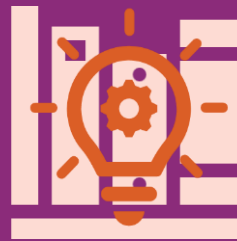


CHAPTER 3

CIVIC EDUCATION



Chapter 3

3.1. Tutor's Handbook

| | |
|-----------------------------------|--|
| Workshop title | Let's learn more about Civic Education! |
| Target Group | Young people that face the risk of social exclusion (young people of migrant or refugee background, newly arrived young migrants or refugees, NEETs) |
| Purpose of the Workshop | The purpose of the workshop is to provide an introductory workshop on the civic education and its components, active citizenship, human rights' education and peace education. Ensuring civic education for all children and young people contributes in combatting radicalization, racism and discrimination on any ground, promotes citizenship and teaches them to understand and to accept differences of opinion, of conviction, of belief and of lifestyle, while respecting the rule of law, diversity and gender equality. After the completion of this workshop, participants will be equipped with certain soft and hard skills in order to develop mutual understanding and accepting differences for positive societal change. |
| Objectives of the Workshop | <p>After completing the workshop, the participants should have o should:</p> <p>Knowledge:</p> <ul style="list-style-type: none"> • Factual knowledge of the definition of civic education • Knowledge of the terms and their definitions of active citizenship, human rights, culture of peace • Theoretical knowledge on the role of civic and human rights education as a tool of inclusion <p>Skills</p> <ul style="list-style-type: none"> • Develop active citizenship skills |

| | |
|---------------------------|---|
| | <ul style="list-style-type: none"> • Develop communication, cooperation and team-building skills • Develop self-reflection and team-reflection skills • Ability to identify social development issues to address in a community <p>Attitudes/Behaviour</p> <ul style="list-style-type: none"> • Increase confidence to express oneself including ideas and opinions • Feeling encouraged to have a more proactive behaviour and participate in their local societies • Increase respect in human rights and understanding in differences • Become more confident in their ability to get involved with other people/local groups • Express feelings and communicate in a non-violent way • Be willing to cooperate and be open-minded |
| Group size: | Minimum 6 and maximum 14 people |
| Workshop duration: | <p>One day</p> <p>8 hours in total</p> <p>4 sessions of 2 training hours each (1,5 hours) including 1,5 hours of break</p> |
| Preparation | <ul style="list-style-type: none"> • Find a room with enough space for the activities, a floor that people can sit and/or lay on, chairs and tables, computers, projector. Book at least 2 months before the workshop's implementation. • Find the proper instructors for the workshop's activities and understanding of the activities that you are not familiar with • Inform the participants about the purpose of the workshop, its goals and the programme that is going to be followed. Additionally, make clear to them that they don't need to have any experience or knowledge in the |

| | | | | |
|--|--|--------------------|------------------------|-------------------------------|
| | fields that are going to be discussed. Finally, ask participants to bring with them a personal item that means something to them. | | | |
| | <ul style="list-style-type: none">Organize catering for coffee and lunch breaks, or provide information about nearby food options | | | |
| The Lesson Plan | | | | |
| Nr. | Topics and Sub-topics/Learning Activities | Duration (minutes) | Training Methods | Materials/ Equipment Required |
| 1 | Introduction The tutor welcomes the participants, introduces him- or herself and presents the topics that are going to be covered during the day. | 10 | Presentation | Lesson Plan on Flipchart |
| 1 st Topic: Civic Education | | | | |
| 2 | Activity No 1-Two Truths and a Lie The facilitator asks each person to brainstorm three "facts" about themselves -- two of the facts will be true, and one will be a lie. | 15 | Ice-breaking activity | |
| 3 | Activity No 2: Game of Possibilities This is a great 5-minute team building game. Give an object to one person in each group. One at a time, someone must 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 wacky, ideas. This team building exercise inspires creativity and individual innovation. | 10 | Team-building activity | Any random object |

| | | | | |
|--------------------------------------|---|-----------|----------------------------|---------------------------------|
| 4 | Activity No 3: Introduction to Civic Education <p>Facilitator places 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...".</p> <p>Bridging what participants wrote the facilitator gives more information on what civic education actually is by providing its definition and more information on civic education. (see the definition provided in the PRIORITY methodology).</p> <p>After this, the facilitator asks 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:</p> <ul style="list-style-type: none"> • My country has a good civic education system • I received good civic education from different sources than school • I think we should have more of civic education in schools <p>After each sentence when people choose their spot facilitator asks them for explanation of why they stand there and ask some other follow up questions to open little discussions.</p> | 55 | Presentation Discussion | Laptop Projector |
| 5 | Coffee Break | 30 | | |
| 2nd topic: Active Citizenship | | | | |
| 6 | Introduction to Active Citizenship <p>The facilitator makes an introduction to the concept of active citizenship using the resources from PRIORITY methodology. Facilitator uses visualization to explain that the:</p> | 10 | | Flipchart Video projector |

| | | | | |
|---|---|----|------------------------------|---|
| | <p>'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, 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)</p> | | | |
| 7 | <p>Activity No 4: Community Mapping</p> <p>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.</p> <p>Preparation and materials</p> <p>Approach</p> <ol style="list-style-type: none"> 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. 3. 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: | 45 | Group work and brainstorming | Paper and lots of coloured pens, sets of printed images and two examples of community maps. |

| | | | | |
|----------|---|-----------|---|--|
| | <ul style="list-style-type: none"> • what services and facilities does the community have? • what skills does the community have? <p>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.</p> <p>6. Identify issues or concerns in the community and mark them on the map.</p> <p>7. Identify where there are gaps in knowledge and further research is needed.</p> <p>Info: https://www.britishcouncil.org/sites/default/files/active_citizens_global_toolkit_2017-18.pdf </p> | | | |
| 8 | <p>Activity No 5: Visioning the changes you want to see</p> <p>How can we make our community a better place to live? What changes would we like to see?</p> <p>The facilitator asks participants to reflect on learning from the previous activity and to prepare for visioning change.</p> <p>Facilitator:</p> <p><i>Refer to the maps of our communities that we made and the need for dialogue and inclusion.</i></p> <p><i>Make sure the changes benefit the community in general. Make them uplift. Write them down.</i></p> | 45 | Team Activity Discussion Feedback | Sticky notes, vision table, Activity 3.5 Power graph. |

| | | | | |
|---|--|-----------|-----------------------------|----------------------|
| | <p>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.</p> <p>1. Invite the participants to think as individuals: what are the changes they would like to see in their community? (What could be?)</p> <p>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.</p> <p>3. Ask each participant to consider: 'what did you hear? What kind of changes did people want to make? Did you hear any like your own? What were the reasons?' Ask the group whether there are any key messages/ideas which are emerging from the group.</p> <p>Debrief</p> <ul style="list-style-type: none"> • 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. | | | |
| 9 | Lunch Break | 60 | | |
| 3rd topic: Human Rights Education | | | | |
| 10 | Activity No 7: Human Rights Tree | 30 | Team Activity Discussion | Empty papers Pens |

| | | | | |
|-----------|--|-----------|-----------------------------|---|
| | <p>Participants work cooperatively to create an image that helps to define human rights and human needs.</p> <p>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.</p> <p>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.</p> <p>2. When drawings are complete, ask each group to present its tree and explain its reasons for the items they have included.</p> <p>Further information: http://hrlibrary.umn.edu/edumat/hreduseries/hereandnow/Part-3/Activity2.htm </p> | | Feedback | Markers |
| 11 | <p>Activity No 8: Presentation about the Universal Declaration of Human Rights</p> <p>The facilitator will present the universal declaration of human rights and will match the fruits, leaves, and branches with articles of the Universal Declaration of Human Rights and write the number of the article next to each tree.</p> <p>Then all together will identify rights concerns that are of particular concern to you and your community.</p> | 15 | Presentation Discussion | Laptop Projector PowerPoint Presentation |
| 12 | <p>Activity No 9: Giving Human Rights a Human Face</p> <p>1. Working individually or in small groups, participants select an article of the UDHR that they feel is especially important. They might illustrate a right enjoyed, denied, defended, or all three.</p> | 45 | Team Activity Discussion | Copies of the UDHR Art supplies |

| | | | | |
|--|---|-----------|--|--|
| | <p>2. Create:</p> <ul style="list-style-type: none"> • 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 <p>Note: The project should not reveal the number of the article it illustrates.</p> <p>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.</p> <p>Further information: http://hrlibrary.umn.edu/edumat/hreduseries/hereandnow/Part-3/Activity_11.htm </p> | | | |
| 13 | Coffee Break | 15 | | |
| 4th topic: Teaching a Culture of Peace | | | | |
| 14 | <p>Activity No 10: The Two Donkeys</p> <p>A Story about Conflict and Cooperation</p> <p>Read the following story to the group:</p> | 30 | <p>Team Activity</p> <p>Discussion</p> <p>Feedback</p> | |

| | | | | |
|-----------|--|-----------|----------------------------|---|
| | <p>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, 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.</p> <ul style="list-style-type: none"> • 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. <p>Further information: http://peacefulschoolsinternational.org/wp-content/uploads/USIP-Guide-April-2012.pdf</p> | | | |
| 15 | Activity No 11: Presentation about the International Cities of Peace and the celebration of the Peace Day | 20 | Presentation Discussion | Laptop Projector PowerPoint Presentation Workbook |
| 16 | Activity No 12: Conflict resolution role playing | 40 | Team Activity | |

| | | | | |
|--------------------------|---|-----------|--------------------------|-----------------------------|
| | <p>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.</p> <p>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.</p> | | Role playing Feedback | |
| 17 | <p>Wrap Up and Evaluation</p> <p>The facilitator wraps up the topics of the 8-hour workshop and asks 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.</p> <p>An evaluation questionnaire is given to all the participants to fill it out.</p> | 10 | Discussion Evaluation | Evaluation Questionnaire |
| Training Material | Learner's Workbook | | | |
| Sources | <p>AECEE Europe (2010), Civic Education Compulsory Session: What Civic Education is, Retrieved from: https://www.zeus.aegee.org/portal/guidelines-for-activities-on-civic-education/ </p> | | | |

| | |
|--|--|
| | <p>Amnesty International USA Human Rights Resource Centre. (1999). Human Rights Here & Now [E-book] (2nd ed.). Minneapolis. Retrieved from http://hrlibrary.umn.edu/edumat/hreduseries/hereandnow/Part-3/Activity_11.htm</p> <p>British Council. (2017). Active Citizens facilitator's toolkit Globally connected, locally engaged [eBooks] (1st ed.). Retrieved from https://www.britishcouncil.org/sites/default/files/active_citizens_global_toolkit_2017-18.pdf</p> <p>Meisel, S., & Noonan, J. (2008). Tools Peace Games [eBook] (1st ed., pp. 1-9). Boston: Peace Games. Retrieved from https://www.seedsofpeace.org/wp-content/uploads/2011/12/PeaceGames.pdf</p> <p>Van Gurp, H. (2012). CREATING A CULTURE OF PEACE: A Practical Guide for Schools [eBooks] (1st ed.). Halifax Regional Municipality: Peaceful Schools International. Retrieved from http://peacefulschoolsinternational.org/wp-content/uploads/USIP-Guide-April-2012.pdf</p> |
|--|--|

3.2. Additional Training Material

- One **PowerPoint Presentation**
- One **Learner's Workbook**