



# **GEAR** **CURRICULUM:** *BUILDING INCLUSIVE INTERCULTURAL ENVIRONMENTS THROUGH GLOBAL CIVIC EDUCATION*



GLOBAL EDUCATION  
ACTIVE RESPONSE  
PROTECTION OF HUMAN RIGHTS  
DEMOCRATIC VALUES  
INTERCULTURAL SOCIETIES



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Erasmus+ Programme  
of the European Union



Created with the contribution of project partners from the civil society organizations:



**GONG ([www.gong.hr/hr](http://www.gong.hr/hr))**

is a civil society organization focused on enhancing democratic processes as well as developing democratic political culture and encouraging active and responsible participation of citizens in political processes, particularly in decision-making processes related to good governance of public and collective property, protection and promotion of the rule of law, human rights and solidarity. GONG was founded in 1997 as an initiative of citizens organized to monitor elections, but by today has widened the methodology to conducting research and analysis, education, information sharing and public advocacy. One of the most recognized GONG's education programs is Education for civic literacy for teachers consisting of 3 modules (political literacy- human rights, democracy and civil society, EU literacy and media literacy) that prepare teachers for implementing civic education with students.



**Fundación Educativa y Asistencial Cives / Cives foundation ([www.fundacioncives.org](http://www.fundacioncives.org))**

has worked for more than ten years in Spain promoting the civic and ethical education of people, based on the tradition of secular humanism and pluralism and its work is based on the idea that the development and upward social mobility of individuals is also linked to their civic and ethic education. Specializing in the promotion of the education in values, Cives Foundation is committed to education as a means to create citizens with solid democratic values based in solidarity, critical thinking, interculturality and tolerance.



**Gruppi di Solidarieta' Internazionale Italia - GSI Italia ([www.gsitalia.org/en](http://www.gsitalia.org/en))**

is a non-governmental organization, founded in 1997 that has been implementing projects focused on international cooperation, sensitization of the youth on the social and economic relations between the Developed Countries and the Developing Ones, civil society mobilization – with a particular attention given to young people – against racism, homophobia and any other violations of human rights and establishment of an intercultural constructive dialogue.



**Mirovni inštitut / Peace Institute - Institute for Contemporary Social and Political Studies ([www.mirovni-institut.si/en](http://www.mirovni-institut.si/en))**

is a non-profit research institution (NGO) based in Slovenia, that is developing interdisciplinary research work in various fields of social and human sciences, at national, EU and international level, connecting academic perspective with concrete social and public policy engagement in the fields of human rights, gender equality, media and diverse minorities.



**Nansen Dialogue Centre Osijek / Nansen dijalog centar Osijek**  
([www.ndcosijek.hr/en](http://www.ndcosijek.hr/en))

is a non-governmental organization founded in 2001 with a main goal of social recovery of post conflict and multi ethnic communities of Eastern Croatia and a focus on intercultural and integrated education, peace education and dealing with the past processes. Having a long experience in facilitating interethnic dialogue in communities where NDC works, and also through leading and coordinating The New School project and CSHR project, it developed Training modules for intercultural learning that it's providing since 2013 for teachers all around Croatia in partnership with Education and Teachers Training Agency of the Republic of Croatia, that is educating and licensing teachers.



**Nansen Dialogue Centre Skopje (NDC Skopje, Macedonia)**  
(<https://ndc.org.mk/>)

is a non-governmental and non-profit organization, established in the year 2000, that's providing support and contribution towards development of education through strengthening the capacities of educational institutions and stakeholders by initiating intercultural and innovative educational policies and practices, as well as promotion and practicing of dialogue with the goal of preventing conflicts, promoting reconciliation and building peace in society. Since 2008, Nansen Dialogue Centre Skopje is successfully implementing integrated education activities in several primary and secondary schools in multi-ethnic municipalities in Macedonia, and the integrated education model established by NDC Skopje (the Nansen model for integrated education) is accepted by all ethnic communities and has demonstrated excellent results in the process of integration of students, teachers and parents through a wide range of program activities.

**School of Economics and Tourism Daruvar, Elementary schools Siniša Glavašević, Dalj Elementary School, Municipal Secondary Vocational School Gostivar, Municipal Primary School Liria.**

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# INTRODUCTION TO THE CURRICULUM

We would like to thank you for reading this curriculum and hope it will be useful for your future practice. The curriculum presented here was built from several activities implemented within the GEAR project, funded by the Erasmus+ programme of the European Commission. With this project, we empowered both teachers and the youth in civic education, mutual understanding, tolerance, equality/equity, non-violent communication, interculturalism and teamwork.

The curriculum is divided into several parts. First, information on the GEAR project can be found along with the descriptions of theories underlying the curriculum with an emphasis on the importance of implementing the curriculum. The second part consists of educational outcomes that teachers and students can obtain when implementing this curriculum. Educational outcomes are separated for each target group, so it will be easier for you to find what you need.

Furthermore, it is important to note that this curriculum is describing practiced methodologies that are shown to be successful in a school setting. The last part of the curriculum provides a description of monitoring and evaluation processes and will provide examples of how to assess skills that were gained with the training programme.

This curriculum provides content of both teacher trainings and youth exchange programme, as they can be useful for different NGO's, schools and other institutions to implement it in the future. Therefore, appendices of this curriculum bring additional value to the theoretical concepts, methodology and evaluation of the monitoring practices.

In the first appendix, you can find examples of activities that can be used with either teachers or youth in a variety of contexts. Activities implemented within the GEAR project were quite successful – all target groups reflected that they had a chance to explore different topics and that their voices were heard, which is quite important from the perspective of being an active citizenship and providing participants with the opportunity to explain and reflect on their opinions. Within this appendix, you can find different exercises and additional sheets that can help you with the implementation of the activity. Practical tips are also presented along with timing for each exercise within the activity.

Within the second appendix you can find a list of useful resources for future reference – books, handbooks, or articles, as well as hands-on resources that already exist in this field.

We hope this curriculum will be useful for you and your future work! We would be happy to hear feedback from you – so, if you decide to implement any of the activities from this curriculum or decide to implement the whole curriculum, please write us your thoughts on ways to improve the document. Good luck with the implementation of the curriculum!

GEAR team<sup>1</sup>

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# 1. GEAR PROJECT:

## *WHAT, WHO, WHERE, WHEN AND WHY?*

**GEAR** stands for: **Global Education and Active Response for the Protection of Human Rights, Inclusion and Democratic Values in Intercultural Societies.**

The **GEAR** project aims to contribute to intercultural understanding through cooperation of civil society organizations with schools, teachers and students. Building on the existing programs fostering social inclusion, civic and intercultural education, the Project encourages exchange, improvement and up-scaling of existing best practices of global, civic and intercultural learning among schools at the local, regional, national and transnational levels.

The project brings together schools and organizations from Italy, Croatia, Macedonia, Slovenia and Spain. Although some of the existing education programs have a tradition of implementation at national levels in each country, they will be enhanced, upgraded and expanded transnationally through partners' cooperation and through learning from the best examples that will be researched and presented within the project.


We worked together transnationally to:

- Develop joint GEAR Curriculum for building Inclusive Intercultural Environments through Global Civic and Intercultural Education.
- Enhance existing programs and good practices that include cooperation of schools and civil society organizations.

The project activities include:

- Quality assurance and upgrading of education/training modules
- National-level education of teachers and educators in each partner country and a transnational exchange and education for teachers and educators.
- Trainings for Youth in each partner country and transnational exchanges of Youth Promoters of Tolerance and Inter-culturalism.
- Schools developing and implementing their intercultural and inclusion projects and solidarity actions in their local communities.
- Encouraging national and transnational networking and exchange of good practices through partners meetings, school exchange and conferences.

Beside better civic, intercultural and global education and cooperation of civil society organizations, teachers and students, the GEAR project aims to contribute to the prevention of violent radicalization



and the promotion of democratic values, fundamental rights, intercultural understanding and active citizenship.

The Civil Society Organisations included in the project are GONG (Croatia), Nansen Dialogue Centre Osijek (Croatia), Peace Institute (Slovenia), Gruppi di Solidarieta' Internazionale Italia - GSI Italia (Italy), Cives Foundation - Fundación Educativa y Asistencial Cives (Spain) and Nansen Dialogue Centre Skopje (Macedonia).

The schools involved in the project are School of Economics and Tourism Daruvar, Elementary schools Siniša Glavašević, Dalj Elementary School (Croatia), Municipal Secondary Vocational School Gostivar and Municipal Primary School Liria (Macedonia).

## 2. WHY WE DO WHAT WE DO: THEORETICAL BACKGROUND OF THE CURRICULUM

Today we are living in a world where change happens fast, so the skills needed to succeed within the democratic society are changing as well. Economies have been developing, new jobs are opening, so we are experiencing both demographic changes and labour market changes. Youth, thus, need to acquire new skills, knowledge, and values that may not be learned within the formal educational system.

Competencies that are needed are: awareness of others, understanding civic engagement and the importance of being active, along with having entrepreneurial skills and communicating well with others. All of these skills are essential for responsible and active citizens, who will understand differences within their society and promote social inclusion.

The European Commission decided in 2006 to promote and incorporate the concept of “Key Competences for Lifelong Learning within the European Union”, as they believed by learning this concept, youth and adults identify what skills they need to improve on, and what skills they need to work on.

In order to become an active member of any European society, people need to be equipped with skill sets that will help them understand changes in society as well as how to understand others’ difference. Because of the necessity of these skills, the curriculum is based on the following key competencies:

- Civic / Citizenship and Social Competence;
- Intercultural Competence;
- Communication Competence;
- Creativity and Sense of Initiative.

It needs to be mentioned that by using this curriculum, both teachers and adolescents will develop other competences as well, such as cultural awareness. However, the foundation of this curriculum is based around the four competences mentioned above. They help with the **development of the knowledge, skills, values, and attitudes needed for securing a just and sustainable world in which everyone has the right to fulfil his/her potential.**

In the following passages, the concepts and theoretical background of each competence will be presented, as it is important to get a wider overview of the curriculum developed within the project.



# Citizenship and Social Competence

Citizenship and Social competence as a concept has recently been developed further through several international frameworks and surveys. It was shown that societal experiences shift toward individual values and issues related to tolerance and respecting others. (European Commission, 2018). Because of this, citizenship competence can provide important knowledge and skills to young people, in order to become active members of society.

Citizenship competence includes three connected functional dimensions: citizenship knowledge and understanding, citizenship skills and competences and citizenship values and attitudes. These dimensions are emphasized in the 2002 Council of Europe Recommendation for Democratic Citizenship and 2010 Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education, for their importance for empowering citizens with readiness for active participation in citizenship, political, social, economic, legal and cultural sphere of their society (Education and Teacher Training Agency, 2012).

Citizenship and Social Competence is important for an active life in a community and for development of democratic political culture. Higher levels of competences are positively connected with important elements of democratic political culture, and some of them are “higher consistency of political attitudes and values regarding different political questions and problems, higher level of political trust, lower levels of political alienation, higher levels of normative support of democracy and higher levels of readiness for political engagement” (Galston 2001, according to Šalaj, 2005: 18). Bergan (2007) explains that democratic culture depends on properly developed abilities such as: the ability to analyse, the ability to clearly present the problem, the ability to recognise alternative solutions, the ability to examine the problem from different angles, the ability to go beyond the framework of one's own standpoint, the ability to solve and prevent conflicts, and the ability to draw conclusions and apply them in practice [2]. Citizenship competence is built in schools through civic or citizenship education. The role of non-formal learning is also important for the development of citizenship education. More information about citizenship education can be found in Eurydice Report Citizenship Education at School in Europe 2017 (European Commission/EACEA/Eurydice, 2017).

Global citizenship and intercultural education are concepts that share some similarities but also some differences. They both aim at development of the knowledge, skills, values and attitudes needed for securing a just, sustainable world in which everyone has the right to fulfil his/her potential.

Global education is an umbrella term for pedagogical concepts related to the realities of today's world. It is therefore an open, on-going, multidimensional concept of timely general education. Beyond that, it is also regarded as a collective, holistic response to the historical challenge of supporting active global citizens in creating and recreating a different, more equal, just, peaceful, and sustainable world based on solidarity.

As stated in Global Education Guidelines, global education is an education perspective that arises from the fact that in the current day and age, people live and interact in an increasingly globalised world. This makes it crucial for education to give learners the opportunity and competences to reflect and share their own point of view and role within a global, interconnected society, as well as to understand and discuss complex relationships of common social, ecological, political and economic issues, so as to derive new ways of thinking and acting. (Global Education Guidelines, 2012:10).

Global education offers a way to make changes at local levels to influence the global levels in the sense of building citizenship through participatory strategies and methods, so people learn by taking

responsibilities that cannot be left only to governments and other decision makers. But global education is not only about global themes, world problems, and how to find solutions all together. It is also about how to envision a common future with better life conditions for all, connecting local and global perspectives, and how to make this vision real and possible, starting from our own small spot in the world. Transformative learning enables people to shape a common vision for a more just, sustainable world for all. A focus on the type of future we want is therefore crucial in such a transformative vision (Global Education Guidelines, 2012:14).

Global education aims at educating citizens in social justice and sustainable development by helping learners to understand some of the complex processes leading to violence and conflict at individual, collective, national, and global levels, and to be aware of some of the ways in which these conflicts can be prevented or resolved. By promoting an understanding of different cultures and a more just and equal world for all, global education can contribute to the visioning process, and can also play a role in the creation of new methods where social movements and non-formal learning processes are essential for making room for values, issues, and approaches not central to formal learning, and give a voice to all people, including marginalized ones (Global Education Guidelines, 2012:14).

Furthermore, it needs to be mentioned that Council of Europe developed Competences for Democratic Culture – a conceptual model of the competences which need to be acquired by learners if they are to effectively participate in a culture of democracy and live peacefully together with others in culturally diverse democratic societies. This concept was developed based on an analysis of 101 competencies schemes. The authors added one additional layer to the competence model – behaviours. Based on the Competences for the Democratic Culture, young people should develop the following areas:

- **Values:** Valuing human dignity and human rights; Valuing cultural diversity; Valuing democracy, justice, fairness, equality and the rule of law;
- **Attitudes:** Openness to cultural otherness and to other beliefs, world views and practices; Respect; Civic-mindedness; Responsibility; Self-efficacy; Tolerance of ambiguity;
- **Skills:** Autonomous learning skills; Analytical and critical thinking skills; Skills of listening and observing; Empathy; Flexibility and adaptability; Linguistic, communicative and plurilingual skills; Co-operation skills; Conflict-resolution skills;
- **Knowledge and critical understanding:** Knowledge and critical understanding of the self; Knowledge and critical understanding of language and communication; Knowledge and critical understanding of the world: politics, law, human rights, culture, cultures, religions, history, media, economies, environment, and sustainability. (Council of Europe, 2016).

One important part of civic education is also teaching about active citizenship. This means that young people are being equipped with tools in order to understand democratic processes. It also provides them with knowledge about what they can do in order to make a change in the local community. There are different forms of active citizenship, some of which can be the following:

- Organizing forums and discussing problems and needs in the community;
- Joint action through civil society and association;
- Volunteering;

- Signature of petitions, protest activities and civil disobedience;
- Participation in public gatherings;
- Participation in Advisory Boards, Pupils Councils and Children's forums.

GEAR Curriculum is based on all the concepts described above and aims to promote active citizenship among young people, as well as empower teachers to improve their competences and become multipliers within their schools.

## ***Intercultural Competence***

Openness to cultural diversity and intercultural understanding includes an understanding of one's own cultural identity within local and national contexts, where the languages, traditions and social relations may be the same, similar or different to one's own heritage and experiences. This understanding of one's own cultural identity is also situated within a world of cultural diversity, and whether or not those cultures are directly interacted with each other.

**Interculturality** is a dynamic concept and refers to evolving relations between cultural groups. It is defined as "the existence and equitable interaction of diverse cultures and the possibility of generating shared cultural expressions through dialogue and mutual respect." (UNESCO, 2005). Interculturality presupposes multiculturalism and results from 'intercultural' exchange and dialogue on the local, regional, national, or international level.

In order to strengthen democracy, education systems need to take into account the multicultural character of society and aim at actively contributing to peaceful coexistence and positive interaction between different cultural groups. There have traditionally been two approaches: Multicultural Education and Intercultural Education. Multicultural education uses teaching about other cultures in order to produce acceptance, or at least tolerance, of these cultures. Intercultural Education aims to go beyond passive coexistence, to achieve a developing and sustainable way of living together in multicultural societies through the creation of understanding of, respect for, and dialogue between the different cultural groups.

The Council of Europe thus urges a response to this situation by developing learners' intercultural competence through compulsory education. It sees the crucial importance of the provision of educational strategies that raise awareness of the intercultural issues and fosters intercultural dialogue and communication, addressing overlapping values as well as differences. Experts within The Council of Europe also point out that in Europe today the existence of an education system which is able to develop intercultural awareness and skills on behalf of the entire school population will be "a fundamental testing ground for an increasingly multicultural Europe" (Catarci, 2015).

## ***Communication Competence***

Communication is an important competence and includes communication in the native language, but also with foreign languages. In a theoretical framework, communication competence represents knowledge of effective and appropriate communication patterns and the ability to use and adapt that

knowledge in various contexts (Cooley & Roach, 1984).

Therefore, based on the theoretical concepts of communication, the main goal is to learn a language in order to properly understand and communicate within multilingual societies and environments. Within this curriculum, communication competence aims to equip young people to understand the importance of verbal and non-verbal communication in intercultural surroundings, and to gain different skills when communicating when conflict occurs.

Within this competence, we included various forms of communication techniques which are crucial to successfully resolve conflicts. Those, for example include providing clear, plain and understandable messages, always providing feedback within the communication process, and ask questions and ask why something is important. It is also important to acquaint young people with the skills of paraphrasing and mirroring, as this can help in the prevention of conflict. Paraphrasing involves taking a set of facts or opinions and rewording them. When using this technique, it is important to keep the original meaning and to present it in a new form. Mirroring is a simple form of reflecting and involves repeating almost exactly what the speaker says. This means that person can repeat the original sentence, or just part of it, and it shows that the person is trying to understand what is being said.

However, sometimes conflicts can occur, and it is important to have conflict resolution skills. These skills are intertwined with the both civic and communication competence.

Within conflict resolution, we can find a continuum with 3 possible processes: negotiation, mediation and arbitration (Fundación Educativa y Asistencial Cives, 2017).

- **Negotiation** is the simplest of the three procedures, as it implies that the persons affected by a conflict can talk to each other without external assistance. They are able to reach an agreement acceptable for everyone (win-win strategy). It is the most informal of all and starts spontaneously.
- **Mediation** would be a process of negotiation between the parties but “assisted” by a third party outside the problem to help them. This possibility is sometimes used because the people affected by the conflict are unable to resolve it by themselves, so the function of the third party (called a mediator) is to facilitate the communication that has broken down between them. A mediator has no power to impose a solution on the protagonists, who have to make the decisions for themselves; however, the mediator does control the process of communication and helps the parties to identify the hidden part of the conflict iceberg. A mediator’s participation must always be voluntary.
- **Arbitration** would mean the persons involved submitting to the judgment of a third party, also somebody outside the conflict. If they have been unable to reach agreement by themselves (negotiation) and have also failed to agree terms with the help of a third party (mediation), then they can resort to having a third party decide which is the most suitable solution for them. In this case the arbiter or judge has the power to take a decision and draw up a solution that all parties have to accept. Participation in processes like these tends not to be voluntary, but rather a compulsory requirement.

In today’s world both teachers and young people need to be equipped with conflict resolution skills – and therefore one part of the curriculum is covering misunderstanding in communication and conflict resolution techniques.

## ***Creativity and Sense of Initiative***

Creativity is important in approaching problems from different and innovative angles and it is very important to provide safe spaces and encourage creative thinking.

Sense of Initiative and Entrepreneurship refers to an individual's ability to turn ideas into action. It also includes creativity and innovation, as well as the ability to plan and manage projects in order to achieve objectives. Sense of initiative and entrepreneurship is even more valuable when it is connected with active citizenship. This means that a person's competence is used in order to help youth to start projects in their own schools or local communities on issues and problems that they care about. In that way, young people are being taught that they can propose an idea, develop it, plan it and implement it in their surroundings, and thus, influence on the issue they want to resolve.

Throughout the project implementation and within the GEAR project, participants had the opportunity to develop this competence, as they were encouraged to turn their ideas into action within the school surroundings and on the training and exchange as well. They could propose ideas and try to make the different solutions and to look critically at them to overcome certain obstacles. Within the GEAR project, participants are encouraged to develop all the important skills related to this competence, such as initiative, pro-activity, independence and innovation – both in personal and social life.

Therefore, during the implementation of this curriculum, students and teachers will develop these competences, as it can help in creating projects to resolve issues regarding understanding others, promoting tolerance, inclusion, and democratic values.

# 3. EDUCATIONAL OUTCOMES

Educational outcomes of the curriculum are divided by two target groups that participated in the educational events organised within the GEAR project. As the curriculum had been implemented both with teachers and students, educational outcomes are divided in two categories:

- Outcomes for teachers and educators;
- Outcomes for students.

## *Expected educational outcomes of Education for Teachers*

With the implementation of this Curriculum, teachers and educators are encouraged to educate children and young people in civic and intercultural education, human rights, tolerance towards the others and critical thinking. Expected outcomes include:

- Enhanced teachers' competences (knowledge, attitudes and skills) for teaching citizenship, global and sustainable development education;
- Enhanced teachers' sense of initiative, problem solving competences, project management skills and turning ideas into action;
- Enhanced teachers' competences for intercultural dialogue and communication in intercultural settings, their sensibility to identify, support and promote a multitude of categories of diversity within multicultural environments;
- Enhanced teachers' awareness for recognizing the presence of stereotypes and prejudices in the school context and in media, as well as understanding the consequences of prejudices that can justify discrimination and online hate speech and the possibilities of prevention;
- Enhanced cooperation between CSOs and schools in developing and implementing civic education for global solidarity, supporting teachers and educators.

More precisely, teachers and educators, after implementation of this Curriculum will be able to:

- explain civic education and what methodologies are being used when teaching this competence to young people;
- explain global and sustainable development education, its goals and methodologies that are being used when teaching this competence to young people;
- understand and critically analyse global trends and opportunities for sustainable development;
- know the definition of intercultural dialogue and communication in intercultural settings;

- understand how to use intercultural dialogue and communication in intercultural settings;
- identify, support and promote diversity within different environments;
- know the definitions of stereotypes and prejudices;
- recognise stereotypes and prejudices in the school context and in the media;
- understand what hate speech entails and how to deal with different forms of hate speech;
- know the definition of conflict, conflict resolution styles and how to resolve conflicts;
- recognise their own conflict resolution styles and communication within the conflict;
- analyse the differences between privilege and deprivation and become more aware of them;
- analyse culturally-ingrained presumptions;
- develop problem-solving skills and encourage the development of problem-solving skills of youth;
- encourage youths' initiative and turning ideas into action;
- understand that democratic citizenship and active participation can be used as a mean for promoting and strengthening inclusion;
- use methods and tools of experiential learning and the workshop in working with young people on everyday basis.

## ***Expected outcomes of Education for Youth***

Young people during implementation of this Curriculum develop their social, civic and intercultural competence. They will have the opportunity to develop various skills important for their future active life in their local community, but also gain transversal skills important for future employment.

Expected outcomes include:

- Developed social, civic competence and sense of Initiative, problem solving and turning ideas into action.
- Developed intercultural competence – young people will communicate more effectively with people of other cultures.
- Adopted intercultural attitudes, knowledge and skills – young people understand and respect differences, as well as adopted effective behaviour in other cultures (intercultural sensitivity).
- Developed communication skills for better cooperation with and understanding of others.
- Developed citizenship competence and willingness to be active citizen within their local

community.

More precisely, young people, after implementation of this Curriculum will be able to:

- define the identity, types of identities and how we form identities;
- understand and critically analyse global trends and opportunities for sustainable development;
- analyse the differences and similarities between different cultures and why is it important to understand and accept differences;
- define communication process and list communication process factors;
- analyse barriers in communication and the possibilities to overcome them;
- learn how to listen better and how to interpret messages in international surroundings;
- understand different positions and needs people have;
- analyse their own behaviour in relation to cooperation with others;
- analyse different solutions to problem-solving;
- enhance their team-work skills with other people from different cultures;
- define conflicts and styles of conflict resolution;
- list the needs, wishes and positions people have in conflict resolution;
- define stereotypes and prejudice and why it is important to talk about it;
- become more aware of the stereotypes we create and connect it with identities;
- define interculturalism and its importance in everyday life;
- use problem solving skills and creativity;
- participate in the projects and initiate turning ideas into action;
- list different forms of activism and civic participation in everyday life;
- become more aware of the different examples of good practice in the field of activism and making the changes in local communities.



## 4. METHODOLOGY

With implementation of this curriculum, a learner-centred environment is promoted. This approach is based on the principles of democratic, participative, cooperative and experiential learning. In such an interactive environment, critical thinking, democratic dialogue, and a holistic view are valued and encouraged throughout the whole educational process.

Methodology underlying this curriculum is a combination of both traditional methodology and usage of non-formal methodology, which is used more within the school environment. The combination of formal and non-formal methodology ensures creation of learning environment that is both relevant and effective for learners in general.

The methodology used with this curriculum is the following:

- **Experiential learning methodology:** It has to be related to the realities of the world. This means it is first of all based on the reality, contexts, and needs of our learning group, then the reality of the local society surrounding this group and then the reality of the global society influencing our local realities and the interconnections between them. This requires first explaining all the concepts we will deal with and then using a wide variety of resources, adapted to the different capacities and characteristics of the learning group (i.e. age, language knowledge, cultural background and physical capacities) and related to learning styles.
- **Cooperative-based learning:** In cooperative learning there is a positive interdependence between participants' efforts to learn. They strive for mutual support so that all group members benefit from each other's efforts. Therefore, there is a positive interdependence among participants' commitment to working together. This method promotes learning through interaction, enhances participants' communication skills, and strengthens their self-esteem.
- **Problem-based learning:** Problem-based methodologies encourage people to ask and answer questions, making use of natural curiosity about specific events or themes. Participants are invited to reflect on issues that do not have absolute answers or easy thought-processes and that reflect the complexity of real-world situations. Problem-based learning opens the way for an active, task-oriented, and self-controlled approach to the learning process.
- **Inquiry-based-learning methodology:** The aim of this methodology is to enhance competencies to face controversies, risks and challenges for the use of (social) media, the encouragement of critical thinking, and media literacy by implementing inquiry-based-learning in school-classes. Inquiry-based learning starts by posing questions, problems or scenarios - rather than simply presenting established facts or portraying a smooth path to knowledge. It is important to encourage students to identify and research issues and questions on their own to develop their knowledge or solutions.
- **Dialogue-based learning:** dialogue creates oral interactions between participants that seeks to stimulate the exchange of ideas. It works as a bridge between people and creates a friendly space

for developing thoughts, reflections and proposals even if they are opposed or different. Dialogue helps develop communication and listening skills, so it promotes an understanding of different issues and points of view. It is one of the most important methods in global education.

- **Defining and understanding the learning group:** as in all forms of education, considering the situation and the background of the learning group is fundamental; in civic and global education this is crucial. Age, number of participants, social and cultural diversities in connection with the themes chosen, time, materials and space available must be primarily taken into account in designing a global education programme and choosing the appropriate methods. Starting from the learner's contexts and exploring their needs cooperatively is a primary element as well.

This curriculum uses different methods of participation. It is recommended that educators implementing this curriculum use non-formal methodology and use diversity as a positive learning tool, which can help in raising awareness of participants. Furthermore, it is recommended that the educator makes links to different environments and encourages critical thinking, which will help in creating future active citizens and can have significant effect in preventing radicalization.

Methods used are communication-based, activity-based, socially-focused and self-directed. The methods used are:

- Ice-breaking and Getting to know each other activities,
- Discussions
- Interactions
- Experience sharing
- Practice sharing and experimentation
- Partnerships and teamwork
- Personal, group and meta-reflections and evaluations.

Different forms of work are used within the curriculum: they include individual work, working in a pair (think-pair-share method), working in smaller groups, and working in a big group (plenary).

# 5. MONITORING AND EVALUATION

Assessment of the curriculum activities can be implemented in several ways, including qualitative and quantitative methodology techniques, which will provide enough information on the success of the Curriculum, its usefulness and what should be improved in the future.

It is recommended that assessment is implemented on several levels:

**1) Assessment of the starting point:** This is the starting point for participants – their relationship and awareness in relation to the issues addressed will be analysed. These will be taken into account in the registration form and will consist of the collection of data on their activity, subject and presentation. At this point it is possible to observe the initial involvement of the different participants, where they start and what expectations they hold regarding the implementation of activities.

**2) Assessment during the implementation of Curriculum:** It is always a good idea to assess the level of knowledge, skills, and attitudes during the implementation of activities. Educators can use different methods to determine the knowledge of participants by using short exercises with specific tasks, asking questions related to the content, or making a short quiz. This can help educators adjust the content wisely to the needs of participants.

**3) Assessment in the end of the implementation of Curriculum – written evaluation:** In the end of the implementation of the curriculum, a good idea is to make a final anonymous written evaluation of the outcomes, satisfaction, and ideas about possible improvements. The anonymity ensures that participants provide honest, clear, and truthful feedback on the activities. Furthermore, the evaluation should have both closed and open-ended questions, so that you provide participants an opportunity to give their opinions. Also, it is a good idea to use Likert scales, as they can provide numerical explanation of satisfaction of the course.

Written evaluation should consist of the following parts:

- usefulness of topics (scale);
- activities that were useful (open question);
- what can be improved (open question);
- suggestions for future topics (open question);
- practical arrangements – organisation, food, venue, group atmosphere, duration of education (scales);
- feedback on the education – quality, how much you learn, methods used, approach of the trainers, your own participation, participation of other participants, fulfilment of the expectations (scales);
- additional comments or suggestions (open question).

**4) Assessment in the end of the implementation of Curriculum – oral evaluation:** This part of the assessment is also quite useful, as it can provide more information on the satisfaction, and more important – the impact of the implementation the curriculum has had on the target group. Some of the reasons why oral evaluation is organized in this select way is due to the fact that it allows reflecting on the practice and helps to improve learning. Furthermore, one important advantage is that writing down opinions is quite different from speaking – some participants feel more relaxed

speaking and it is easier for them to convey their thoughts in oral communication. Also, if something is unclear, participants can receive direct feedback.

There are several ways oral evaluation can be organised, and they all invite participants to share experience and reflect on the whole experience. For that purpose, you can use creative techniques, so people can express themselves more easily: you can use associative cards, newspapers, drawings, creation of their own picture, etc. For some participants this is an easier way to communicate their thoughts and feelings, and it can provide the educator with valuable insights.

**4) Assessment of the competences before and after the activity – self-evaluation:** Self-evaluation is a reflection method where participants are asked to assess their level of knowledge or skills before and after the implementation of a certain activity. One of the assessment methods in GEAR Curriculum is self-evaluation of the gained competences in the certain topics. Participants should receive a questionnaire with topics highlighted where they should assess their knowledge before and after the implementation of the curriculum, on a scale from 1 to 5. This data is valuable and shows real progress in advancing competences crucial for understanding others, communication, democracy, inclusion, human rights, and interculturality.

The blend of all above-mentioned evaluation and monitoring activities is highly recommended, as they will help educators and organisations to implement curricula better and receive feedback on implemented activities.

# APPENDIX 1. EXAMPLES OF ACTIVITIES

This appendix presents examples of educational resources developed and tested during the implementation of the GEAR project. The educational resources were created as a response to the needs identified in each participating country within the project. All of the resources were tested with international events with teachers and students and received positive feedback from said learners.

The topics covered with these educational resources are diverse and include communication, interculturalism, human rights, understanding others, civic engagement, active citizenship, and recognising stereotypes and prejudices.

The appendix is divided into two categories: the first one consists of educational resources aimed directly at learners –the students; whereas the second one is aimed at teachers and educators and can be used in future teacher trainings or adult education. Furthermore, there is one additional category with warm-up exercises and familiarization exercises. These can be useful to connect the group, remember the names, and create a safe and open learning atmosphere.

The educational resources can be adapted and changed to fit the needs of a certain local community or they can be implemented as is. It is recommended though that the whole curriculum is implemented, as this will help in covering the topics which are important for understanding others and their differences.

Each educational resource is focused directly towards some of the above-mentioned topics and shows that with simple and effective exercises, educators can raise awareness about certain topics within their local communities.

Each educational resource will provide you with hands-on examples and practical exercises you can use. Within each resource, you will be able to find out more about the time needed for implementation, specific goals, as well as activities and methodology used. Also, each resource is labelled by a predominant topic, so it will be simple to find an activity with specific topic. Some of the resources are equipped with examples of hand-outs that can be used and shared with learners. It is possible to adjust these hand-outs to the needs of the specific group and context the curriculum is being implemented in.

## Activities (educational resources) for getting to know each other and warming up activities

### Who is here?

**Topic:** Getting to know each other

**Area:** Communication Competence

**Time for implementation:** 30 minutes

**Specific goals:**

- to get to know each other;
- to find out more about participants and their backgrounds;
- to create a relaxed atmosphere.

**Description of the activity:**

Participants are invited to present themselves to everyone, with the following information:

- your name and surname;
- country you are coming from;
- what you do (teacher, pupil, student...);
- your age.

Participants are then invited to stand on a line where they need to make a line based on the first letter of their name in alphabetic order or make a line based on age, where in the beginning of the line the youngest person needs to stand, and in the end of the line the oldest one, both without talking.

- make a map of Europe, and position yourself – where do you come from;
- position yourself in the room: this is the first time I have been to Croatia (or insert the country where curriculum will be implemented);
- position yourself in the room: this is first time I am on this kind of education.

In the end, educator concludes the activity with the summarizing what participants said.

**Suitable for ages:** 11 and up

### Word and symbol

**Topic:** Getting to know each other

**Area:** Communication Competence, Intercultural Competence

**Time for implementation:** 15 minutes

**Specific goals:**

- to present participants;
- to get to know each other;
- to discover expectations students have from the program.

**Description of the activity:**

Participants write a word and a symbol and then present themselves with to all other participants, adding the basic information about their work and their expectations with the program.

When the whole round is finished, educators summarise expectations being said by participants.

**Suitable for ages:** 11 and up

## Wait... what's your name?

**Topic:** Getting to know each other, Name-game

**Area:** Communication Competence

**Time for implementation:** 15 minutes

**Specific goals:**

- to get to know each other;
- to remember the names of participants in the group;
- to create a relaxed atmosphere.

**Description of the activity:**

Trainer takes the paper ball and tosses it to one of the participants while saying his/her name. The other participant then throws the ball by shouting his/her name of the other person, and so on. The second phase includes throwing the ball to the other person, while calling out your own name and name of the person the ball is being thrown to. The third phase is more complicated, the person needs to tell the names of three people in the circle – the name of the person who threw the ball to the previous owner of the ball, their own name and the name of the person the ball is being thrown to.

In the end, the educator says that they implement these kinds of name-games throughout the curriculum in order to remember the names of all participants.

**Suitable for ages:** 11 and up

## Human Bingo!

**Topic:** Getting to know each other

**Area:** Communication Competence, Intercultural Competence

**Time for implementation:** 30 minutes

**Specific goals:**

- to get to know each other;
- to find out more about participants;
- to create a relaxed atmosphere;
- to start a group cohesion process.

**Description of the activity:**

Each participant receives a sheet with different characteristics written in the cell of the table. Some characteristics could be: Knows all The Harry Potter books, writes with his/her left hand, can roll their tongue, can say hello in four different languages, etc.

Participants are invited to go around the room and find the person who knows how to perform the thing written in the cell or knows the answer to the question in the cell. When the participant finds a person, who can do what is written in the cell, they need to write that person's name down in the cell. All cells must be filled in with names – however, it is not possible to use your own name or write the same name twice in different cells.

When a person gets a bingo, he/she needs to shout "Bingo". Then, the results are checked by the educator.

**Suitable for ages:** 14 and up

## Web of questions

**Topic:** Getting to know each other, Name-game

**Area:** Communication Competence, Intercultural Competence, Civic/Citizenship Competence

**Time for implementation:** 30 minutes

**Specific goals:**

- to get to know each other;
- to find out more about participants and their backgrounds;
- to create a relaxed atmosphere.

**Description of the activity:**

Participants stand in a circle, with a large ball of yarn in one of the participants' hands. The educator(s) ask a question about the participant's personal view or choice on a subject (personal preferences, interests, memories, ideas); the participant then answers truthfully without too much elaboration, but other participants can ask for clarifications or reasons. When each participant's answer is complete, he or she passes the ball of yarn to the next participant (who had not yet answered a question themselves) somewhere in the circle and lets the ball of yarn unwind in flight. All participants who have answered the questions hold on to their section of yarn and keep it taut, so the further the exercise progresses, the more the yarn between the participants resemble a spider-web.

Once all participants have answered one question, the last participant turns to the participant who threw them the ball of yarn, repeats their name and what their answer to the question was, and throws the ball of yarn back. This participant then wraps the excess slack yarn onto the ball and while doing so, repeats the name and answer the person who had originally thrown the ball to them. This repeats until the web has been un-spun completely and all the yarn wrapped back into a ball with the first participant.

**Suitable for ages:** 14 and up

## Do an action – elephant, toaster or washing machine!

**Topic:** warming up activity

**Area:** Communication Competence

**Time for implementation:** 15 minutes

**Specific goals:**

- to focus the attention to the next topic;
- to implement a fun and engaging activity.

**Description of the activity:**

Participants are invited to participate in a short warm up activity. They should stand in a circle. Then, one person goes in the middle of the circle and needs to "shoot" one of the participants and say one of the four collocations that make an action: toaster, James Bond, elephant and washing machine. When a person is being shot, participants around them need to participate and create a form which was being yelled at from the shooter side. If anyone fails to do it, they become the shooter. The action is repeated several times.

**Suitable for ages:** 11 and up



# Communication and Cooperation

## Do we agree or disagree?

**Topic:** Getting to know each other

**Area:** Communication Competence, Intercultural Competence, Civic/Citizenship Competence

**Time for implementation:** 35 minutes

**Specific goals:**

- to discuss about rules and agreements
- to create group rules

**Description of the activity:**

Participants together propose and decide group rules that will enable them to feel respected and included during the training and enable them to learn from each other (e.g. active listening, respecting other people's opinions, respecting the schedule, and keeping in mind time management and other peoples' right to be heard, openly expressing ideas, etc.).

The agreements of the group are written on the flipchart and participants can add throughout the training any rule, or challenge what they have already written before.

**Suitable for ages:** 14 and up

## Fingers and brains

**Topic:** warming up activity

**Area:** Communication Competence

**Time for implementation:** 7 minutes

**Specific goals:**

- to focus attention to the topic;
- to implement a fun and engaging activity.

**Description of the activity:**

Participants are asked to put their right finger up and palm of their left hand on the finger of the person standing next to them. When the trainer says number 3, participants tried to catch the finger of the other person and try to avoid their finger being caught by others. The process is repeated two times and then the position of the hands and fingers change.

**Suitable for ages:** 11 and up

## Horse in front of a hill

**Topic:** Effective communication; communication in intercultural environments

**Area:** Communication Competence, Intercultural Competence

**Time for implementation:** 35 minutes

**Specific goals:**

- to introduce the concept of communication;
- to introduce the importance of clear, plain, and simple communication;
- to become more aware of the different meanings people give to the same messages;

- to discuss barriers in communication;
- to detect how to overcome barriers in communication;
- to learn how to communicate in intercultural contexts.

#### **Description of the activity:**

Participants are divided into sub-groups of five; within each sub-group, participants take turns putting a blindfold over their eyes, and in each group, the blindfolded person contributes to a participative drawing on a flipchart-sized paper, according to instructions given by the trainers. The instructions follow an established order:

- "Draw a hill." (participant 1)
- "Draw a horse in front of the hill." (participant 2)
- "Draw a cart being pulled by the horse." (participant 3)
- "Draw a pile of hay on the cart." (participant 4)
- "Draw a child sitting on the pile of hay." (participant 5)

Time is limited to 30 seconds for each contribution to the drawing. Other participants can only use verbal instructions to help the blindfolded person who is drawing and cannot interfere with their movements or instruct them outright. When the final instruction is fulfilled, all drawings are hung up for an exhibition, and misunderstandings in following the trainer's instructions for drawing are discussed.

**Suitable for ages:** 14 and up

## **Drawing Clues**

**Topic:** Communication with people in intercultural environments; verbal and non-verbal communication

**Area:** Communication Competence, Intercultural Competence

**Time for implementation:** 30 minutes

#### **Specific goals:**

- to introduce the concept of communication;
- to introduce the importance of clear, plain, and simple communication;
- to become more aware of the different meanings people give to the same messages;
- to discuss barriers in communication;
- to detect how to overcome barriers in communication;
- to learn how to communicate in intercultural contexts;
- to create a list of success factors and disruption factors in communication.

#### **Description of the activity:**

Participants are divided in pairs and should sit together, back-to-back (not facing each other). One person receives a drawing on which geometrical shapes are shown and receives the task to give instructions to their pair with detailed information about shapes on the papers. At the same time, the other person draws what their pair is describing. Pairs should not look at each other. When they are finished, then show each other the final result. A discussion is then held to unpack some of the observations of the participants.

- How was this for you?
- What was the most complicated thing to do?
- What would you do if you had a chance to do this again?

Then, participants have a second chance to experience the exercise. They stay in the same pairs, but the roles are changed. Once again, they conduct the exercise and reveal the final results. The discussion is held once again:

- Were you successful this time?
- What did you learn from your previous experience?
- What made it easier for you to draw? What made it harder?

When participants are sharing their answers, educators write list of the successes and obstacles that can influence communication between two people.

**Suitable for ages:** 16 and up

## Mission impossible: playing roles and team work

**Topic:** Team-work, role-plays, cooperation, communication in intercultural surroundings, understanding others, problem solving

**Area:** Intercultural Competence, Civic/Citizenship Competence, Sense of Initiative and Entrepreneurship Competence

**Time for implementation:** 100 minutes

### Specific goals:

- to discuss team work and ways of cooperation;
- to discuss inclusion and exclusion of people in society;
- to show different roles we take in the group and life, and how this can be connected with understanding others;
- to introduce a challenging activity where participants need to be aware of their own skills and competencies in intercultural surroundings.

### Description of the activity:

#### Intro – 15 minutes

The activity starts with the educator reciting an opening speech:

*Dear all,*

*thank you so much for having us. My name is Dom and I come from a big foundation that gives money for the projects you are implementing in your schools. We received 500 applications from 500 schools and your project – which you applied for all together – can be funded. Three projects are in the final round, and yours is one of them! Although, there is a further selection procedure. We want to test you on how you are working with your resources. You will have 15 minutes to prepare and 40 minutes to perform the task. You must present what you have prepared and impress our foundation in order to get the funding. However, there are some rules which need to be obeyed:*

- *Everyone needs to participate;*
- *A maximum three tasks can be performed at the same time;*
- *Educators need to know when every task starts – you need to notify the educators when the task starts and finishes;*
- *You need to show the result to the Educators;*
- *Everyone needs to know what tasks are implemented at any time;*
- *If you decide to start a task, you cannot stop in the middle of it;*
- *You have 40 minutes in total to implement the tasks;*
- *There are negative points;*
- *Think about the resources – there are materials which you can use.*

Tell the participants that they may ask questions and make sure that all the questions are answered. The educators will keep track of the tasks and will assess if they were realised accordingly to the rules. Negative points are also given – e.g. if participants do not know tasks at all time, if they do not “check-in” or “check-out” of the task or if they used materials which is not allowed to. For each exercise, it would be good to write down what materials participants can use for each task and give them a description of each task (e.g. print them out or provide PowerPoint presentation with instructions).

Preparation of participants (15 minutes)

Participants make a strategy to implement the tasks given to them.

Implementation of tasks (40 minutes)

Participants perform the tasks which are given to them. The tasks are the following:

- **Balloons:** The whole group is standing in the circle. The group has to juggle with the balloons in the same time. Additional marked balloon will be sent into circle and they must pass across the whole circle (each person). If any of the balloons fall on the floor, you must start again from the beginning.

*10 min – whole group – max 10 points*

- **Babel:** 40 minutes in, the whole group should be able to say following sentence in as many languages as possible "My internet service provider is not very reliable"

*40 min – whole group – max 10 points*

- **Water music:** You have to use the provided equipment, make a music instrument and perform a familiar melody.

*15 min – open – max 10 points*

- **A to Z:** Collect 30 items; the name of each item has to start with different letter of alphabet. All the items have to fit in plastic bag.

*20 min – open – max 10 points*

- **How tall is Albert:** According to height of his friends, you will have to define Albert's height?

*15 min – open – max 20 points*

- **Paper Towel and Kite:** Building a paper tower as tall and stable as possible and a kite that can fly for at least 20 seconds.

- **Sing a song:** Prepare a song about this training course and teach it to the group. The whole group will sing it. It needs to be related to this training and GEAR project!

*40 min – whole group – max 30 points*

#### **Debriefing (30 minutes)**

- How was this exercise for you?
- How did you communicate with each other? Was it easy to communicate with each other's despite the fact that you are coming from different cultural backgrounds? How we can have better intercultural communication?
- How did you work together? Did you cooperate or were you competitive? What role did you take?
- Did you include everyone in the activities? Did anyone feel excluded? How do we include or exclude people from society? Why do we do it? Do you know any examples?
- What else did you learn from this? What will you take to your home country?

**Suitable for ages:** 16 to 30

### **EDUCATORS' SCORING SHEET**

Assignment	Max. time	No. of pax	Max. points	Your points	Start and End of exercise	Materials that can be used
Ballons	10 min	Whole group	10			Balloons for all participants + 1 different balloon
Kite	20 min	5 people	10			Paper, newspaper, cardboard paper, wool and string, wooden sticks
Babel	40 min	Whole group	10			/
Water music	15 min	open	10			Glasses, water, spoons
A to Z	20 min	open	10			Everything around you + plastic bag
How tall is Albert?	15 min	open	20			/
Paper tower	25 min	open	30			Paper for hands, duct tape, glue for paper
Sing a song	40 min	Whole group	30			Creativity :)
Negative points						
<b>TOTAL</b>			130			

## Creating your own island: my needs vs. others needs and possibilities

**Topic:** interculturalism, culture, needs, making decisions and connecting it to decision making processes, sustainable development

**Area:** Intercultural Competence, Civic/Citizenship Competence

**Time for implementation:** 110 minutes

**Specific goals:**

- to discuss what is important in society;
- to be more aware of my own needs, needs of other people and their realities;
- to discuss different realities and possibilities;
- to be more aware of different cultures and intercultural communication;
- to discuss different forms of state organizations and how the rules are being set.

**Description of the activity:**

**Intro to activity (10 minutes)**

Participants are divided in groups of five. They are given the introduction to the activity: All of you were on the cruise where there was shipwreck. After the shipwreck, you woke up on the island with four other people around you and are the only people there. You will need to think about how your island is going to look like. Your task is the following:

- think about the name of your country
- what are your main resources
- what are your symbols (herald, flag, etc.)?
- how does your culture look like (describe your customs related to celebrations, greetings, clothes, etc.)?
- design how the society will function – what rules will you follow?

**Creating the island (30 minutes)**

Participants are in their groups creating an island and setting up how it is going to look like. For the purposes of creating an island, the markers and flipcharts are given to each group, so they can write their ideas down.

**Shifting and changing – visiting other islands (20 minutes)**

Then, participants are given the instruction: A cruise ship has come to pick four of people from each group to visit other islands. However, a storm happens once again, and groups are now mixed. In each of the islands, there should be one representative of each group. The task of the host person in the island is to explain their rules, culture and customs to others. Visitors can ask questions and find out more about the island.

**Returning back to the island (20 minutes)**

Participants are then invited to go back on their own islands and share findings among each other. Now, they have a chance to adapt their island and change something within it, based on what they heard.

**Discussion and connecting with the real world (30 minutes)**

In the end, the participants are invited to present their islands. When the presentation of each island is finished, a discussion is held

- How did you come to the idea to create this island you presented?
- Did you manage to agree on everything within the group? How did you resolve conflicts, if there were any?
- What were the needs you established were the most important in order to create your island?
- Did you base your island on an already existing model you knew or decided to create completely new one?
- When you returned back from other islands, did you change anything – and why yes or not?
- Did you adopt or modify elements of your culture with ones of others or did you reject everything you heard from other cultures?
- Did you use any taxation methods in your country?

- How do then politicians make choices about what is important to us?
- If you would do this again, would you do anything differently? Why or why not?

**Suitable for ages:** 16 and up

## Tribe activity

**Topic:** building group identity, communication across social divides, sustainable development

**Area:** Intercultural Competence, Civic/Citizenship Competence, Sense of Initiative and Entrepreneurship Competence

**Time for implementation:** 90 minutes

**Specific goals:**

- to discuss communication across social divides;
- to discuss conflict resolution techniques and how the conflict occurs;
- to define conflict and discuss the importance of communication when conflict happens;
- to raise awareness about different conflict resolution style.

**Description of the activity:**

The object of this activity is to learn the processes of communication between groups and coping mechanisms like mediating and resolving conflicts by assigning a common task and equally sharing the resources.

The group needs to be divided in four and people need to be separated according to cultural differences.

**Group A:** You shout and make physical contact and communicate through gestures. Your greeting is to turn around two times and take a step back.

**Group B:** You need physical contact to communicate with other people, especially within your group and other groups. Your greeting is to shake hands.

**Group C:** You talk loudly and if others don't speak as loud as you are, you cannot understand them. Your greeting is a pat on the shoulders.

**Group D:** You avoid physical contact. You also cannot make eye contact when speaking to other groups. Your greeting is to nod.

**IMPORTANT:** Every group needs to know their greeting before they first greet another group and characteristics can be adjusted based on each group.

The assignment is to colour and cut out fruits to have two fruits of each type. The fruits should be coloured in their authentic colour and cleanly cut. The bananas should be yellow, the strawberries, red, the apples, green, and the grapes, purple.

**Materials needed:**

- ☐ Card describing every group's characteristics and their greeting
- ☐ Three pairs of scissors
- ☐ Three markers of each colour (yellow, red, green, and purple)
- ☐ Eight of each fruit

**Distribute by:**

A) Two pairs of scissors, three red and one green marker, one strawberry and two bananas

B) Two green and two purple markers, four bananas, two apples, and two grapes

C) One pair of scissors, two bananas, three apples, and one purple marker

D) Three yellow markers, six strawberries, and three apples

**Instructions:**

- The assignment is explained: each group needs to find two cut and coloured fruits of each type. They also need to show them to a designated person who decides if they meet a standard of quality.

- They need to have to take into account of the communication characteristics of each group.
- Tell the groups that they have a limited time to memorize their characteristics.
- Eventually, the game will be stopped, and the educator asks the groups about what happened.

In the end, the educator asks the following questions:

- How do we react to cultural differences? How do we feel about their reactions?
- What mechanisms can be put in place to understand each other? What could we have done to promote communication?

Educator then provides participants with the conflict resolution techniques and discusses different approaches in conflict resolution, where participants also find out more about mediation, negotiation and arbitration. The role of communication within the conflict is also covered.

**Suitable for ages:** 16 and up

### Handout: Rules of communication of each group

**Group A:** You shout and make physical contact and communicate through gestures. Your greeting is to turn around two times and take a step back.



**Group B:** You need physical contact to communicate with other people, especially within your group and other groups. Your greeting is to shake hands.



**Group C:** You talk loudly and if others don't speak at the same volume, you cannot understand them. Your greeting is a pat on the shoulders.



**Group D:** You avoid physical contact. You also cannot make eye contact when speaking to other groups. Your greeting is to nod.



### Handout: Examples of fruits





## Acting out emotions and rules

**Topic:** dramatization of empathic reactions

**Area:** Communication Competence, Intercultural Competence

**Time for implementation:** 60 minutes

**Specific goals:**

- to discuss emphatic reactions;
- to discuss interpersonal communication and why is it important to use it in everyday life;
- to connect importance of non-verbal and verbal communication.

**Description of the activity:**

Each participant is handed a small piece of paper with a different emotion written on it. Then, they are asked to act out the emotion to the rest of the group, without using words. The group needs to correctly name the emotions being presented according to each “actor/actress’s” facial expressions and body language.

Afterwards, participants are separated into smaller groups whose assignment it is to create the common working rules that will be observed by the entire group. Each sub-group may decide upon up to three rules for interpersonal communication and collaboration and acts each out in a single dramatized gesture or interaction, using no words but only motion, facial expressions, gestures and body language. Each correctly guessed rule is added to a common list of rules which are then used the entirety of the training (these may include such rules as listening to each other, setting cell phones aside, raising one’s hand to speak, but also smiling at each other, abandoning hierarchic relationships etc.)

**Suitable for ages:** 11 and up

## Balloon gathering

**Topic:** handling conflict situations appropriately

**Area:** Communication Competence, Sense of Initiative and Entrepreneurship Competence

**Time for implementation:** 60 minutes

**Specific goals:**

- to introduce participants to conflict resolution strategies;
- to introduce participants to assertive, aggressive and passive communication in a conflict;
- to discuss how different strategies can have different effects in a conflict;
- to discuss how to handle the conflict in a best way.

**Description of the activity:**

The room is filled with a number (approx. 30) of inflated balloons prior to the arrival of the group. Upon arrival, each participant is given one balloon to inflate and keep to themselves. In addition, participants are seated across the room so that some are closer to the remaining balloons than others. Then, when prompted, the participants are asked to get up from their seats and gather as many balloons in their hands as they can in 30 seconds.

However, three participants are secretly given specific roles:

- Two participants do not participate in gathering the balloons; they simply hold on to the ones they had inflated themselves and act in an obviously disinterested fashion towards other balloons.
- One participant is given the role of mugger; he or she must attempt to take balloons away from one or more participants by force.

After the time has elapsed, the group reflects on the balloon gathering strategies as metaphors for approaching conflict situations in general. These strategies include withdrawing from the process standing for a passive and avoidant approach (low reward for the participant), mugging balloons from



others representing an aggressive approach (high reward for the participant but disrupts trust) and an assertive approach being represented by gathering balloons proactively while respecting others' efforts to do the same.

**Suitable for ages:** 14 and up

## Living Diversity

### What are our similarities and differences?

**Topic:** Getting to know each other, introduction to similarities and differences

**Area:** Communication Competence, Intercultural Competence, Civic/Citizenship Competence

**Time for implementation:** 45 minutes

**Specific goals:**

- to get to know each other;
- to discuss differences and similarities participants find in their everyday lives;
- to discuss how we are different, but at the same time similar.

**Description of the activity:**

Participants are told that they should pair up. Every pair should make a Venn-diagram– in the diagram they should write all similarities and differences they have found, with a special emphasis on what activities they are doing in schools (e.g. volunteering, actions, projects). The diagram is then presented first by the trainers, stating with their own example (e.g. Martina and Domagoj both work in GONG; Martina doesn't eat meat, Domagoj eats everything, Martina organises protests, Domagoj volunteers a lot). The differences should be written in the separate parts of the circles, and in the middle where they overlap the pair should write their similarities.

They can draw within the diagram, use newspapers to cut the pictures or write words, etc.

Afterwards, they are called on to present the most interesting findings in their diagrams. When they all have been presented, the trainer asks the following questions:

- What is similar to all of us?
- What is different among us?
- Why do we have similarities and differences? What influences that?
- What is important in intercultural surroundings?

**Suitable for ages:** 14 and up

### Who is on the picture?

**Topic:** Stereotypes and prejudices

**Area:** Intercultural Competence, Civic/Citizenship Competence

**Time for implementation:** 30 minutes

**Specific goals:**

- to introduce the concepts of stereotypes and prejudices
- to discuss why is it important to know your own stereotypes and prejudices
- to become more aware of the factors that influence stereotypes
- to discuss what we can do to reduce stereotypes and prejudices

**Description of the activity:**

Participants are invited to go around the room, where they will see 12 pictures of people in front of them. Their task is to think about this person's occupation and how do they look like according to them.

When they think they have an answer, they need to write it on a post-it paper and fold it in half. They need to post folded post-it on the picture. The procedure is repeated until everyone goes through all the pictures. The educator then goes through each picture and reads out the participants' hypotheses. The educator then reads the real descriptions of each person, after their guess.

In the end, the discussion was held:

- How did you guess the people's occupation?
- On which criteria did you base your judgements (looks, imagination, culture, colour of skin, advantages/disadvantages a person has)?
- Why is it important that we do not judge other people based on stereotypes?

The educator then, gives the concept of stereotype and prejudice and connects with the exercise why is it important to know its own stereotypes and prejudices. Also, participants are invited to discuss what can we do in order to reduce stereotypes and prejudices.

## EXAMPLES OF PICTURES AND DESCRIPTIONS OF PEOPLE:



**José Alberto "Pepe" Mujica Cordano** (born 20 May 1935) is a Uruguayan politician who served as the 40th President of Uruguay from 2010 to 2015. He was described as "the world's humblest president" due to his humble lifestyle and his donation of around 90 percent of his \$12,000 monthly salary to charities that benefit poor people and small entrepreneurs. So, he kept for himself 1.250\$ of monthly salary. He is born in the family of European immigrants – his father had Spanish ancestry and mother was Italian. He was a guerrilla fighter, for which he spent 13 years in prison, during the military dictatorship in the 1970s and 1980s. He was Minister of Agriculture and also a Senator. With his wife, Lucia Topolansky (who is also a politician) he is living on a farm. When he was president, he and his wife did not want to live in presidential castle, and during winter 2012, he decided to let homeless people live in this castle, so they do not get frozen to death.



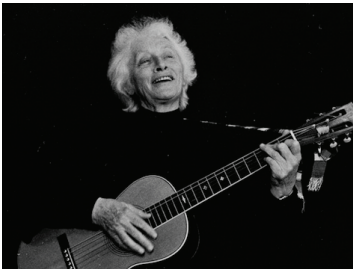
**Forest Steven Whitaker III** (born July 15, 1961) is an American actor, producer, and director, best known for the performance of Ugandan dictator Idi AMIN. To portray the dictator, Whitaker gained 50 pounds, learned to play the accordion, and immersed himself in research. He read books about Amin, watched news and documentary footage featuring Amin, and spent time in Uganda meeting with Amin's friends, relatives, generals, and victims; he also learned Swahili and mastered Amin's East African accent. For his performance as Ugandan dictator Idi Amin in the 2006 film *The Last King of Scotland*, Whitaker won the Oscars, BAFTA Award, Golden Globe Award, National Board of Review Award, Screen Actors Guild Award, and various critics groups awards for a lead acting performance.



**Stephen William Hawking** (Oxford, 8. siječnja, 1942. – (Cambridge, 14. ožujka, 2018.) was an English theoretical physicist. Hawking began his university education at University Oxford at the age of 17. For the first 18 months, he was bored and lonely – he found the academic work "ridiculously easy". He finished the physics studies at Oxford and doctoral studies at Cambridge University. He became quickly a member of Royal Society of London, one of the oldest scientific associations in the world. Until his death, he lectured mathematics and physics at Cambridge University. He was famous for providing contributions to the fields of cosmology and black holes, as well as for his books in which he wrote about the universe in general. While he was young, he suffered from ALS disease, a disease that gradually paralyzed him. Even after the loss of his speech, he was still able to communicate through speech-generating devices. Luckily, the disease did not affect his brain. For a long time, he was able to significantly contribute to science.



**FannyAnn Viola Eddy** (1974–2004) was an activist for lesbian and gay rights in her native Sierra Leone and throughout Africa. In 2002, she founded the Sierra Leone Lesbian and Gay Association, the first of its kind in Sierra Leone. She travelled around the globe, giving speeches at the United Nations and other international groups to talk about discrimination and dangerous situations in which young LGBT people are forced. Eddy was murdered on September 29, 2004. A group of at least three men broke into the office, stabbed her, and eventually broke her neck. Eddy left behind a 10-year-old son and a girlfriend Esther Chikalipa. In 2008 the FannyAnn Eddy Poetry Award was named in her honour.



**Malvina Reynolds** (August 23, 1900 – March 17, 1978) was an American folk/blues singer-songwriter and political activist best known for her song writing, particularly the songs "Little Boxes" and "Mornintown Ride". Her parents were Jewish and socialist immigrants, who opposed involvement in World War I. The high school Malvina attended declined to give her diploma, because their parents were pacifists and they were against USA's participation in World War I. In the end, she studied English language at Berkley University and received doctorate degree in 1939. She sang songs related to peace, boycotting Nestle, protesting in San Francisco (when they wanted to put highway in a park) and human rights. She left a significant stamp in the history of music, especially with because her arts addressed human rights and discrimination.



**Philip Douglas Taylor** (born 13 August 1960) is an English retired professional darts player, nicknamed The Power. He is widely regarded as the greatest darts player of all time, having won 216 professional tournaments, including 85 major titles and a record of 16 World Championships. He is the champion in having the most titles and championships gained, more than anyone in sports. He won the PDC (Professional Darts Championship) Player of the Year award six times (2006, 2008, 2009, 2010, 2011 and 2012) and has twice been nominated for the BBC Sports Personality of the Year. Just before the final of the 2018 World Championship, Taylor confirmed his retirement from professional darts.



**Jón Gnarr** (born 2 January 1967) is an Icelandic actor, comedian, and politician who served as the Mayor of Reykjavik from 2010 to 2014. This picture was taken during LGBT Pride in Reykjavik. He was a well-known comedian and actor starting in the 1990s, on radio and television. In 2009, he formed the Best Party, a political party that began as a joke – a political satire, but quickly turned into a real political actor due to its electoral successes.



**Dominique Strauss-Kahn** is a French politician, former director of the International Monetary Fund (IMF), and a controversial figure in the French Socialist Party due to his involvement in several financial and sexual scandals. He was a professor of economics at Paris West University. On 28 September 2007, the International Monetary Fund's 24 executive directors selected him as the new managing director, with the support of France President Nicolas Sarkozy. He was director of Monetary Fund until 2011 after being arrested by New York police on 15 May over allegations of sexual assault that were later settled in court.



**Malala Yousafzai** (born 1997) is a Pakistani pupil activist for female education and the youngest Nobel Prize winner, which she received in 2014. She is known for human rights advocacy, especially advocating for education of women and children. In 2009 she became famous because BBC news published about her life and work on providing education to everyone. She was a victim of Taliban gunman in 2012 and was hit in the head with a bullet and remained unconscious and in critical condition. She received treatment in the UK, where a metal plate was put in her head in order to regain her hearing.

*"I think of it often and imagine the scene clearly. Even if they come to kill me, I will tell them what they are trying to do is wrong, that education is our basic right."* – Malala Yousafzai, statement after attack

Pakistani government decided to open a school with her name, for poor children. Around 300 000 people wrote a petition that Malala becomes nominated for Nobel peace prize.



**George Clooney** (Lexington, Kentucky, 6. May 1961.), is an American actor, director, producer, screenwriter, activist, businessman and philanthropist. He has received three Golden Globe Awards for his work as an actor and two Oscars. He became famous in a role of Dr. Doug Ross in series E.R., and later in the first-class movies. Clooney always balanced work on high-profit blockbuster movies and engagement in society and politics. In 2008, he became a United Nations messenger of peace, which is quite important role.



**Taylor Alison Swift** (13. December 1989.) is a is an American singer-songwriter and actress. New York Times described Swift as one of the best pop songwriters. Born and raised in Pennsylvania, Swift moved to Nashville, Tennessee at the age of 14 to pursue a career in country music. She signed with the label Big Machine Records and became the youngest artist ever signed by the Sony/ATV Music publishing house. Swift's second album, Fearless, was released in 2008. Buoyed by the success of pop crossover singles "Love Story" and "You Belong with Me", Fearless became the best-selling album of 2009 in the United States. The album won four Grammy Awards, with Swift becoming the youngest Album of the Year winner.

**Suitable for ages:** 16 and up

## Deserted Island Wish List

**Topic:** group discussion, communication, intercultural communication, team-work

**Area:** Communication Competence, Intercultural Competence, Civic/Citizenship Competence

**Time for implementation:** 60 minutes

**Specific goals:**

- to discuss what is important to me and others;
- to discuss what are the characteristics of interpersonal communication;
- to discuss the importance of communication in intercultural surroundings;
- to raise awareness of importance of team-work and roles we take while working within a team.

**Description of the activity:**

Participants are divided into small groups so that no two persons within a sub-group have the same native language. They then discuss what items, other than the basic and essential ones, they would bring



to a desert island, choosing one item each from the following categories:

- one book,
- one piece of music,
- one luxury item.

Each sub-group then presents their choices to the entire group and answers are discussed. You can ask the following questions:

- How did you come to an agreement on the final list? How did the process look like?
- Did you have different opinions and how did you reconcile them? Did you work as a team? (you can connect this with Team work roles theory by M. Belbin)
- Did your culture play a role in creation of this list? Why yes or why not?
- What is important in interpersonal communication, especially in intercultural surroundings?

**Suitable for ages:** 14 and up

## Find your orange

**Topic:** awareness of stereotype of “sameness”

**Area:** Communication Competence, Intercultural Competence

**Time for implementation:** 30 minutes

**Specific goals:**

- to discuss stereotypes and prejudices and to get to know themselves better;
- to raise awareness of the stereotype of “sameness”;
- to discuss what makes us different and what equal.

**Description of the activity:**

Each participant pulls out an orange from the same bag of oranges of the same type and has one minute to observe it and memorize its specificities. All oranges are then collected and scattered around the floor and participants are collectively given one minute to identify and take back their exact oranges. Since they will most likely be successful, they will discuss why they think they were able to identify their oranges so easily. Then, parallels will be drawn between the stereotype of “sameness” and members of a social group that is not their own.

**Suitable for ages:** 11 and up

## Grouping by coloured dots

**Topic:** differences in society, awareness of difficulty blending in when you are different

**Area:** Communication Competence, Intercultural Competence

**Time for implementation:** 30 minutes

**Specific goals:**

- to discuss differences in society;
- to raise awareness of difficulties blending in when someone is different;
- to discuss individuality vs. social acceptance;
- to raise awareness of discrimination and privilege of some people in society.

**Description of the activity:**

Participants are given self-adhesive papers to stick on their foreheads while their eyes are closed, so they do not know which one they receive. Some markings are repeated. (e.g. five blue markings are given out, five red ones and four green ones). After every participant has received a marking, participants open their eyes, noticing that all the others have markings on their foreheads. Then, they are instructed to find a group that they think they fit in, without verbally communicating, leaving them

free to move around the room and use body language to communicate to others what colours their markings are. The search and grouping process may last up to one minute.

However, one person is given a marking that differs noticeably from all the others, ideally in terms of both colour and shape. This person is left out after the grouping is done, likely leaving them to wonder why they did not fit in any group.

The exercise is then explained to the entire group and the person who got left is asked how they felt. (it is highly recommended that the participant to be singled out is one with the necessary fortitude not to take feeling rejected to heart; in some contexts, it might be better to single out two persons with different markings, so that they can ultimately make their own small group). The entire group then discusses the notion of “otherness” and the social impacts (stigma, difficulties integrating) of being different (especially visibly different).

**Suitable for ages:** 14 and up

## Making guesses about the trainers

**Topic:** awareness of culturally-ingrained presumptions

**Area:** Communication Competence, Intercultural Competence

**Time for implementation:** 45 minutes

**Specific goals:**

- to raise awareness of culturally-engrained presumptions;
- to raise awareness of how we create the ideas about other people;
- to discuss how our different factors can influence creating a stereotype around some people.

**Description of the activity:**

The educator(s) stand in front of the group and ask participants to make educated guesses about the educators' personal lives, in the following order:

1. Where do I live (in what city, in a house or in an apartment)?
2. What is my religion?
3. How many languages do I speak? Which ones?
4. What kind of car do I drive?
5. What education did I complete?
6. Am I married? Do I have children? How many, of what age and gender?
7. What are my hobbies?
8. What kind of music do I like?
9. Do I have siblings? How many, of what age and gender?
10. What would my ideal vacation be like?

After each round of guesses from the participants, the trainers provide truthful information about themselves. In the end, discussion is led:

- How did you know what the answer to each question was? What strategies did you use to make a guess?
- What influenced on your answers? What is the impact of culture in this? What else can influence on making presumptions?

**Suitable for ages:** 16 and up

## Family photograph

**Topic:** learning about personal micro-histories in the context of diverse communities

**Area:** Communication Competence, Intercultural Competence

**Time for implementation:** 90 minutes

**Specific goals:**

- to share personal and family history;
- to make better group cohesion;
- to connect personal histories to social history;
- to make a reflection of migratory history and intercultural contact.

**Description of the activity:**

Each participant brings an old (no less than 10 years old) family photograph to the exercise, either physically or digitally, on a handheld device. The participants are then split into pairs and within each pair, both participants tell each other about the picture – when and where it was taken, who is in it, what relation these persons have to the participant, what context the photo was taken in and what significance it holds for the person presenting it. Each pair is then given the floor in turn and both present the other person's photograph, recounting as many details as possible. The group is then presented the idea of personal and family histories relating to the social histories of their places of origin, including reflections of migratory histories and intercultural contact.

**Suitable for ages:** 14 and up

## Step by step

**Topic:** raising awareness about privilege and deprivation, sustainable development

**Area:** Civic/Citizenship Competence, Intercultural Competence

**Time for implementation:** 45 minutes

**Specific goals:**

- to discuss privilege in society;
- to discuss how all people, have different opportunities to realize their full potential;
- to discuss discrimination towards different people in society;
- to discuss the power and its influence in society;
- to compare privilege and deprivation in our surroundings.

**Description of the activity:**

Participants are given small pieces of paper with the descriptions of social identities. Some are more detailed than others, but all differ in terms of social privilege based on various dimensions – such as age, gender, wealth, work, ethnic minority, migrant or refugee status, LGBT identity.

Participants line up in a broad line, standing shoulder to shoulder. The trainer reads a statement and each participants whose assumed identity can agree with the statement, takes a step forward, and remains in place if not. This is repeated for 20 statements. Then the participants look around and determine where they are standing at the end of the exercise. Afterwards, their identities are revealed, and they explain if they agreed or disagreed with some of the statements.

**Suitable for ages:** 14 and up

# Active Citizenship and Initiative

## Active Youth - why be active?

**Topic:** active participation, civic education, active citizenship

**Area:** Intercultural Competence, Civic/Citizenship Competence, Sense of Initiative and Entrepreneurship Competence

**Time for implementation:** 60 minutes

**Specific goals:**

- to introduce youth activism and why is it important for society;
- to introduce the forms of youth activism;
- to discuss examples of activism in local communities;
- to share examples of good practice;
- to introduce Hart's ladder of participation.

**Description of the activity:**

**Warming up activity (10 minutes):** The participants are invited to brainstorm and attempt to define activism. Every suggestion is written on the flipchart.

**Input on forms of activism (30 minutes):** Educators connects the results of the brainstorm session and presents what activism is and different form of youth activism, depending on the level of participation. Also, one important segment is presentation of Hart's ladder of participation.

**Examples of good practice (20 minutes):** Then, participants are invited to share examples of good practice of activism in their communities. They are invited to present what they did and what impact it had on others.

**Suitable for ages:** 16 to 30

## Managing a Nation

**Topic:** awareness about privilege, sustainable development, resource availability, inequality within communities

**Area:** Civic/Citizenship Competence, Creativity, Sense of Initiative and Entrepreneurship Competence

**Time for implementation:** 90 minutes

**Specific goals:**

- to raise awareness about privilege and resource availability;
- to raise awareness of the inequality within communities;
- to discuss my own needs in relation to needs of other people;
- to make connections with decision making processes on local and national level.

**Description of the activity:**

Participants are given the introduction to the exercise. Participants are divided in groups and they receive the picture of their land.

Educator says: You rule a Nation with three cities, a mountain range, two rivers and an access to the sea. You need to make an evaluation about the most important resources to implement in your country in order to develop it. Try to find the best strategy. You have at your disposal for purchasing and creating resources a budget of 1200 spes.

Each group receives a hand out with the resources cost. They are invited to choose what is most important to them in their land and develop it. Also, they can draw their findings on the paper their received. The hand out had the following resources costs:



### Resources costs (for each unit):

Factory (F): 80 spes

Gym (G): 30 spes

Road (R): 50 spes

Art and music schools (Art): 30 spes

Bridge (B): 20 spes

Harbour (Hb): 50 spes

Agriculture (Agr): 50 spes

Community center (Cc): 30 spes

Primary school (Ps): 40 spes

Middle school (Ms): 40 spes

High school (Hs): 50 spes

University (Un): 60 spes

Disco-pubs (Dp): 20 spes

Local health authorities (LHa): 30 spes

Waterworks (W): 50 spes

Hospital (H): 50 spes

Playground (Pg): 30 spes

Sewage System (SS): 70 spes

Hydroelectric (water) Powerplant (HEP): 80 spes

Windmill (Wm): 80 spes

Cinema (C): 30 spes

Department stores (Ds): 20 spes

After participants finish with their task, they are invited to present their findings and explain why they chose certain things. In the end, discussion is held:

- How was being responsible to choose the resources? Did you easily agree or not?
- What was your strategy?
- Did you go from your own needs and priorities?
- Are your priorities same as others? Or even government ones?
- Were the resources enough for you to develop everything you wanted? Can you connect this with real life decision making?

**Suitable for ages:** 16 and up

## Righteous Among the Nations

**Topic:** learning through individual biography and interpretation of motivation to act

**Area:** Civic/Citizenship Competence, Intercultural Competence

**Time for implementation:** 90 minutes

### Specific goals:

- to discuss human rights;
- to raise awareness on individual motivation to help others;
- to analyse personal histories and background in comparison to facing the powerful constraints;
- to discuss moral values in society and connect it with today's situation in Europe and local communities.

### Description of the activity:

Participants are given handouts with very short texts about some of the persons who had received the recognition of Righteous Among the Nations; each handout says something about their lives prior to WWII, their actions during the war and what happened to them later, if any information is available. The group then reflects on their respective person's motivations in protecting Jews from persecution and extermination using prompts given on the handouts (e.g. courage, sympathy, duty, solidarity, faith etc.). Participants also analyse that the individuals who saved Jews were of different age, gender, social class, education, occupation, political beliefs and religion; concluding that people are able to make choices even in the face of powerful constraints. In the end, a discussion on moral values follows, with a comparison to the present.

**Suitable for ages:** 14 and up

## Dramatizing Participation

**Topic:** recognizing and dramatizing forms of formal and non-formal participation

**Area:** Civic/Citizenship Competence, Intercultural Competence, Sense of Initiative and Entrepreneurship Competence

**Time for implementation:** 90 minutes

**Specific goals:**

- to recognize different forms of participation;
- to become more aware of formal, non-formal and online forms of participation;
- to discuss different forms of participation on national level.

**Description of the activity:**

Various formal and non-formal (and, optionally, those that take place online) forms of civic participation are listed as the participants think of them. When a lengthy list of formal and non-formal forms has been created, the participants are grouped according to the countries they come from and discuss some notable manifestations of inclusion (e.g. work and poverty, migrants and refugees, sustainable development, education and training). When every national group has created a quick memory-map of these, the groups are reshuffled. This time, every group must consist of at least one participant from each participating country and then they are given only one of the inclusion topics to present to the rest of the group. The presentation may take form of a dynamic poster presentation, or, a short dramatization of one form of participation in one of the countries. The “actors/actresses” only give the explanations on their dramatization after it is finished and may use props.

**Suitable for ages:** 16 and up

# APPENDIX 2. SOURCES

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With activities tested among teachers in five different countries, the GEAR curriculum managed to collect a variety of examples of good practice at one place, with clearly determined goals and detailed ideas on how to present a lesson. In my opinion, making this Curriculum publicly available will undoubtedly assist teachers of civics in primary schools, due to lots of games and fun-based activities, but also teachers in secondary schools, with many lessons designed specifically for age 16 and up (e.g. *Who is in the picture*, *Active Youth*, *Mission impossible: playing roles and team work*). With target groups specified within every activity, determining the appropriate age shouldn't be a problem. Whether being more interested in theoretical or practical part of the Curriculum, teachers can easily spot the sections that fit their needs best.

*Tomislav Vuković, teacher*

Therefore, this program can be successfully incorporated into a broad variety of activities in the education system – from regular classes to extracurricular activities; from project based-learning within a particular school to collaborative projects on a local, national or international level; from physical to virtual collaboration via various online education platforms. Moreover, this program with its theoretical and practical approach proves that it represents a valuable and important asset and can be harnessed not only in schools, but in any organization, institution or agency, governmental or nongovernmental; even private companies, SMEs to big corporations, anyone that is ready and willing to make an effort for fostering a culture of protection of human rights, inclusion and democratic values in intercultural societies.

*Severxhan Vishka, teacher*

The very important part of the handbook are appendices in which one can find examples of activities regarding active citizenship that can be used with either teachers or youth in a variety of contexts. It is very important to emphasize that these activities are tested during the implementation of the GEAR project. All the activities and resources were tested with international events with teachers and students and received positive feedback from learners. These appendices bring additional value to the theoretical concepts, methodology and evaluation of the monitoring practices. The handbook also brings a list of useful resources – books, handbooks, articles and hands-on resources that already exists in this field. (...) The handbook fully fulfills the goals it intends to realize – to help teachers and students to participate, through the common processes of teaching and learning, in the development of active, informed and responsible citizenship.

*PhD Berto Šalaj, Associate professor*



GLOBAL EDUCATION  
ACTIVE RESPONSE  
PROTECTION OF HUMAN RIGHTS  
DEMOCRATIC VALUES  
INTERCULTURAL SOCIETIES



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