ENGAGE

Building together European Learning
Materials on Education for Citizenship

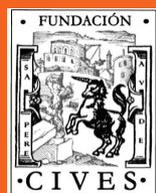**Learning Modules**

Dimension II -

SOCIETY AND THE WORLD

- History and Remembrance

- Media Literacy and Media Education

- Diversity and Discrimination

- Sustainable Development

- Solidarity

Project-Partner:

DARE
Democracy and Human Rights Education in Europe

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VOLUNTEERING MATTERS

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History and Remembrance

Overall context

Euroclio, the European association for history teachers in the project syllabus on "making history work for tolerance" states the need of support for history teachers to bolster their capacity to resist political and xenophobic pressures as essential, in order to enable them to continue their task of educating critical and tolerant citizens. The powerful tool of biographical approaches to explore the issue of democracy, human rights and children's rights deriving from the children's perspective offers various pedagogical entries.

However, it needs highlighting that teachers in all related studies on history teaching have unanimously stated that they feel uncomfortable and improperly equipped and trained in teaching controversial historical issues such as the Holocaust, totalitarianism and human rights violations (see: European Union Agency for Fundamental Rights (FRA) project "Discover the past for the future - A study on the role of historical sites and museums in Holocaust education and human rights education in the EU"). So despite the fact of there being a large number of didactical and support materials there is an evident need for:

• training in history didactics with particular focus on dealing with conflicting historical narratives in the children's personal and school environment;

• training in history didactics with particular focus on linking history with issues of social memory and analysis of remembrance cultures;

• training in history didactics with particular focus on human rights and democratic citizenship.

It is important for children to understand that history and the view on history is not static. Such involving perspectives of certain social groups such as minorities in history learning, not only at the level of children, but also at the level of teachers and other representatives is of importance. For work with children it is advisable to start with approaches that raise awareness for history in the context of their local environment and community. The aim is to make them aware of the multiple layers and conflicts upon which current democratic societies are built. There needs to be awareness among teaching staff that certain narratives (family and wider environment) and social restraints are always threat to interpretation, and construction.

Context of the European policies

As history teaching and education is part of the national states' sovereignty, the most important documents on history learning relate to the European Cultural Convention from 1954, which purpose is to develop mutual understanding among the peoples of Europe and reciprocal appreciation of their cultural diversity, to safeguard European culture, to promote national contributions to Europe's common cultural heritage respecting the same fundamental values and to encourage in particular the study of the languages, history and civilization of the Parties to the Convention.

The Council of Europe Committee of Ministers Recommendation Rec (2001) 15 to member states on history teaching in twenty-first-century Europe (for the full text see https://wcd.coe.int/ViewDoc.jsp?id=234237) is the outstanding and most important reference point when it comes to history teaching regards to democracy and pluralism and diverse citizenship education. It

affects all learning environments.

The European Union with its programme Europe for Citizens aims to support specific work on European Remembrance issues, namely to contribute to citizens' understanding of the EU, its history and diversity and to raise awareness of remembrance, common history and values and the aim of the EU, by outlining the reflection on European cultural diversity and on common values. It aims to support projects reflecting on causes of totalitarian regimes in Europe's modern history (especially, but not exclusively, Nazism that led to the Holocaust, Fascism, Stalinism and totalitarian communist regimes) and to commemorate the victims of their crimes. But also in a wider sense, stimulate the discourse on other defining moments and reference points in recent European history. Unanimously the EU supports tolerance, mutual understanding, intercultural dialogue and reconciliation with this instrument.

Activity (1):
"Six Words Memoirs/Diary"

Duration:
45 minutes (for the 1st version); 45 minutes + extra time for internet exploring (for the 2nd version); 1-2 weeks (for 3rd version/project)

Objectives:
• learning more about certain selected historical persons;
• learning to analyse information, getting aware on the importance of different forms of editing and presentation of facts related to the historical person;
• discussing what makes certain forms more stimulating than others.

Age:
8 onwards. It is recommended to contextualize the historical figures.

Methodology:
individual work, pair work, discussion, work with sources, work with ICT

Material:
• information and material prepared by teachers according to the historical topic/event or person
• access to internet
• markers, papers, glue, colour papers, memory-sticks

Instruction:
This activity is inspired by the concept of the Six Words Memoirs/Diary project. The idea is to share a story - usually a life story - in exactly six words. It requires both brevity and ability to express the crux of the matter in the most intriguing way. The "wording" of the message (as well as the message between the lines - for the brevity requires certain degree of poetics) should go side by side with its well-developed graphic form. The implementation details are described in the scenario below (the project version is especially valuable because it engages many different skills, such as writing skills, information search skills, the use of information technology, peer review or teamwork).

The activity can be carried out in three ways. The basic version requires the use of the information and material attached to the script and should be carried out during one class. The extended version requires access to computers and the Internet – should also take one teaching hour. The version in line with the project allows making the optimal use of the „six words memoirs" method - the project implementation should not take more than a week.

When explaining the rules of this activity to the children, it should be emphasised that the leading idea of the "six words memoirs" does not lie in selecting the most important sentence or finding the six keywords. Of course it may happen so, however it should not be its fundamental premise. Writing six words memoirs stands for: creating a coherent whole, which in your opinion will express best the heart of a given matter; therefore, aim for a personal, aphoristic if necessary, interpretation of the significant issues. Text messaging in a way prepares us for this difficult task. Mark Twain's quote provides some interesting food for thought about what is more challenging - brevity or quantity. He once wrote to his friend: I didn't have time to write a short letter, so I wrote a long one instead.

In the following notation, those elements that have been expanded in comparison to the ones preceding them, are presented in bold.

Six Words Memoirs/Diary - 1st version (45 minutes)

1. the teacher explains the learning objectives, explains the rules and gives instructions to the children. The learning objectives are:
• learning more about the selected historical figure,
• learning to analyse information, getting aware on the importance of different forms of editing and presentation of facts related to the figure,
• discussing what makes certain forms more stimulating than others

2. Each child invents a story using six words on one of the topics on the figure of choice. Children use the choice of materials selected by the teacher. Pupils can also pick the topic by themselves building on their knowledge or the information provided by the teacher (e.g. newspaper clippings). Perform a query on the Internet. The task can be performed in small groups.

Children use dictionaries to look for the synonyms and antonyms. They create different variants of the story based on the synonyms (or antonyms). The more variations, the more experimenting with the words, word order, punctuation. Pupils should keep in mind, that six words memoirs portrays rather than narrates the story, therefore cannot be construed as an excellent summary. This stage can be extended, if task 1 took less time than expect.

3. Children are split into pairs (alternatively, we can group two pairs) in order to exchange information on their reception of different variations of the story. With regard to their friends' projects, children need to prepare answers to three questions: Which version of the story do you find most straightforward and why? Which version of the story best describes an original concept (the way you understand it) and why? Which version of the story is most emotionally moving and why?

4. A group selects this version of the memoirs, which they consider the best. They put down their choice on the A3 sheet of paper.

5. Teacher writes down on the blackboard or sticks on the wall the topics on which children have been working. A good idea is to place a short introductory note under each topic. Underneath that, the children put the version of the „memoirs" they have chosen (in accordance to its theme). Now, everyone can read all the memoirs.

6. The teacher provides each child with a set of biographical information and encourages them to read it in context of the memoirs prepared in the class.

Six Words Memoirs/Diary – 2nd version (2x45 minutes)

1. The teacher explains the learning objectives, explains the rules and gives instructions to the children. The learning objectives are:
• learning more about the selected historical figure,
• learning to analyse information, getting aware on the importance of different forms of editing and presentation of facts related to the figure,
• discussing what makes certain forms more stimulating than others

2. Each child invents a story using six words on one of the topics on the figure of choice. Children use the choice of materials selected by the teacher. Pupils can also pick the topic by themselves building on their knowledge or the information provided by the teacher (e.g. newspaper clippings). Perform a query on the Internet. The task can be performed in small groups.

3. Children use both traditional and on-line dictionaries to look for the synonyms and antonyms. They create different variants of the story based on the synonyms (or antonyms). The more variations, the more experimenting with the words, word order, punctuation the better. Pupils should keep in mind, that six words memoirs portray rather than narrate the story, therefore cannot be construed as an excellent summary. This stage can be extended, if task 1 took less time than expect.

4. Children split into pairs (alternatively, we can group two pairs) in order to exchange information on their reception of different variations of the story. With regard to their friends' projects, children need to prepare answers to three questions: Which version of the story do you find most straightforward and why? Which version of the story best describes an original concept (the way you understand it) and why? Which version of the story is most emotionally moving and why?

5. A group selects the version of the memoirs, which they consider the best. Children get access to the blog where the teacher uploaded beforehand the topics and the introductory notes. Children post the "memoirs" they have chosen (according to the topic) on the blog (website). If pupils selected different subjects than the ones provided, they should create a separate entry with the links to the information they used. Now, everyone can read all the memoirs.

6. Teacher provides each child with a set of biographical information and encourages them to read it in context of the memoirs prepared in the class. Also, informs the children about the facultative homework assignment. Teacher suggests adding some new memoirs to the blog.

Six Words Memoirs/Diary – 3rd version (project)

1. The teacher explains the learning objectives, explains the rules and gives instructions to the children. The learning objectives are:
• learning more about the selected historical figure,
• learning to analyse information, getting aware on the importance of different forms of editing and presentation of facts related to the figure,
• discussing what makes certain forms more stimulating than others
2. Each child invents a story using six words on one of the topics on the figure of choice. Children use the choice of materials selected

by the teacher. Pupils can also pick the topic by themselves building on their knowledge or the information provided by the teacher (e.g. newspaper clippings). They use the information attached to this scenario and perform a query both on the Internet and other sources. Children use both traditional and on-line dictionaries to look for the synonyms and antonyms. They create different variants of the story based on the synonyms (or antonyms). The more variations, the more experimenting with the words, word order, punctuation the better. Pupils should keep in mind, that six words memoirs portray rather than narrate the story, therefore cannot be construed as an excellent summary. This stage can be extended, if the task 1 took less time than expect.

3. Children select the fonts for each of the versions, also using fonts available on such websites as Dafont or czcionki.com. The font should be appropriate for the content of the message.

4. The child posts his/her stories on the Internet so that at least three of their friends can read them. They request feedback containing answers to three question: Which version of the story do you find most straightforward and why? Which version of the story best describes an original concept (the way understand it) and why? Which version of the story is most emotionally moving and why?

5. A group selects this version of the memoirs, which they consider the best.

6. The child combines the story with an image (placed in the background) or puts the story in the picture (e.g. the words can be photographed somewhere). He/she asks their friends for feedback on the background: the font size, spacing, layout, colours, contrast, and relevance of the content. The child makes changes if necessary.

7. The teacher should make certain that when kids choose a photo or an image, they did not infringe anyone's copyright.

8. Depending on the age the children also can publish his/her work on the Internet, for example on a blog set up by the teacher.

Activity (2): "Story Cubes"

Duration:
45 minutes for card preparation, 45 minutes for card playing (it does not include the time for materials preparation – it can be prepared within earlier lessons and collected from lesson to lesson).

Objectives:
• developing the child's creativity;
• motivating children to actively exploring the real and historical world on the local level

Age:

Methodology:
Materials prepared by teachers according to the historical topic/event/period to be used for preparing historical; those materials can be also collected, developed within few previous lessons concerning the interested historical topic (children can explore the information in groups before the lesson).

– individual and group work, research, work with different sources

The area of learning: native/foreign language, civic education, social studies, form periods, cultural knowledge.

Instruction:
The game is based on a popular game called the Story Cubes. Participants' task is to spin a tale. However, the storyline is not that straightforward. It needs to include nine randomly selected images or characters, which are depicted on the nine cubes (a total of 54 elements). Each player rolls the cubes to find out which of the images or icons they will have to use in their story.

The children's task is to prepare the cubes with 54 images and characters associated with the history of the period in history. Afterwards, a tournament of storytelling will take place – children will both listen to and tell more or less fanciful stories based on the chosen history moment, in their local communities or in your families. The author's imagination and attention to historical detail will be subject to evaluation.

1. Working in groups prepare a list of images and characters connected with the history they explore. Each team should look for inspiration in different sources: conducting interviews with eyewitnesses, looking through photos and video footage (including feature films), carrying out „archaeological" research at home and in school, reading literature, memoirs and historical novels. Compile a list of 54 images and characters. For each item draw up a brief description that contains an image - if possible, its role, and information source.

2. In the next step, devise a clear ideogram for each image and each character, which later will be placed on the cubes. Next, create a 9 cube set (in school a few of such sets can be created). This step can be prepared individually or in groups (after dividing the characters or images). Make sure that the storytellers have access to the brief descriptions of the images. It might be a good idea to organise an exhibition of all the materials gathered during the preparation stage.

3. When the cube sets are prepared you can play in different ways:

Storytelling game for groups
The game is played in teams of six. Players take turns to roll the cubes and invent a story using all nine images/icons. If you have only one set of cubes at your disposal, keep passing it along throughout the game. After listening to six stories, pick the one you liked the most. Each participant can nominate only one tale (never their own) - a general rule is, that when recommending a story, we should only indicate its strong points and merits.

Feedback is the alternative form of assessing the story. Determine the criteria for evaluation, e.g. language, making the most of the selected themes, suspense... For each of the criteria (best if the list is jointly agreed and not too long) the players award the story from 0 to 2 points and briefly justify their decision. The storyteller sums up his/her points.

The duration of the story should not exceed 5 minutes.

Storytelling game in pairs
The game takes place in front of an audience. Couples which entered the tournament, roll the cubes, and after that they get 5 minutes to prepare the story. During that time, the host tells the audience about the items they have selected.

The couple presents their story. It may be in the form of a tale, a dialogue, or a story where one person talks and the other demonstrates the content.

Meeting of the scatterbrains game

The game is played in teams of threes. Two people narrate alternately, while the third person acts as an arbitrator. The first storyteller introduces one of the selected images into the storyline, and near the end of the story the second person says „No, it wasn't like that…" and suggests an alternative version of the story. The arbitrator picks the winning tale and its author takes up another randomly selected image and continues the storytelling. This way, the players go through all nines images, each time selecting only one of the two proposed stories about one object (character).

Once the round the finished, the scatterbrains swap places, so each of the three players has a chance to act once as an arbitrator and twice as a scatterbrain (we play three rounds).

Interesting and Relevant Resources and Practices

EUroclio

is the network of history teachers with regional branches offers sound teaching support and trainings as well as runs projects related to history education in school.

www.euroclio.eu

COE

The Council of Europe project on history and teaching the past: it has resulted in the above mentioned Council of Europe Committee of Ministers Recommendation Rec(2001)15 of the Committee of Ministers to member states on history teaching in twenty-first-century Europe. The recommendation and the Annex is definitely worth reading as it delivers outstanding views and perspective on the use of history education in European democracies.

https://wcd.coe.int/ViewDoc.jsp?id=234237

EU

Human rights education at Holocaust memorial sites across the European Union. An overview of practice: this handbook examines the role of Holocaust memorial sites and museums, drawing on findings from the FRA project "Discover the past for the future - A study on the role of historical sites and museums in Holocaust education and human rights education in the EU".

In this handbook, the European Union Agency for Fundamental Rights (FRA) provides examples of the various ways in which memorial sites link the history of the Holocaust to human rights, ensuring that the past resonates in the present and its lessons are brought to bear on difficult contemporary issues against its backdrop.

http://fra.europa.eu/sites/default/files/fra_uploads/1790-FRA-2011-Holocaust-education-overview-practices_EN.pdf

EU

Excursion to the past - teaching for the future: handbook for teachers: to mark the 2010 anniversary of „the night of the broken glass", the European Union Agency for Fundamental Rights (FRA) publishes a handbook for teachers. The handbook emphasises the link between teaching about the Holocaust and other Nazi crimes, and teaching about human rights and democracy.

http://fra.europa.eu/en/publication/2010/excursion-past-teaching-future-handbook-teachers

PL

The Institute of National Remembrance: it is a special institution since it has many functions like an archive, an academic institute or an education centre. There are loads of different materials that may be used for history and memory education such as board games and learning materials prepared for both teachers and students. There is even a different page with games on-line, digital library, thematic portals and variety of different sources.

http://pamiec.pl/

PL

History Meeting House: it has its own educational program. There are workshops prepared for working with children as well as with adults. You can find here some educational packages too. There are also exhibitions, often outside the building, so that the strollers may have a little history lesson of their own.

http://dsh.waw.pl/en

PL

The Oral History Archive: it is a website, where you can find presentations and testimonies about living in twentieth century.

http://www.audiohistoria.pl/web/index.php/?lan=pl

PL

Polish History Museum: there is a divided section on their website devoted to education. It consists of different units such us: teachers, games or educational materials.

http://muzhp.pl/pl/p/118/edukacja

PL

Warsaw Uprising Museum: on the page of this museum there are materials to download about the time of uprising in Warsaw. You can find some audios

http://www.1944.pl/edukacja_i_kultura/materialy_do_pobrania/

or described calendar cards for instance

http://www.1944.pl/historia/kartki_z_kalendarza/

DE

Nicht in die Schultüte gelegt - fates of jewish children in Berlin 1933-1945: this material offers an entry to the theme of national-socialism and aims at school kids aged 10+. It works on the biographical example of 7 school kids and their daily life experiences and pictures who have been prosecuted because being Jewish in Nazi-Germany. It does not put at the Nazi- crimes, but has at its heart the experience of a daily life which has been more and more limited and destroyed. http://www.annefrank.de/projekte-angebote/paedagogische-materialien/nicht-in-die-schultuete-gelegt

DE

7x young – your training ground for solidarity and respect: the exhibitional space is a Europe-wide unique educational resource. Autobiographical fragments tell of exclusion, oppression and hate - but also of friendship, resistance and solidarity. The exhibition was designed by Gesicht Zeigen!, a non-profit organization which was founded to encourage people, and especially young people, to become involved in society and to take responsibility for democracy and justice in Germany. It refers to the exhibition's seven rooms of multimedia displays developed especially for young people – but also for adults – to grapple with questions of human rights on both intellectual and emotional levels.

http://www.7xjung.de/71/

AT

Erinnern: Main Austrian platform for historical-political learning and remembrance (e.g. intermediation of contemporary witnesses, support of school projects, lots of material).

www.erinnern.at

AT

Documentation Centre of Austrian Resistance (DÖW): Information, lectures, exhibitions and school programs on topics like National Socialism, right-wing extremism, racism, resistance and remembrance.

www.doew.at

FR

Réseau Canopé: national network of documentation and resources for teachers: documentation, resources, exhibitions for schools.

https://www.reseau-canope.fr/

FR

France TV: educational website to provide short movies and giving informations on history.

http://education.francetv.fr/matiere/histoire

FR

CIDEM: resources centre for pedagogical tools for teaching citisenship education.

http://itinerairesdecitoyennete.org/

ESP

Proyecto Clio: creation and selection of teaching materials and a place to share information. You can find here several activities to teach history and memory addressed to different levels.

http://clio.rediris.es/

ESP

The Politics of Remembrance: it has been coordinated by the Higher Council of Scientific Research and intends to evaluate the sociological, anthropological, legal, political, and media impact of Spanish Civil War and its legacy. It contains information with pedagogical resources.

http://www.politicasdelamemoria.org/en-los-medios/materiales/

UK

Association for Citizenship Teaching: this article focuses upon World War 1 and how to teach the centenary and remembrance.

http://www.teachingcitizenship.org.uk/issuu/teaching-citizenship-issue-36

UK

The Red Cross: learning resources available on the Laws of War. Particularly focusing upon First World War volunteers and The Unknown Soldier.

http://www.redcross.org.uk/Tags/Laws-of-war?cts=teachingresources

Media Literacy and Media Education

Overall context

Today's information and entertainment technologies communicate to us through a powerful combination of words, images and sounds. As such, we need to develop a wider set of literacy skills helping us to both comprehend the messages we receive and effectively utilise these tools to design and distribute our own messages. Being literate in a media age requires critical thinking skills that empower us as we make decisions, whether in the classroom, the living room, the workplace, the boardroom, or the voting booth.

From a perspective of citizenship education, developing media literacy requires supporting individuals to develop skills, competences and expertise to cope with the increasingly sophisticated information and social media that address us on a multi-sensory level, affecting the way we think, feel, behave and act.

Media literacy is understood as broad knowledge in the daily use of media. More specifically, literacy is the ability to: access the media; understand the media and have a critical approach toward media content; create communication in a variety of contexts.

Source:
http://ec.europa.eu/culture/media/ media-literacy/index_en.htm

Through developing media literacy, people are empowered to be both critical thinkers and creative producers of an increasingly wide range of interconnected communication use. It is the skillful application of literacy skills to media and technology messages. Media literacy is the ability to encode and decode the symbols transmitted via media and the ability to synthesise, analyse and produce mediated messages. Media literacy is seen as vital for economic growth and job creation. Digital technologies are often defined as key drivers of competitiveness and innovation in the media, information, and communication technology sectors.

Media education is the study of media, including 'hands on' experiences and media production. Media literacy education is the educational field dedicated to teaching the skills associated with media literacy.

Source:
http://namle.net/publications/media-literacy-definitions/
http://ec.europa.eu/culture/policy/audiovisual-policies/literacy_en.htm

Context of European policies

Among the 8 lifelong learning competences, digital competence is a core competence. In a CE context on work with young people this may relate to the development of capabilities to use means of IT and communication. It relates to producing, storing, analysing information. Sharing information via internet and social media and to make use of different media means such as mobile phones, camera devices apps, etc. Especially the ability to develop a perspective on the role of media in society is crucial for Education for Democratic Citizenship.

Activity (1):
"My weekly media survey & my media plan"

Duration:
60 minutes (2 x 30 min), there is also the opportunity to embed the method in a longer term activity on media use and to re-run the activity after a certain period.

Objectives:
• Develop children's curiosity and sensitise them on the topic
• Develop an understanding of "media" and the role(s) of media in our societies
• Motivate children to actively explore the real world, to learn and communicate, as well as to self-study, acquire and process information on their own;
• Support children in building a coherent vision of the relation between media and real life;
• Educate children about active involvement and taking responsibility in the public life
vDevelop with the children a sense of active media use and help to empower the children to make their choice according to their needs

Age:
It is recommended to adapt the exercise to the needs and capabilities of the children. Especially younger children (8+) may find more motivation to join interactive activities thus need other forms of reporting.

Material:
Annex 1: My weekly media survey
Annex 2: My media plan

Methodology:
Individual work, pair work, discussion
There are several extensions and alternatives suggested. Depending on the time foreseen and capacity of the group these extensions can be integrated or skipped. However they need extra time.

Instruction:
1. The activity encourages children to analyse their use of media, to develop an understanding of media and to develop capacities plan their media use.

2. The activity can be conducted stand in a single lesson but also may be repeated over a longer period in order to come with the kids into a deeper reflection and discussion. Such the exercise can be conducted on regular basis.

3. Children should fill in the reporting table (Annex 1 "my media survey") trying to recall how they used media in the last week. The table can also be done as a homework assignment - children will be keeping track of their choices and conduct observation, after which a forum debate will be held to discuss the results.

My weekly media survey

How do you use various media? Fill in the following table recalling the previous week or – better yet – keep monitoring your decisions and actions in the next few days.

	What do I watch? What do I listen to? What do I read? What do I play?	**How many hours a day? How many hours a week?**	**Why do I choose this particular activity? What do I look for?**	**Does it meet my expectations?**
TV (what programs on which channels?)				
Radio (which broadcasts in which radio stations?) internet radio, spotify ...				
Newspapers and magazines (which articles, columns in which newspapers or magazines?)				
Internet and social media: Facebook, youtube, Whats-App, games, music etc.				

4. Once the children completed the task, discuss with them e.g. the following reflection questions.

• Are you ok with your selection of media activities? What kind of media did your activities include? How are different media represented?

• Which of the activities (programs, broadcasts and topics…) meet your expectations…which of them not quite? What was fun? What did you, like what not?

• Would you like to make any changes in your use of media? What new things could you try? Who can you ask for advice in this regard?

Children share their thoughts and findings. Try to guide the debate, and make sure, that every individual report is treated with respect.

• **Extension 1**: Based on the table provided in ANNEX 1 the reports could be summarised to a group view. Based on the findings, the teacher can develop with the group an understanding of different types of media (print, broadcasts, social media). The whole exercise can also be conducted orally or in sociometrics which can be easier for younger kids.

• **Extension 2**: sociometric exercises can help to get an idea who in the group makes use of what media and what needs and expectations the kids have towards different kinds of media. A good exercise can be to include VOTES on what is popular?

5. Now children can discuss in small groups what expectations they have towards their use of media, what they think is important for their future media use.

The following questions can support the discussions.

• Think what it is that you are looking for most in different media: information, education, entertainment, or something to pass the time? Establish your priorities.

• Which of your interests would you like to develop with the help of the media? Think of your school assignments – maybe the media could be of help when doing your homework?

• Check the TV guide and the radio schedule for the next week. Select that you find the most interesting.

• Think which newspapers and magazines are worth reading in order to learn something more about the world affairs. What were your previous positive experiences? What new sources could you try?

• Consider what web based media can be regarded as a useful and supportive source. What kind of information will be particularly important to you in the coming week? Where can you find it?

• Consult your friends, parents, teachers and others who you consider an expert in this field. Perhaps, they can recommend some programs, broadcasts, podcasts, newspapers or websites?

• Remember the principles of the „Vade mecum of the young viewer" - Choose! Check! Think!

• **Extension:** the children can present their group findings to the class

Alternative: if there are certain popular favourites of broadcasts, programs; arrange with the groups detailed analysis of one specific program (what was good, what was not, who does it, who is responsible for it etc.)

6. As next step, children plan their individual „media week" (Annex 2 my media plan). Encourage your children to make thorough choices amongst their media activities for the coming week and in the future.

7. During the next class, children compare the two tables: has

My media plan

And now, make a plan for the coming week by filling out the table again - the last column should be completed only after you will have watched, listened or read the items you selected. If you would like to plan your „media week" even more precisely, spread it over different days (just like in the last table).

	What do I watch? What do I listen to? What do I read? What do I play?	**How many hours a day? How many hours a week?**	**Why do I choose this particular activity? What do I look for?**	**Does it meet my expectations?**
TV (what programs on which channels?)				
Radio (which broadcasts in which radio stations?) internet radio, spotify ...				
Newspapers and magazines (which articles, columns in which newspapers or magazines?)				
Internet and social media: Facebook, youtube, WhatsApp, games, music etc.				

anything changed in their perception of the media? Have they made any resolutions? Do they want to change something?

Alternative Activity (2): "Media representations"

Duration:
45-60 minutes, dependent on class size (plus extension task)

Objectives:
• Sharing the views on how the media shapes perceptions;
• Developing critical view on information that is provided in the media;
• Considering the difference between objective and subjective.

Age:
• It is recommended to adapt the exercise to the needs and capabilities of the children. Especially younger children (8+) may find more motivation to join interactive activities thus need other forms of reporting.

Materials:
Computers, smart phones, pens, paper, projector, scissors, old magazines/newspapers etc

Instructions:
1. Individual work, pair work, discussionChildren are put into pairs (groups of three) and asked to identify two celebrities that they know. One of the celebrities should be someone who is portrayed positively and the other should be a celebrity that is portrayed negatively.

2. Each pair will be given a sheet of paper and are asked to write down three things that they have seen in the media about each celebrity. If accessible they can make use of computers, smart phones to find out fact about the celebrity. Once they have written down

the three things the pairs will discuss together how they feel about the way that celebrity has been portrayed.

Alternative: (Younger) children who face difficulties in writing also can create collages by cutting pictures and snippets from newspapers etc and make a poster to be presented to the group.

3. Once each pair has completed the above the teacher will then collect the names of all the celebrities and will ask the children as a class whether they think this celebrity has a positive or negative image in the media.

4. Pairs of children will then share the three things about the celebrity and ask the group if any of them have changed their minds. The teacher will then lead a discussion on representation in the media and the concept of objective truth. They will also introduce the idea that the media gives us 'versions of the world'.

5. Extension: Ask each pair at home to look into the celebrity that was portrayed negatively in the class and ask them to find at least one thing that is positive about this person. Each pair will then share this information with the group during the next class. Question: Who could have an interest in developing positive or negative stories about people?

Interesting and Relevant Resources and Practices

COE

BOOKMARKS the manual on combating hate Speech through human Rights Education is a useful resource developed by the Council of Europe in the Frame of the No Hate Speech Movement:

http://nohate.ext.coe.int/Campaign-Tools-and-Materials/Bookmarks

EU

http://milpeer.eu/documents/33/ This platform is a tool created to prepare, translate and publish educational resources. Its goal is to increase the number and quality of media literacy projects in Europe. You may find here some good practices to get inspired by.

EU

www.media-and-learning.eu This platform allows finding information in newsletters in the subject of media and learning.

PL

This foundation organizes projects which provide scenarios, exercises and materials about media education. We can also find here some information about history of media.

www.nowoczesnapolska.org.pl

PL

This is a foundation created to teach how crucial it is to be aware and responsible since we all give and receive various news. There are some publications about media education to find here.

www.fundacjanowemedia.org

PL

This is a project of Nowoczesna Polska. It provides detailed lesson scenarios aimed at varied age groups.

www.edukacjamedialna.edu.pl

PL

On this platform we can find a tab Ninateka which takes us to the base of information about digitalization.

www.nina.gov.pl

PL

On this page we find projects about digitization, technology and openness. There is also an online reading room.

www.centrumcyfrowe.pl

PL

This is a tab on platform of Center For Citizenship Education. Among their projects, this one is about media education. Students and teachers may participate inan online course on this subject.

www.ceo.org.pl/media

AT

This platform by the Austrian ministry of education provides teachers with information and advice on current topics with regard to media literacy (film, video, computer, "new media") and introduces projects of best practice.

www.mediamanual.at

AT

Main Austrian platform that supports students, their parents and teachers when dealing with digital media.

www.saferinternet.at

AT

Newspapers in Schools (Zeitung in der Schule): Main Austrian platform on media literacy with regard to newspapers:

www.zis.at

DE

The initiative "Ein Netz für Kids" (a web for kids) is a joint initiative of the german government, private and public organisations that support the idea of a respectful, child-friendly and safe internet as the best tool for kids to develop digital skills and media competences adequately. The initiative comprises funding programs and supports child adequate websites (among them children developed websites) which are there to help youngsters aged 8-12 to develop digital literacy.

http://enfk.de

DE

JUNAIT is a social media simulation for kids aged 8 -12 which offers a safe space to learn with children about social interaction in the web. A must have! More info here

https://www.junait.de/

UK

K-12 Digital Citizenship Curriculum provides materials designed to develop student's abilities – such as critical thinking, safe behaviour and responsible participation – in digital world.

https://www.commonsensemedia.org/educators/curriculum

UK

Here we can find teaching resources and lesson plans.

http://mediaeducationlab.com/media-literacy-guide

UK

Here we find a toolkit - collection of blogs, articles, and videos developed to help educators to start using social-media.

http://www.edutopia.org/social-media-education-resources

UK

On this website we can enhance our knowledge on the subject of media education, since it shows us definition and matters that concerns school education.

http://www.media-animation.be/-About-Media-Education-.html

UK

This is a paper in PDF which not only gives its readers a background about media education, but also shows work schemes.

http://www.citized.info/pdf/commarticles/Elaine%20Scarratt.pdf

UK

This a resourceful website for working, analysing on images and media lectures

http://www.decryptimages.net/

FR

Resources centre from the media's' information and teaching centre http://www.clemi.org/fr/

ESP

Canal Comunica is an educational project based on a digital platform that provides schools, families and secondarily, analytical and media content creation and open channels of direct dialogue with professionals in the communication sector.

http://recursostic.educacion.es/comunicacion/canalcomunica/acercade.php

ESP

This work stems from the analysis of „Compulsory education faced to audiovisual communication competence in the digital environment", which involved researchers from seventeen Spanish universities, referred to Early Childhood and Primary Education. The study results show the need for media literacy, which in the case of students and Primary needs to be done in a fun and close to the interests and formats to which they are accustomed.

http://www.bubuskiski.es/#

Diversity and Discrimination

Overall context

International context

Diversity and discrimination has been for a long time a quite long issue to define and a really controversially subject for the whole world. For the UNESCO the definition of both topics is related to the cultural background.

One commonly used definition of cultural diversity is: [Culture] is that complex whole which includes knowledge, beliefs, arts, morals, laws, customs, and any other capabilities and habits acquired by [a human] as a member of society.[1]

Racial discrimination as defined in international law is any distinction, exclusion, restriction or preference based on race, color, descent or national or ethnic origin which has the purpose or effect of nullifying or impairing the recognition, enjoyment or exercise, on an equal footing, of human rights and fundamental freedoms in the political, economic, social, cultural or any other field of public life.[2]

European context

At European levels the definitions of diversity and discrimination have been more elaborated and are being used on the intercultural educational level mostly.

Diversity is often understood as an intercultural concept and as dialogue.[3]

Discrimination affects various spheres of interaction between individuals but also of groups of people; being apart from society; no say in political issues, deprived from work, studies etc. Discrimination affects several protected spheres such as sex, sexual orientation, disability, age, race, ethnicity, colour or a membership of a national minority, nationality or national minority, religion or belief, language, social origin, birth or property, political or other opinion, 'others status'.[4]

There are several legal frames such as the EU Charter of Fundamental Rights, the Council of Europe and the European Union Convention of Human Rights, but also several legal instruments (e.g. EU non-discrimination directives) that provide the conceptual and political frames for education in this field.

Context of the European policies

The societal environment in Europe (and all over the world) is changing quickly and becoming more and more diversified. Cultural diversity is an essential condition of human society, brought about by cross-border migration, the claim of national and other minorities to a distinct cultural identity, the cultural effects of globalisation, the growing interdependence between all world regions and the advances of information and communication media. More and more individuals are living in a multicultural normality and have to manage their own multiple cultural affiliations.

Cultural diversity is also an economic, social and political plus, which needs to be developed and adequately managed. On the other hand, increasing cultural diversity brings about new social and political challenges. Cultural diversity often triggers fear and rejection. Stereotyping, racism, xenophobia, intolerance, discrimination and violence can threaten peace and the very essence of local and national communities.

Dialogue the oldest and most fundamental mode of democratic conversation, is an antidote to rejection and violence. Its objective is to enable us to live together peacefully and constructively in a multicultural world and to develop a sense of community and belonging.

In political parlance, the term intercultural dialogue is still only loosely defined.

Objectives:

In a general sense, the objective of intercultural dialogue is to learn to live together peacefully and constructively in a multicultural world and to develop a sense of community and belonging. Intercultural dialogue can also be a tool for the prevention and resolution of conflicts by enhancing the respect for human rights, democracy and the rule of law. More specifically, the following goals have been outlined:

• to share visions of the world, to understand and learn from those that do not see the world with the same perspective we do;
• to identify similarities and differences between different cultural traditions and perceptions;
• to achieve a consensus that disputes should not be resolved by violence;
• to help manage cultural diversity in a democratic manner, by making the necessary adjustments to all types of existing social and political arrangements;
• to bridge the divide between those who perceive diversity as a threat and those who view it as an enrichment;
• to share best practices particularly in the areas of intercultural dialogue, the democratic management of social diversity and the promotion of social cohesion;
• to develop jointly new projects.

Easier than a definition is a description of the conditions, the enabling factors that characterise a true, meaningful intercultural dialogue. Based on existing experience, one can propose at least six crucial conditions that must be fulfilled from the very outset, or achieved during the process:
• equal dignity of all participants;
• voluntary engagement in dialogue;
• mindset (on both sides) characterised by openness, curiosity and commitment, and the absence of a desire to success the dialogue;
• readiness to look at both cultural similarities and differences;
• minimum degree of knowledge about the distinguishing features of one's own and the other culture;
• ability to find a common language for understanding and respecting cultural differences.

Important definitions

Stereotyping is a 'fixed idea' that people have about what someone or something is like.
Stereotyping:
• helps us to deal with the constant bombardment of information that we are subjected to daily, by enabling us to use a "short cut" method of dealing with new information
• however, this is often unreliable and inaccurate and can become negative when we make over-simplified or untrue generalisations about particular individuals or groups. This can then become a prejudice.
Prejudice is a preconceived opinion.
• Prejudices are hard to lose. They can inform what we do. When we treat a person or particular group of people differently, espe-

cially in a way worse from how we treat other people, because of their skin color, dress code, sex, etc. – this is discrimination.

Discrimination is prejudice in action.

• Having a prejudice in itself is not necessarily a problem. Where difficulties arise is when we are either not aware of them, or when we are unable to put them aside when they are convincingly challenged.

• We cannot stop our views getting formed in this way – what we can do is to make positive efforts to, question our prejudices, change our views and not act in a discriminatory way.

Inequality is where individuals in society do not have equal social status.

• Areas of potential social inequality include voting rights, freedom of speech and assembly, the extent of property rights and access to education, health care, quality housing and other social goods.

• Volunteering Matters is committed to promoting diversity and ensuring that no service user is disadvantaged by negative attitudes towards their gender, marital and parental status, religious or political beliefs, colour, race, ethnic origin, creed, sexual orientation, age, disability, spent criminal convictions or any other criterion not relevant to the point at issue.

Activity:
"You can't judge a book by its cover"

Duration:
several workshops/lessons (at least 45 minute for each proposed activity)

Objectives:
to reveal various instances of discrimination towards the others;
• to spot the observable characteristics of an individual and determine those to whom we grant most importance;
• to realise a story of a situation;
• to analyse the reasons of a change of opinion about a person.

Age: 8+

Methodology:
• the list of aspects/elements in a person's appearance or – in another version – sample of portraits in different context to be described by children (for groups/pairs or for individual work) and its real descriptions– activity No 1;
• the sample of the story/role playing or – in another version – the spot/movie/photo that introduces children into the situation – Activity No 2
• the paper with proverbs written down to be handed out among children (pairs)
• observing – describing – interpreting; work in groups/pairs

This proposal can be divided into 3, separately provided, activities.

Activity No 1 (version 1)
1. Ask children: *When you meet for the first time a person, what are the aspects which strike you most about somebody whom you do not know?* They read and complete on the forum the list presented underneath.

o   Clothing
o   Voice
o   Look
o   Laugh
o   Walk
o   Skin colour
o   …..............
o   …..............
o   …..............

2. After the tasks are completed ask them to work individually, in pairs or in a small groups to rank by number which elements are the most important for them. Encourage children, if they work in pairs or in small groups to discuss their point of view and to agree with the numbering.

3. Ask children if the exercise was easy or difficult. What was easy? What was difficult? When they agreed? When they did not disagree? Discuss with them why some elements are much more affecting for us? Ask them if usually appearances characterise the person, and if we can judge him or her by the appearance.

4. Write the proverb "Do not judge a book by its cover" and ask children to explain it after the experiences they had during the exercise.

Activity No 1 (version 2)
1. Ask children to work in pairs – they work together on an activity based on portraits (pairs should be handed out with different portraits, in different contexts). Ask them to describe the persons by their appearance (Who is she/he? What is she/he doing? What is his/her job? How does he/she behave etc.) Then ask them to complete the list of elements they were affected and determined in their descriptions.

o   Clothing
o   Voice
o   Look
o   Laugh
o   Walk
o   Skin colour
o   …..............
o   …..............
o   …..............

2. Next, hand children out with the real description of the presented persons. Give them some time to reflect upon the real descriptions , and after discuss with them the following questions: Did our expectations/observation meet with the description? What did we miss? Why?

Discuss with children: Why are some elements of appearances much more affecting for us than others? Ask them, if we can judge people by their appearance.

3. Write the proverb: DO NOT JUDGE THE BOOK BY ITS COVER and ask children to explain it after the experience they faced during the exercise.

Activity No 2 (version 1)
1. Ask two volunteer-children to work in a pair. They sit front to front in the centre of the classroom. One of them has to act actively, the other one passive. The other children sit themselves in a circle around a chosen pair and have the role of a silent audience.

2. The tasks of the "role playing pair" are:
• observing: the person with the active role focuses on the passive one and tries to get a full impression of her/him;
• describing: the active person reports on her/his impression of the passive person, without adding a rate /assessment;

• interpreting: the active person gives an estimation/rate/weight on what her/his impression is, e.g. old trouser – poor person, jewellery on ears, fingers – rich parents?

3. Afterwards the educator/teacher asks the passive person:
• How do you feel when you hear these statements about you as a person?
• Did you want to react to them or not?

4. Next the teacher asks the audience:
• Would your interpretations be similar?
• What things did you discover?
Depending on the group there can be further questions on reflection asked. Depending on the group it makes sense to place two persons who are capable to act in the passive role into the circle, while it also makes sense to have active role persons who are capable to conduct themselves in a very expressive/exaggerated way.

Activity No 2 (version 2)
1. In this version of the exercise, the focus is on people behaviour. Begin by dividing children into small (2-3 persons) groups.

2. Ask them to make up a history (inspired by a real-life event from their reality) in which they badly judged a person according to their first impression. Children should discuss the situation, context, and the particular moment in which they changed their opinion.

3. Ask 2-3 groups to present their "story" (it can be the role play, oral or writing story); if you decide to present a role play, the other children can observe the situation and answer to questions at the end of presentation:
• How do you form your opinion on the presented person?
• What is your opinion on him/her? Is it still the same or is it changing?
• What changed your opinion? What elements?

Activity No 3
1. Ask children to work in pairs. Hand out to them different proverbs on judgment of people based on appearances/first impression/stereotypes (choose universal international proverbs but also those that are understood in the national context). Each pair discusses one proverb: What does it mean? Do you know any examples of this situation? Do you agree or disagree with that?

2. Present to children different books with different covers (choose those covers that mean nothing or something completely different to the story of the book). Ask the children if they can guess what the book is about by looking at the cover and the title. Discuss the factors that impact upon our formation of opinions about people we meet.

3. Then write on the blackboard or flipchart the title proverb: You can't judge a book by its cover. Ask children:
• What does it mean to them?
• Can they find example from their school life?
• How they feel if they are judged by their appearance?
4. Ask children to draw a picture (in groups) that illustrates this proverb. Prepare the school exhibition.

Interesting and Relevant Resources and Practices

COE
Compasito. Manual on Human Rights Education for Children: The collection of selected and well-tested exercises on human rights education for young children in English, French, Polish and German. www.eycb.coe.int/compasito/ |
http://www.eycb.coe.int/compasito/fr/ | www.compasito-zmrb.ch/
COE
Compass. Manual on Human Rights Education with Young People: This collection of selected and well-tested exercises on human rights education addresses young people and includes material and activities on the topics "diversity and discrimination" in English, French, Polish and German. www.eycb.coe.int/Compass/en/contents.html | www.eycb.coe.int/Compass/fr | www.kompass.humanrights.ch
COE
Council of Europe Website: many information on humans rights and democracy for youth and young people.
https://www.coe.int/t/dg4/youth/coe_youth/adae_campaign_EN.asp
COE
All Equal All different: The Education Pack published by the Council of Europe https://www.coe.int/t/dg4/youth/Source/Resources/Publications/Education_Pack_en.pdf | http://www.coe.int/t/dghl/monitoring/ecri/archives/educational_resources/education_pack/Kit%20pedagogique.pdf
DE
Vielfalt leben lernen - Diversity Strategien an Grundschulen entwickeln und umsetzen/Learning living diversity - developing and conducting diversity strategies in primary schools: German resource which enables developing diversity strategies by cooperating with a non-formal educational partner. It comprises up to date theory and psychology and suggests concrete educational and tools for diversity development in frame of the primary schools.
http://www2.kurt-loewenstein.de/uploads/vielfalt_leben_lernen_projekt-dokumentation_jbs_kurt_loewenstein.pdf
DE
Methodenhandbuch zum Thema Antiziganismus: a handbook on antigypsyism with developed standards of working on attitudes and stereotypes against the Gypsi community. The concept is based on a project conducted by a non-formal educational provider and the German Roma association. It delivers information and counselling, introduces succesfull methods and concrete educational activities on tackling anti-gypsyism in the school context and in the work with teachers (and adults). The website offers further resources and contact to educational experts who regularly conduct trainings on the topic.
http://methodenhandbuch-antiziganismus.de/Start
DE
Fortbildungsinstitut für die Pädagogische Praxis: a toolbox and method compendium on diversity in primary schools (Learning about the positive impact of diversity: utilizing the anti-bias concepts for primary schools).
www.fippev.de
DE
Inclusion as Human Right is a web based resource which offers a variety of approaches methods and games to explore diversity oriented and inclusive learning concepts. The website also introduces and explains legal instruments and resources, the concept of inclusion refers to.
http://www.inklusion-als-menschenrecht.de
DE
Früh aufgestellt - Viele Träume - Gleiche Chancen: a non-formal educational project on right-wing extremism prevention for primary school children. The website introduces 3 educational mo-

dules tailored on the primary level. The concept is based on the developing the dimensions of fairness and empathy.

http://www.fruehaufgestellt.de/

AT

Best Practice Archive on Citizenship Education: within the online database of the best practice archive provided by Zentrum polis, teachers find teaching suggestions, lesson plans and practical ideas for projects that can be carried out in the classroom. The entries can be sorted according to topics – one of these being "(Anti-)Discrimination" – and school levels.

http://praxisboerse.politik-lernen.at

AT

ZARA – Civil Courage and Anti-Racism Work: initiative that provides counselling, preventive measures and awareness campaigns regarding all forms of racism. www.zara.or.at

AT

Vielfalter: the Initiative supports projects that aim at promoting cultural diversity, multilingualism etc.

www.viel-falter.org

ESP

Campana Stop Racismo: the campaign to fight racism with activities for primary and secondary education.

http://aulaintercultural.org/2014/10/27/campana-stop-racismo/

ESP

Por Cuatro Esquinitas: the short film that promotes tolerance and empathy towards others. https://www.youtube.com/embed/DBjka_zQBdQ?wmode=transparent&utm_source=tiching&utm_medium=referral

PL

RÓWNOSCINFO: that portal collects resources on the broader issues of equality and anti-discrimination activities. It includes publications, legal documents, articles, videos, and best practices. The portal includes recent publications as well as those that were published in Poland since the 1980s. Many of them are in electronic format and can be easily downloaded.

https://rownosc.info/

PL

Anti-discrimination Education Association: the website of this association is directed to individuals and institutions engaged in formal and non-formal education in on anti-discrimnation topic and includes instructions, reports, materials for: teachers, educational institutions; ministries responsible for education and science, education superintendents, teacher training centers, trainers of adults and youth, institutions involved in non-formal education.

www.tea.org.pl

IOM

MAP The Where We're From: interactive application tracks migrants around the world (hosted by IOM.int) endlessly fascinating to explore where we're from and see how diversity is everywhere.

http://www.iom.int/world-migration

[1] http://www.unesco.org/new/en/social-and-human-sciences/themes/international-migration/glossary/cultural-diversity/

[2] http://www.unesco.org/new/en/social-and-human-sciences/themes/international-migration/glossary/discrimination/

[3] http://www.coe.int/t/dg4/intercultural/concept_EN.asp

[4] http://fra.europa.eu/sites/default/files/fra_uploads/1510-FRA-CASE-LAW-HANDBOOK_EN.pdf

Overall context

International context

In 1987, the World Commission on Environment and Development defined sustainable de-velopment as development, which meets the needs of the present without compromising the ability of future generations to meet their own needs.

The concept aims at taking into account three intersecting "pillars" of 1) economic develop-ment, 2) social equity / social cohesion and 3) environmental protection. It stresses the fact that all three processes are interrelated, respectively should be integrated, and therefore cannot be addressed separately.

Sustainable Development

Economic Development | **Social equity and social cohension** | **Environemental protection**

European context

The breadth of the approach and the many dimensions of sustainable development can also be found in the European Union's renewed Sustainable Development Strategy (2006): *Sus-tainable development (…) aims at the continuous improvement of the quality of life and well-being on Earth for present and future generations. To that end it promotes a dynamic econ-omy with full employment and a high level of education, health protection, social and terri-tori-al cohesion and environmental protection in a peaceful and secure world, respecting cultural diversity.*

European policy context

In the Treaty of Amsterdam (1997), sustainable development was stressed to be an "over-arching objective" and "fundamental principle" of the European Union. The Lisbon Strategy (2001) emphasised its importance and in the same year, the first EU Sustainable Develop-ment Strategy (EU SDS) was adopted. The strategy sets out seven priorities – 1) Climate change and clean energy, 2) Sustainable transport, 3) Sustainable consumption and produc-tion, 4) Conservation and management of natural resources, 5) Public health, 6) Social inclusion, demography and migration and 7) Global poverty and sustainable development chal-lenges – and aims at mainstreaming sustainable development throughout all processes, de-cisions and actions undertaken by the European Union. The strategy also demands a moni-toring report on the progress of the implementation of the EU SDS every two years.

In 2006, the EU SDS was revised and adapted to meet the new challenges the European Union and the world were facing. It puts, among other recommendations, an emphasis on the conjunction of the SDS with national sustainability strategies as well as the strengthening of international cooperation, as most challenges can only be tackled on a global level. The 2009 review of the EU SDS sets out the areas which require special effort, such as clima-te change, high-energy consumption in transport and the loss of biodiversity and natural re-sources. The "Europe 2020 Strategy for smart, sustainable and inclusive growth", adopted in 2010, also prioritises sustainable development, dedicating for example one of its flagship initiatives to a "resource-efficient Europe": *Resource ef-ficiency means using the Earth's lim-ited resources in a sustainable manner while minimising impacts on the environment. It al-lows us to create more with less and to deliver greater value with less input.*[1] In its 2013 communication "A decent life for all: Ending poverty and giving the world a sustainable future" the EU com-mission builds up on the goals and experiences from the United Nations Millennium Goals (MDGs) as well as the Rio+20 United Nations Conference on Sustainable Development. The paper aims at developing an "overarching post-2015 framework", analys-ing the previous shortcomings and aiming at tackling poverty and en-hancing sustainable de-velopment further until 2030.

Education on Sustainable Development

Education for Sustainable Development aims at fostering
• respect for others, for future generations as well as other cultures,
• respect for differences and diversity as well as our planets nature,
• understanding, sense of justice, sense of responsibility, readiness to engage in dialogue, spirit of research and social responsibility.[2]

As children will be the ones living with the consequences of today's actions the longest, of course they should participate in decisions which will affect their future. Children`s rights guarantee children to be actively involved in decisions that affect their own life, their close community, or society, politics and the world as a whole. Additionally, scientists stress the fact that young children's lear-ning processes will shape their values, attitudes and behav-iours lastingly – e.g. if children learn about the importance of resource-saving habits or recy-cling in early years, or deal with the distribu-tion of wealth or inequalities, they will likely stick to these habits and attitudes. Most educators and practitioners agree that alrea-dy young children are capable of critical reflection, informed and complex moral decisions as well as taking action. They suggest using children´s interest as a starting point and including topics and questions that are close to children´s experiences and everyday life. Children can begin to understand the long-term impact of people's actions on the environment by studying their immediate surroundings and then extending what they learn to a global con-text. If, for exam-ple, the city council decides to build a road across a green area in the town, children may lose a place to play and to observe the natural life it contains.[3] Topics and questions with regard to sustainable development that are often addressed with younger children are for example:
• How can we reduce and/or make better use of waste (e.g. pre-vent waste while shop-ping, repair and re-use products, buy se-cond hand, recycle and compost)?
• What impact does our consumer and buying behaviour have with regard to sustaina-ble development (e.g. buy seasonal and regional, support fair trade)?
• Which modes of transport support sustainable development (e. g. use shared cars and public transport, use flights only when necessary, modes of transport and their impact on our ecological footprint)?
• What importance does access to water have with regard to hu-

man rights and how can we save drinking water (e.g. use dual flush toilets, avoid aggressive cleaning agents, advocate free water supply)?

• What can I contribute to reduce poverty and to close the gap between rich and poor people/countries (e.g. buy fair trade, support people in your community, participate in NGOs and organisations that combat poverty, evaluate and criticise policies by governments)?

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European Commission – Sustainable Development:
http://ec.europa.eu/environment/eussd
EU communication campaign on climate action, 2014:
http://ec.europa.eu/clima/publications/docs/campaign_desktop.pdf
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www.clientearth.org/reports/procurement-briefing-no-1-sustainable-development-as-an-objective-of-the-EU.pdf
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European Commission: A decent life for all: Ending poverty and giving the world a sustaina-ble future:
http://ec.europa.eu/europeaid/documents/2013-02-22_communication_a_decent_life_for_all_post_2015_en.pdf,
Lehrpfad für eine nachhaltige Entwicklung. Jugendzentrum Troifach / Universität Graz / RCE Graz Styria, 2008:
http://regional-centre-of-expertise.uni-graz.at/de/forschen/ressourcen-downloads/lehrpfad-nachhaltige-entwicklung/
The contribution of early childhood education to a sustainable society. UNESCO, 2008:
http://unesdoc.unesco.org/images/0015/001593/159355E.pdf

Activity:
"Into the future – and back"

Duration:
One lesson (50-60 minutes)

Objectives:
The method illustrates that one decision can lead to a series of consecutive consequences. It also encourages the children to think about the effects a decision in the present can have in the future. Another angle highlights the differing effects a decision can have for different groups of people. Older children are also encouraged to think about alternative actions they can take, if they do not agree with decisions taken in the present.

Age:

Instruction:
1. Ask your children to form six "researcher teams". Two teams work on one of the three scenarios (= situations in the future).
Explain: *Imagine that you are a member of a researcher team which travels into the future. When you arrive, ten years have passed. You notice that the situation is quite different from the situation you experience nowadays in your town or village. Ten years ago an important decision was taken by the local or state*

government or the European Union. As a researcher team, you now have the task to explore:
What consequences and effects has the decision that was made 10 years ago had on nature and on different groups of people?

2. Each researcher team gets a piece of paper with the description of the situation in the fu-ture (see below). The children should write down and/or draw their assumptions and ex-pected consequences on posters. After they have completed their posters, ask them to pre-pare a presentation for the other groups.

3. Ask the children some questions, such as:
• What are possible advantages and disadvantages of the given situations?
• Do you think that the situations could affect different groups of people differently?
• Do you think these situations could happen in real life as well?
For older children:
• What could you do, if you do not agree with the decisions taken in these situations, as a single person, as a group or with the support of an organisation?

Extension:
The children reflect on the different human rights that are affected, violated, or protected in each of the scenarios (appropriate for older children that have already dealt with the topic of human rights).

References for this section:
Turek, Elisabeth: "Into the future and back", in: polis aktuell 4/2015: Politische Bildung im neuen Lehrplan Geschichte und Sozialkunde/ Politische Bildung (Citizenship Education in the new curriculum on "History, Social Studies and Citizenship Ed-ucation. Zentrum polis (ed.), 2015:
www.politik-lernen.at/site/gratisshop/shop.item/106356.html;
Activity "What if…", In: Compasito – Manual on Human Rights Education for Children. Council of Europe, 2009:
www.eycb.coe.int/compasito/pdf/Compasito%20EN.pdf

Scenarios for 8 - 10 year olds:

To minimise pollution it was decided that children are only allowed to walk, cycle or use public transport on their way to school.
Imagine that 10 years have passed:
• What effects, conse-quences and changes can you observe?
• What advantages and disadvantages may there be?
• Are the effects the same for all people?

The government decided to pay each family a big bonus each year if they cut their household waste in half by recycling (e.g. reduce plastic packaging).
Imagine that 10 years have passed:
• What effects, consequences and changes can you observe in the future?
• What advantages and disadvantages may there be?
• Are the effects the same for all people?

Ten years ago, all parks and green areas in town were transformed into parking lots.
• What effects, consequences and changes can you observe in the future?
• What advantages and disad-vantages may there be?
• Are the effects the same for all people?

Scenarios for 11 - 12 year olds:

Due to a financial crisis and a lack of money, ten years ago the European Union decided to sell all exis-ting nature reserves.
• What effects, consequences and changes can you observe in the future?
• What advantages and disadvantages may there be?
• Are the effects the same for all people?

The government decided to Ten years ago, the government decided to ban the use of cars unless they contain at least four people.
• What effects, consequences and changes can you observe in the future?
• What advantages and disadvantages may there be?
• Are the effects the same for all people?

Ten years ago, the government decided that supermarkets and farmers are not allowed to throw away any food, or else they have to pay high penalties. They have to look for alternative strate-gies to deal with leftovers and possible excess.
• What effects, consequences and changes can you observe in the future?
• What advantages and disadvantages may there be?
• Are the effects the same for all people?

Interesting and
Relevant Resources and Practices

AT

Best Practice Archive on citizenship education: Within the online database of the best practice archive provided by Zentrum polis, teachers find teaching suggestions, lesson plans and practical ideas for projects that can be carried out in the classroom. The en-tries can be sorted according to topics – one of these being "education for sustainable development" – and school levels. In addition, a key-word search feature is also availa-ble.

http://praxisboerse.politik-lernen.at

AT

Environmental education FORUM Austria: The organisation offers educational support for a target group of educators in the formal (school and university) and non-formal (fur-ther education, adult education) educational sector in Austria. The section "Online Mate-rials" contains numerous online-tools, videos and exercises for the classroom on the top-ic of education for sustainable development.

www.umweltbildung.at

PL

Center for Citizenship Education: This website contains handouts for teachers and edu-cators on the topic of sustainable develop-ment. http://globalna.ceo.org.pl

COE

Compasito – Manual on Human Rights Education for Children: This collection of select-ed and well-tested exercises on human rights education for young children contains also activities that focus on the topics "human rights and environment" and "education for sustainable development" in English and German.

www.eycb.coe.int/compasito | www.compasito-zmrb.ch

COE

Compass – A Manual on Human Rights Education with Young Peo-ple: This collection of selected and well-tested exercises on human rights education addresses young people and includes material and activities on the topics "human rights and environment" and "edu-cation for sustainable development" in English, French and Ger-man. www.eycb.coe.int/Compass/en/contents.html | www.kompass.humanrights.ch

COE

Council of Europe/North-South Centre: This website provides edu-cational materials about global education.

http://nscglobaleducation.org/

PL

Dom Spotka im. Angelusa Silesiusa: Materials and scenarios for classes with preschool children.

www.eduglob.silesius.org.pl

PL

Partners Poland Foundation: On this site, teachers are offered scenarios for lessons about the Millennium Development Goals.

www.makutanojunction.org/pl

PL

Polish Humanitarian Action: The site provides also some educational material on sus-tainable development.

www.pah.org.pl

PL

Polish Green Network: On this page you can find educational and information materials

http://globalnepoludnie.pl/Edukacja-globalna

DE

Education for Sustainable Development: The platform provides background reading as well as teaching and learning material for all school levels.

www.bne-portal.de

DE

Leuchtpol offers various projects and learning materials on climate and sustainable de-velopment issues.

www.leuchtpol.de

UNESCO

Education for Sustainable Development – Good Practices in Early Childhood: Collection of programs, projects and experiences from all around the world, edit-ed by the UNESCO.

http://unesdoc.unesco.org/images/0021/002174/217413e.pdf

UNESCO

Good Practices in Education for Sustainable Development in Europe and North America: This document, provided by UNESCO, introdu-ces examples of good practice in the field of Education for Sustai-nable Development in about 40 countries.

http://unesdoc.unesco.org/images/0015/001533/153319e.pdf

UNESCO

The contribution of early childhood education to a sustainable so-ciety: This hand-book, edited by UNESCO, contains reflections and recommendations from scien-tists and practitioners regarding the topic.

http://unesdoc.unesco.org/images/0015/001593/159355E.pdf

[1] European Commission – Resource efficiency:
http://ec.europa.eu/environment/resource_efficiency/
[2] Lehrpfad für eine nachhaltige Entwicklung,
Station 7. Bildung für nachhaltige Entwicklung.
[3] Compasito – Manual on Human Rights Education for Children, p. 230.

Overall context

All of us human beings are born equal in dignity and rights.

Solidarity means unity or agreement of feeling or action, and showing mutual support.

Every person needs others throughout their lives, not only when they are young or old. We have needs that we would like to solve with the help of others. This relationship of mutual aid and collaboration between human beings involves the recognition of others as important and equal, and keeps them together in difficult times. That desire to help others, that feeling that we have to look out for those who we see are in need, is called solidarity and is one of the most unique and special human values.

Solidarity is a value opposite to selfishness. It is about knowing and sharing the needs of other people with the intention of seeking solutions. We tend to show our solidarity with our family, friends, colleagues and others. But, equally, we can show solidarity with strangers, as we do when we give up a seat on a bus to an older person, help a blind person cross the street, support someone else who needs help in reading, help someone in a wheelchair or on crutches to move around a physical obstacle, or become outraged when we witness racist or sexist attitudes.

In addition to showing a particular and individual solidarity, we can show it collectively through local, national or international institutions involved with individuals or groups who come from disadvantaged economic or social situations: facing poverty, natural disasters and other challenges. When there are humanitarian crises, often the victims' only hope of survival lies in other countries, those with means, who come to their aid. This is called international solidarity.

In any of its forms, solidarity makes us feel better and happier people. In order to be caring people, we have to think about treating others as we would want to be treated ourselves, if we were to be in this difficult situation; and, we must also take care of our own selves to be able to help others.

Solidarity, in addition to being a right, is also a duty, a shared responsibility that we feel for fighting for a better and fairer world. And everyone can, and should, participate in that struggle.

Source:
Cives : Primary and Secondary Citizenship Education Handbooks)

European policy context

The European Union is founded on the values of respect for human dignity, freedom, democracy, equality, the rule of law and respect for human rights, including those of minorities. These values, set out in Article I-2, are common to the Member States. In addition, the societies of the Member States are characterised by pluralism, non-discrimination, tolerance, justice, solidarity and equality between women and men. These values play an important role, especially in two specific cases. First, respect for those values is a precondition for accession of a new Member State to the Union, in accordance with the procedure set out in Article I-58. Secondly, the violation of those values may lead to the suspension of certain rights resulting from membership of a Member State to the Union (Article I-59).

The **solidarity clause** was introduced in Article 222 of the Treaty on the Functioning of the European Union. In 2014, the EU adopted a decision to establish the rules and procedures for the operation of this clause, which ensures that all parties involved work together at national and EU level to respond quickly, effectively and in a consistent manner, in case of terrorist attack or a natural or man-made disaster.

The **European Union Solidarity Fund** (EUSF) was created to intervene in cases of major natural disasters and to provide European solidarity for stricken regions of Europe. It was created in response to the major floods in Central Europe in the summer of 2002. Since then, it has been used in 70 very different types of disasters, such as floods, forest fires, earthquakes, storms and droughts. It has helped 24 European countries with more than 3,700 million Euros.

Activity:

"Understanding each other" [1]

Duration
1 hour

Objectives
• To challenge participants' views and opinions on racism, anti-Semitism, xenophobia and intolerance.
• To raise participants' self-awareness of the role they play as members of society.
• To get children to share their thoughts and opinions.
• To draw out and recognise the differences in thinking in the group.
• To break down communication barriers and encourage everyone to express their opinion.
• To make children aware of how quickly we sometimes have to come to a judgment and then how fiercely we tend to defend it and be unable to accept the other's point of view.
• Increase a sense of responsibility of one's actions.

Age
From 10 years old. (10 to 40 children)

Material
• Flip chart and markers or alternatively an overhead projector
• A list of statements
Before starting the activity, write down the statements on a flip chart or an overhead transparency.

Instruction:
Example of promoting solidarity
• Showing how we are in solidarity with our own family and friends, but also with neighbours, through helping, collaborating or sharing.
• Engaging in dialogue with children and telling them what they can do to help, assist or cooperate with others and, in this spirit, fight against negative or selfish actions and attitudes.
• Showing photos, videos or music that reflect the customs, activities, clothes, animals or monuments of other countries, which

will help children learn about what lies beyond the environment in which they live.

• Films that convey values can be a great resource. By watching them, children will not only enjoy themselves, but will also learn values through age appropriate stories.

• Showing children positive examples of people who exhibit solidarity and what they are achieving with their work. One idea is to speak to Goodwill Ambassadors of various NGOs.

1. Tell children that they should imagine that on one side of the room there is a minus (-) sign and that on the opposite there is a plus (+) sign.

2. Explain that you are going to read out statements and then those children who disagree with the statement should move to the side of the room with the minus sign. Those who agree should move to the side with the plus sign. Those who have no opinion or who are undecided should stay in the middle in „the river of doubt" and may speak once both sides have finished arguing.

3. Read out the first statement.

4. Once everybody is standing in their chosen position ask those by the walls, in turn, to explain to the others why they chose that position. They should try to convince the rest of the group that they are right and therefore, that the others should join them.

5. Allow between 5-8 minutes for this.

6. When everyone has spoken invite anyone who wishes to change their position to do so. Then give the floor to those positioned in „the river of doubt".

7. Now read a second statement and repeat the process.

8. Once all the statements have been discussed go straight away into the evaluation.

9. Evaluation and debriefing: Start by asking the following questions:
• How did you feel during the exercise?
• Was it difficult to choose? Why?
• What sorts of arguments were used, those based on fact or those which appealed to the emotions?
• Which were more effective?
• Are there any comparisons between what people did and said during this exercise and reality?
• Are the statements valid?
• Was the exercise useful?

Support for the facilitator: In order to facilitate participation you may invite members who are particularly silent to voice their opinion. In the same way ask someone who intervenes too often to wait a bit.

The statements are necessarily controversial. It is important to explain this at the end of the evaluation.
Depending on the group you can develop the discussion on several points:
• Despite their ambiguity, there is also a certain truth in the statements. Explain the fact that in all communication different people understand different things in the same statement. It is also normal that people think differently and differ about what they think.

There is not necessarily a right or wrong attitude or position. What is more important is to know and understand the reasons that motivated the position.

• Try to draw out the links with the reality of everyday life. Often we think only about one side of a problem. It also happens that we are sometimes asked to support an issue but not always given the chance to think deeply about why we should do so.

• You could ask the group to consider how this affects democracy.

• How much do we actually listen to other people's arguments? How well do we make our points clear? The vaguer we are the more we nourish ambiguity and risk being misunderstood.

• How consistent are we in our opinions and ideas?

Extension:

It is not always easy to stand up and be counted; sometimes it is dangerous to do so. But you do not have to feel alone, there are others who are working for a better world. There is always something you can do. Brain-storm the things you can do to improve the lives of minorities in your community and to support human rights in your own country and abroad and decide to take some action however small it may seem.

Alternatively you could think a little more about why it is so hard for people to make what they want to say heard. Who has the power and why won't they listen?

SOME EXAMPLES OF STATEMENTS:
IMMIGRANTS TAKE AWAY HOUSES AND JOBS
ONE MUST BE RICH IN ORDER TO GIVE
LOVE CAN SOLVE ANY PROBLEM
FOREIGNERS ARE USEFUL
SHARE   EQUABLY
TO GIVE NOTHING IS BETTER THAN TO GIVE ANYTHsING
Adaption from the game "Where do you stand?", All Equal, All Different Education Pack – European Youth Centre, 1995, p.178-180. http://www.moec.gov.cy/pagkosmia_ekpaidefsi/docs/All_different_all_equal.pdf

Interesting and
Relevant Resources and Practices

COE
All equal, all different: handbook on the COE campaign
www.moec.gov.cy/pagkosmia_ekpaidefsi/docs/All_different_all_equal.pdf
AT
Best Practice Archive on citizenship education: Within the online database of the best practice archive provided by Zentrumpolis, teachers find teaching suggestions, lesson plans and practical ideas for projects that can be carried out in the classroom. The entries can be sorted according to topics and school levels. In addition, a keyword search feature is also available that covers topics associated with "Solidarity", such as Women's Rights, Generational ties, People with Disabilities etc.
http://praxisboerse.politik-lernen.at
AT
Encyclopaedia on Politics for Young People: The online encyclopaedia, initiated by the Austrian Federal Ministry of Education, contains more than 600 headword that focus on politics, economics, European and international politics and all topics associated with these areas – among them "solidarity". It uses comprehensible language and addresses young people.
www.politik-lexikon.at
ESP
A file with activities intended to suggest ideas for teachers and educators to work on solidarity through entertaining and participatory proposals. For our target (8-12) group you can find activities on pages 29, 102, 121, 125, 139, 154, 158
http://www.ub.edu/valors/Estilos%20UB/Articlesdinternet/Ed.%20per%20a%20l'%C3%88tica%20i%20la%20Solidaritat/Actividades%20para%20

educaci%C3%B3n%20de%20la%20solidaridad,%20HEGOA.pdf

ESP

Activities to develop critical thinking and work on solidarity in class.

http://www.ticambia.org/guia-de-recursos/recursos?id_linea=0&id_tipo_recurso=0&id_destinatario=1&limit_start=10

UK

Equality and Human Rights Commission offers a range of lesson plan materials including on human rights.

http://www.equalityhumanrights.com/private-and-public-sector-guidance/education-providers/secondary-education-resources/resource-toolkit/lesson-plan-ideas/lesson-8-what-are-human-rights

UK

Teaching for Solidarity is a website dedicated to solidarity with lesson materials, case studies and other material available.

http://teachingforsolidarity.com/projects/vision-and-values/ .

Caritas Australia

is a Catholic organisation offering downloadable material on solidarity. http://www.caritas.org.au/learn/catholic-social-teaching/educational-toolkit/middle-primary-resources/solidarity

Amnesty International

offers a range of different materials for primary school students and teachers on human rights.

https://www.amnesty.org.uk/primary-schools-education-resources

Aces

Academy of Central European Schools: The toolkit (in English) provides methods and exercises on a variety of topics, among them "Solidarity".

www.aces.or.at

¹ Adaption from the game "Where do you stand?", All Equal, All Different Education Pack – European Youth Centre, 1995, p.178-180. http://www.moec.gov.cy/pagkosmia_ekpaidefsi/docs/All_different_all_equal.pdf