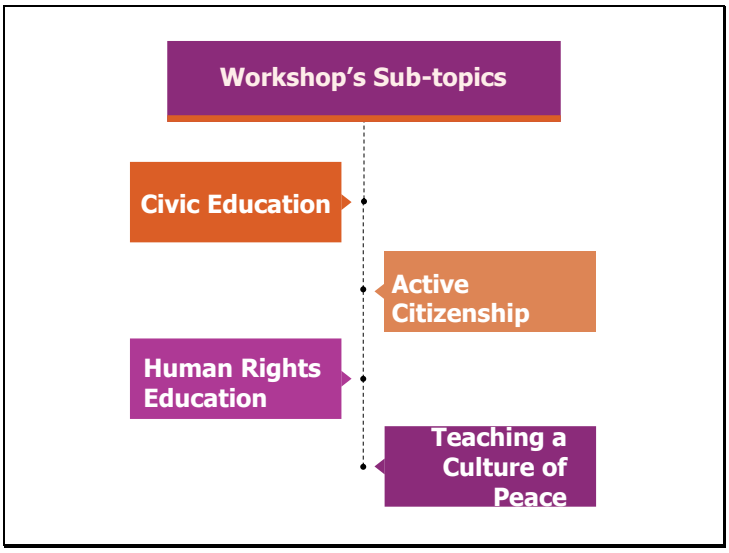
LET'S LEARN MORE ABOUT CIVIC EDUCATION!
TRAINER'S INFO

Slide 2

Civic Education as a tool for social inclusion

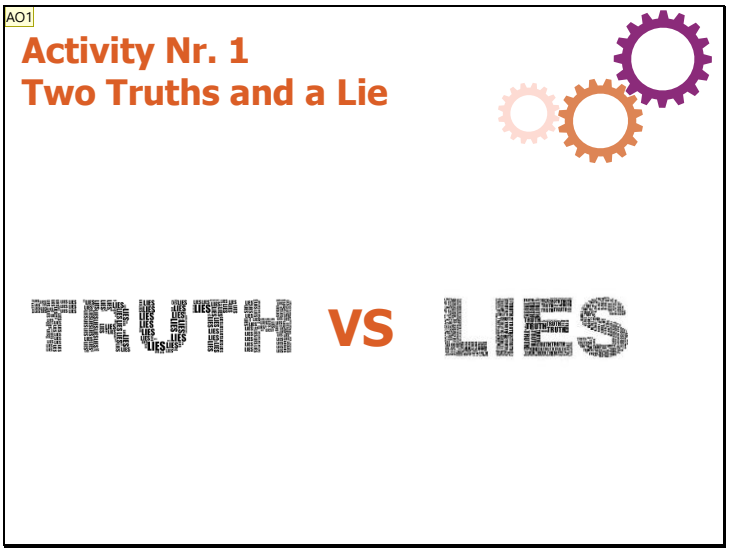
Slide 3


Workshop's Sub-topics
Civic Education
Active Citizenship
Human Rights Education
Teaching a Culture of Peace

Slide 4

Topic Nr. 1: Civic Education

Slide 5

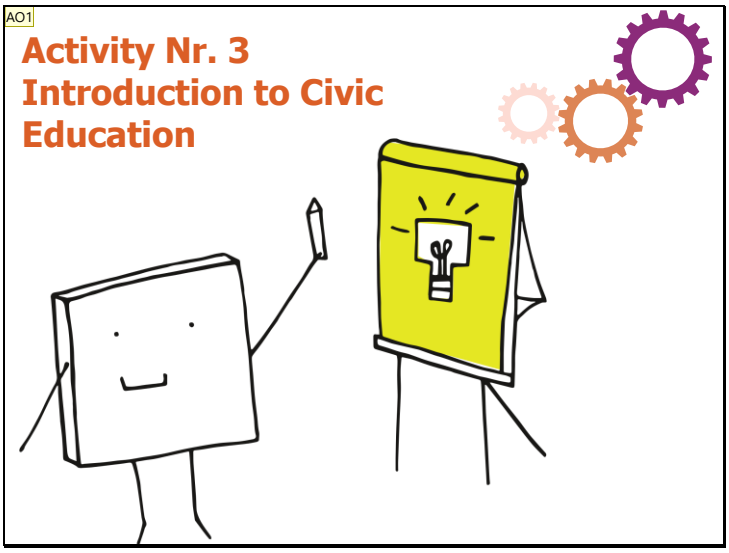


Ask each person to brainstorm and write down three "facts" about themselves - two of the facts will be true, and one will be a lie. Then give the group 10 -15 min to go around introduce themselves and discuss their “facts” with the task to discover which of the other participants “facts” are true and which are lies. With this ice-breaking activity, participants get familiar with each other’s name and they start breaking the ice.

Slide 6

Give an object (book, ball, post-it, pen, or anything else that you can find in the room) to one person in each group.
Explain that, one at a time for the next 5 minutes, someone has to go up in front of the group and demonstrate a use for that object.
The rest of the team must guess what the player is demonstrating.
The demonstrator cannot speak, and demonstrations must be original, possibly crazy, ideas.
This team building exercise inspires creativity and individual innovation.

Slide 7

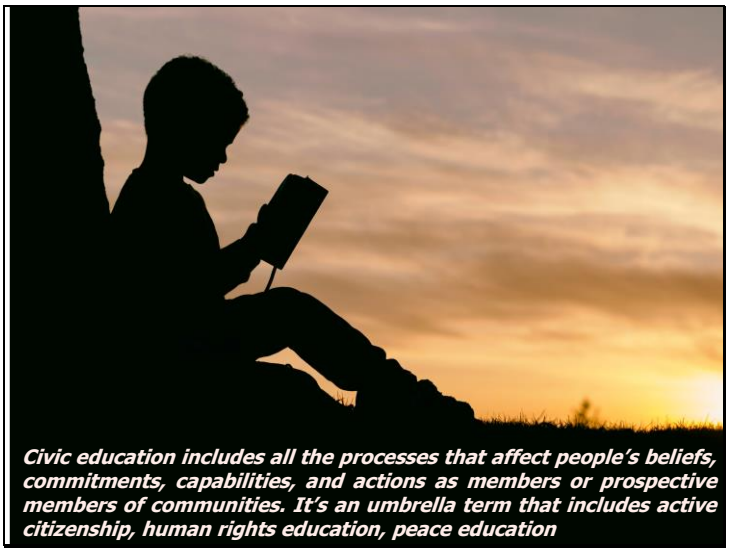


You then continue the activity by placing one flipchart paper on the floor or wall. Each participant needs to write down one word (one after another without talking) and finish the sentence “Civic education is...”.
Bridging what participants wrote you, give more information that you will find on the next slide. on what civic education actually is by providing its definition and more information about its subtopics.

Slide 8

What is Civic Education?

Slide 9


Civic education includes all the processes that affect people's beliefs, commitments, capabilities, and actions as members or prospective members of communities. It's an umbrella term that includes active citizenship, human rights education, peace education

Slide 10

Civic Education

Civic education aims at learning the competences, i.e. skills, knowledge and attitudes, required to be an **active**, **democratic**, **responsible and critical citizen**.

Its ultimate goal is to educate the population on democratic citizenship and make them aware of their rights and responsibilities.

Slide 11

Continue the activity by asking participants to stand in line from one point ("I completely don't agree") to another point ("I totally agree") to show how much they agree with the following sentences:

- My country has a good civic education system
- I received good civic education from different sources then school
- I think we should have more of civic education in schools

After each sentence when people choose their spot ask them for explanation of why their stand there and ask some other follow up questions to open up little discussions. The duration of this activity is estimated to last between 50-55 min.

Slide 12

Topic Nr. 2: Active Citizenship

Slide 13

As a facilitator you make an introduction to the concept of active citizenship using the resources from PRIORITY methodology (10 min)

Slide 14

What is Active Citizenship?

Slide 15

Facilitator uses visualization to explain that the:
'Active Citizens' are those people who look beyond these basic legal duties and are further engaged voluntarily in activities that somehow affect the public life of their locality or communities. This might be through 'civil' society (citizens using their freedom to join together, usually for the purpose of managing social change in their locality) or 'civic' society (relating to the ruling powers or decision makers of the community)

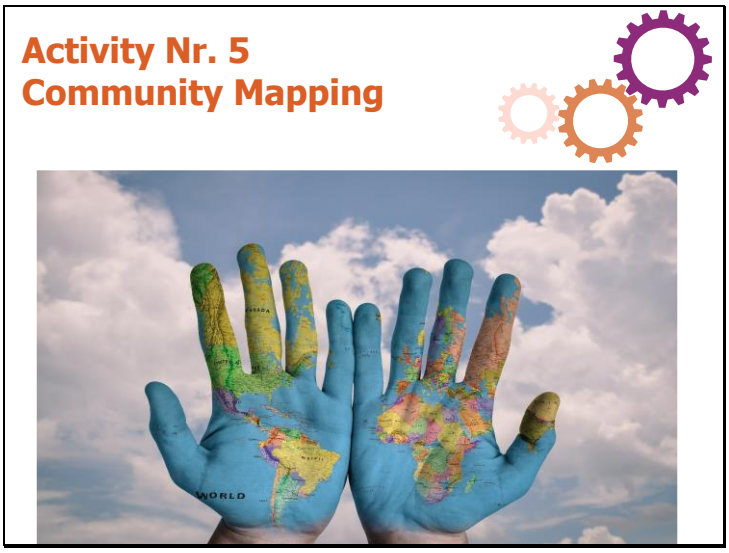
Slide 16

Active Citizenship

The concept of active citizenship comes down to create citizens with solid democratic values based on:

- Solidarity
- Critical thinking
- Interculturality and tolerance
- Human rights

Slide 17



Participants are asked to create a shared visual map of their local community, including positives and areas of concern, with broader community engagement if possible. Explain that:

1. The group's task is to make a giant map of their locality on the large sheet of paper.
2. Show an example to the group from your own community. Ask each group to draw in pencil (with the help of the rest of the group) a very rough map of the geography: roads, towns, hills, borders – whatever is right for the scale of the area you are working in. Stress again that it doesn't have to be accurate or detailed.

Give out the icons and explain that people can use them to represent different features of the community.

4. Ask the group to identify some of the good things about the local community, the local assets and resources:

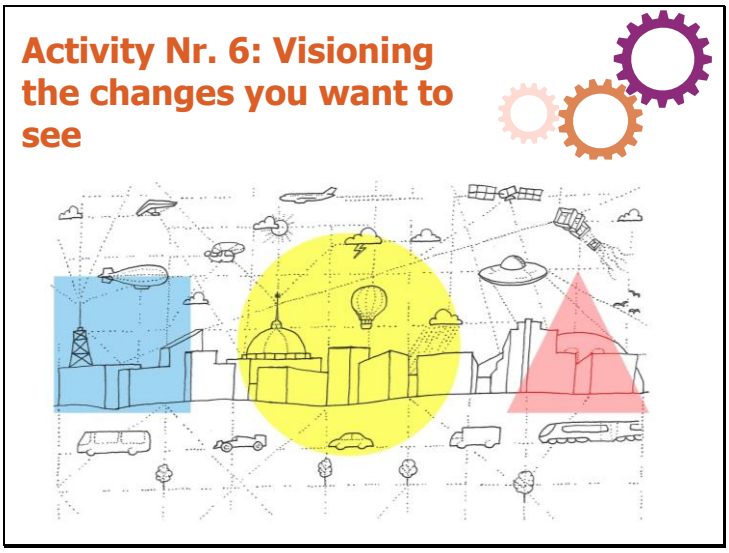
– what services and facilities does the community have?

– what skills does the community have?

Slide 18

5. Now ask the participants to write on sticky notes some of their emotions or feelings for different parts of the area, as well as for the different buildings and facilities they have
placed on the map. These can be positive or negative. They should place these sticky notes
on the map.
6. Identify issues or concerns in the community and mark them on the map.
7. Identify where there are gaps in knowledge and further research is needed.

Slide 19



How can we make our community a better place to live? What changes would we like to see?
As a facilitator you ask the participants to reflect on learning from the previous activity and to prepare for visioning change.
Facilitator:
Refer back to the maps of our communities that we made and the need for dialogue and inclusion.
Make sure the changes
benefit the community in general. Make them uplifting. Write them down.
1. Give participants 15 minutes to reflect on the outcomes of the previous exercise and afterwards invite them to think about the changes they want to see and ways that they can achieve these changes.

Slide 20

1. Invite the participants to think as individuals:
what are the changes they would like to see in their community? (What could be?)
2. Now ask participants to form two circles: an inner circle and an outer circle. The inner circle and outer circle should face each other. Each pair tells each other the change that they would like to see in their communities/nations and why. After two minutes the outer pair
moves around and the exercise is repeated. After everyone has moved around four to five times then draw the group together in plenary.
3. Ask each participant to consider: 'what did you hear? What kind of changes did people want to make? Did you hear any similar to your own? What were the reasons?' Ask the group whether there are any key messages/ideas which are emerging from the group.
Debrief
• We can now explore which changes we want to work towards in groups. The intention is to see if there are changes where group members can work together to plan and deliver social action.

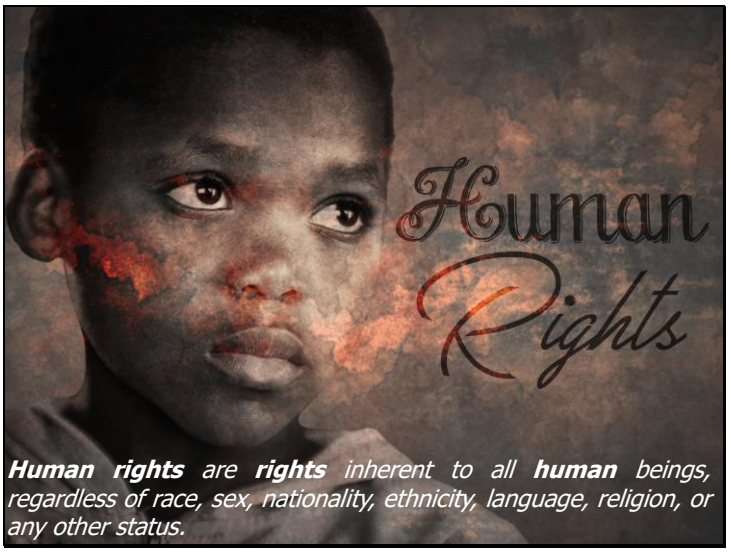
Slide 21

Topic Nr. 3:
Human Rights Education

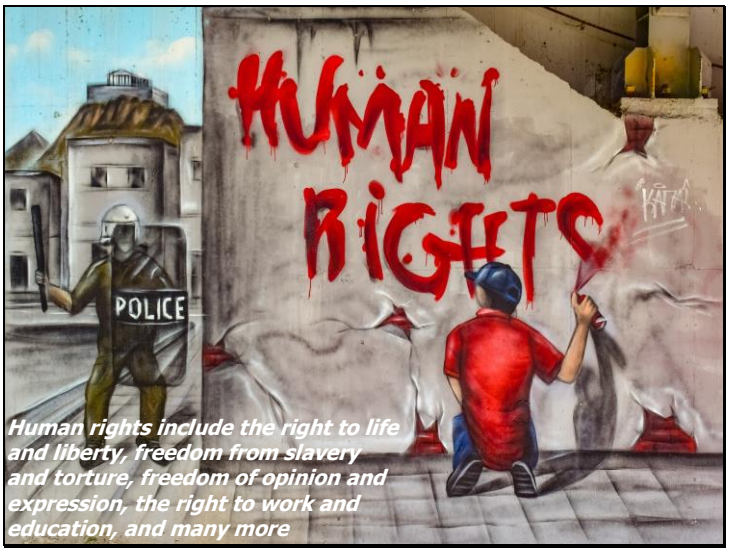
Slide 22

What are Human Rights and Human Rights Education?

Slide 23


Human
Rights
Human rights are rights inherent to all human beings, regardless of race, sex, nationality, ethnicity, language, religion, or any other status.

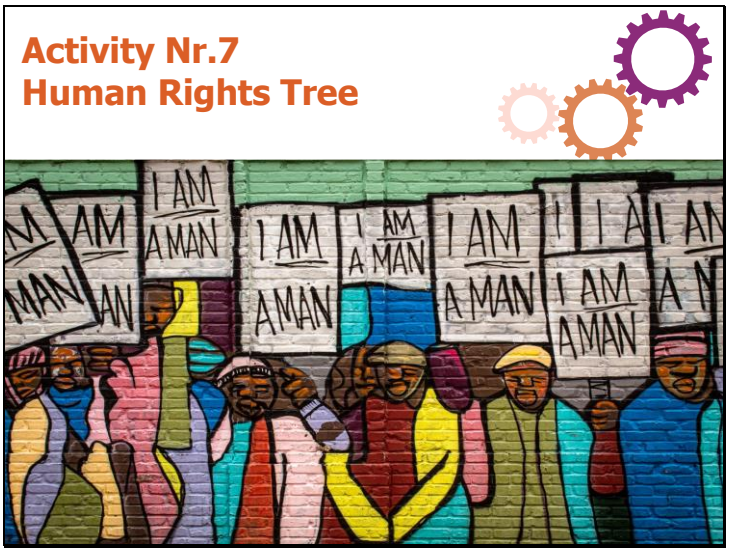
Slide 24


HUMAN
RIGHTS
POLICE
Human rights include the right to life and liberty, freedom from slavery and torture, freedom of opinion and expression, the right to work and education, and many more

Slide 25

Human Rights Education refers to any learning, education, training and information efforts aimed at building a universal culture of human rights

Slide 26



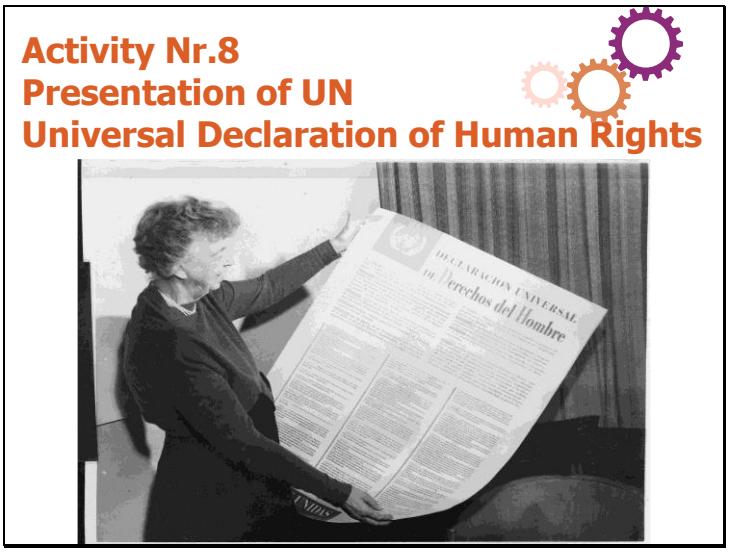
In this activity participants work cooperatively to create an image that helps to define human rights and human needs.

1. Ask participants, working in small groups, to draw a tree on large chart paper. Write on the tree (in the form of leaves, fruits, flowers, or branches) those human rights that they think all people need to live in dignity and justice.

A human rights tree needs roots to grow and flourish. Give the tree roots and label them with the things that make human rights flourish. For example, a healthy economy, the rule of law, or universal education.

When drawings are complete, ask each group to present its tree and explain its reasons for the items they have included.

Slide 27



As facilitator you will present the universal declaration of human rights and will match the fruits, leaves, and branches of the previous activity, with articles of the Universal Declaration of Human Rights and write the number of the article next to each tree.
Then all together the group will identify the rights that are of particular concern to them and their community (duration 15 min)

Simplified version of the Universal Declaration of Human Rights:
https://developmenteducation.ie/media/documents/SS-Simplified%20Version%20of%20Universal%20Declaration%20of%20Human%20Rights.pdf

Slide 28

1. Working individually or in small groups, participants ask participants to select an article of the UDHR that they feel is especially important. They might illustrate a right enjoyed, denied, defended, or all three.
2. Create –
a sketch or mime
a graphic illustration or mural
a song, dance, proverb, or game (these might include adaptations of traditional culture)
a poem or story
a commercial advertisement
a flag or a banner

Note: The project should not reveal the number of the article it illustrates.
3. When the projects are complete, ask each team or individual to show their creation. The rest of the participants try to guess which article of the UDHR is illustrated. When it is correctly identified, the person or team that answers correctly reads the full article aloud. These presentations might be structured as a team competition with points to the teams that identify the correct article. (duration 45 min)
Further information:
http://hrlibrary.umn.edu/edumat/hreduseries/hereandnow/Part-3/Activity_11.htm

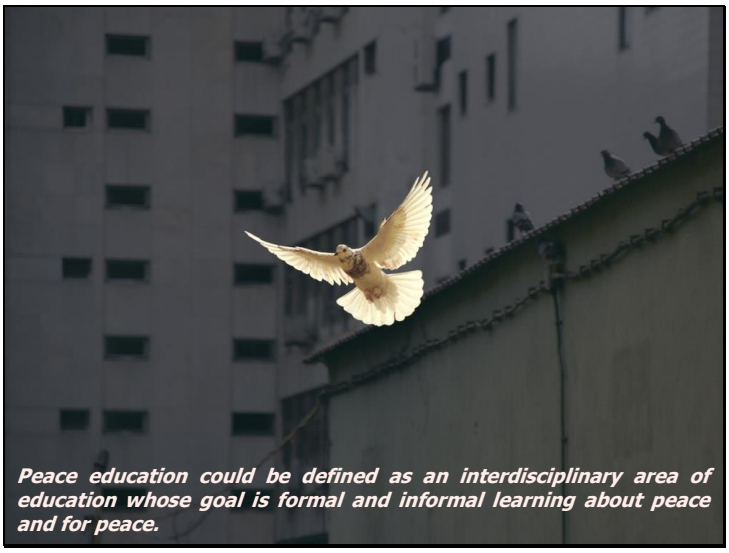
Slide 29

Topic Nr. 4: Teaching a culture of Peace

Slide 30

What is Peace Education?

Slide 31


Peace education could be defined as an interdisciplinary area of education whose goal is formal and informal learning about peace and for peace.

Slide 32

Peace Education

Peace education aims at strengthening nonviolence and participatory means of conflict transformation to ensure human rights protection, nonviolence and participation as fundamental principles of societal life.

Slide 33

Peace Education

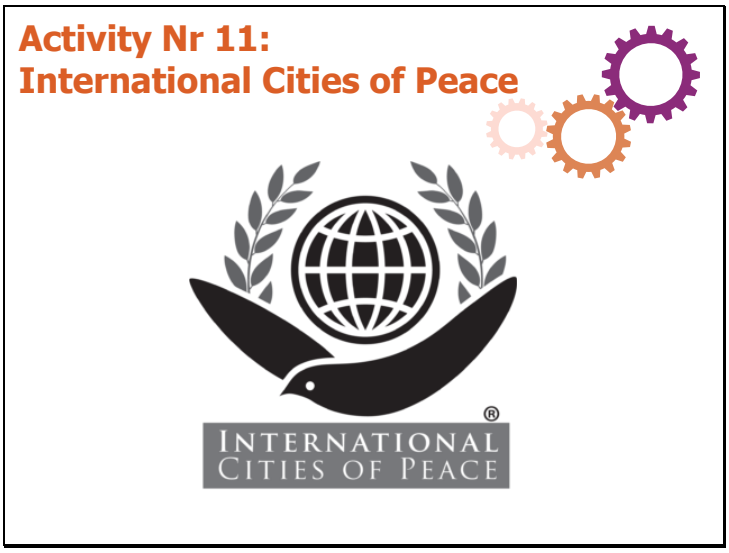
Peace Education allows young people to not only grow up in a peaceful environment without their personal development potential being jeopardised, but also encourage conflicts to be addressed non-violently without making use of direct, structural and cultural violence.

Unlike the concept of **conflict resolution**, which can be considered to be retroactive–trying to solve a conflict after it has already occurred–peace education has a more **proactive approach**.

Slide 34

Duration – 30 min
Read the following story to the group:
Two hungry donkeys were tied together with a short rope. Each one was facing a different direction. Each donkey saw a large pile of hay in front of it that it wanted to eat. The two donkeys pulled hard on the rope to get to the hay, but they couldn't succeed because they were pulling in opposite directions and the rope was too short. After a while, they sat down together and tried to find a solution to their problem. Slowly, they realized that they could get what they want by cooperating together, rather than by pulling against each other. Suddenly, their problem was solved. Firstly, they went together to one pile of hay and ate from it. Then they went to the other pile of hay and ate some more.
• Ask the participants to come up with a moral (or lesson) for this story.
(Example: Co-operation is better than conflict.)
• Ask participants to do a drawing about how the story symbolized conflict in the real world.
• Have pairs of participants take on the roles of the donkeys and act out the story with dialogue.
Further information: http://peacefulschoolsinternational.org/wp-content/uploads/USIP-Guide-April-2012.pdf

Slide 35



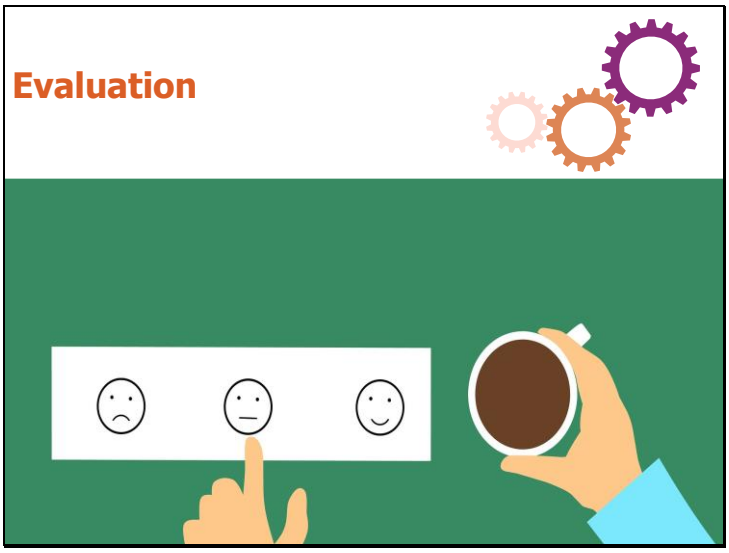
International Cities of Peace is an association of citizens, governments and organizations who have by proclamation, resolution, or by citizen advocacy established their communities as official Cities of Peace. **Every community has a legacy of peace**, whether it is by a historical event or by a local peace heroes or groups who have contributed to their citizen's safety, prosperity and quality of life. No city is 100% a city of peace, rather all are on the path to "becoming" a more peaceful city. Establishing a community as a peace city recognizes past achievements, encourages current initiatives, and inspires future generations for practical peace building.

More about major categories for consideration as Cities of Peace
http://www.internationalcitiesofpeace.org/about/what-are-cities-of-peace/
More about International Peace Day:
https://www.timeanddate.com/holidays/un/international-peace-day

Slide 36

Have your group sit in a circle, and choose two or three youngsters to come to the middle of the circle. Instruct them to improvise a conflict scenario. Participants may act out scenes that feel familiar from school, home or recess, or they may act out scenes from current events. You can determine whether participants should come up with the scenarios themselves or whether you should assign them according with the dynamics of the group.
After the group has acted out the conflict, have them freeze. Choose volunteers to offer suggestions for how to make peace in that conflict. Have the actors play out different possible scenarios, and give your group a chance to talk about the different outcomes, their advantages and disadvantages. (duration 40 min)

Slide 37



Wrap Up and Evaluation (10 min)
As a facilitator you wrap up the topics of the 8-hour workshop and ask participants to list 3 key words about what they have learned during the workshop and then to share them with the other participants explaining why they found these 3 key lessons learned important. A group discussion takes place.
An evaluation questionnaire is given to all the participants to fill it out.

Slide 38

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Project Reference: 604571-EPP-1-2018-1-DE-EPPKA3-IPI-SOC-IN
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