

Values in Democracy Education

ValiDE Material Collection

LEARNING AND TEACHING
MATERIAL 2022-2024



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European Union

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More information about the partners, you will find on their organizational websites.

- University of Education Weingarten: <https://www.ph-weingarten.de>
- University of the National Education Commission of Krakow: <https://www.uken.krakow.pl/>
- University of Agder: <https://www.uia.no/>
- Centrum Edukacji ProHarmonia: <https://proharmonia.org/>
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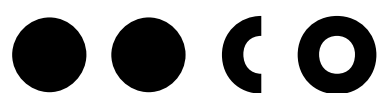
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Values in Democracy Education

ValiDE Material Collection

PART 1: TEACHING MATERIAL
FOR PRIMARY SCHOOLS



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Teaching Materials

Project ValiDE

University of Education Weingarten/Germany
University of the National Education Commission, Krakow /Poland
University of Agder/Norway
Global Ethic Foundation / Germany
ARKIVET Peace and Human Rights Centre / Norway
Education Center ProHarmonia / Poland



2023 EDITION

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Introduction to the Teaching Materials

In this publication, you will find six sets of teaching materials designed by participants of the ValiDE Student Exchange program 2023. The main purpose of the proposed materials is to enrich teachers' and school students' educational journey by embedding deeply important values essential for the holistic development of the young generation in today's diverse and dynamic world. These materials cover the following values:

- Participation and Co-Determination
- Diversity
- Respect
- Happiness
- Equality

These values have been carefully selected for their fundamental importance in fostering an inclusive, respectful, and joyful learning environment, while also promoting equality and the active participation of all students in their educational experiences.

Each set of teaching materials includes the following components:

- Description for the teacher
- Value
- Learning objectives and competencies
- Connection to the curriculum
- Didactic comments
- Information on materials

In addition, practical examples of lesson plans, worksheets, and other educational materials have been developed for each of the relevant values and are provided in the appendices.

By integrating these teaching materials into the curriculum, educators are equipped to provide a learning experience that not only imparts knowledge but also actively cultivates critical values among students. This approach aims to prepare learners not just for academic achievements but for a life filled with respect, happiness, and a deep appreciation for diversity and equality.

Class representative



Description for the teacher	
Age of school students	3 grade (8/9 years)
Authors of the materials	Emilia Matera, Isabel Gunnerod, Anne Weiß, Lisa Müller
Duration of the topic implementation	1 lesson unit
Teaching aids needed	<ul style="list-style-type: none"> • Projected (multimedia presentation) • Direct purposeful experiences
Methods applied	<ul style="list-style-type: none"> • Individual projects • Problems solving activities • Students portfolios
Related topics	<ul style="list-style-type: none"> • Democratic society • Respect • Tolerance • Human rights

Description of the Value, to which the teaching materials are dedicated
<p>Participation and Co-determination</p> <p>School students learn that their voices and opinions are important and powerful for the class and society.</p> <p>Students should not only learn to express their opinions, but these opinions should also be considered. When students feel they are participating, they feel more comfortable.</p> <p>(https://forandringsfabrikken.no/elevs-medbestemmelse-kunnskap-fra-forskning-og-barn/)</p>

Learning objectives and competencies	
Lesson goals	The focus is on the school students and their outcomes, highlighting the importance and tasks of a class representative, as well as a poster created by the students
Knowledge	<ul style="list-style-type: none"> • Tasks of class representative • How election works • Basics of the democratic policy
Skills	<ul style="list-style-type: none"> • How to vote • Make a presentation of themselves (strengths etc.) • Reflect on own strengths
Attitudes	<ul style="list-style-type: none"> • How to be a representative manager • How to be a responsible citizen

Connection to the curricula

German educational system	<ul style="list-style-type: none"> • Election for class representation not before 3th grade • Interdisciplinary • Competences like „Describe and make appropriate use of opportunities for shaping and codetermining life together in the class and the school“
Polish educational system	<ul style="list-style-type: none"> • Election for class representation before 8th grade • Core value in the curricula 2020, interdisciplinary
Norwegian educational system	<ul style="list-style-type: none"> • Voting from 1st grade • Round about 8th grade: subject „social studies“ (voting, politics)

Didactic comment

Basic idea	<p>The aim of this lesson is to teach students the importance of the role of a class representative and the electoral process through interactive exercises and discussions. Students are expected to develop the ability to think critically and reflect on their own qualities and competencies, helping them to self-assess and understand their own strengths and weaknesses. The lesson also aims to increase students' involvement in the life of the class and enhance their understanding of the value of democracy and group co-determination.</p>
Expected learning processes	<p>The class starts with reading the book „I am for myself“ by Martin Baltscheit and Christine Schwarz, published in 2011 by Beltz. The intention of starting with the book is that the students can form their own thoughts and ideas about the topic before the teacher says anything. After the book, the students will find out the topic for the lesson. The class has an open discussion: <i>Who is class representation? Why do we need one? What are his/her tasks?</i></p> <p>At the description of how voting works, the students already learned that candidates of an election prepare and present themselves. In the following step, all students start preparing a profile of themselves, whether they want to become class representative or not. Every student has to do this exercise, because it helps them reflect on themselves. They learn about their own strengths, weaknesses and what they would improve in class. It is also interesting for the teacher to get feedback about the class, lessons, atmosphere, attitudes, etc. The students can make the worksheet digital or in a printed version. The teacher walks around and observes the pupils if they need help or feedback.</p>
Observable student activities	<p>The students are doing an activity about the responsibilities and character traits of a class representative. In this interactive exercise, the students can work in small groups or individually. They decide whether it is a responsibility or a character trait for the representative</p>

<p>Teachers' choreography</p>	<p>During the conclusion of the lesson, students can ask each other and the teacher any questions they have. The teacher can ask the students what they learned today and request feedback on the lesson.</p>
<p>Tips for classroom management</p>	<p>This enables the teacher to provide personalized support and feedback based on individual needs</p>
<p>Tips for differentiation of school students</p>	<ul style="list-style-type: none"> • Allowing students to work at their own pace. • Providing options for digital or printed worksheets. • Encouraging self-reflection, which can be tailored to individual experiences and perspectives.

Practical examples of educational materials (see Appendix A.)

- Presentation “Class representation” <https://www.canva.com/design/DAFv06dnXS8/2yrbFDN-TukaugWH26Blrg/edit>
- Worksheet “Student’s profile fo Class Representative” <https://www.canva.com/design/DAFv06dnXS8/2yrbFDN-TukaugWH26Blrg/edit>
- Movie number 1 - <https://youtu.be/fwFeBG5LcSA?si=RyNeFDGMGdhdWy1R>
- Movie number 2 - <https://youtu.be/gKBIJ6RGcU?si=vFVrFzx4gkoUouc8>



Movie number 1



Movie number 2

What do you think when you hear diversity?



Description for the teacher

Age of school students	3/4 grades (8/9/10 years)
Authors of the materials	Nadja Rendler, Lily Par Mang, Philomena Kleinheinrich, Kaja Antkiewicz
Duration of the topic implementation	1 day or split in lessons
Teaching aids needed	<ul style="list-style-type: none"> • Question cards • Presentation (Tasks/Timetable) • Podcast equipment/ Phone/etc.
Methods applied	<ul style="list-style-type: none"> • Group work • Cooperative Learning • Digital learning: Learning through creating a podcast
Related topics	<ul style="list-style-type: none"> • Valuing cultural diversity • Respect and tolerance • Communication and dialogue • Cultural traditions and customs

Description of the Value to which the teaching materials are dedicated

Diversity in school is essential for fostering an inclusive and equitable educational environment. It allows students from various backgrounds to see themselves represented, enhancing their sense of self-worth and engagement. It also equips them with the skills needed to thrive in a diverse workforce and promotes social harmony by encouraging mutual understanding and respect.

Learning objectives and competencies

Lesson goals	Foster an understanding and appreciation of cultural diversity among students by exploring and discussing different aspects of their habits, cultural backgrounds, traditions, and beliefs. Develop students' communication and collaboration skills through group activities and discussions.
Knowledge	<ul style="list-style-type: none"> • Gain knowledge about various cultural traditions, foods, clothing, celebration days, and religious practices from their peers. • Create thoughtful and relevant questions that help uncover deeper insights into cultural backgrounds.
Skills	<ul style="list-style-type: none"> • Learn to work effectively in groups, including delegating tasks, making collective decisions, and respecting different viewpoints. • Gain practical experience using audio recording tools and software to create podcasts.
Attitudes	Develop an open-minded and curious approach to learning about different cultures and traditions, and build confidence in sharing their own cultural practices and personal stories with peers.

Connection to the curricula

German educational system	<ul style="list-style-type: none"> • Discussing diverse cultural and religious practices helps fulfill curriculum requirements for understanding ethical and religious diversity. • Enhance students' ability to express themselves clearly and listen actively, which is crucial for language arts and social skills development.
Polish educational system	<ul style="list-style-type: none"> • Explore various cultural and religious practices, supporting the curriculum's focus on ethical education and religious studies. • Encourage understanding of societal structures and cultural diversity.
Norwegian educational system	<ul style="list-style-type: none"> • Strengthen students' abilities to articulate their thoughts and engage in constructive dialogue. • Enhance understanding of societal and cultural issues, promoting civic knowledge and engagement.

Didactic comment

Basic idea	<p>The lesson focuses on exploring cultural diversity through group discussions and podcasting activities. Students will work in groups to develop questions about their habits, cultural backgrounds, and traditions, and then record podcasts to share their findings. This activity aims to enhance their understanding and appreciation of cultural diversity, develop communication skills, and foster a respectful and inclusive classroom environment.</p>
Expected learning processes	<ul style="list-style-type: none"> • Knowledge Acquisition: Students will learn about different cultural practices, traditions, and perspectives from their peers. • Skill Development: Students will enhance their questioning, communication, and collaboration skills. • Attitudinal Change: Students will develop a greater sense of empathy, respect for diversity, and openness to different cultural experiences.
Observable student activities	<ul style="list-style-type: none"> • Mind Mapping: Students brainstorm and contribute ideas about diversity, which are recorded on a mind map. • Group Work: Students collaborate to create and answer questions about their cultural backgrounds. • Podcast Preparation: Students organize and plan their podcast, including roles, structure, and content. • Reflection: Students reflect on their learning experience and share their thoughts on respecting and appreciating diversity.

Teachers' choreography	<p>Introduction:</p> <ul style="list-style-type: none"> • Start with a discussion on what students think of when they hear the word "diversity." • Create a mind map of their ideas using the SCAMPER technique. <p>Task Explanation:</p> <ul style="list-style-type: none"> • Explain the group activity, including the creation of questions and the podcasting task. • Emphasize the importance of respect and sensitivity during discussions. <p>Group Formation:</p> <ul style="list-style-type: none"> • Divide students into heterogeneous groups, ensuring a mix of backgrounds and experiences. <p>Facilitation:</p> <ul style="list-style-type: none"> • Distribute question cards and guide students in creating additional questions. • Monitor group discussions, providing support and encouragement as needed. <p>Podcast Guidance:</p> <ul style="list-style-type: none"> • Explain the steps for organizing and recording the podcast. • Provide technical assistance with recording devices if necessary. <p>Moderation and Reflection:</p> <ul style="list-style-type: none"> • Facilitate the podcast recording session. • Lead a class discussion reflecting on the podcasts and the experience of learning about diversity.
Tips for classroom management	<ul style="list-style-type: none"> • Clear Instructions: Provide detailed instructions for each phase of the activity to ensure students understand their tasks. • Time Management: Use a timer to monitor the different segments of the lesson, ensuring each group has adequate time to complete their tasks. • Respectful Environment: Establish and enforce rules for respectful communication to maintain a safe and inclusive environment for all students.
Tips for differentiation of school students	<ul style="list-style-type: none"> • Alternative Formats: Offer options such as written reports or visual presentations for students who may be uncomfortable with audio recording. • Peer Mentoring: Encourage peer mentoring within groups, allowing more advanced students to support those who may need additional help. • Individualized Feedback: Provide feedback tailored to each student's contributions and learning progress, addressing their specific needs and strengths.

Practical examples of educational materials (see Appendix B)

- Presentation "Diversity"
- Worksheet "Question cards"

Democratic Value – Respect: example with respect for the environment



Description for the teacher

Age of school students	3/4 grades (8/9/10 years)
Authors of the materials	Astrid Jansen, Svenja Schledzewski, Weronika Maciasz, Frieder Brauchle
Duration of the topic implementation	1 lesson unit
Teaching aids needed	<ul style="list-style-type: none"> • Large sheets of paper or whiteboards and markers in different colors • Audio-visual equipment
Methods applied	<ul style="list-style-type: none"> • Discussion • Teamwork • Mind maps
Related topics	<ul style="list-style-type: none"> • Environment • Respect • Tolerance

Description of the Value to which the teaching materials are dedicated

Respect is a fundamental democratic value that involves recognizing the dignity and worth of each individual. In the context of environmental education, this respect extends to our interactions with and care for nature. It is central to fostering a sense of responsibility and stewardship toward the environment.

Learning objectives and competencies

Lesson goals	Students improve their interpersonal communication skills and apply norms of social coexistence. They develop understanding and an empathetic attitude.
Knowledge	<ul style="list-style-type: none"> • The impact of human activities on the environment. • The importance of respect as a democratic value. • Various ways to demonstrate respect for the environment.
Skills	<ul style="list-style-type: none"> • Participate in debates and express opinions. • Create mind maps to organize knowledge. • Reflect on personal experiences and attitudes.
Attitudes	<ul style="list-style-type: none"> • Strengthened sense of community and solidarity with nature. • Positive attitude towards cooperation and dialogue with others.

Connection to the curricula

German educational system	<ul style="list-style-type: none"> • Promoting active participation in society and responsibility for the common good. • Developing environmental knowledge and fostering an attitude of ecological responsibility.
Polish educational system	<ul style="list-style-type: none"> • Developing environmental knowledge and an attitude of ecological responsibility. • Understanding the role of humans in nature and their impact on the environment.
Norwegian educational system	<ul style="list-style-type: none"> • Knowledge of sustainable development and environmental responsibility. • Promoting an attitude of respect for nature and its resources.

Didactic comment

Basic idea	Learning about tolerance and respect while discussing in class the topic "environment"
Expected learning processes	During the lesson, students are expected to present both pro and con arguments on a specific environmental issue. They should independently find and present suitable arguments convincingly. Through this process, they will learn to engage with one another, consider different perspectives, and collectively understand and appreciate various viewpoints. This will help them develop respect, acceptance, and tolerance towards their peers and the environment.
Observable student activities	<p>First, students create a MindMap based on their prior knowledge. This MindMap will be supplemented with new insights gained from the discussion. Students will independently generate arguments for their assigned standpoint and then engage in small group discussions. This approach encourages even shy or reserved students to participate.</p> <p>After a brief evaluation, the topic of "environment" will be explored in a plenary session using role cards. The rules for participating in group discussions will be outlined beforehand. During the session, various groups will participate, with some students acting as silent observers who record arguments. One student will serve as the timekeeper, and another as the noise level monitor.</p> <p>Following the group discussion, an evaluation will assess the effectiveness of the discussion and adherence to the rules. Students will then add new ideas to their MindMap using a different color to reflect their learning progress. The class will brainstorm collectively on how each individual can contribute to the environment. Finally, the class will agree on five actionable ideas to be completed as "homework" over the following week.</p>
Teachers' choreography	<p>The lesson begins with students creating a MindMap based on their prior knowledge, which is then supplemented with new insights gained during the lesson. The teacher guides students in generating arguments independently and facilitates small group discussions, ensuring that even quieter students are encouraged to participate.</p> <p>After evaluating the discussions, the teacher introduces role cards and outlines the rules for a plenary discussion, providing guidance and feedback throughout the activity. The class then collectively brainstorms ideas for individual contributions to environmental conservation. Finally, the teacher assists the class in selecting five specific actions as "homework" to positively impact the environment. This structured approach promotes tolerance, respect, and environmental awareness within an engaging learning environment.</p>

Tips for classroom management	<ul style="list-style-type: none"> • Positive Reinforcement: Use praise and positive feedback to recognize students who actively participate, contribute thoughtful arguments, and adhere to discussion rules. • Model Behavior: Demonstrate respectful and tolerant behavior during discussions to set an example for students. • Consistency: Apply rules for respectful and constructive discussions consistently in both small groups and the plenary debate. • Active Monitoring: Monitor group discussions closely to ensure all students have an opportunity to participate and that the rules are followed. • Feedback: Provide constructive feedback during and after discussions to help students improve their communication and tolerance skills. • Role Assignment: Assign roles such as timekeeper and noise monitor during the plenary debate to maintain order and encourage active engagement. • Evaluation: Conduct evaluations after each discussion, emphasizing the importance of respecting differing viewpoints and maintaining a respectful tone. • Encourage Participation: Use positive reinforcement to encourage shy or reserved students to contribute actively to discussions. • Homework Assignment: Clearly explain the homework assignment related to environmental contributions and ensure students understand their responsibilities. • Random Group Creation: Use ClassroomScreen to create random groups for activities. <p>By implementing these classroom management strategies, you can foster an environment that promotes tolerance, respect, and active engagement among students while discussing environmental topics.</p>
Tips for differentiation of school students	<ul style="list-style-type: none"> • Differentiate Roles: Assign debate roles based on students' skill levels and interests to ensure each student can contribute effectively. • Tailor Support: Provide individualized support according to students' needs—some may require assistance in preparing arguments, while others might need help during the debate. • Encourage Peer Leadership: Invite more advanced students to take on group leader roles, helping to support and mentor less confident peers. • Offer Diverse Expression Methods: Allow students to express their thoughts in various ways—through oral presentations, written reflections, or mind map drawings.

Practical examples of educational materials (see Appendix C)

- Presentation “Environment”
- Worksheet 1. “Keywords”
- Worksheet 2. “Role cards”
- Worksheet 3. “Name cards”
- Worksheet 4. “Discussion rules”

The pursuit of happiness



Description for the teacher	
Age of school students	4th grade (9/10 years)
Authors of the materials	Aleksandra Kaczmarczyk, Tamara Angele, Even Kristiansen, Rikke Waagaard Halvorsen
Duration of the topic implementation	1 lesson unit
Teaching aids needed	<ul style="list-style-type: none"> • Presentation • Worksheet
Methods applied	<ul style="list-style-type: none"> • Student-Centered Approach to Learning: The teacher functions more as a facilitator or "guide on the side," assisting with questions and examples when necessary. Students learn most effectively through group work and class discussions. • Game-Based Learning: The students play the game "one step forward". It will show them how different happiness could be. • Kinesthetic Learning: Students create their own "Shape of Happiness" paper, where they can draw, cut, and write to express their feelings and knowledge.
Related topics	<ul style="list-style-type: none"> · Diversity · Empathy · Freedom

Description of the Value to which the teaching materials are dedicated

Happiness By exploring concepts such as hedonism (pleasure) and eudaimonia (flourishing), students learn about emotional intelligence, resilience, and goal-setting. This approach fosters respect for diversity, critical thinking, and personal growth, encouraging students to appreciate different perspectives and build meaningful lives. Integrating the pursuit of happiness into the curriculum supports students in developing a positive mindset and achieving a balanced, fulfilling life.

Learning objectives and competencies

Lesson goals	<ul style="list-style-type: none"> • Understand that happiness is a deeply personal and varied experience. • Recognize the significance of diversity and individuality in achieving personal happiness. • Develop empathy and understand its implications for oneself and others. • Articulate and share their own thoughts and feelings effectively with others.
Knowledge	<ul style="list-style-type: none"> • Memorizing and listing personal definitions of happiness, including what makes them happy and what they believe is necessary for happiness. • Naming and selecting key words that best describe happiness. • Identifying and choosing specific things, experiences, or circumstances that contribute to their happiness.
Skills	<ul style="list-style-type: none"> • Identifying and reflecting on important aspects and forms of happiness for oneself and others. • Discussing and analyzing moments when one can be certain of experiencing happiness. • Visualizing and prioritizing personal "shapes of happiness," then comparing and explaining these concepts with others, which may lead to new questions and discussions.
Attitudes	<ul style="list-style-type: none"> • Comparing personal meanings and attitudes about happiness with those of other students in the class. • Evaluating the differences between flourishing and feeling good, and selecting what contributes to their own happiness.

Connection to the curricula	
German educational system	<p>Recognizing and expressing your own feelings and understanding the feelings of others. Recognizing friendship, cooperation and sharing joy as elements of happiness.</p> <p>The topic of happiness can also be dealt with in terms of values such as respect, empathy and solidarity: Understanding that one's own happiness is linked to the well-being of others.</p> <p>In the context of health education, personal happiness is seen as an important factor for general well-being.</p>
Polish educational system	<p>Discussions on values and moral principles that contribute to happiness.</p> <p>Developing awareness and concern for mental health as a crucial element of happiness.</p> <p>Engaging in discussions about how values and moral principles lead to happiness.</p>
Norwegian educational system	<p>Reflections on ethical issues related to the pursuit of happiness.</p> <p>Exploration of how different societies define and pursue happiness.</p> <p>Analysis of literary and non-fiction texts on happiness, including works by Norwegian authors.</p>
Didactic comment	
Basic idea	<p>The primary objective of this lesson is to introduce fourth-grade students to the concept of happiness, emphasizing the importance of tolerance, individuality, and diversity, while exploring the difference between hedonism and eudaimonia. Through activities such as a Mentimeter brainstorm, visualization of happiness, a short lecture, and the "Step Forward" game, students will engage in critical thinking, self-reflection, and discussions about what brings happiness and how it relates to diverse perspectives and values.</p>
Expected learning processes	<ul style="list-style-type: none"> • Cognitive Engagement: Students will actively participate in brainstorming, visualization, and lecture activities to gain a better understanding of happiness and the theories surrounding it. • Reflective Thinking: Through personal reflection and discussions, students will consider their own beliefs, values, and the significance of diversity in the pursuit of happiness. • Critical Analysis: Comparing hedonism and eudaimonia will encourage students to think critically about different approaches to happiness. • Empathy Building: Activities focused on diversity and tolerance aim to foster empathy and respect for individual differences.
Observable student activities	<ul style="list-style-type: none"> • Engaging in a Mentimeter brainstorm to share their initial thoughts on happiness. • Creating visual representations of what happiness means to them. • Actively participating in a short lecture and presentation on flourishing and feeling good. • Playing the "Step Forward" game, taking steps based on personal associations with happiness triggers.

<p>Teachers’ choreography</p>	<p>Metimeter Brainstorm (Opening Activity):</p> <ul style="list-style-type: none"> • Introduce the Metimeter brainstorm activity. • Encourage students to share their thoughts on happiness using the Metimeter tool. • Facilitate a brief discussion based on students' responses, highlighting the diversity of opinions. <p>Visualization of Happiness:</p> <ul style="list-style-type: none"> • Guide students in creating visual representations of happiness using art supplies or digital tools. • Allow time for students to share and explain their artwork with their peers. <p>Short Lecture and Presentation:</p> <ul style="list-style-type: none"> • Deliver a concise lecture on the concepts of flourishing and feeling good, emphasizing hedonism and eudaimonia. • Use visuals and real-life examples to make the content engaging and relatable. <p>Step Forward Game:</p> <ul style="list-style-type: none"> • Explain the rules of the "Step Forward" game, where students take steps based on their associations with happiness triggers. • Facilitate the game, encouraging students to share their reasons for stepping forward or staying in place. <p>Personal Values Reflection:</p> <ul style="list-style-type: none"> • Provide time for students to reflect on their own values and what contributes to their happiness. • Encourage them to express their thoughts through collages, journals, or short written reflections.
<p>Tips for classroom management</p>	<ul style="list-style-type: none"> • Establish clear expectations for classroom behavior and active participation. • Use a timer to keep activities on schedule and maintain students' attention. • Encourage respectful listening and turn-taking during discussions.
<p>Tips for differentiation of school students</p>	<ul style="list-style-type: none"> • Provide additional support to students who may struggle with abstract concepts by using real examples and inclusive, supportive language. • Challenge advanced learners by asking probing questions and encouraging deeper analysis during discussions. • Offer a variety of artistic and written options for the visual representation activity to cater to different learning styles.

Practical examples of educational materials (see Appendix D.)

- Presentation “What do I want - a road to figuring out your happiness”
- Worksheet 1. “Student Pamphlet ”For Shapes of Happiness”
- Worksheet 2. “Teacher Pamphlet ”For Shapes of Happiness”
- Link to the Application Mentimeter: <https://www.mentimeter.com/>

Happiness – How to be happy



Description for the teacher

Age of school students	4th grade (9/10 years)
Author/-s of the scenario	Moritz Seitter; Helene Engelstad; Anastazja Karwa; Leonie Heine
Duration of the topic implementation	1 lesson unit
Teaching aids needed	<ul style="list-style-type: none"> · Presentation · Worksheet
Methods applied	<ul style="list-style-type: none"> · Individual work · Work in pairs
Related topics	<ul style="list-style-type: none"> · Physical and mental health · Freedom · Sense of well-being

Description of the Value to which the teaching materials are dedicated

Happiness is a fundamental aspect of the human experience and a desire that unites people all over the world, regardless of culture, age, or social status. In school education, understanding and pursuing happiness is crucial for students' well-being and personal development. This involves fostering positive relationships, developing resilience, and recognizing the importance of individuality and diversity.

Learning objectives and competencies

Lesson goals	<ul style="list-style-type: none"> • Make students understand the concept of happiness. • Help students understand their own emotions, feelings, needs, and values. • Teach students how to be grateful for what they have. • Encourage students to express their feelings and thoughts.
Knowledge	<ul style="list-style-type: none"> · Identify different sources of happiness, both tangible and intangible. · Learn how different cultures and traditions define and perceive happiness.
Skills	<ul style="list-style-type: none"> • Improve students' abilities to express their thoughts and listen to others by participating in discussions and sharing insights. • Develop reflective thinking skills about their own lives, values, and sources of happiness.
Attitudes	<ul style="list-style-type: none"> • Become more aware of what makes them happy and understand that everyone has their own unique sources of happiness. • Respect other people's opinions and experiences, recognizing that happiness is a subjective and individual experience.

Connection to the curricula	
German educational system	<p>Recognizing and expressing your own feelings and understanding the feelings of others. This also includes dealing with the concept of happiness.</p> <p>The topic of happiness can also be dealt with in terms of values such as respect, empathy and solidarity: Understanding that one's own happiness is linked to the well-being of others.</p> <p>In the context of health education, personal happiness is seen as an important factor for general well-being.</p>
Polish educational system	<p>Discussions about values and moral principles that lead to happiness.</p> <p>Developing awareness and care for mental health as an element of happiness.</p>
Norwegian educational system	<p>Developing critical thinking and reflection on the concept of happiness.</p> <p>Analyzing social and economic factors affecting the sense of happiness.</p>
Didactic comment	
Basic idea	<p>The basic idea of the lesson is to understand that happiness is a subjective experience, defined differently by different people. Students will learn that there is no one-size-fits-all recipe for happiness and will have the opportunity to reflect on their own sources of joy.</p>
Expected learning processes	<ul style="list-style-type: none"> • Critical Thinking: Students will analyze and evaluate different definitions of happiness. • Self-Reflection: Students will reflect on their own experiences and values related to happiness. • Communication: Students will develop skills in expressing their thoughts and listening to others.
Observable student activities	<p>Students receive a sheet with five stories about different children and, in pairs, decide whether each child is happy or not.</p>
Teachers' choreography	<p>At the beginning, the teacher welcomes the students and introduces the topic of the lesson along with its goals. The teacher explains that happiness is a significant concept and that everyone desires to be happy. The teacher might ask, "Have you ever thought about what makes you happy?" The teacher then says, "Today, we're going to explore the idea of happiness together. We'll find out what it means to be happy and discover all the different things that can make us smile."</p> <p>The teacher asks students what makes them happy and they complete the worksheet titled "Cauldron of Happiness." The teacher draws a cauldron on the board and invites students to provide examples of what makes them happy, with each student contributing one example.</p> <p>In conclusion, the teacher summarizes with, "There is no single recipe for being happy."</p>

<p>Teachers' choreography</p>	<p><i>The teacher asks the students to share their decisions about the stories. For each story, the teacher reads it aloud and then asks students to raise their hands if they think the person in the story is happy. Those who believe the person is not happy should keep their hands down.</i></p> <p><i>The teacher then asks why some students think the person is happy while others do not. The teacher summarizes the discussion, highlighting key points and drawing attention to important issues that emerged from the students' responses.</i></p>
<p>Tips for classroom management</p>	<ul style="list-style-type: none"> • Use open-ended questions to encourage students to participate in the discussion. For example, ask questions like, "What made you think the person in the story is happy?" or "Can you explain why you believe the person is not happy?" • Ensure each student feels comfortable expressing their thoughts and feelings. Foster an environment where all responses are valued and respected. • Be attentive to ensure that no answers are ridiculed or criticized. Encourage a supportive atmosphere where students feel safe to share their perspectives.
<p>Tips for differentiation of school students</p>	<ul style="list-style-type: none"> • Adapt Questions: Tailor questions to the students' level of sophistication. For more advanced students, pose more complex questions that require deeper reflection, such as, "How do you think the person's background influences their happiness?" For younger or less advanced students, ask simpler questions like, "What in the story makes you think the person is happy or not?" • Provide Extra Support: Offer additional help to students who may have difficulty expressing their thoughts. Encourage these students to work in pairs or small groups to discuss their ideas before sharing with the class. This collaborative approach can help them articulate their thoughts more effectively.

Practical examples of educational materials (see Appendix E.)

- Presentation "Happiness"
- Worksheet 1. "Cauldron of happiness"
- Worksheet 2. "Is this child happy?"

Equality



Description for the teacher

Age of school students	3-4th grades (8/9 years)
Author/-s of the scenario	Weronika Repetowska, Irmelin Riste Moltumyr, Theresa Schlumpp, Tabea Apprich
Duration of the topic implementation	1 lesson unit
Teaching aids needed	<ul style="list-style-type: none"> · Computer · Notebook or paper · Pencil
Methods applied	<ul style="list-style-type: none"> · Inverted classroom · Technology enriched · Independent learning
Related topics	<ul style="list-style-type: none"> · Equality/Inequality · Respect · Responsibility

Description of the Value to which the teaching materials are dedicated

Equality refers to the principle that all people should have the same rights, opportunities, and be treated with equal respect and dignity, regardless of their differences. In an educational context, equality is essential for promoting fairness, acceptance, and mutual respect within society.

Learning objectives and competencies

Lesson goals	A lesson on equality aims to not only enhance students' knowledge and skills but also to inspire reflection and action toward a fairer society. Students will gain a deeper awareness of the importance of equality and be motivated to participate in initiatives to address and eliminate inequalities within their environment.
Knowledge	<ul style="list-style-type: none"> • Identify different forms of inequality in society based on the video footage presented. • Be aware of historical and contemporary efforts for equality and social justice.
Skills	<ul style="list-style-type: none"> • Analyze video content to extract key information about equality and Rosa Parks' perspective. • Express their thoughts and feelings about inequality by writing short stories or letters.
Attitudes	<ul style="list-style-type: none"> • Develop a heightened awareness of the problems of inequality and their effects on society. • Actively seek ways to contribute to reducing inequality and promoting equality within their community.

Connection to the curricula

German educational system	<ul style="list-style-type: none"> • Considers the importance of values such as fairness and equality in both personal and social contexts. • Analyzes examples of inequality and discrimination, and formulates a stance against them.
Polish educational system	<ul style="list-style-type: none"> • Considers the impact of social inequality and discrimination on an individual's psychological and emotional well-being. • Identifies strategies to prevent and resolve conflicts arising from inequality.
Norwegian educational system	<ul style="list-style-type: none"> • Analyzes social structures and hierarchies that can lead to inequality. • Examines diversity and equality as key elements of both Norwegian and global society.

Didactic comment

Basic idea	<p>The lesson aims to encourage students to reflect on the concept of equality and its significance in both social and personal contexts. It will also focus on understanding the history and contemporary challenges in the struggle for equality. Additionally, the lesson seeks to develop empathy, foster an understanding of diversity, and promote respect for the rights and dignity of each individual.</p>
Expected learning processes	<ul style="list-style-type: none"> • Students will analyze definitions of equality and reflectively evaluate how different forms of inequality impact individuals and society. • Students will learn about the history of emancipation and civil rights movements, with a particular focus on key figures such as Rosa Parks.
Observable student activities	<ul style="list-style-type: none"> • Creating Notes and Elaborating on Points of Experience: Students will document key thoughts and conclusions about inequalities, as well as their personal experiences related to them. • Writing Short Stories or Essays: Students will produce texts that connect the themes presented with their personal reflections and conclusions. • Presenting Ideas for Action: Students will share their ideas for actions to prevent inequalities and promote equality within their environment.
Teachers' choreography	<ul style="list-style-type: none"> • Introduction of the Topic: The teacher should clarify the purpose of the lesson and engage students in the topic of equality through introductory questions and a brief overview of the history and significance of equality. • Organization of the Discussion: The teacher should effectively moderate discussions, encouraging active participation from each student and allowing space for diverse perspectives. • Creative Writing Assignments: The teacher should provide clear guidelines for writing assignments, such as stories or essays, and offer support as needed.

Teachers' choreography	<p>Summary and Reflection: The teacher should conclude the lesson by summarizing the main points and encouraging students to reflect on their own experiences and thoughts regarding equality.</p>
Tips for classroom management	<ul style="list-style-type: none"> • Time Management: Effectively plan the timing for each part of the lesson to ensure a balanced approach between presenting material, facilitating discussions, and completing practical tasks. • Conflict Resolution: Be prepared to address potential conflicts or controversial topics, ensuring that all opinions and perspectives are respected and that discussions remain constructive.
Tips for differentiation of school students	<ul style="list-style-type: none"> • Task Adaptation: Tailor written tasks to accommodate varying skill levels among students, providing additional support or challenges as needed. • Consideration of Diversity: Account for the diverse experiences and perspectives of students when discussing and analyzing equality topics. • Emotional Support: Create a safe environment for students to express their feelings and reactions to discussions on inequality, offering emotional support as required.

Practical examples of educational materials (see Appendix F.)

- Presentation "What is equality?"
- Movie <https://youtu.be/IMbYPUZYDjE?si=QfqgsRQOEGOePLjM>
- Online tool <https://www.menmeter.com/>



Movie

Appendices



Appendix A.

Practical examples of educational materials for the topic
Class representative

- **Presentation “Class Representation”** (15 slides):
<https://www.canva.com/design/DAFv0vkFLkY/FRgOGdqJSAACTGjfX83C5w/edit>
- **Worksheet “Student’s profile for Class representative”**:
https://www.canva.com/design/DAFv06dnXS8/2yrbFDN-TukaugWH26Blrg/edit?utm_content=DAFv06dnXS8&utm_campaign=designshare&utm_medium=link2&utm_source=sharebutton





CLASS REPRESENTATION

ValiDe Project






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LETS DISCUSS!

Who is class representation?
Why are we need one?
What is his/her tasks?



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TASK ON CLASS REPRESENTATIVE



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An illustration of a hand placing a yellow ballot into a white ballot box. The background is yellow with purple and pink abstract shapes. A lightning bolt icon is on the left, and a paper airplane icon is on the right.

WHAT IS VOTING?

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1. CHECK THE PROFILES OF THE CANDIDATES

An illustration of two candidates, a man and a woman, standing at podiums. The man is on the left, wearing a suit and gesturing. The woman is on the right, wearing a dark dress. The background is yellow with purple and pink abstract shapes. A blue pencil icon is on the left.

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2. THINK WHO DO YOU SEE AS YOUR CLASS REPRESENTATION?



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3. GET A PICE OF PAPER AND WRIGHT DOWN NAME OF YOUR CANDIDATE



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4. PUT IT IN THE BOX (DON'T SHOW IT TO ANYBODY!)



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5. WAIT FOR THE RESULTS





WHY IS IT IMPORTANT?

YOUR VOICE MATTER!

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100

SHEET

in your profile you can write down:

- Something about yourself (What do you like? What's your hobby?)
- Your strengths
- Your weeknesses
- What do you want to change in your class?
- add a picture

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HOMEWORK



ANALYSIS OF THE ANSWERS

Read all the profiles of candidates and think who do you see as your class representation

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CONCLUSION

Are you ready for voting?



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THANK YOU

I hope you can get useful knowledge
from this presentation. Good luck !

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Worksheet "Student's profile for Class Representative"

PICTURE

MY NAME IS...

MY HOBBY...

WHY I WANT TO BE A CLASS REPRESENTATIVE...

MY STRENGTHS

MY WEAKNESSES

**WHAT I WANNA
CHANGE IN MY
CLASS:**

1

4

7

2

5

8

3

6

9

Appendix B.

Practical examples of educational materials for the topic

What Do You Think When You Hear Diversity?

- **Presentation “Diversity”** (9 slides)
- **Worksheet “Question cards”** (4 slides)

Presentation “Diversity”

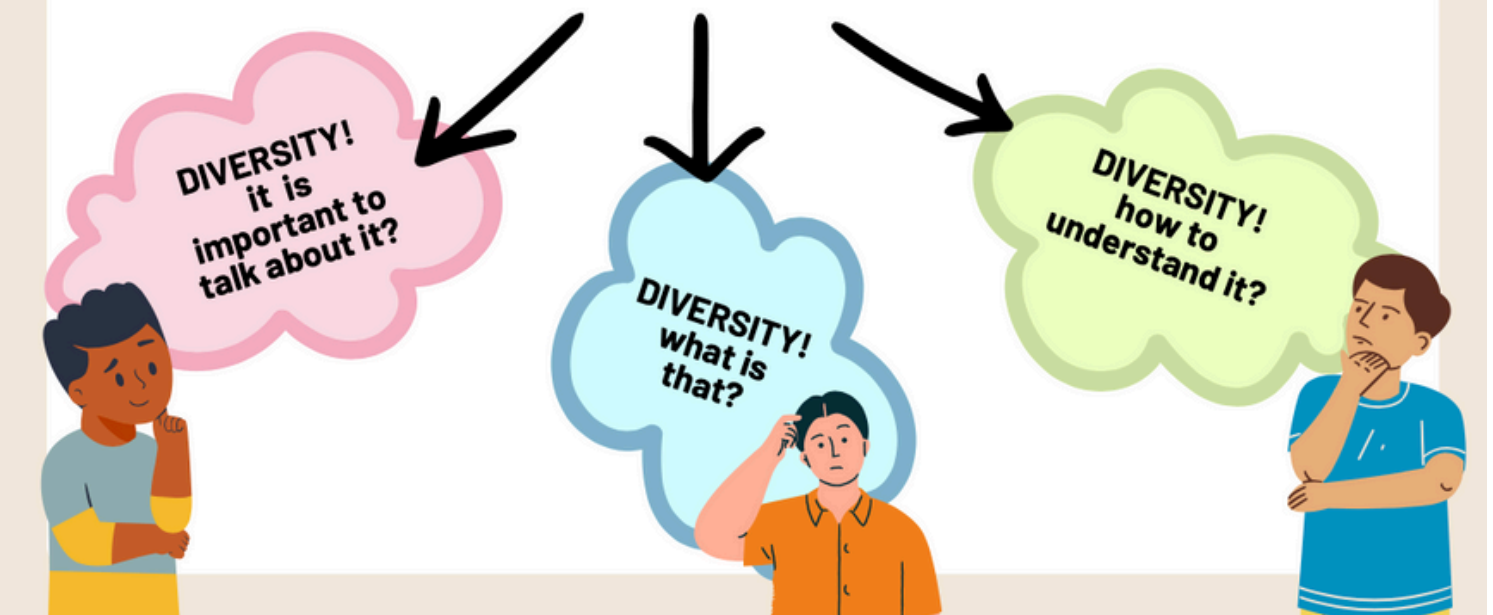
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Diversity



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MIND MAP





- Today's class will be about diversity
- Your task will be to create your own **PODCAST** on one of the suggested topic
- We will divide into groups of three or four people
- the recording should last at least ten minutes

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WHAT IS A PODCAST?

- a webcast
- one or more people talk about something
- Podcasts are sometimes in video form -videocasts
- There are many types of podcasts



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GROUP ONE:

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GROUP TWO:

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GROUP FOUR:

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GROUP THREE:

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GROUP FIVE:

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GROUP SEVEN:

-
-
-
-

GROUP SIX:

-
-
-
-

**FIND
YOUR
GROUP**



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Choose your topic!

decide as a group which topic you want to talk about:

- food
- religion
- clothes
- celebrations days



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listen to the suggested podcast



What do animal farts sound like? // Brains On! Science Podcast For Kids © 2019 by CC BY-NC-ND 4.0

HOW TO PREPARE?



Organize the podcast

Choose a group leader, decide the order of the questions, decide what the introduction will look like.



Think and write down your ideas

What would you like to say to others, write down some keywords.



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START RECORDING

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1. Theme: FOOD

Whats your favourite food ?

Do you have a traditional dish in your family ?

From which Country/region is this dish ?

How do you prepare it ?
What ingredients ?

Have you tried one of those dishes before ?

Can you find similarities in the different dishes before ?

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2. Theme: Traditinal clothes

Do you have Traditional clothes (from your country/region) ?

Do you have Traditional clothes at home ?

Do your Traditional clothes have a name ?

What are your feelings when you wear your traditional clothes ?

When do you wear your traditional clothes ?

What colour do your traditional clothes have ?

Describe how these clothes look like ?

- Dress
- Colours
- length
- Shoes
- Accessoires

Can you find Similarites of your traditional clothes in your group ?

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3. Theme: Celebration Days

Which
celebration
days do you have
in your family?

Which
is your favourite
celebration
day?
And why?

Can you find
similarities
of your
celebrations?

What do you
celebrate?

What's the idea
of the
celebration?

Describe your
celebration:

- With who? (family, friends, community)
- What are you doing at this day?
- What do you eat?
- Where do you celebrate it?
- What do you like most of this day?

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4. Theme: Religion

Are you religious?
Or do you have any
other beliefs?
And
what is it?

Do you have
celebrations
in your
religion?

Do you go to a
religious house?
What is the name?
(church, mosque, synagoge etc.)

Can you find
similarities
of your
religions?

Do you have
special
clothes?

Do you have
special rituals
in your family?

What
do you like
about your
religion?

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Appendix C.

Practical examples of educational materials for the topic

Democratic Value – Respect: an example with respect for the environment

- **Presentation “Environment”** (15 slides)
- **Worksheet 1. “Keywords”** (4 slides)
- **Worksheet 2. “Role cards”** (4 slides)
- **Worksheet 3. “Name cards”** (2 slides)
- **Worksheet 4. “Discussion rules”** (2 slides)

Environment



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MIND MAP:
What do you
know about
environment?



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SHORT LECTURE

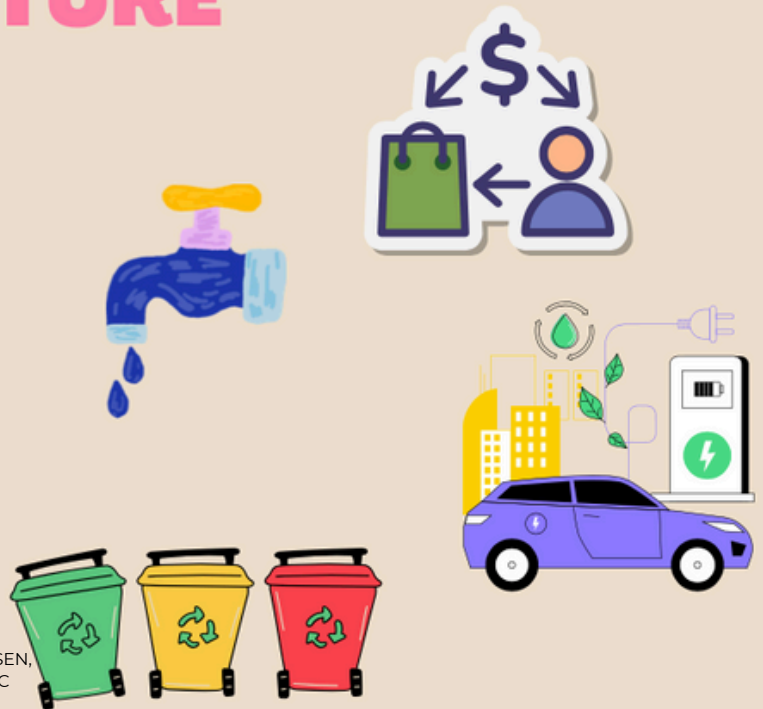
- **EXAMPLE TOPICS:**

- **Consumption**

- **Water use**

- **Electricity/gas use**

- **Recycling**



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GROUP RESEARCH

Your task is: research different argument and wright them down



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SMALL GROUP DISCUSSION

Sustainability involves finding a balance between social, economic, and environmental factors to ensure the long-term well-being of both the planet and its inhabitants



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ROLE-PLAYING DEBATE



Welcome to the European Environment Congress

How to debate respectfully and apply democratic values in discussions?.

**listen actively,
respect differences,
compromise,**

**stay calm and polite,
stick to the topic,
support arguments with evidence,**

**give everyone a chance,
respect time limits,
moderator role,**

**respect majority rule,
reflect on your own views,
encourage questioning**



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**ROLE-PLAYING
DEBATE**

Welcome to the European Environment Congress



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Environmental Activist - Alex



Economist - Mr. Johnson



Scientist - Dr. Smith



Local Business Owner - Sarah



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Wildlife Conservationist - Greg



Government Official - Mayor Davis



Future Generation Representative - Emily

AS IF WE HAVE ANOTHER PLANET TO GO TO



Consumer Advocate - Lisa



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Elementary School Teacher - Mrs. Rodriguez



Farmer's Association Representative - John



The Skeptic - Olivia



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Eco-Friendly Innovator - Frida



Technology Innovator - Mark



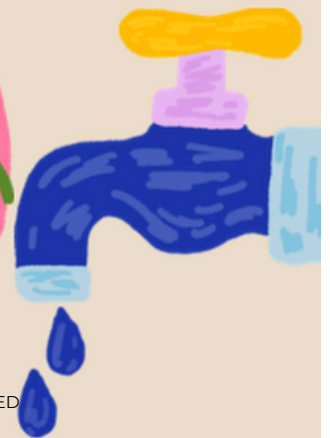
Green Gardener - Marion



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**Let's Start
The Debate!**



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MIND MAP
(coninuation):
What do you
know about
environment?



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summary & homework



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Thank you for your attention!



Frieder Brauchle
Astrid Jansen
Weronika Maciasz
Svenja Schledzewski

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Worksheet 1. "Keywords"

Key words

Topics that can be used in the discussion

Reusable bags



Carbon dioxide



Co2



Recycling



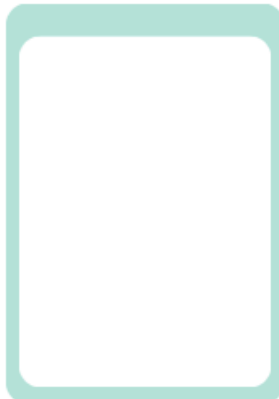
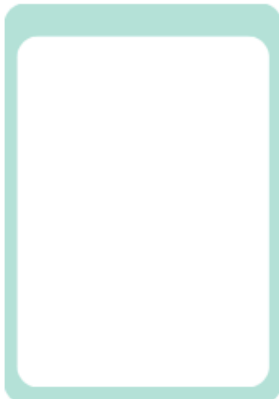
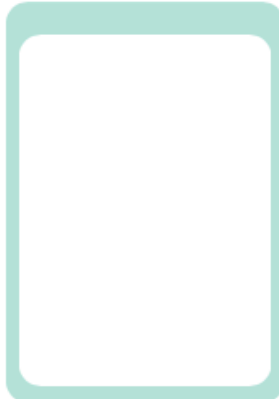
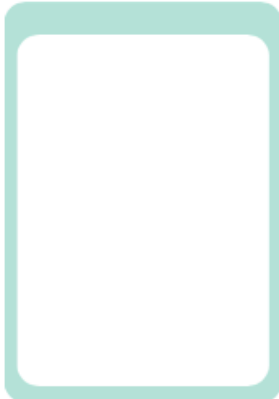
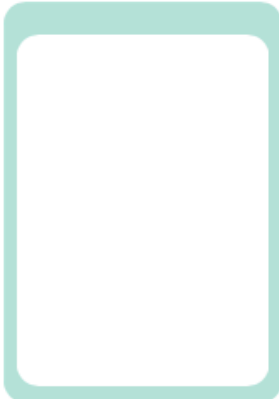
Power use



Green electricity



Water use



Key words

Topics that can be used in the discussion

Gobal warming



Throwaway society



Sustainability



Consumption



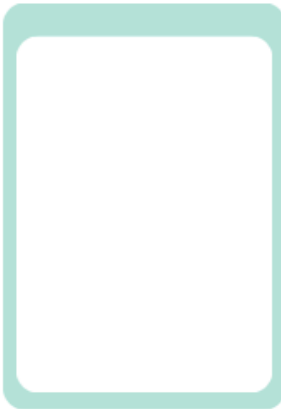
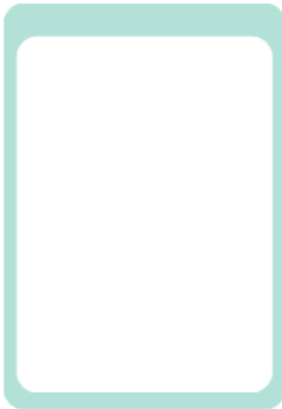
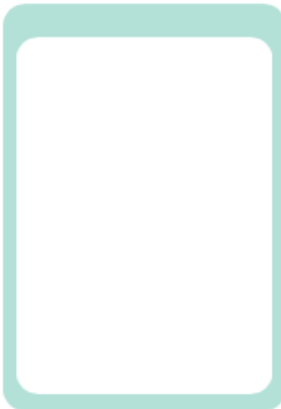
electric cars



Greenwashing



Media



Worksheet 2. "Role cards"

Role cards

Roleplay Cards for
Affirmative Side

Alex



Dr. Smith



Emily



Greg



Mrs. Rodrigues



Frida



Marion



Future Generation Representative

You represent the voice of the future generation and argue that we must respect the environment to ensure a better world for children and grandchildren.

Your arguments emphasize the long-term consequences of environmental neglect.

Scientist

You are a respected environmental scientist with years of research experience.

Your role is to provide scientific evidence supporting the need for respecting the environment, such as data on climate change, biodiversity loss, and pollution.

Environmental Activist

You are an enthusiastic environmental activist who believes that respecting the environment is a moral obligation.

Your arguments revolve around the importance of conservation, reducing pollution, and protecting endangered species.

Role cards

The children will have different roles in the debate.

These roleplay cards students provide various perspectives on respecting the environment, allowing students to explore the topic from different angles and engage in meaningful discussions about environmental responsibility.

Green Gardener

You are a green gardener who loves spending time outdoors and cultivating plants.

Emphasize the importance of green spaces, gardening, and planting trees for a healthier environment. Encourage others to appreciate and care for nature by tending to gardens and participating in tree-planting activities.

Eco-Friendly Innovator

You are an eco-friendly innovator who is excited about finding creative solutions to environmental challenges.

Highlight the importance of technology and innovation. Discuss sustainable inventions and ideas, such as renewable energy sources and eco-friendly products.

Teacher

You are an elementary school teacher who believes in educating children about respecting the environment.

Your role is to emphasize the role of education in instilling environmental values in future generations.

Wildlife conservationist

You work with wildlife conservation organizations and advocate for protecting endangered species and their habitats.

Your arguments center on the importance of preserving biodiversity and the unique value of each species in ecosystems.

Role cards

Roleplay Cards for
Negative Side

Mr. Johnson



Sarah



Mayor Davis



John



Lisa



Mark



Olivia



Government official

You represent the government and argue that there are already regulations in place to protect the environment.

Your role is to highlight the government's role in balancing environmental concerns with other priorities.

Local business owner

You own a small local business and are concerned that environmental regulations could negatively impact your livelihood.

Your arguments focus on the challenges that strict environmental policies may pose to small businesses.

Economist

You are an economist who believes that economic growth is essential for societal well-being.

Your role is to argue that strict environmental regulations may harm the economy and lead to job loss.

Role cards

The children will have different roles in the debate.

These roleplay cards students provide various perspectives on respecting the environment, allowing students to explore the topic from different angles and engage in meaningful discussions about environmental responsibility.

The Skeptic

You are a skeptic who questions the validity of environmental science and the severity of environmental issues.

Express doubt about climate change, pollution, or other environmental problems and ask for concrete evidence. Challenge the need for environmental regulations and conservation efforts.

Technology innovator

You work in the technology industry and believe that innovation and technology can help solve environmental problems without the need for excessive regulations.

Your arguments center on technological advancements as a way to address environmental issues.

Consumer Advocate

You are a consumer advocate who believes that strict environmental regulations can lead to higher costs for everyday goods.

Your role is to argue that consumers may be negatively impacted by increased prices.

Farmers' representative

You represent a local farmers' association and argue that strict environmental regulations can burden farmers and increase food prices.

Your arguments focus on the challenges faced by farmers in complying with environmental rules.

Worksheet 3. "Name cards"



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Worksheet “Discussion rules”

Discussion rules

- **Moderator Role**

Assign a moderator. The moderator's job is to ensure that the rules are followed, everyone gets a chance to speak, and the discussion remains respectful.

- **Listen Actively**

listen carefully to what others are saying without interrupting. Wait for your turn to speak and avoid talking over others.

- **Respect Differences**

It is important to respect diverse opinions and viewpoints. It's okay to disagree but not okay to be disrespectful or dismissive of others' ideas.

- **Compromise**

Compromise is a valuable part of democratic discussions. Sometimes, it's necessary to find common ground and reach agreements that benefit everyone.

- **Stay Calm and Polite**

Express your thoughts and feelings calmly and politely. Avoid using hurtful language or resorting to name-calling.

- **Stick to the Topic**

Stay on topic during a discussion or debate. Avoiding tangents and unrelated issues helps keep the conversation focused and productive.

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Discussion rules

- **Support Arguments with Evidence**

Back up your arguments with facts, examples, or evidence. This will help you to develop critical thinking skills and make your points more convincing.

- **Give Everyone a Chance**

Ensure that all participants have an opportunity to speak.

- **Respect Time Limits**

Set time limits for each person to speak or for the overall debate. This helps ensure that everyone gets a fair opportunity to participate.

- **Respect Majority Rule**

In a fair discussion or vote, the majority opinion should prevail, and everyone should accept the outcome gracefully, even if it's not their preferred outcome.

- **Reflect on Your Own Views**

It's okay to change one's mind if presented with compelling arguments or new information.

- **Encourage Questioning**

Teach kids to ask questions to seek clarification or a better understanding of others' viewpoints. Encourage open dialogue and a willingness to learn from others.

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Appendix D.

Practical examples of educational materials for the topic

The Pursuit of Happiness

- **Presentation “What do I want - a road to figuring out your own happiness”** (14 slides)
- **Worksheet “Student Pamphlet ”For Shapes of Happiness”** (7 slides)
- **Worksheet “Teacher Pamphlet ”For Shapes of Happiness”** (5 slides)

PRESENTATION “WHAT DO I WANT - A ROAD TO FIGURING OUT YOUR OWN HAPPINESS”



What do I want

A road to figuring out your own happiness

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Plan of the day

- Mentimeter: What is Happiness?
- Introduction to happiness
- Game: One Step forward
- Lecture: Feeling good and flourishing
- Activity: Shapes of happiness
- Mentimeter: What makes you happy?



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Mentimeter: What is Happiness?



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What is Happiness

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- That type of feeling?
- The difference between feeling good and flourishing
- A process or a condition/ an ultimate goal or both?
- Shapes of happiness. Do they have to be the same for all?
- Do I have to pay attention to how I behave so that others can be happy?

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One Step Forward Game



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The questions

Playing games make me happy

Ice cream makes me happy

Homework makes me happy

Spending time with my friends make me smile

Music makes me happy

I love to read

I get happy when my friend gets a good note

I am happy when I'm alone

I get happy when I learn something new

Skiing makes me happy

Tripping a friend into the pool makes me smile

Playing football makes me happy

My family makes me happy

I am happy

Student activity: game

Student goal: To show that everyone can be happy for different reasons and that one way isn't better than the other.

Activity:

The students all stand behind a line. At the other end of the room or area is another line. The teacher will say a statement or ask a question and the students that agree take a step forward.

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Feeling good
and
flourishing!

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Shapes of happiness

Activity

What do you think of when you hear the words "shapes of happiness"?

Draw it

Share your drawings in pairs and talk about why you chose to draw what you did

Collect the drawing

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The connection between feeling good/flourishing and a sense of accomplishment



"I did it!"



Taking a step back and appreciating your creation

But.....
All children need
this sense of
accomplishment

Remember to
share!

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Mentimeter: What makes you happy?



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Where do we go from here?

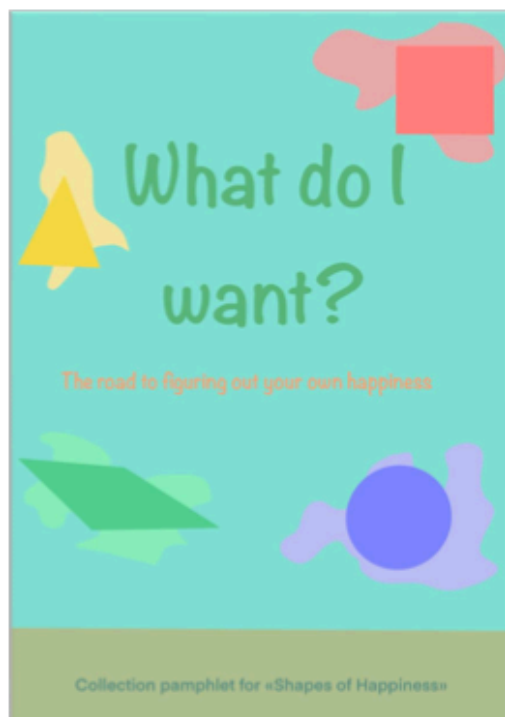
Student reflection: Use the student pamphlet for the rest of the semester to think about your own happiness

At the end of the semester, we will look through your pamphlet and see your happiness

Source for pamphlet:

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Here's a
picture of
your
pamphlet



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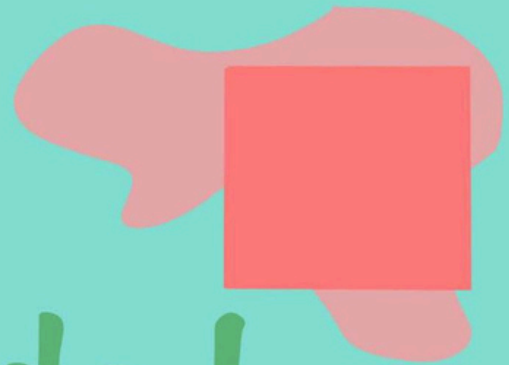


End of
lesson!

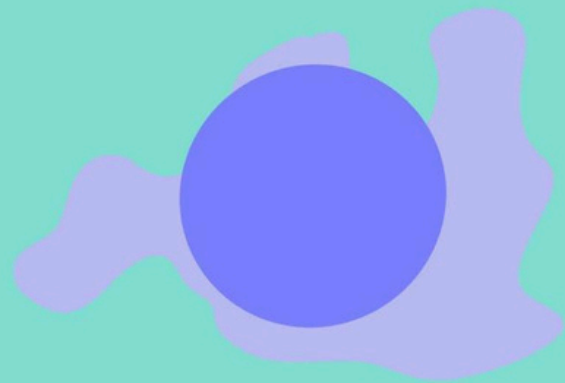
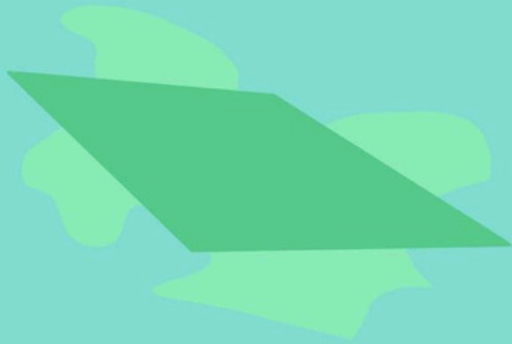
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What do I want?



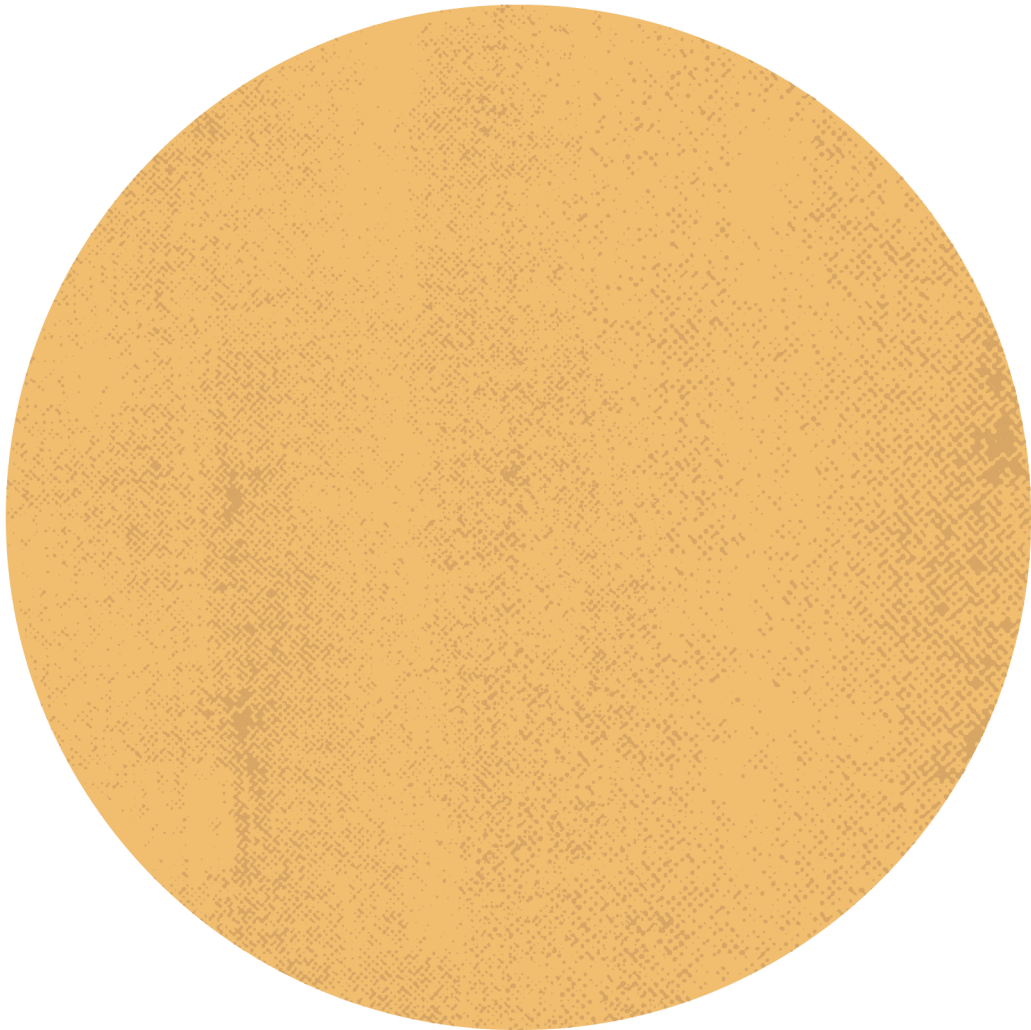
The road to figuring out your own happiness



Collection pamphlet for «Shapes of Happiness»

STUDENT PAMPHLET "FOR SHAPES OF HAPPINESS" VALIDE© 2023 BY ALEKSANDRA KACZMARCZYK, TAMARA ANGELE, EVEN KRISTIANSEN, RIKKE WAAGAARD HALVORSEN IS LICENSED UNDER CC BY-SA 4.0 [HTTP://CREATIVECOMMONS.ORG/LICENSES/BY-ND/4.0/](http://creativecommons.org/licenses/by-nd/4.0/)

Shapes of happiness



What do you think of when you hear the words
“shapes of happiness”?
Reflect and fill the space above.

ACTIVITIES, THAT SPARK JOY

What to do to FEEL GOOD

1. DO SOMETHING YOU ENJOY



4. EAT SOMETHING COMFORTING



6. CREATE SOMETHING



2. TALK TO A FRIEND



5. TAKE A WALK IN NATURE

3. DISCOVER SOMETHING NEW



7. SPEND SOME TIME WITH YOUR FAMILY



ACTIVITIES, THAT SPARK JOY

What to do to **FLOURISH**



1. GRATITUDE
JOURNALLING



4. IMAGINE AND REFLECT ON
YOUR BEST POSSIBLE SELF



6. ACTS OF KINDNESS



2. TRY
SOMETHING NEW



3. SLOW DOWN AND
SAVOUR THE GOOD

5. PEER MENTORING



7. VOLUNTEERING



This makes ME happy...:

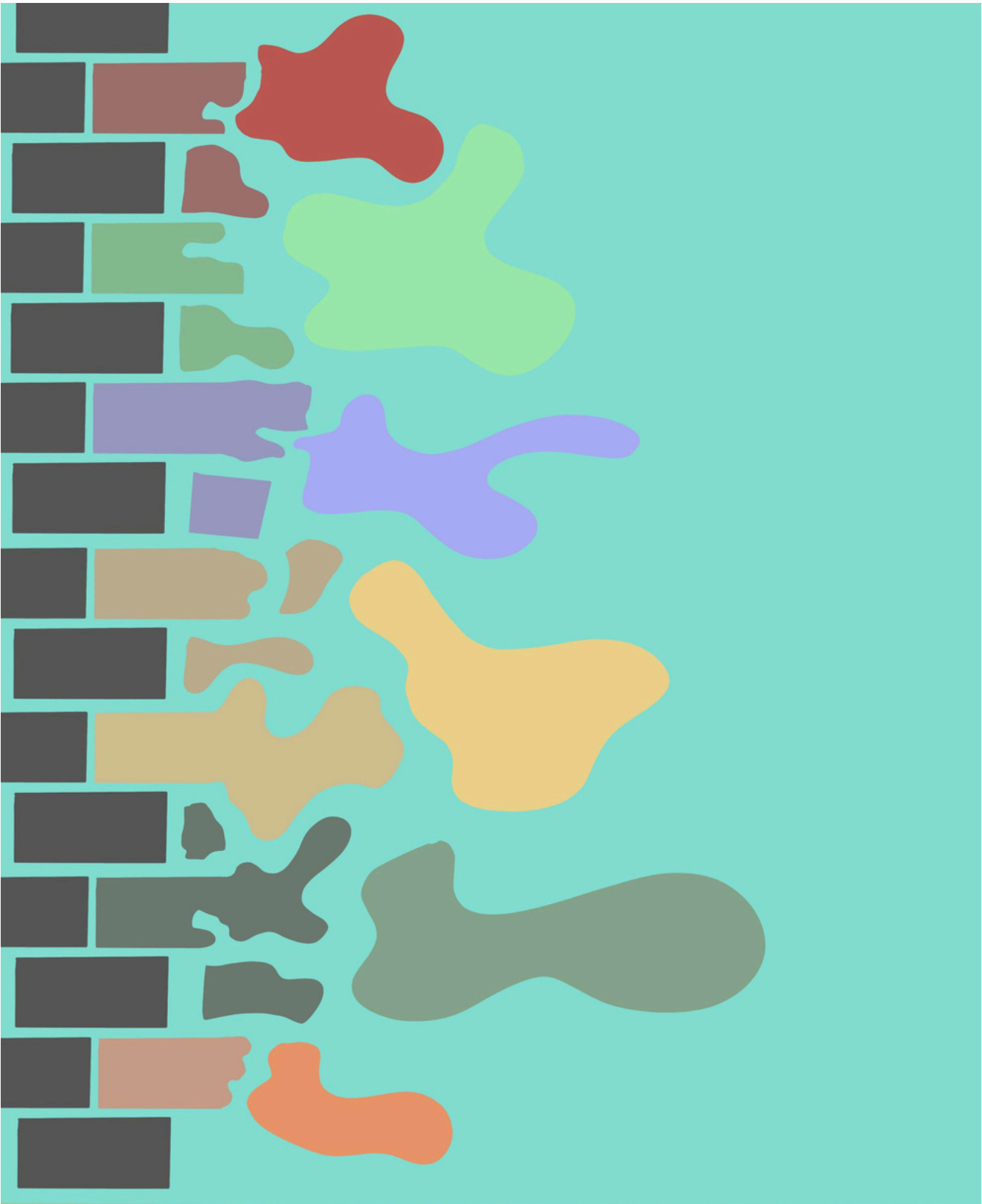


WHAT
DO YOU
THINK?



This week, this made me happy...

A large grid of small squares, intended for students to write their responses to the prompt 'This week, this made me happy...'. The grid consists of approximately 30 columns and 30 rows of small squares.



An idea by ValiDE 2023 (Group 4)

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What do I want?



The road to figuring out your own happiness



Collection pamphlet for «Shapes of Happiness»

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Content

1. Lesson Schedule
2. How to use Mentimeter
3. One-Step Game

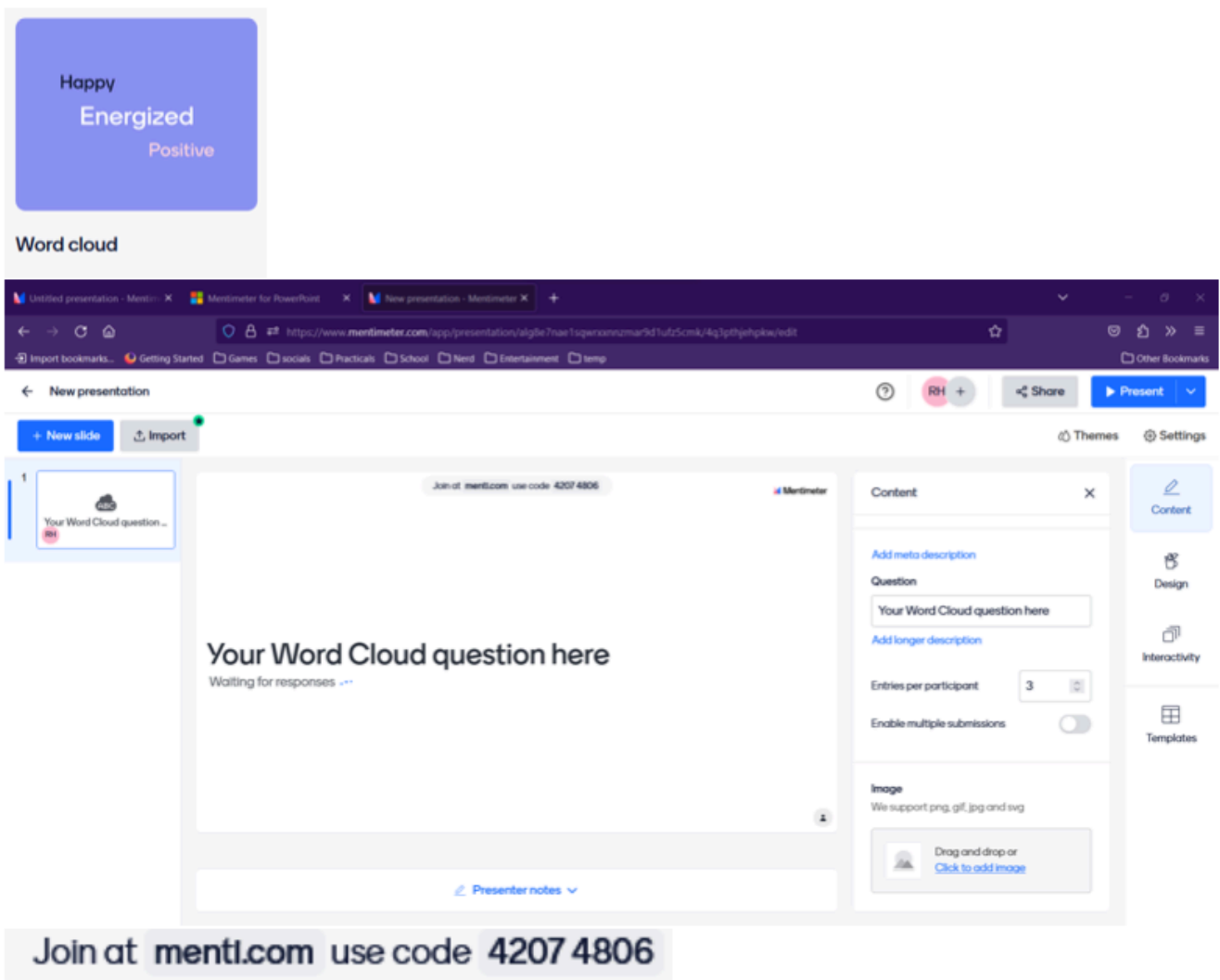
Lesson Schedule:

1. Mentimeter: What is Happiness?
2. Introduction to happiness
3. Game: One Step forward
4. Lecture: Feeling good and flourishing
5. Activity: Shapes of happiness
6. Mentimeter: What makes you happy?

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How to use Mentimeter:

1. Go to <https://www.mentimeter.com/>
2. Create an account using your email
3. Choose Word Cloud
4. Choose a template
5. Edit your template
6. Press present
7. The students will join at menti.com with the code at the top of the screen
8. The students will add their responses and the answers will show on the screen
9. There is also an add-in for PowerPoint at the Microsoft store, so you can add Mentimeter directly to your PowerPoint.



The image shows a screenshot of the Mentimeter web interface. At the top left, there is a blue box with the text "Happy Energized Positive" and the label "Word cloud". Below this is a browser window showing the Mentimeter website. The main area displays a presentation slide titled "Your Word Cloud question here" with the text "Waiting for responses ...". To the right of the slide is a control panel with options for "Content", "Design", "Interactivity", and "Templates". The "Content" panel includes fields for "Add meta description", "Question", and "Add longer description", along with settings for "Entries per participant" (set to 3) and "Enable multiple submissions". The "Image" panel includes a note "We support png, gif, jpg and svg" and a "Drag and drop or Click to add image" button. At the bottom of the slide, there is a "Presenter notes" section. A banner at the bottom of the screenshot reads "Join at menti.com use code 42074806".

One step forward

Student activity: game

Student goal: To show that everyone can be happy for different reasons and that one way isn't better than the other.

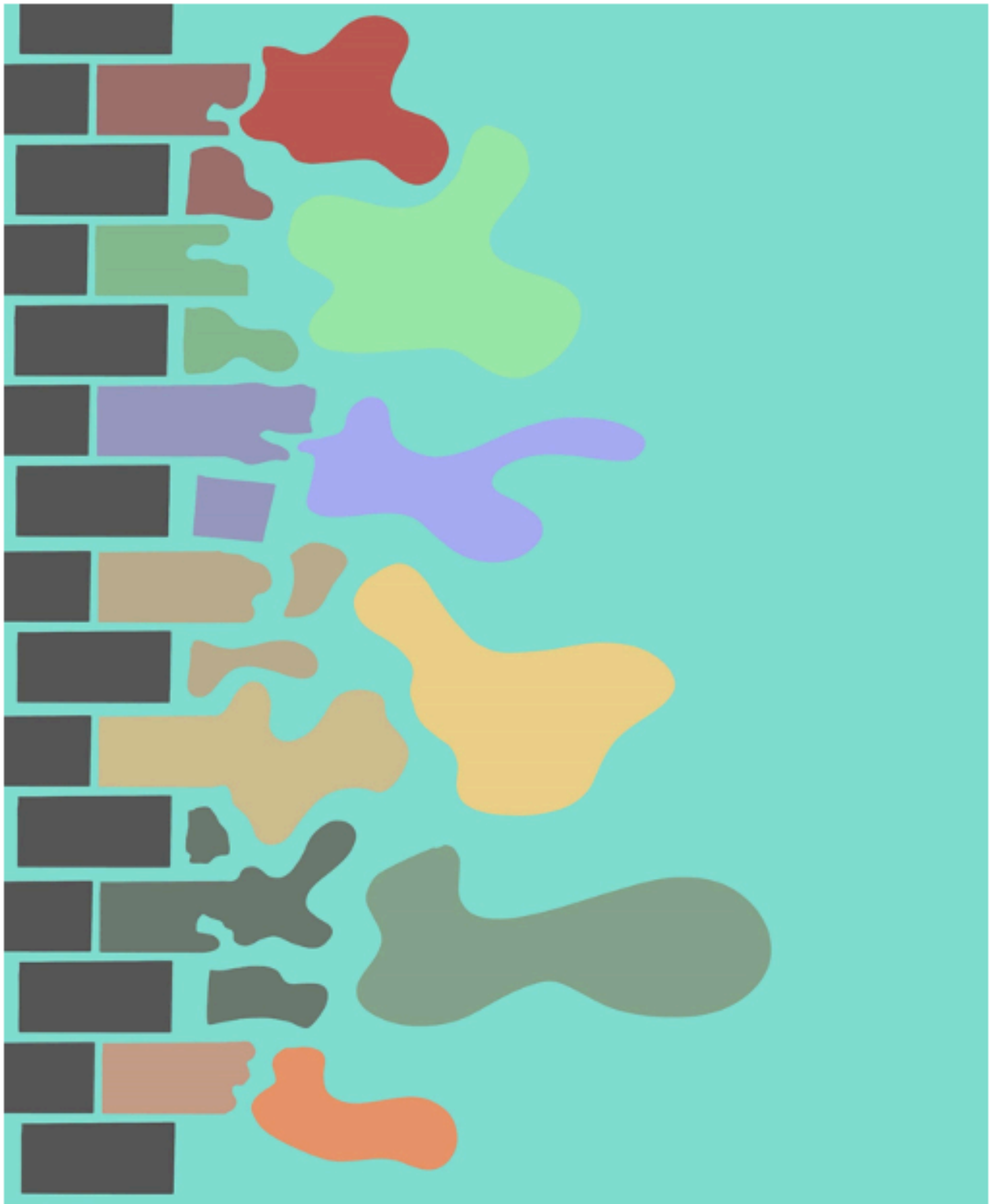
Activity:

The students all stand behind a line. At the other end of the room or area is another line. The teacher will say a statement or ask a question and the students that agree take a step forward.

The questions

1. Playing games make me happy
2. Ice cream makes me happy
3. Homework makes me happy
4. Spending time with my friends make me smile
5. Music makes me happy
6. I love to read
7. I get happy when my friend gets a good note
8. I am happy when I'm alone
9. I get happy when I learn something new
10. Skiing makes me happy
11. Tripping a friend into the pool makes me smile ☒ Anyone who steps forward will, get a message that hurting others to make yourself happy is a bad thing and they must take 3 steps back
12. Playing football makes me happy
13. My family makes me happy
14. I am happy ➤ Anyone who steps forward can cross the finish line.

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An idea by ValiDE 2023 (Group 4)

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Appendix E.

Practical examples of educational materials for the topic

Happiness – How to be happy

- **Presentation “Happiness”** (5 slides)
- **Worksheet “Cauldron of happiness”**
- **Worksheet “Is this child happy?”**



Have you ever thought
about what makes you
happy ?



**HAPPY
DAYS**

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What makes you happy ?

Complete your “cauldron of happiness”.



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Discuss with your partner 5 stories of children and decide if they are happy or not.



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Raise the hand if you think:

Child **A** is happy

Child **A** isn't happy

Child **B** is happy

Child **B** isn't happy

Child **C** is happy

Child **C** isn't happy

Child **D** is happy

Child **D** isn't happy

Child **E** is happy

Child **E** isn't happy



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Cauldron of happiness



CAULDRON OF HAPPINESS VALIDE© 2023 BY MORITZ SEITTER; HELENE ENGELSTAD; ANASTAZJA KARWA; LEONIE HEINE
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Worksheet “Is this child happy?”

Worksheet 2: “Is this child happy?”

Children A:

“I live in an apartment with my family. We don’t have a garden but a small balcony. In my own room I have many things to play with and I share the gaming console with my brother. My parents have to work a lot but I see them in the evening and we go on holiday once a year. We live outside the city, that’s why it’s hard to meet my friends in the afternoon. Mostly I have lunch at school, the food isn’t that good but ok.”



Children B:

“I live in a big house, we have a big garden and a lot of space. We have a lot of money and I can buy everything I want to because my parents are always working. In my freetime I play alone with my gaming console. I was allowed to design my own bedroom like I wanted. Sadly I don’t see my parents very often, that’s why I have been raised by a maid. She is like a second mother to me. When I’m with my parents, I can choose every food I want and we go often to the restaurant. Then my parents talk a lot about their work and how I’m doing at school because they expect good grades for a good job later.”



Children C:

“Like our neighbors we live in a shack. All my friends are nearby and we are a big community where everyone holds together and helps each other. In my freetime we play with the only ball we have. There is a hole in it but it works for football. We don’t have so much food but when we have, we all eat together.”



Children D:

“Me and my family live in a small apartment, that’s why I have to share my room with my sister. We eat together every day as a family. After dinner we mostly watch TV in our livingroom that’s why I’m not allowed to choose the channel like I want. At night I can’t open my window, because there is a loud street next to the house. In my freetime I go to swimming class, that’s my favourite type of sports.”



Children E:

“Our apartment only has two rooms: kitchen, livingroom and one bedroom for me and my family. We don’t have a TV or computer but our cousin gave us a lot of clothes and things to play with from her childhood. The toys are a little bit old, but I like to spend my time with it. Often I go out with our neighbors, playing at the local playground.”



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Appendix F.

Practical examples of educational materials for the topic

Equality

- **Presentation “What is equality?”** (8 slides)



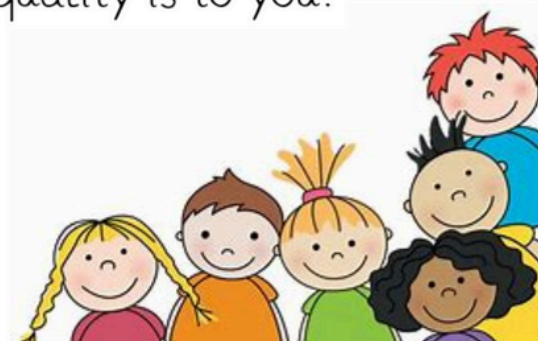
We ♥ equality

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What is equality?

Click on the link and write what equality is to you.



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Equality means **treating everyone fairly** and giving them the **same opportunities**, regardless of differences like race, gender, or background. It's like making sure everyone gets a **fair chance** to play in the game of life. Imagine you have a box of crayons. Equality means everyone getting to use all the colors in the box, not just a few. It's about making sure everyone has the same chances to learn, play, and be **happy**, no matter what they look like or where they're from.

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Click on the video about Rosa Parks and watch it.



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How do you think Rosa Parks felt about the discrimination?



Write down your ideas.



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Do you know similar situations?



Write down your story.



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What can you do against inequality? →

Write down your ideas.



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Congrats, you did it!



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Introduction to the Teaching Materials

In this publication, you will find four sets of teaching materials created by participants of the ValiDE Student Exchange Program 2024. The primary aim of these materials is to enhance the educational journey of both teachers and students by incorporating fundamental values essential for the holistic development of the younger generation in today's diverse and dynamic world. These materials focus on the following values:

- Respect in the Classroom
- Environmental Awareness
- Sustainability and Democracy
- Freedom

These values have been carefully chosen for their vital role in cultivating a learning environment that is inclusive, respectful, and mindful of global challenges. These values encourage mutual understanding, inspire responsible citizenship, and empower students to actively shape their educational experiences while fostering equality and personal growth.

Each set of teaching materials includes the following components:

- Description for the teacher
- Value
- Learning objectives and competencies
- Connection to the national school curriculums of the project partner countries (Germany, Poland and Norway)
- Didactic comments
- Information on materials

In addition, practical examples of lesson plans, worksheets, and other educational materials have been developed for each of the relevant values and are provided in the appendices.

By integrating these teaching materials into the curriculum, educators are empowered to provide a learning experience that goes beyond imparting knowledge to actively cultivate essential values among students. This approach aims to prepare students not only for academic success but also for a life rooted in respect, environmental awareness, a deep understanding of sustainability, freedom, and a strong sense of responsibility.

Respect in the Classroom



RESPECT IN THE CLASSROOM: A DIGITAL ESCAPE ROOM

Description for the teacher

Age of school students	10-12 years
Authors of the materials	Myra Ackermann, Maike Durski, Joanna Nykiel, Julia Liwińska, Alica Seene, Nathalie Gierer
Duration of the topic implementation	90 minutes
Teaching aids needed	In advance: Preparation of the tasks, speaker for the sound, 4 envelopes, box with 4-digit lock, scroll/ poster for the rules
Methods applied	escape room, group work
Related topics	respect, class rules, democratic values

Description of the Value, to which the teaching materials are dedicated

The value of respect at school means appreciating each other, treating each other fairly and treating each other with respect. This promotes a positive learning environment and strengthens cooperation

Learning objectives and competencies

Lesson goals	Students name class rules, through the value respect. They cooperate in groups to solve the designed escape room, which consists of various riddles.
Knowledge	<p>Self-awareness and Emotional Intelligence Understanding your own emotions, triggers, and biases</p> <p>Social Intelligence Understanding social cues, norms, and the impact of social dynamics.</p> <p>Empathy and Perspective-Taking Awareness of others' experiences, challenges, and emotional states.</p>
Skills	<p>Conflict Resolution Awareness of strategies to handle disagreements constructively. Identifying the root causes of conflict, evaluating solutions, and resolving differences while maintaining mutual respect.</p> <p>Communication Skills Understanding how words, tone, and body language affect others. Choosing respectful language, listening actively, and ensuring your message acknowledges others' feelings and opinions.</p> <p>Active Listening and Speaking Understand others' viewpoints, ask clarifying questions, and acknowledge their feelings.</p> <p>Emotional Regulation Stay calm and composed, especially in conflicts, to avoid disrespectful reactions.</p>

Attitudes	<p>These attitudes help shape behaviours and interactions, ensuring that the classroom remains a space for learning, collaboration, and personal growth.</p> <p>1. Everyone has the right to learn without being disrupted. Application in Rules: Students with this attitude value mutual respect and recognize the need for rules that protect everyone’s right to a productive learning environment, such as not interrupting others and respecting differing opinions. For example, letting each other finish speaking and active listening.</p> <p>2. Treat everyone with kindness and help each other. Application in Rules: Students and teachers with this attitude support rules that foster inclusivity and discourage discriminatory or disrespectful behaviour. These rules often focus on creating a safe and supportive atmosphere for students of diverse backgrounds and abilities.</p> <p>3. Take care of classroom materials and leave the room clean and tidy. This attitude encourages students to follow rules that protect the classroom’s physical space and materials, such as cleaning up after themselves, handling supplies carefully, and not damaging property.</p> <p>4. Arrive on time and be prepared with all necessary materials. This attitude supports rules about being on time, completing assignments by the deadline, and staying focused during lessons, as students believe that respecting time contributes to a smooth and efficient learning process.</p>
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Connection to the curricula

German educational system	<p>Guiding perspectives for democratic action. Developing principles for justice. <i>What rules are fair?</i> Students can formulate their own ideas about justice and good communities. Combining faith and tolerance. <i>What is tolerance and respect?</i> Students can recognize and acknowledge the basics of respectful and tolerant coexistence. Developing solidarity and responsibility. <i>How should tasks and duties be distributed?</i> Students can evaluate the distribution of tasks and duties in groups and communities from the point of view of justice. Learning to discuss and make decisions. <i>What do I think about other interests?</i> Students can formulate their own points of view on relevant topics, conflicts and issues and justify them with arguments.</p> <p>Subject lessons and democracy education</p> <ul style="list-style-type: none"> ·Perceiving and communicating their own thoughts, feelings and impressions. ·Develop the ability to empathize and change perspectives. ·Finding, accepting and applying manners for communal life in class and school ·Giving and receiving support. ·Describe reasons why conflicts arise and develop, apply and evaluate conflict resolution strategies. ·Create opportunities to develop self-regulation strategies. ·Shaping community life and taking responsibility. ·Develop discussion skills (justifying opinions and formulating statements, listening, respect in discussions, etc.). ·Trying out and initiating design and co-determination processes in a variety of situations.
Polish educational system	<p>In the Polish education system, students are encouraged to formulate their own ideas about justice and fairness in building good communities. They learn to understand the role of laws and principles in promoting equality and respect as well as tolerancję. <i>What is tolerance and respect?</i> Students are taught the importance of tolerance and respect for different viewpoints, faiths, and cultures. Through subjects like ethics, religion, and social studies, they explore how to coexist peacefully in a diverse society and respect the beliefs and rights of others.</p>

Connection to the curricula

Polish educational system	<p><i>How should tasks and duties be distributed?</i> In Polish schools, students learn about solidarity and responsibility by engaging in group work and community projects. They are taught to assess how tasks and duties are shared in groups, ensuring fairness and justice in participation and decision-making processes.</p> <p>Students are also encouraged to actively participate in discussions, debates, and class councils. This helps them develop skills in democratic decision-making, argumentation, and consensus-building, preparing them for active citizenship and leadership in their communities.</p> <p>In the <i>Polish primary school curriculum</i>, several subjects relate to democratic education, including:</p> <p><i>Polish Language:</i> Through literature and discussions, students explore themes of freedom, justice, and human rights, fostering critical thinking about societal issues. The students learn to develop respect for knowledge and to deepen their passion for discovery.</p> <p><i>Civic Education:</i> This subject focuses directly on understanding democratic values, rights and responsibilities, and participation in civic life.</p> <p><i>History:</i> Lessons on Polish history often cover the development of democracy, key historical events, and the importance of civic engagement.</p> <p>These subjects collectively promote skills and knowledge essential for active citizenship.</p>
Norwegian educational system	<p>Developing critical thinking skills and active citizenship.</p> <p>Key Topics:</p> <ul style="list-style-type: none"> • Democracy and Participation: Learning about rights, responsibilities, and democratic principles in practice. • Equality and Diversity: Promoting tolerance and respect for different cultures, beliefs, and traditions. • Social Responsibility: Active participation in groups and local communities. <p>Related Subjects:</p> <ul style="list-style-type: none"> • Samfunnsfag (social studies), KRLE (religion, ethics, and philosophy).

Didactic comment

Basic idea	<p>Key Principles of Classroom Rules:</p> <ol style="list-style-type: none"> 1. Promote Respect: Rules help ensure that students respect the teacher, peers, and the learning environment. 2. Ensure Safety: Rules maintain a physically and emotionally safe space for all students. 3. Encourage Responsibility: Students learn to take responsibility for their actions, materials, and learning. 4. Foster Collaboration: Rules encourage teamwork and cooperation among students. 5. Support Learning: By minimizing disruptions, rules create a focused and organized atmosphere conducive to learning. <p>An escape room is a game where participants solve puzzles and complete challenges to "escape" from a locked space within a set time. Integrating classroom rules into an escape room activity can make learning about rules engaging and interactive, allowing students to internalize these rules through hands-on experiences.</p>
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Didactic comment

Basic idea	<p>Benefits of a Classroom Rules Escape Room:</p> <ul style="list-style-type: none"> • <i>Students:</i> Makes learning classroom rules fun and memorable through active participation. • <i>Reinforces Learning:</i> Students learn to apply the rules in real-time, reinforcing the importance of behavior and respect in the classroom. • <i>Builds Teamwork:</i> Encourages collaboration and communication, showing students how following the rules supports a cooperative environment. • <i>Fosters Critical Thinking:</i> Puzzles challenge students to think critically about the rules and why they exist, deepening their understanding. • <i>Motivates Positive Behaviour:</i> By linking rules to fun activities, students may feel more motivated to follow them in the future. <p>An escape room based on classroom rules transforms a standard lesson on rules into an immersive experience, making the concepts both fun and meaningful for students.</p>
Expected learning processes	<ul style="list-style-type: none"> • Empathy and Perspective-Taking: Students learn to understand and respect different opinions, fostering collaboration. • Critical Thinking: Students analyze and solve problems using logical reasoning, respecting the structure of tasks. • Effective Communication: Students engage in respectful debates, learning to express and evaluate ideas constructively. Emotional Regulation: Students become aware of how emotions impact their actions and practice managing them to maintain respect in interactions. • Collaboration and Decision-Making: Students work together to evaluate solutions, respecting each other's contributions and valuing teamwork. <p>This structured learning process nurtures critical thinking, emotional intelligence, and respect, linking the escape room activity to broader academic and personal development.</p>
Observable student activities	<ol style="list-style-type: none"> 1. Reading Instructions and Clues: Students carefully read the task or puzzle clues together, sometimes assigning one student to be the "reader" to ensure everyone hears the instructions clearly. 2. Sharing and Discussing Ideas: Students verbalize their thoughts and theories about the puzzles, offering possible solutions or strategies. They may also engage in group discussions to compare different approaches. 3. Assigning Roles or Tasks: In collaborative problem-solving, students often assign roles or divide tasks among themselves. For example, one student might handle a physical puzzle, while others work on decoding a clue or finding hidden information. 4. Trial and Error Problem-Solving: Students can be seen attempting solutions to puzzles and adjusting their approach based on feedback from the game or other students. They might try different combinations for locks or codes and revise their strategies when something doesn't work. 5. Coordinating Physical Actions: In physical tasks, students can be observed manipulating objects (e.g., unlocking locks, moving puzzle pieces, or arranging objects) in coordination with one another, often requiring teamwork and timing. 6. Debating and Arguing Respectfully: In cases where there are differing opinions, students might engage in debates or argue their point of view respectfully, providing reasoning to support their ideas.

Didactic comment

Observable
student
activities

7. Writing and Note-Taking: Some students may be observed taking notes to organize information or keep track of clues and solutions, especially in more complex puzzles that require multiple steps.

8. Solving Puzzles Together: Groups of students may work side by side on a shared puzzle, collaborating to figure out patterns, decode messages, or solve riddles. They may speak aloud as they work to ensure everyone is on the same page.

9. Checking and Double-Checking Solutions: Before submitting a solution or answer, students often double-check their work, ensuring they've considered all possibilities and confirming details with one another.

10. Adapting to Feedback: When they encounter mistakes or wrong answers, students can be seen revising their approach based on feedback from the escape room (e.g., a lock doesn't open or the puzzle remains unsolved). They show flexibility by quickly adjusting their thinking or method.

11. Encouraging and Supporting Peers: Students can be seen encouraging each other, offering support when someone is struggling or complimenting peers for their ideas and contributions, which reflects their respect for teamwork.

12. Managing Time: As time runs out, students will often be observed monitoring the time left in the escape room, showing urgency by speeding up their efforts and prioritizing tasks to maximize efficiency.

13. Using Emotional Self-Regulation: Students might manage frustration when a solution doesn't work or when progress is slow. You can observe students calming themselves or others, demonstrating patience and persistence.

14. Reflecting on Mistakes: After attempting an incorrect solution, students may discuss what went wrong, reflect on their mistakes, and adjust their approach, showing learning from trial and error.

15. Cross-Checking Information: Students cross-check their answers or clues with what's already been solved, ensuring that they are considering all the elements of the escape room before progressing further.

16. Helping Others: If one student has already solved a part of the puzzle, they may be seen helping or explaining the solution to others who are struggling, fostering a collaborative learning environment.

17. Reflecting on Emotional and Group Dynamics: After completing the activity, students may engage in reflective discussions about how their emotions affected their performance and how they worked together as a group. They may discuss how they managed stress, frustration, or excitement during the process.

18. Cross-Checking Information: Students cross-check their answers or clues with what's already been solved, ensuring that they are considering all the elements of the escape room before progressing further.

19. Helping Others: If one student has already solved a part of the puzzle, they may be seen helping or explaining the solution to others who are struggling, fostering a collaborative learning environment.

20. Reflecting on Emotional and Group Dynamics: After completing the activity, students may engage in reflective discussions about how their emotions affected their performance and how they worked together as a group. They may discuss how they managed stress, frustration, or excitement during the process.

Didactic comment

Teachers' choreography	<ul style="list-style-type: none"> Teachers should encourage collaboration by setting up tasks and group activities that require teamwork. Teach students how to communicate effectively, solve problems together, and respect each other's ideas. Act as a mediator when conflicts arise during group work, helping students resolve issues while fostering a spirit of collaboration. The teacher's primary role is to facilitate learning, guiding students toward understanding concepts and developing skills. Rather than simply imparting knowledge, teachers encourage students to explore, question, and think critically. In activities like an escape room, the teacher becomes a guide on the side, providing support without solving the problems for the students, promoting independence.
Tips for classroom management	<p>Effective classroom management requires setting clear expectations, maintaining consistency, and creating a positive, respectful learning environment. The teacher's role extends beyond instruction, involving support, guidance, and relationship-building. When students feel respected, empowered, and engaged, they are more likely to take responsibility for their behaviour and actively participate in their own learning.</p> <p>Positive Learning Environment:</p> <ul style="list-style-type: none"> Encourage positive behaviors by praising efforts, highlighting successes, and maintaining a positive attitude. A culture of respect and mutual support makes students feel safe and valued. Use proactive strategies like greetings at the door, building relationships, and checking in with students emotionally to create trust. <p>Engage Students Actively:</p> <ul style="list-style-type: none"> Incorporate active learning strategies such as group work, discussions, hands-on activities, and peer teaching to keep students engaged. When students are engaged, they're less likely to become distracted or disruptive. <p>Incorporate Restorative Practices:</p> <ul style="list-style-type: none"> Rather than relying solely on punitive measures, implement restorative practices such as group reflections, conflict resolution sessions, and peer mediation to foster respect and responsibility. This approach helps students understand the impact of their actions and encourages them to repair any harm done.
Tips for differentiation of school students	<p>The tasks in the escape room have been thoughtfully designed with natural differentiation, ensuring that every student, regardless of their abilities or learning styles, can participate and succeed. This approach allows for flexibility and inclusivity, where students can engage with the tasks at different levels of complexity based on their interests and strengths.</p> <ul style="list-style-type: none"> Inclusivity: Every student has an opportunity to succeed and feel valued for their unique contributions. Engagement: Allowing students to dive deeper into tasks based on their interests increases motivation and fosters a love for learning. Empowerment: Students gain confidence in their abilities as they solve problems in ways that suit their learning style. Collaboration: Peer interaction encourages learning from each other, improving social intelligence and group dynamics. Critical Thinking: The flexibility of the tasks encourages students to engage in higher-order thinking, pushing them to analyse, synthesize, and evaluate solutions.

Practical examples of educational materials

Worksheet “Introductions for the teacher” (pdf, see Appendix A.)

Here are the three links to the three digital presentations of the Escape Room:

English (Password 4995)

<https://view.genially.com/66fe94126a91e240720bc21c/interactive-content-englishthe-chaotic-classroom>



TEACHING MATERIALS

ValiDE PROJECT

●●●●
Values
in Democracy
Education

Environmental awareness



ENVIRONMENTAL AWARENESS

Description for the teacher	
Age of school students	4 grade (9 / 10 years)
Authors of the materials	Donika Kola, Henrik Möller, Janette Forthuber, Wiktoria Nowak, Charlotte Steinhof
Duration of the topic implementation	45 minutes
Teaching aids needed	<p>Picturematerial</p> <ul style="list-style-type: none"> • https://cdn.pixabay.com/photo/2022/11/26/08/27/plastic-waste-7617451_1280.jpg • https://pixabay.com/static/frontend/3c346409d336d5f09_a7f.svg • https://cdn.pixabay.com/photo/2013/07/13/11/57/sign-159041_1280.png <p>Videomaterial:</p> <ul style="list-style-type: none"> • Plastic pollution in water: https://www.youtube.com/watch?v=uvcleXH_GF8 • The importance of trees: https://www.youtube.com/watch?v=zarll9bx6FI • Recycling and trash segregation: https://m.youtube.com/watch?v=6jQ7y_qQYUA&pp=ygUadHJhc2ggc2VncmVnYXRpb24gZm9yIGtpZHM%3D • Saving water: https://www.youtube.com/watch?v=nTcFXJTOFsc
Methods applied	<ul style="list-style-type: none"> • brainstorm • discussion • work in groups (group puzzle)
Related topics	<ul style="list-style-type: none"> • Empathy • Responsibility • Plasticpollution • Energyusage • Mutual Relation between humans and environment

Description of the Value, to which the teaching materials are dedicated

Environmental awareness encompasses an understanding of ecological issues and the ability to navigate social environments. It includes the protection of resources and the importance of biodiversity, as well as social skills for communication and collaboration. In the classroom, students can learn through projects to make environmentally friendly choices and interact respectfully with one another, which strengthens both individual responsibility and a sense of community.

Learning objectives and competencies

Lesson goals	<p>Students will be able to identify simple environmental issues and discuss possible solutions:</p> <ul style="list-style-type: none"> • to understand what ecology is • understand mutual relationship between humans and environment • the consequences of ignorance against the nature • to develop awareness about protection of environment • to explain to the children why we should be responsible about the environment and what action should be taken
Knowledge	Students gain knowledge about how to handle different opinions and understand the effects of their own actions
Skills	<ul style="list-style-type: none"> • (self-) reflection • ability to improve one's own actions • exchange of different perspectives
Attitudes	Showing interest in the ecological environment to observe the consequences of a respectful versus an ignorant attitude, and to be convinced of the importance of taking responsibility for one's surroundings

Connection to the curricula

German educational system	Interrelationships in nature: Pupils should learn how plants, animals and humans interact and how these interactions influence the ecological balance. Resources and their use: the use of natural resources such as water, air and soil, including the importance of conserving resources and the impact of human activity on the environment. Sustainability and environmental protection: sustainable use of natural resources and the responsibility that individuals and society have for protecting the environment.
Polish educational system	<p>An entire section in biology titled “<i>Ecology and Environmental Protection</i>” addresses topics such as:</p> <ul style="list-style-type: none"> • <i>Renewable and Non-Renewable Energy Sources</i>: Proposals for the rational management of these resources in line with the principles of sustainable development. • <i>Threats to the Natural Environment</i>: The impact of human activities on the environment and strategies to combat these threats.
Norwegian educational system	<p>Key Topics:</p> <ul style="list-style-type: none"> • <i>Sustainable Resource Management</i>: Understanding renewable and non-renewable energy sources and promoting their rational use in accordance with the principles of sustainable development. • <i>Environmental Challenges and Solutions</i>: Identifying environmental threats caused by human activities and exploring ways to address and mitigate these challenges. <p>Related Subject: <i>Naturfag (Natural Science)</i>.</p>

Didactic comment

Basic idea	<p>Learning empathy for the surroundings involves developing awareness, understanding, and a deeper emotional connection to people, nature, and the environment. The lesson focuses on helping students develop awareness, understanding, and a deeper emotional connection to the world around them. This includes:</p> <ol style="list-style-type: none"> 1. <i>Awareness</i> <ul style="list-style-type: none"> ◦ Recognizing the interconnectedness of humans, nature, and the environment. ◦ Identifying how actions impact people, animals, and ecosystems. 2. <i>Understanding</i> <ul style="list-style-type: none"> ◦ Exploring environmental challenges such as pollution, resource depletion, and biodiversity loss. ◦ Gaining insight into the lives and perspectives of those most affected by environmental issues. 3. <i>Emotional Connection</i> <ul style="list-style-type: none"> ◦ Fostering a sense of care and responsibility toward all living beings. ◦ Cultivating an appreciation for the beauty and value of the natural world. <p>Through activities such as observation, discussion, and reflection, students will learn how to empathize with their surroundings and take responsible actions to protect and sustain them.</p>
Expected learning processes	<ul style="list-style-type: none"> • Awareness of Sustainability Issues: By the end of the lesson, students will develop a deeper understanding of sustainability issues related to their surroundings, such as environmental conservation, responsible resource use, and the impact of human activities. • Knowledge Acquisition: Students will gain knowledge through collaborative discussions with peers, which encourage the sharing of ideas and perspectives. They will also gather information and insights from designated sections of the book or other provided materials. • Skill Development: The lesson will help students build competencies in critical thinking, teamwork, and effective communication while engaging in group discussions and activities. • Reflection Time: At the end of the lesson, students will have an opportunity to reflect individually or as a group on what they've learned, how it applies to their lives, and how they can act to promote sustainability. <p>These processes aim to create a holistic learning experience that combines knowledge, interaction, and introspection.</p>

Observable student activities	<p>Gaining Attention and Focus: Through the use of a silent impulse (e.g., a visual prompt, a quiet activity, or a moment of stillness), students are guided to center their attention on the topic of the lesson.</p> <p>Activate prior knowledge:</p> <ul style="list-style-type: none"> • The students exchange opinions, questions and experiences. • The students ask questions about what's not clear for them and say what they found interesting. • They share what experience they already have regarding the topic. • Using a common definition the class gets a common basis for discussion. <p>Working with the Material and Preparing a Presentation: Students work in groups, studying the provided material and identifying key points. Groups divide tasks to create a clear and organized presentation. Students prepare visual aids or verbal presentations to communicate their findings. Each group presents their findings to the class, taking responsibility for informing peers accurately.</p> <p>Evaluation 1: The students will form new groups, with each member acting as an expert on their assigned topic. They will inform their peers about what they have learned.</p> <p>Evaluation 2: At the end of the lesson, the expert groups will share their findings in a plenary session, and the results will be discussed collectively.</p>
Teachers' choreography	<ul style="list-style-type: none"> • engage students and connect the lesson to real-life • establish a common understanding with a shared definition • students work in teams, learning teamwork and responsibility while gathering - groups create presentation, focusing on making their work understandable to others • students present clearly and learn to listen, extracting key points - ensure all students reach a common, measurable understanding
Tips for classroom management	<ul style="list-style-type: none"> • set clear communicated goals, so that students know what to expect • group work: divide class into groups to investigate different environmental issues and develop a democratic solution • talks in expert groups, quiet • keep the students engaged in the lesson, make sure their attention is on the subject • talk and reflect with the whole class
Tips for differentiation of school students	<ul style="list-style-type: none"> • if some students have difficulties with talking about the problem shown in the pictures the teacher would provide thought provoking questions; • if some students need more time/help during reflection time the teacher would ask them reflection questions; • if some students have difficulties with preparing their talk the teacher would provide questions that would narrow the students about main points of the video; • group work: make sure that there is no group where all group members have some kind of difficulties; the pupils who are able to work faster will help them.

Practical examples of educational materials (see Appendix B.)

- Presentation “Environmental Awareness”
- Worksheet “Questions for discussion”

Sustainability and Democracy



SUSTAINABILITY AND DEMOCRACY

Description for the teacher

Age of school students	4th Graders (9-10 years old) 5th/6th Graders (10/11 years old)
Authors of the materials	Bálint Török, Theresa Schropp, Melanie Krüger, Selina Rösch, Julia Pacanowska, Vanessa Gfrerer
Duration of the topic implementation	4 lessons - 45 minutes
Teaching aids needed	<ul style="list-style-type: none"> • Blackboard • PowerPoint Presentation • Task sheets • Poster (democratic rules) • Guardians (teachers, parents, internships...) • Role cards • Calculator • Tablets
Methods applied	<ul style="list-style-type: none"> • Social forms: Individual work, group work, class discussion • Brainstorming (for establishing democratic rules) • Group project
Related topics	equality, fairness, justice, respect

Description of the Value, to which the teaching materials are dedicated

The teaching materials are dedicated to fostering the value of sustainability within the framework of democratic principles. Sustainability emphasizes the responsible use of resources to meet current needs without compromising the ability of future generations to meet their own. It encourages environmental stewardship, mindful consumption, and social responsibility. In tandem, democracy upholds the values of equality, fairness, justice, and respect for all individuals. These principles guide societal actions and decisions to ensure inclusivity and shared responsibility in addressing global challenges.

The materials aim to inspire students to recognize the interconnectedness of sustainability and democracy. By reflecting on their personal consumption habits and engaging in collaborative discussions, students develop an understanding of how democratic values—such as respect, fairness, and equality—can drive collective efforts toward a sustainable future. Ultimately, the teaching materials promote the conviction that sustainability is not just an environmental or economic issue but also a democratic imperative, vital for building a just and resilient society.

Learning objectives and competencies

Lessons goals	Students can explain and apply rules for a sustainable consumption of foods within a democratic environment.
Knowledge	<ul style="list-style-type: none"> • Students know about rules for a sustainable consumption of food • Students know how to act in a democratic environment
Skills	<ul style="list-style-type: none"> • Students can reflect on their own consumption habits (with regards to food) • Students can work in teams while applying democratic values, adopting multiple perspectives, treating their fellow students just, fair, equal, respectful
Attitudes	<ul style="list-style-type: none"> • Students can take on responsibility for their group project • Students consider democratic values as essential for a democratic society

Connection to the curricula

German educational system	<ul style="list-style-type: none"> • <i>Reflecting on Purchasing Decisions</i>: justifying and reflecting on purchasing decisions with consideration for current trends, ecological and economic sustainability, pricing, available resources, and health aspects. • <i>Cultural Diversity and Respect</i>: recognizing and respecting differences and similarities within and between various cultures, including lifestyles, customs, and value orientations. <p><i>Related Subject</i>: Sachunterricht (general science).</p>
Polish educational system	In the Polish curriculum, an entire section in biology focuses on ecology and environmental protection. “Ecology and the protection of the environment”
Norwegian educational system	Promoting awareness of eco-conscious behaviors, conservation and pollution reduction. Related Subjects: Naturfag (Natural Science) Sachunterricht (General Science)

Didactic comment

Basic idea	<p>The aim of this lesson is to teach students the basic ideas of sustainability and to strengthen the student's competence of applying democratic values. Therefore, the teacher provides an introduction and encourages the students to gain additional knowledge regarding the topic of sustainability and democratic values. In addition, students are expected to reflect on their own consumption behaviours and to foster their democratic skills of treating their fellow students equally, fair, just and respectful. In the end, the lesson seeks to promote students' conviction of the importance of sustainability within a democratic society.</p>
Expected learning processes	<p>Introduction (2 lessons): In the first stage of the unit, the teacher introduces the topic of sustainability, including the concept of sustainable food consumption, and encourages students to reflect on their own food consumption habits. Additionally, the teacher facilitates a class discussion to review and reinforce the principles of democratic engagement within their surroundings.</p> <p>Project (2-3 lessons): In the next stage of the unit, students are tasked with planning a buffet for a school party. Each student assumes a specific role, taking into account various needs and responsibilities. During the planning process, students visit a supermarket and design their buffet based on their assigned roles (e.g., Sustainability Manager, Financial Manager, Communication Manager, Food Manager, Waste Manager).</p> <p>Reflection (1 lesson): In the final stage of the unit, student groups present their outcomes, provide feedback to one another, and discuss potential improvements in a plenary session. Optionally, if a school party or event is scheduled in the future, the class can vote on the most suitable, sustainable, and democratic plan to implement.</p>
Observable student activities	<p>1. Stage (Introduction): <i>Introduction:</i> Students activate their prior knowledge, are introduced to the topic of sustainability, and <i>discuss key information related to it.</i> <i>Reflection:</i> Students individually reflect on their own food consumption habits and share their thoughts in a plenary discussion. <i>Establishing Rules:</i> Students brainstorm and propose rules to ensure democratic interaction and collaboration while working in groups (and in general).</p> <p>2. Stage (Group Project): <i>Election of Roles:</i> students collaboratively decide who will take on which role through a democratic election process. <i>Planning the Buffet for the School Party:</i> students visit a supermarket to observe and document (e.g., by taking pictures) available grocery options and their prices. They then plan their buffet, taking into account the following:</p> <ul style="list-style-type: none"> • Budget distribution • Accommodating diverse dietary needs (e.g., vegan, vegetarian, religious restrictions, food allergies) • Selecting groceries with sustainability in mind • Communicating effectively and fostering cooperative dialogue <p>Acting responsibly with regard to food waste (e.g., minimizing packaging, avoiding leftovers)</p>

Observable student activities	<p>3. Stage (Reflection): <i>Student Presentations:</i> Students present their outcomes and provide constructive feedback to one another. <i>Election:</i> The class votes collectively to decide which plan they want to implement.</p>
Teachers' choreography	<p>I stage (Introduction) 1 LESSON 1. <i>MindMap Creation:</i> Students start by creating a MindMap based on their existing knowledge, which is then expanded with new information during the lesson. 2. <i>Reflection on own consumption habits:</i> The teacher provides a task sheet including reflection questions that the students can use to reflect on their consumption habits (Task sheet 1) 3. <i>Definition of sustainability:</i> The teacher provides a PPP, including the definition as well as the importance of sustainability within a democratic society and discusses the topic in plenary. 2 LESSON 4. <i>Repetition:</i> The teacher asks the students what they remember from the last lesson and creates a link to the topic of democracy and democratic values. 5. <i>Discussion of democratic rules:</i> The teacher discusses the class rules together with the students and emphasizes the most important values for working in a democratic group project.</p> <p>II stage (Group project) 1 LESSON 1. <i>Presentation of roles:</i> The teacher provides the role cards and explains in detail what each role must consider 2. <i>Division of groups:</i> The teacher divides the class into groups of 5 (teacher decides which student belongs to which group) 3. <i>Distribution of role cards:</i> The teacher asks the student to distribute the role cards among the group members 4. <i>Start of group work:</i> The teacher asks the students to start planning their buffet through filling out the work sheet given beforehand and elaborate a rough/ brief concept for their buffet (Task sheet 2) 2,3 LESSON <i>Excursion to the supermarket:</i> The teacher organises an excursion where the students can take photos of the groceries and their prices <i>Finishing the plan:</i> The teacher guides the students in finishing their plan for the buffet, answers open questions etc.</p> <p>III stage: 1 LESSON 1. <i>Presentation of plans:</i> The teacher asks the students to present their plan using their task sheets 2. <i>Reflection on plans:</i> The teacher asks the students about their opinion of the different concepts (emphasizing the democratic rules) 3. <i>Voting:</i> The teacher guides the election for the most suitable, sustainable and democratic concept that the student can put into practice .</p>

Tips for classroom management	<ul style="list-style-type: none"> • Setting up group tables • Shortly repeat rules how to behave in the supermarket • Ask parents for being a guardian in the supermarket (one for each group). Tell them to let the students work by themselves • Repeating rules for a presentation • Guide the feedback so that everybody gets positive and constructive feedback
Tips for differentiation of school students	<ul style="list-style-type: none"> • Differentiation for Reflection: If individual students need some additional help for their reflection on their consumption habit, the teacher could provide reflection questions. • Differentiation in the supermarket: For students who are not able to calculate the prices of food, the teacher could provide a calculator. • Differentiation for assigned roles: For students who don't understand fulfil their assigned role, the teacher could provide some additional advice and explanation. • Differentiation for planning the buffet: For groups who are struggling with planning their buffet, the teacher could provide some keywords and organizational scaffolding for the planning process.

Practical examples of educational materials (see Appendix C.)

- Presentation "Sustainable Food"
- Task sheet 1
- Task sheet 2
- Democratic rules
- Role cards

Freedom



FREEDOM

Description for the teacher	
Age of school students	4th Graders (9-10 years old)
Authors of the materials	Hanna Glanz, Adelheid Walser, Ronja Kreidler, Dominika Matyja, Nina Weiblen
Duration of the topic implementation	3-4 school lessons
Teaching aids needed	<ul style="list-style-type: none"> • Big papers for group work • Worksheets for every group • A ball • Blackboard • Pins or Magnets • Big print of the class contract • Pencils
Methods applied	<ul style="list-style-type: none"> • Creative processes • Voting • Presentation • Brainstorming • Flashlight
Related topics	<ul style="list-style-type: none"> • Rights and responsibilities • Global perspectives on freedom • Civic mindness

Description of the Value, to which the teaching materials are dedicated

Teaching freedom in schools is essential for fostering critical thinking, empathy, and civic responsibility. Understanding the principles of freedom helps students appreciate their rights and the importance of respecting others' freedoms.

In the context of education, freedom is not only about personal autonomy but also about creating a safe and inclusive environment where diverse ideas and perspectives can thrive. Schools serve as microcosms of society, where students learn to balance their individual freedoms with collective responsibility. Encouraging freedom of thought, expression, and choice helps students develop their unique identities, take ownership of their learning, and become active, informed citizens.

Learning objectives and competencies

Lesson goals	Students attempt to define what freedom means, not just as the absence of restrictions but as the ability to make choices while respecting others. Students understand that rules and responsibilities are essential to preserving freedom, ensuring a balance between individual liberty and societal harmony. Students explore the concept of freedom in their everyday lives, recognizing how rules shape their ability to live harmoniously and freely in diverse communities.
Knowledge	<ul style="list-style-type: none"> • definition of freedom • importance of rights and responsibilities
Skills	<ul style="list-style-type: none"> • reflecting on personal understanding of freedom, connecting it to real-life examples at home, in schools, and in societies. • critical thinking, analyzing what a functional society requires, and balancing rights with responsibilities.
Attitudes	<ul style="list-style-type: none"> • Promoting teamwork and dialogue through group activities, where students learn to listen to others' perspectives and negotiate shared solutions. • Students actively participate in shaping the class contract, fostering a sense of ownership and accountability for the rules they create together.

Connection to the curricula

German educational system	<p>Implemented in general studies of Democracy and Society .</p> <p>Freedom to express opinions and make decisions in school environments, Promoting the freedom to define one's identity and express individuality, including diversity in gender identities and equality.</p> <p>Recognizing the freedom to live according to one's beliefs, culture, or orientation, while respecting others' rights to do the same.</p> <ul style="list-style-type: none"> • Related Subject: Sachunterricht
Polish educational system	<p>Civic education is an important part of Polish school curriculum.</p> <p>Teaching students about their rights and freedoms as citizens, including the right to express opinions, assemble, and participate in decision-making processes.</p> <p>Understanding freedom as both a right and a responsibility—to take initiative, articulate individual interests, and respect others' freedoms in society.</p> <p>Learning about the importance of freedom within a democratic system, including free speech, equality, and the rule of law.</p> <ul style="list-style-type: none"> • Related Subject: Civic Education
Norwegian educational system	<p>Emphasizing the freedom to actively engage in democratic processes, such as student councils and decision-making, while encouraging open dialogue and equality.</p> <p>Promoting personal freedom to express identity, gender, and individuality in a supportive and inclusive environment.</p> <p>Recognizing the freedom to embrace cultural diversity and the right to equality, while fostering respect for differing perspectives and values.</p> <ul style="list-style-type: none"> • Related Subject: Samfunnsfag

Didactic comment

Basic idea	Defining freedom involves understanding it as more than just the absence of restraint; it includes the ability to make choices. Students learn that rules and responsibilities are crucial for preserving freedom, ensuring a balance between individual liberty and societal harmony.
Expected learning processes	<p>I. Brainstorming (15min), Worksheet: “<i>Lesson learning processes</i>”</p> <ul style="list-style-type: none"> • Students share their individual view of the term “freedom” in 1-2 sentences • Students extend their understanding of freedom <p>II. Creating individual countries (40min)</p> <ul style="list-style-type: none"> • Students imagine their own “country of freedom” (worksheet: “<i>Blackboard note for creating individual countries</i>”) • they think about what society needs to work properly • they think about what they consider to be important for their individual freedom they determine 5 rights and 5 responsibilities for their imaginary countries (Worksheets: “<i>Responsibilities of all residents of:</i>”, “<i>Rights of all residents of:</i>”). <p>III. Presentation (20min)</p> <ul style="list-style-type: none"> • Students reflect on other groups’ results • They ask questions (e.g.: why did you choose this right?) • Groups provide reasons for their choices of rights and responsibilities. <p>IV. Discussion (15min)</p> <ul style="list-style-type: none"> • Comparing rights and responsibilities of their imaginary countries to the real ones they live in. • Reflection on significance of them in society. <p>V. Class contract (25min)</p> <ul style="list-style-type: none"> • Thinking of individual needs that are important in order to function in freedom within class community (e.g.: What do you need personally?) • They agree on 5 rules for their class (worksheet: “<i>Class contract</i>”).
Observable student activities	<p>I. Brainstorming</p> <p>Students throw a ball to each other answering the question “What does freedom mean to you?”</p> <p>II. Creating individual countries</p> <p>Students draw the outlines of the countries they imagine on a piece of paper. They draw what they want their own countries to consist of (e.g.: hospital, shops, farm, people helping each other, kids playing football, etc.)</p> <p>III. Presentation</p> <p>Students present the outcome of their group work: poster with the country and worksheet with rights and responsibilities.</p> <p>IV. Discussion</p> <p>Students give examples of rights and responsibilities they know.</p> <p>V. Class contract</p> <p>Students sign the contract.</p>

Didactic comment

Teachers' choreography	<p>I. Brainstorming</p> <ul style="list-style-type: none"> • Teacher makes an introduction to the topic of the lesson. • Gives students a ball. • Writes their ideas on the board (mind map). <p>II. Creating individual countries</p> <ul style="list-style-type: none"> • Teacher gives the instructions. • Teacher distributes pieces of paper. • Teacher assists the students during the task and answers questions. <p>III. Presentation</p> <ul style="list-style-type: none"> • Teacher orchestrates the process of presentations. • Teacher listens and comments to the presentations of their countries. <p>IV. Discussion</p> <ul style="list-style-type: none"> • Teacher leads the discussion about rights and responsibilities comparing the imaginary countries of the students to the real one they live in. • Teacher provides examples and listens to the ideas of the students. <p>V. Class contract</p> <ul style="list-style-type: none"> • Teacher helps students to come up with the rules and writes them down. • Teacher asks if everybody is happy with the contract. • Teacher signs the contract as well. • Teacher hangs it on the classroom door.
Tips for classroom management	<p>I. Brainstorming</p> <ul style="list-style-type: none"> • Chair circle <p>II. Creating individual countries</p> <p>Groupwork (4 or 5 students)</p> <ul style="list-style-type: none"> • Students can choose their own working space (floor, table, etc.) <p>III. Presentation</p> <ul style="list-style-type: none"> • Chair circle <p>IV. Discussion</p> <ul style="list-style-type: none"> • Chair circle <p>V. Class contract</p> <ul style="list-style-type: none"> • Chair circle
Tips for differentiation of school students	<p>Tip cards behind the board.</p>

Practical examples of educational materials (see Appendix D.)

- Worksheet: “Lesson learning processes”
- Worksheet: “Blackboard note for creating individual countries”
- Worksheet: “Responsibilities of all residents of:”
- Worksheet: “Rights of all residents of:”
- Worksheet: “Class contract”

Appendix A.

Practical examples of educational materials for the topic

Respect in the Classroom: A Digital Escape Room

- Worksheet “Introductions for the Teacher”

- Presentation “The Chaotic Classroom”

<https://view.genially.com/66fe94126a91e240720bc21c/interactive-content-englishthe-chaotic-classroom>
(Password 4995)



Introductions for the teacher

This is an escape room lesson. The goal is to create class rules.

The students are divided into four groups in which they each solve a task.

The solution leads to a code that can be used to open a box.

Depending on the teacher's planning, this box may contain a paper with the heading "*Class rules*".

To prepare for this, print out the material, cut out any material, and divide it into four different envelopes marked with the respective group symbol.

The presentation (link below) guides you through the unit.

After the escape room unit, the students discuss the class rules they would like to see for their class.

The previously completed tasks should be included in this discussion.

These could be called for example:

1. "Everyone has the right to learn without being disrupted."
2. "Treat everyone with kindness and help each other."
3. "Take care of classroom materials and leave the room clean and tidy."
4. "Arrive on time and be prepared with all necessary materials."

The students should formulate these themselves and hang up the class rules in the classroom.

Grouping:

The students are divided into four groups.

Example: An equal number of symbols (rectangle, heart, triangle, star) are distributed on the pupils' seats. They are divided into groups according to these symbols.

Or: In the birthday calendar, the pupils who are to be in a group are marked with the respective symbols.

Task 1 *crossword*: "Everyone has the right to learn without being disrupted."

Symbol: rectangle. Code number: 4

Task 2 *Domino*: "Treat everyone with kindness and help each other."

Symbol: heart. Code number: 9

Task 3 *star-puzzle*: "Take care of classroom materials and leave the room clean and tidy."

Symbol triangle. Code number: 9

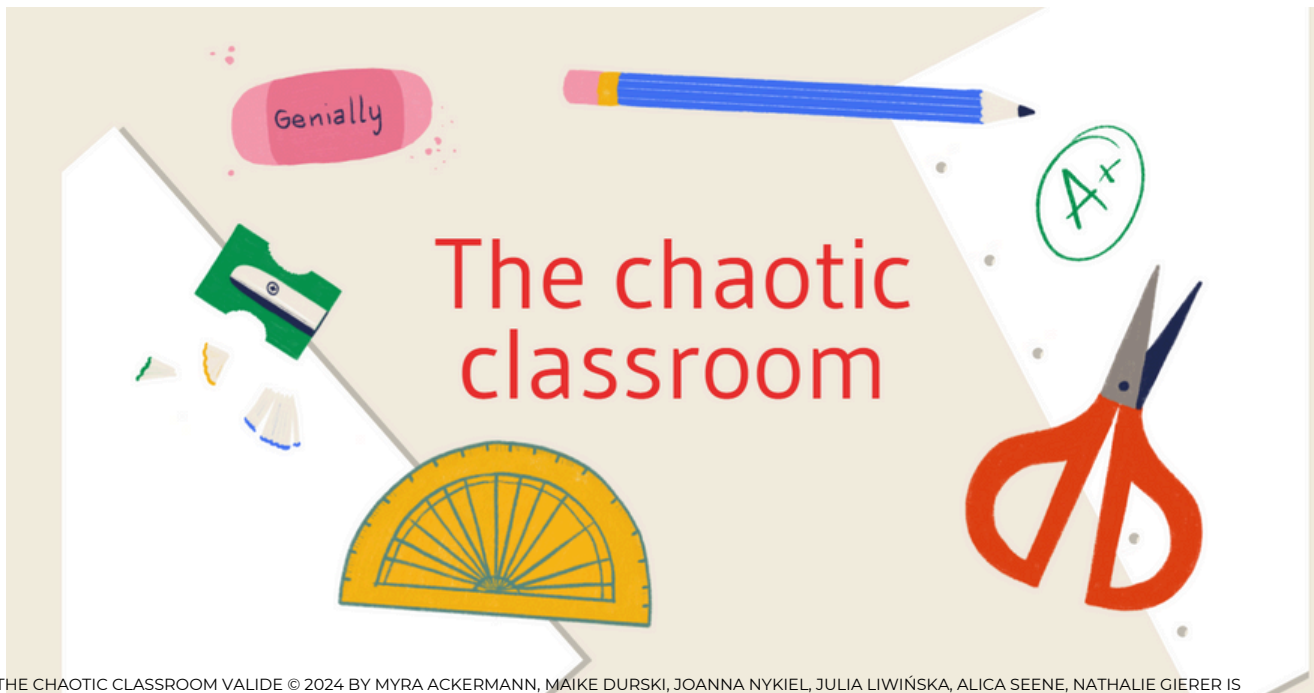
Task 4 *pictures*: "Arrive on time and be prepared with all necessary materials."

Symbol: star. Code number: 5

Presentation "The Chaotic Classroom"

<https://view.genially.com/66fe94126a91e240720bc21c/interactive-content-englischthe-chaotic-classroom>

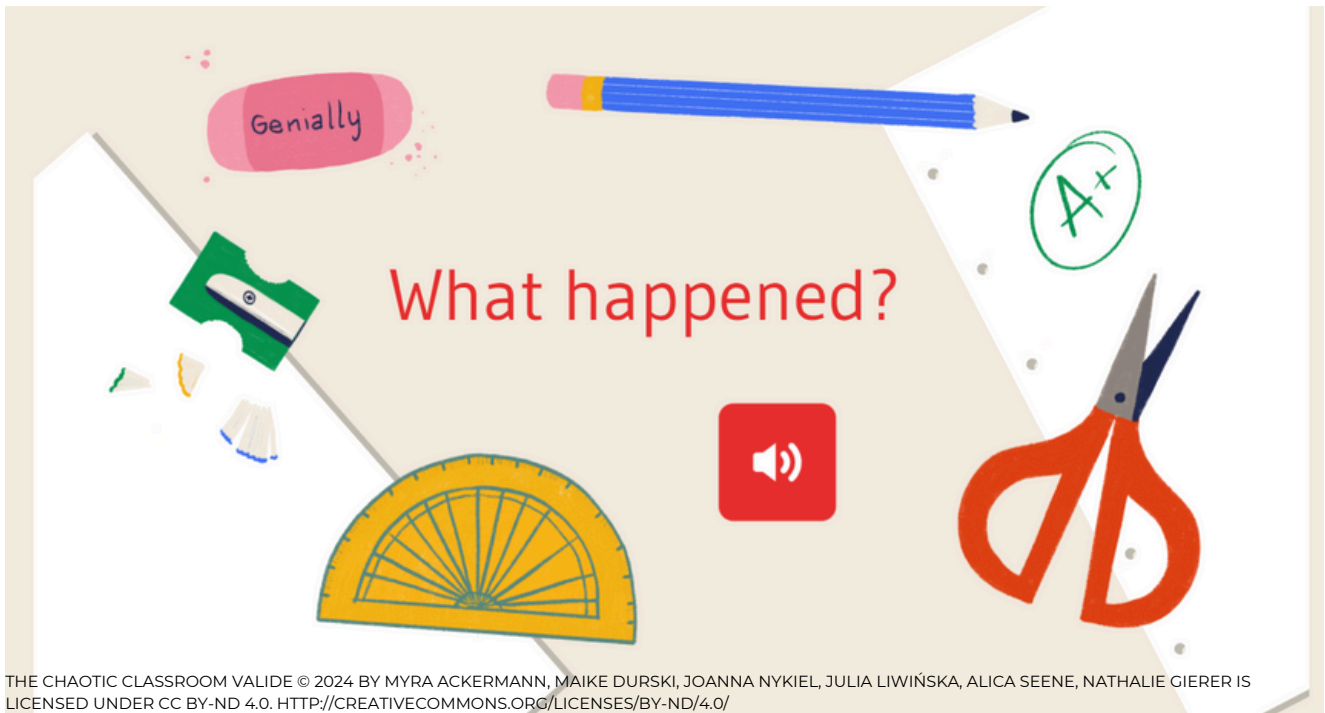
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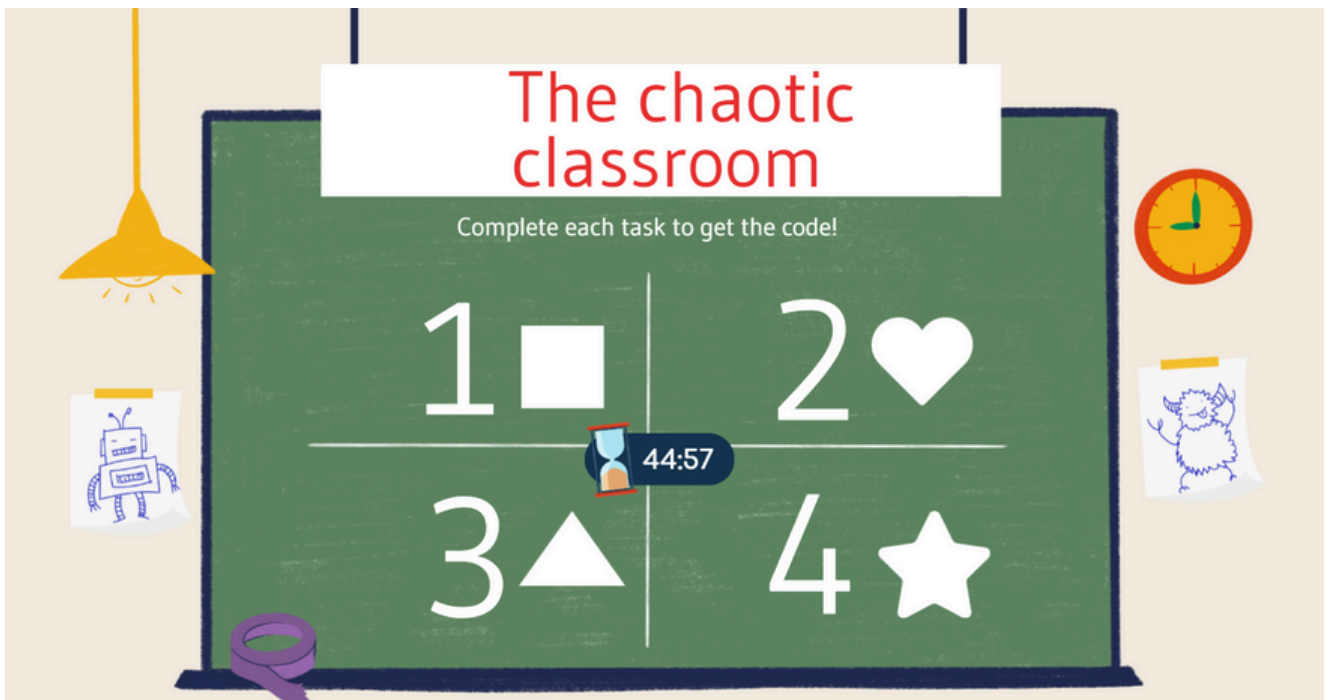
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Appendix B.

Practical examples of educational materials for the topic
Environmental Awareness

- Presentation “Environmental Awareness”
- Worksheet “Questions for discussion”



GROUP 2: WIKTORIA NOWAK, DONIKA KOLA, CHARLOTTE STEINHOF,
HENRIK MÖLLER & JANETTE FORTHUBER

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Picture for the silent impuls



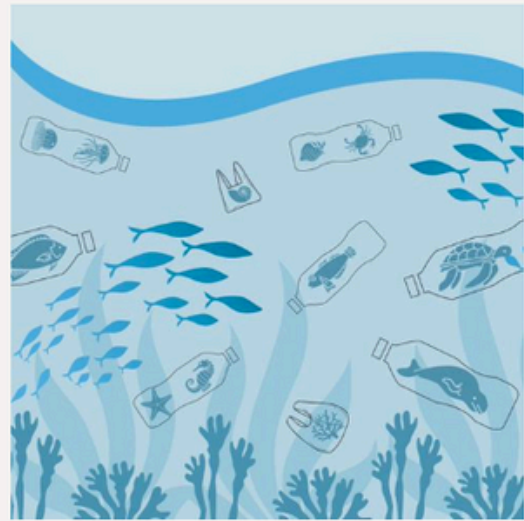
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Questions - Plastic pollution in water

- How does plastic come into the ocean?
- What forms of water pollution are there?
- How can we prevent water pollution?



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5

Questions - The importance of plants

- What's the important of plants?
- What role do trees play in different urban plans?
- Why can't we keep all the plants?



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6

Questions - Recycling and trash segregation

- What does recycling mean?
- What things can be recycled and what can you contribute?
- Why is it important to recycle?



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7

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Questions – Water and waste

- Where do we waste water?
- What problems do we face regarding the water pollution?
- How can we save water?



10/3/2024

8

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<https://www.youtube.com/watch?v=nTcFXJT0Fsc>

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Worksheet “Questions for discussion”

Plastic pollution in water:

- How does plastic come into the ocean?
- What forms of water pollution are there?
- How can we prevent water pollution?

The importance of plants:

- What's the important of plants?
- What role do trees play in different urban plans?
- Why can't we keep all the plants?

Recycling and trash segregation:

- What does recycling mean?
- What things can be recycled and what can you contribute?
- Why is it important to recycle?

Water and waste:

- Where do we waste water?
- What problems do we face regarding the water pollution?
- How can we save water?

Appendix C.

Practical examples of educational materials for the topic
Sustainable Food

- Presentation “Sustainable Food”
- Task sheet 1
- Task sheet 2
- Democratic rules
- Role cards



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**AND NOW IT'S
YOUR TURN**

Task

Please reflect on your own (food) consumption habits by answering the questions on task sheet Nr. 1

After finishing your reflection we will discuss your ideas in plenary

Task sheet Nr. 1

ABOUT MYSELF

HOW MANY MEALS DO YOU EAT PER DAY?

HOW MANY MEALS DO YOU EAT PER WEEK?

HOW MANY MEALS DO YOU EAT PER MONTH?

HOW MANY MEALS DO YOU EAT PER YEAR?

HOW MANY MEALS DO YOU EAT PER DAY?

Task sheet Nr. 1

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SUSTAINABILITY – DEFINITION



(Climate, 2022; lpb bw, 2022)

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SUSTAINABILITY – DEFINITION

SOCIAL

- human rights
- equal opportunities
- fair wages

ENVIRONMENT

- reduce plastic
- respect water sources
- chemicals
- trash

ECONOMIC

- spend money responsibly
- long-term orientation
- regional products

(Climate, 2022; lpb bw, 2022)

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REPETITION

What do you remember from our last lesson?

Let's collect some ideas on the blackboard

- How can we define sustainability?
- What are the different dimensions of sustainability?
- Why is sustainability important for a democratic society?

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LET'S DISCUSS DEMOCRATIC RULES AND VALUES

RESPECT

We respect each other and listen to different ideas.

FAIRNESS

We give everyone an equal chance and don't play favourites.

EQUALITY

We treat everyone the same, no matter who they are.

JUSTICE

We make sure everyone is treated fairly and follows the rules.

RESPONSIBILITY

We do our part and look after each other and our community.

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GROUP PROJECT

Next, we are going to do an exciting group project - you will be asked to plan a buffet for our school party.
Our first steps are...

1. Presentation of roles
2. Division of groups
3. Distribution of role cards
4. Start of group work

WORLD ENVIRONMENT DAY
BUFFET PLANNING

Before planning a school party, there is a lot of work to do for the committee members.

1. How will you make decisions, discuss different types of food and conditions?

Name: _____ Date: _____
 Food: _____ Expensive: _____
 Drinks: _____ Other: _____

2. What food will you prepare?

3. How will you make the buffet?

Item	Price

Task sheet Nr. 2

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EXCURSION-TIME

- Now we will go to the supermarket
- There, you will have the chance to check out the products and their prices
- You will go in your groups, each group will be guarded by an adult



Group: _____ DATE: _____

WORLD ENVIRONMENT DAY

BUFFET PLANNING

(We are planning a school party)

Have to think about the products you might use for the buffet.

1. How will we divide the money between the different types of food and drinks?

Food: _____ Drinks: _____

2. What will we buy for the buffet?

3. Where does it come from?

Item	Price

Task sheet Nr. 2

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FINISHING GROUP WORK

Task

Please take your time and finish your group plan for your buffet for the school party

Task sheet Nr. 2

Group: _____ DATE: _____

WORLD ENVIRONMENT DAY

BUFFET PLANNING

(We are planning a school party)

Have to think about the products you might use for the buffet.

1. How will we divide the money between the different types of food and drinks?

Food: _____ Drinks: _____

2. What will we buy for the buffet?

3. Where does it come from?

Item	Price

Task sheet Nr. 2

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PRESENTATION-TIME

1. PRESENTATION

Each group presents their own concept for the buffet of the school party

2. REFLECTION

Each group gets some feedback on their concept and plan

Here, it is important to mind the democratic rules we discussed before



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VOTING-TIME

Please vote!

Which concept do you like best?

Please mark your vote next to the group number on the blackboard

(secret ballot, applying democratic rules!!!)

(Climate, 2022; lpb bw, 2022)

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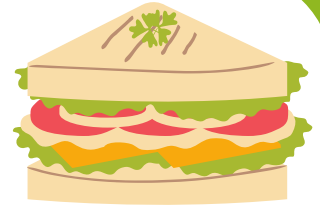
WELL DONE!

Now you can explain and apply rules for a sustainable consumption of foods within a democratic environment.



Task sheet 1

Name: _____



ABOUT MYSELF

WHAT WOULD YOU DO WITH LEFTOVERS?

DO YOU THINK ABOUT WHAT YOU ARE EATING?

DO YOU ALSO JOIN GROCERY SHOPPING?

DO YOU PAY ATTENTION ON REGIONAL AND SEASONAL FOOD?

HOW OFTEN DO YOU EAT MEAT?



Group : _____

DATE: _____

WORLD ENVIRONMENT DAY

BUFFET PLANING

We are planning a school party!

Here is a little guide what you might ask yourselves beforehand.

1. How will you divide the money between different types of food and decorations?

Food - _____

Decorations - _____

Drinks - _____

Other - _____



2. What food you plan to prepare?

3. Why did you choose that food?

Food	Why?

DEMOCRATIC RULES



RESPECT

We respect each other and listen to different ideas.



FAIRNESS

We give everyone an equal chance and don't play favourites.

RESPONSIBILITY

We do our part and look after each other and our community.

JUSTICE

We make sure everyone is treated fairly and follows the rules.

EQUALITY

We treat everyone the same, no matter who they are.

Role cards

SUSTAINABILITY MANAGER



Is the food: organic,
seasonal,
regional?

FINANCIAL MANAGER



What is our budget?
How much money can we
spent?

COMMUNICATION MANAGER



Can everyone state their
opinion?

Is everyone aware of our
class rules, democratic
rules and democratic
values?

FOOD MANAGER



Allergies and different
diets?
What alternatives can we
buy?

WASTE MANAGER



What should we do with
leftovers?
Seperate trash
Reduce packages

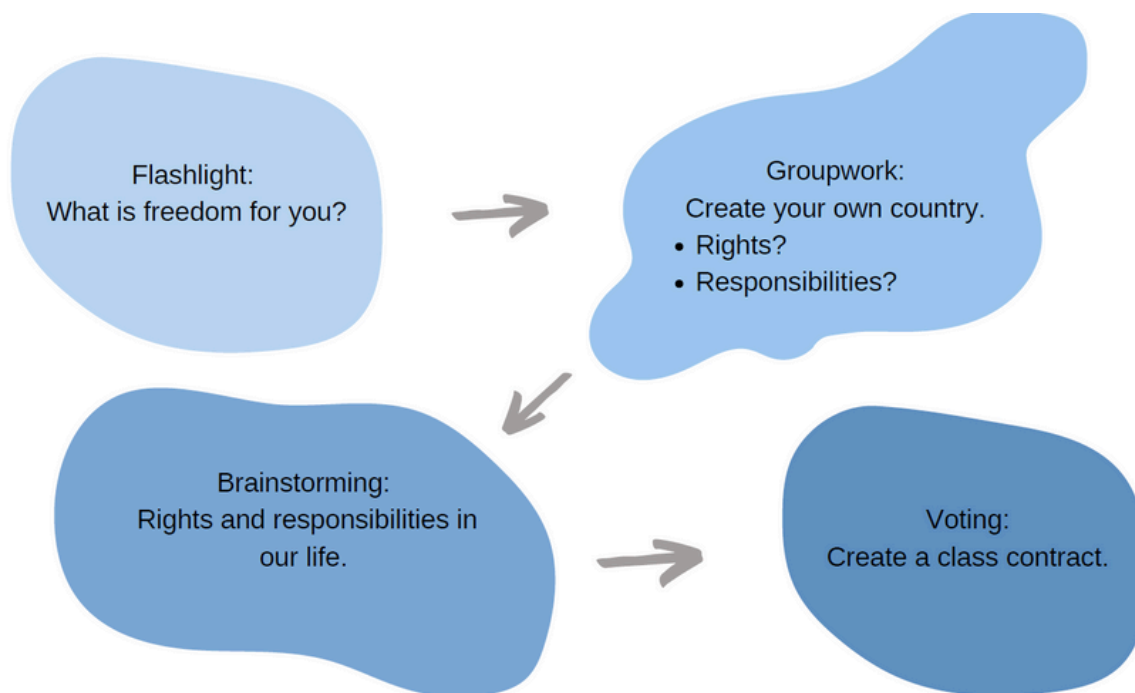
Appendix D.

Practical examples of educational materials for the topic

Freedom

- Worksheet: “Lesson learning processes”
- Worksheet: “Blackboard note for creating individual countries”
- Worksheet: “Responsibilities of all residents”
- Worksheet: “Rights of all residents”
- Worksheet: “Class contract”

Worksheet: "Lesson learning processes"



Worksheet: “Blackboard note for creating individual countries”

Blackboard note

This is how I imagine a country in freedom

- 1. Think of a name for the country.**
- 2. Design the outline of your country.**
- 3. Draw what your country really needs and what else there is to discover.**
- 4. What rights do you have in this country? Write down 5 rights.**
- 5. Write down 5 rules that are necessary for living together in freedom.**



RESPONSIBILITIES OF ALL RESIDENTS OF :













RIGHTS OF ALL RESIDENTS OF :











Class contract

1.

2.

3.

4.

5.



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Values in Democracy Education

ValiDE Material Collection

PART 2: TEACHING MATERIAL
FOR HIGHER EDUCATION AND
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LEARNING AND TEACHING
MATERIAL 2022-2024

STOP-MOTION WORKSHOP AS PEDAGOGICAL DOUBLE-DECKER



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AUTHORS: PATRYCJA BARTOSIEWICZ-KOSIBA, MONIKA SZCZEPANIAK

“Stop-Motion Workshop as pedagogical double-decker” is part of the “ValiDE Learning and Teaching Material Collection 2022-2024” is a result of the Erasmus+ Cooperation Partnerships 2021 Project *Values in democracy education - enhancing competencies and beliefs of teacher students through a joint study program (ValiDE)*.

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Stop-Motion Workshop as pedagogical doubledecker

Introduction

During the students exchanges of the ValiDE project students had an opportunity to learn how to make stop motion animation films and how to use the technique within the classroom. The main idea of the workshop was to give students a tool they could later use in their work with pupils, but at the same time to deepen their understanding of democratic values, as they dealt with the question what a value is and how they could present it in their films.

The stop motion videos created by the students, offer the opportunity to use the videos for the material collection for teachers of primary education to use for democracy education in schools. They represent students' work that for several reasons couldn't be integrated into their own cooperative material production. Creating stop motion animation films is a lengthy process, thus the films made by the exchange students are short due to the limited time they could spend on their work. Still, the videos offer good opportunities for learning about democratic values in school education and meet the promise to provide student-created material.

Creating stop motion animation, although takes time is a very rewarding and easy way to engage school students in different topics, also those concerning democratic values. The basic idea is to prepare a screenplay and then using different forms of art like drawing, painting, using bricks or plasticine, etc. create little scenes that are photographed, moved by very small distances and photographed again. Then a film is assembled from the photographs taken with the use of stop motion animation software such as DaVinci Resolve, Movie Maker or Stopmotion Studio. There is no need to use a very advanced equipment and such films could be made even with a smartphone camera. The important thing however, is that the background and camera must be stationary at all times.

The students' films (files titled accordingly) refer to such values and attitudes as respect, equality or diversity, which are presented in the model of Competences for Democratic Values (<https://www.coe.int/en/web/reference-framework-of-competences-for-democratic-culture/model>; source: RFCDC, volume1 Context, concepts and model, 2018, page 38). The model provided basis for students' discussions on what a value is for them personally, what values they understand as democratic, and what differences or similarities they can see between values and attitudes or notions in other segments of the "butterfly" model.

As for the ideas of using the short films during classes, they might work well as short introductions for reflecting on values with students, or teasers for discussions. The films are short, so students might also try to think about some continuation of the presented stories, or they might invent their own versions of the presented problems. Another idea is that students write their own dialogues for the films. And finally, the stop motion animation technique can be used to create students' own films on the values.

Below an example scenario of a ProHarmonia workshop on democratic values with the use of stop motion animation is presented.

Workshop “Democracy at the service of values, values at the service of democracy”

Class description

Discussion on the values underpinning democracy.

Participants create films using stop-motion animation techniques.

Objectives

To raise awareness of the variety of values and their different meanings for each participant.

To learn about the production method of stop-motion animation films.

Procedure

Introduce participants to the topic of the meeting.

Conduct the exercise "Rejected values". Give each participant a set of 90 values (one value - one card). In the first round, the participant discards 45 that he/she considers less important. In the second round, the participant rejects 25. In the third round, the participant rejects 13. Each participant is left with 7 values. Each participant discusses the values that are left with him/her.

Lead a discussion on the importance of values in life, in actions and decisions, how following one's values reinforces the choices made. You can use the “butterfly” model of Competences for Democratic Values (RFCDC) to help students choose specific democratic values or attitudes. Discuss their choices.

Tell participants that their task today is to create an animated film on the theme "Democracy at the service of values, values at the service of democracy". Ask participants what films they know that have been made using this technique.

Talk about the stop-motion animation technique. Adapt the message to the level of the participants. If one of the participants has knowledge of the subject, let him/her do the introduction. (Explain how still images can be set in motion with still pictures. Explain that various objects can be placed on a still background, e.g. drawings, blocks, stones. These are then photographed, moved by very small distances and photographed again. The background and camera must be stationary at all times. A film is assembled from the photographs taken).

Invite participants to work.

Stage one: Creating the scenario

Participants consider what they want to communicate to the audience, what feelings they want to evoke in them, who will be the protagonist, what the story will be about.

Stage two: Preparing drawings according to the scenario

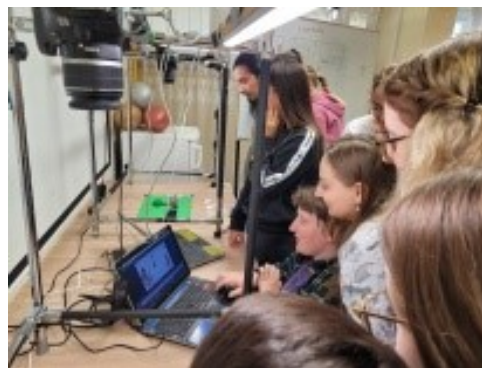
The drawings can be hand-drawn, computer-generated, or images cut from newspapers can be used.

Stage three: Preparing the photo station and taking the pictures

Tape the white sheet of paper (background) to the tabletop so that it does not move while you are working. Use lamps to illuminate the stand (diffused light). Place the camera above the background (if you don't have professional equipment, you can place the camera with a tripod on a small chair, fix it well, and then place the chair on the tabletop where you have prepared the background. If we have the possibility, let's use cameras that can be operated via an app, so that we don't touch the camera and accidentally change its settings.

Participants take photos. They share roles - one person takes the photos, someone moves one object, someone else moves another object. The other participants observe the work. After 10 photos there is a change of 'operators'. (Adults organise their own work, children sometimes need to be guided).

Example workstation:



Stage four: Editing

The photos should be assembled so that there are at least 5 of them for each second of the film. The more of them we use, the smoother the movement will be. To edit your film, you can use software such as DaVinci Resolve, Movie Maker or Stopmotion Studio.

Watch the completed productions together. Congratulate the participants on a job well done.

Summary of the workshop

Ask participants how they imagine working with animated film in lessons with children. Participants give their ideas.

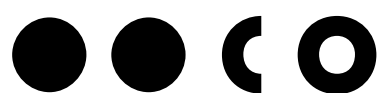
Additional notes

Stop motion animation requires a lot of patience, but the results are surprising and rewarding. It is worthwhile for participants to organise a film screening and present their productions to a wider audience. Their work will certainly be appreciated.

If we do not have professional equipment, we can conduct the classes using smartphones. Then we install the phone on a box as shown below.

The most important thing is the creative approach to the subject, not the quality of the pictures.





Values in Democracy Education

ValiDE Material Collection

PART 3: LEARNING AND
TEACHING MATERIAL FOR
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Values
in Democracy
Education

Module manual

Project ValiDE

Study course to foster teacher students' value
attitudes and didactic competencies

University of Education Weingarten, Germany

University of the National Education Commission of Krakow, Poland

University of Agder, Norway

2024

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- University of Agder: <https://www.uia.no/>
- Centrum Edukacji ProHarmonia: <https://proharmonia.org/>
- Stiftelsen ARKIVET: <https://arkivet.no/>
- Global Ethics Foundation: <https://www.weltethos.org/>

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1 Introduction

This ValiDE-Handbook with a course description is a result of a cooperation partnership between of the three higher education institutions (HEI) and three non-governmental organizations (NGO) from Germany, Poland, and Norway. The partners involved were University of the National Education Commission of Krakow (HE) and Centrum Edukacji ProHarmonia (NGO) from Poland, University of Agder (HE) and Stiftelsen ARKIVET Peace and Human Rights Centre (NGO), and University of Education Weingarten (HE) and Global Ethics Foundation (NGO). The institutions participating in the Erasmus+ project Values in Democratic Education (ValiDE) is described more closely under **1.2**.

The aim of the project was to set up a course for teacher-student exchange to prepare future students to work with values in education to foster a democratic culture at primary school. It further aimed at producing added value knowledge and skills to develop competencies and beliefs in democratic values by linking the three HEI and three NGOs in their different views, thus producing mutual enrichment. The group of students is highlighted under **1.3**.

Throughout the course development, we have gained experiences which we would like to share to make it easier for other institutions planning to do similar exchanges. These travel and practical considerations are located under **1.4**.

Under point **1.5** the basic model of the ValiDE-Course is presented, which describes how the institutions contributed knowledge to the course and how they provided the students with different tasks.

Point **1.6** describes in detail the content and the lectures of the course.

The course description is a result of a course that was conducted three years in a row from 2022 to 2024. The course took place three weeks in September/October each year and the students from each country went from one place to the next as presented below:

Week 1:

University of the National Education Commission of Krakow (HE) and Centrum Edukacji ProHarmonia (NGO)

Week 2:

University of Agder (HE) and Stiftelsen ARKIVET Peace and Human Rights Centre (NGO)

Week 3:

University of Education Weingarten (HE) and Global Ethics Foundation (NGO)

The course description below describes the “best practice” developed throughout the Erasmus+ funded period and sums up the final design of the course.

Through varied ways of working in six different organizations and even more locations, the students involved were exposed to different national, regional and local ways of teaching and thinking about values in democracy. They reflected on their own role as future teachers and how they would want to contribute to the education of democratic citizens.

The NGOs had a special role in this project. How the NGOs were involved is summed up under point **1.7**.

1.1 Aim

The overarching goal of this course was for the students to gain a greater understanding of values shaping our interpretation of what is good, attainable, sustainable and fruitful regarding democracy education. The intention of the course was to provide and develop teaching materials as well as first-hand experiences of working pedagogically with issues like democracy, democratic education, values, value education, ethics, peace, conflict, controversial issues, national narratives, uses of history, the role of museums and other related topics.

The students experienced democratic agency through involvement in different teaching and dissemination settings, as well as when traveling and getting along with fellow students from different countries.

The Council of Europe's Reference Framework for Competencies for Democratic Culture (RFCDC) provided a starting point for discussing both values and democracy at a meta-level as it discerns between Values, Attitudes, Skills and Knowledge and understanding as basics for democratic culture (see figure 1)

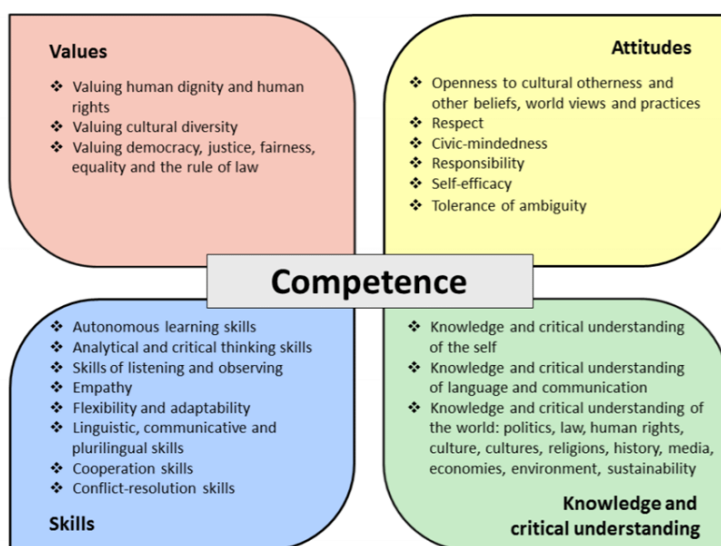


Figure 1. (Source: RFCDC, volume 1 Context, concepts and model, 2018, page 38)

1.2 Higher Education Institutions and NGOs participating in the project

Three universities participated in the project: Pedagogical University Weingarten (Weingarten, Germany), University of Agder (Kristiansand, Norway) and University of the National Education Commission of Krakow (Krakow, Poland). Each country collaborated with one foundation/NGO each: Global Ethics Foundation (Tuebingen, Germany), Stiftelsen ARKIVET Peace and Human Rights Centre (Kristiansand, Norway) and Centrum Edukacji ProHarmonia (Kielce, Poland).

The University of Education Weingarten (UEW) is a state university in Baden-Württemberg, Germany. It offers, as a main focus, undergraduate and graduate teacher

education programs. It also provides Bachelor of Arts and Master of Arts programs in various other fields.

The Global Ethic Foundation (GEF) was founded in 1995 with the primary programmatic goals of (1) Implementing and promoting intercultural and interreligious research; (2) Stimulating and implementing intercultural and interreligious educational work; (3) Promoting and creating opportunities for interreligious and intercultural encounter, all based on the belief that there can be, in the words of its founder Prof. Dr. Hans Küng, “No peace among nations without peace among religions. No peace among religions without dialogue among religions. No dialogue among religions without global ethical standards. No survival of our globe in peace and justice without a new paradigm of international relations based on global ethical standards” (Hans Küng on 9.11.2001 before the United Nations General Assembly on the Dialogue of Civilizations).

The University of Agder (UiA) is a state university in Agder, Norway. The University of Agder is one of Norway's newest universities, but its roots span over more than 190 years. The University of Agder consists of 6 faculties and a Teacher Education Unit (altogether 23 departments).

ARKIVET was inaugurated as a State Archive in Kristiansand on March 8, 1935. In 1935, the house opened as a modern state archive, but during World War II, it was taken by the Gestapo. The building was the headquarters of the Gestapo for almost 3.5 years. During these years, the house was known as the "stronghold of torture." ARKIVET was not a prison during the war, but a police station for the German security police. Today Stiftelsen ARKIVET is a center for peace and human rights. Stiftelsen ARKIVET Peace and Human Rights Centre is an education- and documentation center based in Kristiansand in the southern part of Norway.

The University of the National Education Commission of Krakow is the oldest Pedagogical University in Poland. The University offers the latest achievements in the Humanities, and also in Social, Educational, Natural, Technical and Art studies.

Centrum Edukacji ProHarmonia (ProHarmonia) is a non-governmental organization. Out of concern for better quality of life for everyone, now and for future generations ProHarmonia works for sustainable development - harmony in three areas: social, economic and environmental. One of its statutory goals is activity to strengthen democracy and civil society. ProHarmonia implements programs aimed at the development of local communities, including supporting activities of self-help and voluntary work. It involves citizens in initiatives for the local community and international cooperation projects. ProHarmonia's activity is based on the voluntary work of its members and partners.

1.3 Students: Education, background and expectations

Democracy is something that needs to be recreated and learned anew in every generation. While we see teacher students for primary education as the predominant target group of the here presented student course, we must acknowledge that the content can be easily applied to other target groups if you only take the respective professional track into account. For pre-service professionals of other education-related fields [for example kinder-garden education, social work, non-governmental organizations, civic organizations, youth work organizations]

this course can also be applied. Some of the crucial course elements will assist students facing educational tasks in their future job as democracy and values education form one of the bottom lines in pedagogics, whatever the target group may be.

The adaption of the course will have to discern between development of content knowledge on the topic “values and democracy” alongside the individual development of democratic values, values awareness and self-awareness on one hand and the appropriate addressing of the respective target group on the other hand. The necessary pedagogical content knowledge for primary education, special education, social work or other, more specific forms of pedagogy will have to be added and respected accordingly. Following one of the basic rules of participation, shared contribution and reciprocal teaching, field specific demands ought to be brought to the course through the participants themselves. Diversity in the range of future services can form an added value to the collaboration on learning scenarios and material production.

Given the above-described variety, one of the most important elements of the course must clearly be the assessment of expectations the participating students hold on the course as well as pre-concepts on the matter. A thorough and critical exploration and clarification will prepare learning processes. And to make the expectations and pre-concept visible and create awareness with the students at the beginning and all along the course activities, will allow to create a red thread that is not only explicitly disposed but also closely linked to the specific student group and its progress in learning, reflecting and making experiences on the course topic for competence building and self-development.

1.4 Travel and practical considerations

The idea of the ValiDE exchange program is that the participating students meet at the first workshop location and travel together for three weeks from there. An equal number of students from all participating countries should be travelling. When organizing the trip, it’s important to ensure that no student group is disadvantaged, that the students travel together and are housed in shared accommodation. It is important that students register bindingly, as personalized tickets are issued for many bookings, and accommodation must be able to provide sufficient rooms. A practical solution is to appoint a person responsible for the bookings and have a travel agent on hand for flight bookings and problems with student cancellations, flight cancellations/delays, etc. More on this, you will find under Lessons learnt (4).

1.5 Development of a model and collaboration across countries

The model must consider that students travel from country to country with a one-week stay in each country. A challenge in this context is to develop a model across national borders that is perceived as coherent for the students. Each country has its own characteristics, and one challenge is both to take care of the differences, but at the same time to create flow and good transitions between the programs in the different countries. What topics are addressed

in terms of democracy and values will have to be distributed and adapted based on the competence of the participants in the different countries and on the basis of the specific nature of the education. At the same time, it is important to maintain coherence and continuity in the program.

In addition, the cooperating institutions within the individual countries will be different, with different mandates and societal functions. The universities have offered lectures and seminars. On the basis of their uniqueness, the individual NGOs in the project will contribute in various degrees with seminars, but based on their distinctive characteristics, offer more experiential and practical content.

The model will also include school visits in the individual countries. Below is a picture of the first sketch where the various activities in the program are drawn.

What does it mean to teach values?						Project results
Before	During				After	
Students prerequisites	General perspectives	Poland	Norway	Germany	Outcomes (Theory)	Deliveries
knowledge national curriculum	Similarities and differences between countries. Individual/common challenges	Curriculum	Curriculum	Curriculum	Knowledge & understanding of D&V education	PR1 Curriculum (UIA) PR4 Study Course (UIA) PED243 with exchange?
knowledge of national context		Context (traditions, history etc.)	Context (traditions, history etc.)	Context (traditions, history etc.)		
knowledge of NGOs		Rationales NGO	Rationales NGO	Rationales NGO		
values & attitudes	Similarities and differences between countries. (ICCS)	Context (traditions, history etc.)	Context (traditions, history etc.)	Context (traditions, history etc.)		PR2 Values (UEW)
Students prerequisites	Specific perspectives	Poland	Norway	Germany	Outcomes (Practice)	Deliveries
didactical knowledge out-of-school	1) Out-of-school learning arenas	Pro-Harmonia Dialogue Museum Schindler Museum	Arkivet Workshop Museum/Exhibition	Welt-Ethos Religious or values program	Out of school Lesson plan A	PR3 Teaching Materials (PUK) -Criteria catalogue -Templates and examples
didactical knowledge school education	2) Visiting school	School	School	School	School Lesson plan B	I Teacher Guide
technical knowledge	3) Using technology (digital/analogue)	AI, Stopmotion Lego	Maker Space (UV)	Maker Space	Other: Lesson plan C	II Lesson Plan for Teachers

1.6 Content – lectures and dissemination

The implementation of the developed model for building competences at different levels includes phases of input workshops, work phases for the development of teaching materials and reflection phases. In all three countries, the students will also gain insight into how values and democracy education are already being implemented in schools by visiting schools.

1.6.1 Input Workshops of HEs and NGOs

In Polen the student exchange started with presenting topics about the fundamental principles of the educational systems in partner countries. In the context of the Polish educational system the focus was on the distinction between public and non-public schools, including an analysis of their specific curricula. Then, the study course continued with an exploration of selected identity issues from both individual and group perspectives, as well as theoretical and methodological foundations for the development of educational materials. Museum-based lectures addressing selected historical contexts in the development of democracy and humanistic values also formed part of the study course. Not the least, it was important to show students the fascinating and not widely known history of Poland, Krakow

and Nowa Huta (district of Krakow) which was first Polish communist city. Later, this city became the beacon of democracy against the USSR communist oppression in Poland.

In Norway the student exchange started off with ice-breakers at ARKIVET Peace and Human Rights Centre (ARKIVET). This was followed by an introduction to central historical development of values and democracy in Norway, an introduction to historical consciousness and a tour of ARKIVET. On the second day, students had lectures and workshops on education for democracy, and they tested out digital tools at Maker Space at the University of Agder. On the third day, students were divided into two groups. They visited one school each, which afforded them the opportunity to compare the two once they got back to campus. On their fourth day, students attended lectures and workshops on Sami history on campus. Afterwards, students had a dialogue with a person of Sami background. The last day of the exchange took place at ARKIVET where students learnt about "Choices and values", did a tour of local memorials, discussed "What to do with this statue", and was introduced to the Dembra program. The day concluded with evaluations and reflections.

The German contribution focuses on the topic of religion in various respects. UEW and GEF raise the question in what respect religion and religious beliefs form a challenge or if it rather offers enrichment or even foundation to democratic values. Introducing the topic in a short seminar, UEW make the students reflect on their attitude toward religion by completing sentences and taking stance on common beliefs and widespread public opinion held on the relationship of values in religion and democracy in society. In a lecture, giving up to date facts and numbers, the students can broaden their knowledge on the topic with special focus on the countries the students come from as well as the general European perspective. The Global Ethic Foundation contributed with their expertise on how interreligious dialogue in society can look like explaining the concept of a common Global Ethic. The idea of a Global Ethic grounds on a common shared value basis on which representatives of the great religions and philosophies agreed on with the aim to live peacefully among society together.

On the first day in Germany, we organized an interreligious city tour through Tübingen which provided an insight into how different religious communities live next to each other in Tübingen and how interfaith dialog promotes peaceful coexistence based on shared values. This tour promoted students' reflection of how Global Ethic Values are lived in religious communities and finally in heterogeneous society. The direct contact with the religious representatives fostered openness and tolerance towards different religious communities. In a panel discussion, held by representatives of different religions or faiths, the discourse on the topic will be exemplified and laid out extensively. The students did not only follow the different arguments but also took the opportunity to clarify their questions and throw in new thought provokers. On the second day, GEF provided an input of the idea and concept of Global Ethic. By thinking about possible ethical dilemmas of everyday life at primary school, students worked theoretically on conceivable behavior patterns taking into consideration the Global Ethic Values as an orientation. Furthermore, the method of fishbowl discussion on pupils' provocative statements served to enhance students' ethical self-reflection. On the third day, a Global Ethic School visit was organized so that the students got impressions of how value education can be integrated and incorporated in the curriculum as well as in the

school culture. By attending a “Global Ethic lesson”, students experienced didactic and creative methods for “teaching” value-based education.

In assistance of the finalization of the students’ course and material design, UEW offers different inputs of different sizes and formats to pass on findings from research, didactical ideas and impulses for creativity that may help the students to proceed with the collaborative group work. One element of the UEW seminar integrating the student cooperation is the reflection on “democratic classrooms”, the “democratic leadership” and “democratic teaching”. Here the perception and experience of the teaching from the student perspective, as well as the foreshadowing of the own future professional practice of the pre-service teachers play an important role in questioning the traditional role of the teacher in the classroom.

The cooperation with the three NGOs (Centrum Edukacji ProHarmonia, Global Ethic Foundation, Stiftelsen ARKIVET Peace and Human Rights Centre) was a new dimension of development. We experienced that the exchange of ideas across borders, creating courses together to organize Erasmus + student exchange, brought people together and built up more acceptance for each other. The cooperation partnership between three twinning universities and three NGOs that are experts in democracy education added new impulses to the European project and met the European target to tie closer bonds to civil society organizations. The partnership with the three NGOs brought innovative stimuli into the work of the universities and enriched traditional teacher training with creative methods, like making a stop-motion video, history didactics, criticizing narratives, “playing with values” (theater workshop), for further detail, see below. For UiA this project is complementary because democracy and citizenship education are one of six interdisciplinary priority topics at the university. Additionally, the Department of Education at UiA already has a dedicated and active professional group of staff working with topics concerning democracy, citizenship education and participation. The Department of Education also cooperates with local organizations on these topics. Therefore, UiA already has a formal contract of cooperation with Stiftelsen ARKIVET Peace and Human Rights Centre. For both partners, this Erasmus + project is innovative because it involves several partners from Europe, with both universities and non-profit organizations.

The following part will present the history of the tree NGOs. The building in which Stiftelsen ARKIVET Peace and Human Rights Centre is mainly situated today, was Gestapo’s head quarter for southern Norway from 1942-1945. Having been established as a State Archive in 1935, it was partially seized by the Wehrmacht and Luftwaffe in the years 1940-1942 before it was seized by the Gestapo. It returned to its original function as a State Archive after the end of the war until new locations were made available in 1997. The building was then transferred to a foundation called Stiftelsen Arkivet (The Archive Foundation) and opened as a center for education and documentation in 2001. Functioning today under the name of ARKIVET Peace and Human Rights Center, the foundation serves thousands of pupils and students each year based on a method of teaching history to understand our own time and to contribute to a better future.

From its earliest years the foundation set forth to adopt a philosophy of teaching history not only for the sake of knowing what happened but to learn from history. One of its

first slogans was "Past - present – future". Having since grown and become more professionalized it is now a center with a great variety of objectives. One of the most important is the pedagogical work. Stiftelsen ARKIVET Peace and Human Rights Centre aims to both teach visitors about the local history of World War II but also on what learning about can be utilized to understand our own time and to become aware of the responsibility inherent in every human being for creating the best possible future for human kind. In doing so it applies central features of the Nordic-Germanic tradition of history didactics which connects history to philosophy, ethics and existential problems. Methods used to obtain such goals are reflections, discussions and critical examinations of ARKIVETs permanent exhibition as well as basic source criticism and critical thinking. In doing so, visitors are then encouraged to take part in democracy educational activities and discuss controversial topics and human rights topics, such as freedom of speech.

Centrum Edukacji ProHarmonia is a non-governmental organization concerned with non-formal education complemented the project with their own experience in the field of youth and democracy learning. During the student exchanges ProHarmonia shared their good practice. ProHarmonia organized ice-breakers and team building workshops, presented methods of stop motion animation as means of conducting classes with students on the topic of democratic values. It included in the project a local scout organization which presented their scout educational system including the service-learning method. The organizations passed their experience of cooperation with schools to the teacher- students of the exchange. Apart from the above, ProHarmonia cooperated with the Museum for Intercultural Dialogue, a branch of National Museum in Kielce. As a museum of ideas, where knowledge is presented in a narrative form the exchange students learned about positive relations, where intercultural dialogue and the culture of dialogue are equally important. The experience of the project participation and the results of the project were disseminated by ProHarmonia Education Centre during a scientific conference SCIENCE - EDUCATION - DEMOCRACY organized in cooperation with the Andrzej Frycz Modrzewski Kraków University and in collaboration with the Museum for Intercultural Dialogue. The conference was an opportunity to exchange knowledge and experience between educators from different stages of education dealing with the topic of democracy. The core part of the conference though was sharing the project results and experiences of the project with members of other organizations. The number of participants attending the conference outside of the Partners organizations was 67. ProHarmonia benefited from the cooperation with other project partners in sharing good practice and creative ideas.

Global Ethic Foundation: The Stiftung Weltethos (engl.: Global Ethic Foundation) was founded in 1995 with the primary programmatic goals of (1) Implementing and promoting intercultural and interreligious research; (2) Stimulating and implementing intercultural and interreligious educational work; (3) Promoting and creating opportunities for interreligious and intercultural encounter, all based on the belief that there can be, in the words of its founder Prof. Dr. Hans Küng, "No peace among nations without peace among religions. No peace among religions without dialogue among religions. No dialogue among religions without global ethical standards. No survival of our globe in peace and justice without a new paradigm of international relations based on global ethical standards." (Hans Küng on 9.11.2001 before the United Nations General Assembly on the Dialogue of Civilizations). In

the pursuit of these programmatic goals, GEF remains neutral and independent in its worldview. Through educational programs and the promotion of intercultural meeting, GEF has been active in the communication of common values and the finding of common ground between people of different backgrounds. Through decades of fundamental research by Prof. Küng, and his collaborators, and through other scholars associated with GEF, it has a profound knowledge of all the world's religions, their common values, and their significance for our globalized world. Currently 20 employees are working in Tübingen plus further freelance employees in Germany and in other countries. In Austria exists a „Weltethos Initiative“ (www.weltethos.at) and in Switzerland there is a Swiss „Weltethos-Stiftung“ (<http://www.weltethos.ch>). Both are independent of the GEF in Tübingen.

One of the central challenges of modern European society is facilitating the peaceful coexistence of people from different cultural backgrounds and religious traditions. A basic operating premise of GEF is that laws alone are not enough: Common values are needed as a basis for successful politics and a successful life in a diverse and pluralistic society. Ultimately, it is the responsibility of people to act in accordance with these common values. In order to reduce prejudices and build trust, multi-religious encounters and interreligious competence are needed. This is also the basic concern and core competence of GEF. The GEF has been working with schools and teachers from 1995, giving it profound competencies in intercultural and interreligious education and values and democracy education. With the “Global-Ethic-School”-program, GEF implements common values education in schools, encourages students to participate in democratic processes and trains their intercultural and inter-religious skills.

“Global-Ethic-Schools” (GES) are schools that incorporate the globally shared Global Ethic-values in their school profile and curriculum. Since 2014 GEF has certified 25 schools in Germany, Austria and Luxembourg that have developed a value-based school culture addressing intercultural and interreligious learning, social learning and participation in community life. It is therefore a logical consequence that GEF is interested in spreading their work with German-speaking schools to other European countries. During the project, specifically during the student exchange program, the GEF contributed innovative and creative methods in order for the students to really immerse themselves into reflecting their own values, discussing nationally shared values, values shared in the EU, as well as identifying internationally shared values (Global Ethic). Such innovative and creative methods consist of experiencing an interreligious city tour visiting religious communities and their representatives as well as an interreligious dialogue creating space for dialogue about how religions’ values correspond to democratic values talking with resource speakers from different religions (e.g. in this roundtable from Jewish, Moslem and Christian religion). In addition, another creative method is the theater pedagogy workshop, in which students can learn to reflect on their own understanding of values in everyday conflict situations and which methods they can use to implement this setting in a playful way in the classroom as future teachers. Furthermore, the method of fishbowl discussion on pupils’ provocative statements served to enhance students’ ethical self-reflection discussing on how possible reactions might look like as future teachers. By thinking about ethical dilemma situations of everyday life at primary school, students worked theoretically on possible behavior patterns taking into consideration the Global Ethic Values as an orientation.

In addition, the Global Ethic concept itself provides a basis for “interreligious democracy education”, which is important, because most European societies nowadays are very diverse: multi-cultural and multi-religious. In order for a cohesive democratic culture to establish itself in the face of this ever-increasing diversity, a society needs to establish a common value basis. This can only be achieved by a continuous dialogue within each national state, and – for a common European value base - through continuous exchange between national states. Schools are the vital location for the next generation to learn about common values and to discuss their importance for our everyday life, for our democratic societies. Schools should provide opportunities to reflect upon individual value-sets and their impact on human behavior, as well as conduct a continuous discussion on the issue of common values. This is why teachers should be enabled to conduct discussions about values, to encourage interreligious dialogue and to foster a deeper understanding of democratic values in the students. The GEF has contributed during this project to provide the teacher students with these important competencies.

Global Ethic schools are experts in value education. The participants learned about “Common values in democracy education: Best practices from Global Ethic Schools“ directly from representatives (headmasters, teachers, school social workers) of Global Ethic Schools. The participants further deepened their knowledge and competencies concerning value and democracy education. Additionally, the GEF organized and hosted a multiplier event in November 2024 concerning project result 3 “Teaching materials and scenarios for value education”. Representatives from the Global Ethic schools and other interested schools were invited to learn more about the project “Values in democracy education“ and the project result PR 3 “Teaching materials and scenarios for value education”, including the work results from the international student course. The 50 participants were introduced to the ValiDE project and specifically the work results from the international student course (teaching scenarios). In the following work group phases, each group analyzed one of the scenarios and developed ideas, how to use these as an inspiration for their own lessons in value education, and also as a base to establish their own strategy of value education at their own schools.

1.6.2 School visits

In Krakow, Polen, the workshop "Student Democracy in Practice – Rights, Responsibilities, and the Value of Collaboration" introduced students to the principles of democracy through practical activities. Participants of the ValiDE exchange program explored how school student government functions and how it can serve as a tool for fostering civic attitudes. A significant focus was placed on children’s and students’ rights, referencing school policies and relevant documents.

The school visits included discussions on students’ rights and responsibilities in a democratic society, practical exercises such as organizing elections and making group decisions, and conversations with peers from different types of schools about the importance of voting rights and what it means to be a democrat.

The workshop concluded with a group reflection on the importance of collaboration, dialogue, and shared responsibility within the school community. It is designed to enhance civic awareness, encourage teamwork, and promote respect for diversity while emphasizing the core values of democracy. Specifics of state and private education sector in Poland. The value of “responsibility” in the areas of: functioning of the student self-government [school and class level]; family and students tutoring; daily routine and functioning of the school.

As part of the school visits, the students focused on the following objectives:

- Promoting class integration and mutual understanding
- Activating pupils and encouraging their participation
- Motivating students to work together effectively
- Helping students understand the benefits of teamwork
- Exploring and implementing effective teamwork methods for students
- Students reflected on how these goals were achieved in the school setting and discussed practical strategies for each.

In Tübingen, Germany, the visit took place at a “Global-Ethic-Primary School”. The teacher students experienced how a value-based school culture works. The students attended an implemented “Global Ethic lesson” observing didactic material for value education. The students got impressions of how a Global Ethic lesson is integrated into the curriculum and how didactic units on Global Ethic values are designed. After having taken part in a “Global Ethic lesson”, the students used the opportunity to enter into dialogue with the headmaster and teachers asking questions concerning the incorporation and integration of Global Ethic Values in everyday school culture.

1.6.3 Work phases and student assignments

In Krakow the students were working in international groups whilst they created a didactic commentary to assist teachers in integrating a chosen value (e.g., respect, responsibility, empathy) into classroom materials. The commentary focused on lesson design and activities, providing practical strategies and examples to incorporate the value effectively into teaching practices.

While visiting the museum and watching the film that was part of the exhibition, the students reflected on what left the greatest impression on them, moved their emotions, and emphasized the importance of prioritizing education for democracy in their future professional work.

During school visit students had to create a lesson plan [outlined] with objectives, methods and time schedule connected with the chosen democratic value.

1.6.4 Reflection phase and evaluation

The reflection phase of the course program is a central component in promoting students' awareness of values and developing their skills. Within the program, participants engage in reflection on three levels: in groups, individually, and on a meta-level (evaluation).

During the group reflection sessions, students work on assignments in a) tri-national small groups or b) group discussion to deal with various reflection tasks and dilemmas. The goal is to encourage an exchange of cultural, religious, and personal perspectives while enabling participants to analyze moral and ethical conflicts and reflect on values in practical contexts. Interactive formats are used to stimulate critical thinking and perspective-taking. A key focus is on developing a shared understanding of the concept of "value" and differentiating between a value and a skill. Furthermore, students explore differences and similarities in the conceptualization and prioritization of values across different countries.

Individual reflection is deepened through documentation in logbooks. These logbooks include reflections on students' expectations before the workshops and their evaluations of the personal impact and insights gained each week. Additionally, participants engage in examining value conflicts, their own hierarchy of values, and their role as future educators. Another focus is on documenting thoughts and feelings about democratic values and their significance in educational contexts.

In a meta-level reflection, the participating students were given the opportunity to analyse and evaluate the course on a meta-level for democratic influence. This served as a means of evaluating and improving the course programme. Participants provided feedback on the content, methodology, and organisation of the workshops. The aim was to continuously refine the structure and content of the workshops based on this feedback to better meet the needs of the participants. Thus, the reflection phase not only supports the personal and professional development of future teachers but also contributes to quality assurance and innovation in teacher education. Constant evaluation is constitutive to the course quality. Not only to keep up the quality of the single elements and monitor their effects. In point 3 we summarise our lessons learnt.

2 ValiDE study course workshop elements

The ValiDE study course consists of two parts. A online seminar and an exchange programme. As practice has shown, not all participants in the exchange were able to attend the online seminar as preparation for the exchange. In the appendix, we therefore present examples of best practice with different focuses that have been developed and evaluated in preparation for the exchange.

Below is a collection of the tried and tested workshop elements that were used for the second part of the study course, the exchange program.

2.1 Workshops in Poland

2.1.1 Integration games and activities

Time required	Minimum 2 hours
Objectives/competencies	<ul style="list-style-type: none"> • The aim of the workshops was to break the ice by introducing exercises to build awareness of the individual differences between the participants. • Obtaining an image of biological, educational and cultural influences, as well as the individual's own activities on the formation of personality. • Pointing out similarities in people's experiences, despite coming from different countries, different environments, society. • The role of values in an individual's life.
Method applied/didactical methods	<p>Brainstorming - share personal experiences and ice-breaking games - visualization of the values and important sides of people participating in the workshops moderated discussion - the role of raising a child, education, culture, biology, personal activity, etc.?</p> <p>Work in pairs – share comments about activities</p> <p>Working with coaching tools - own hierarchy of values</p>
Material used	<p>Dixit cards version with paintings presenting works of art collected in the National Museum in Krakow;</p> <p>Circle of Life/ Wheel of life - coaching tool;</p> <p>Author's exercise scheme to determine: What shapes us? What experiences us? What protects us? - flipchart with the contour of human body;</p> <p>M. Seligman's concept PERMA - flipchart;</p> <p>A sheet of paper with questions about various situations, to look for similarities and differences between participants.</p>
Opt. theoretical background	Awareness of the differences between upbringing and teaching and education
Short description	<p>Presentation of each national group.</p> <p>Talking about one self through pictures - using Dixit cards, and words about yourself, your values, your personality, who you are, what you like, what you dream about. The choice of cards is made by the participant. They only say what they want to say. They don't explain what they see in the painting, they just interpret it in their own way.</p> <p>Conversation in pairs on a given topic: my greatest success is..., I like people for..., if I won a million then... etc. People exchange places.</p>

	<p>Moderated conversation about what is imposed, what is necessary and what is possible in life. Differences in expectations, in the assessment of obligations, expectations, patterns imposed by the environment, society and culture.</p> <p>Outlining the main factors that:</p> <ol style="list-style-type: none"> shape the individual, build his experience, protect him - become a resource. <p>Preparing Life circle/life wheel - in relation to ambitions, expectations and values. What are we striving for and what are we currently most interested in devoting our time to?</p> <p>Finally, a presentation of M. Seligman's PERMA concept, which shows what builds the well-being of all of us and how important relationships are in human life and what is in psychology well-being.</p>
Literature	<p>Seligman, M. E. P., & Csikszentmihalyi, M. (2000). Positive psychology: An introduction. <i>American Psychologist</i>, 55(1), 5–14. https://doi.org/10.1037/0003-066X.55.1.5</p>

2.1.2 Visit to the Museum of Dialogue

Time required	1 hour
Objectives/competencies	to familiarize with historic events, cultures and traditions and the importance of the coexistence of multiple and varied views, religions and beliefs
Method applied/didactical methods	A narrative storytelling, discussion
Material used	The exhibits, photos and multimedia presentations
Opt. theoretical background	
Short description	A guided tour of the museum and a discussion on the role of intercultural dialogue
Literature	

2.1.3 Workshops with the Scouts

Time required	3 hours
Objectives/competencies	Scout educational method incl. service-learning method, cooperation with schools
Method applied/didactical methods	Outdoor game
Material used	
Opt. theoretical background	
Short description	

Literature	
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2.1.4 Stop-motion animation workshop

Time required	8 hours
Objectives/competencies	<ul style="list-style-type: none"> • Sensitivity to the diversity of values and their different meanings for individual participants. • Learning the method of producing stop-motion animated films.
Method applied/didactical methods	<p>Individual work and reflection on values. Discussion on the values that are the foundation of democracy. Work in groups and creating films using stop-motion animation.</p>
Material used	<p>Sets of 90 cards with values (as many sets as there are participants); Sheets of paper, colored newspapers, glue, crayons, markers, scissors; Camera/smartphone; Lamp; Computer for photo processing; Program eg. DaVinci Resolve, Movie Maker, Stopmotion Studio</p>
Opt. theoretical background	
Short description	<p>Introduce participants to the topic of the meeting Conduct the "Rejected Values" exercise. Give each participant a set of 90 values (one value - one piece of paper). In the first round, the participant discards 45 values that she/he considers less important. In the second round, the participant discards 25 values. In the third round, participant discards 13 values. Each participant is left with 7 values. Each participant discusses the values that have remained. Lead a discussion about the importance of values in life, in actions and decisions, and how following your values strengthens your choices. Tell the participants that their task today is to create an animated film on the topic "Democracy in the service of values, values in the service of democracy". Ask the participants what films they know made using this technique. You can watch the production together: "Peter and the Wolf". Tell about the stop-motion animation technique. Adapt the message to the level of participants. If any of the participants has knowledge on this topic, let them make an introduction. (Explain how photos can be used to make a still image move. Explain that</p>

various objects can be placed on a still background, e.g. drawings, blocks, stones. Then they are photographed, moved very small distances and photographed again. Throughout time, the background and the camera must be stationary. The film is assembled from photos taken.)

Invite participants to work.

Stage 1. Creating a scenario

Participants wonder what they want to convey to the viewers, what feelings they want to arouse in them, who will be the hero, what the story will be about.

Stage 2. Preparation of drawings according to the scenario

The drawings can be made by hand or you can use pictures cut out from newspapers.

Stage 3. Preparing the photo station and taking photos

A white sheet of paper (background) should be taped to the countertop so that it does not move during work. The position should be illuminated with lamps (scattered light). Place your camera over the background (if you don't have professional equipment, you can place the camera with a tripod on a small chair, secure it well, and then place the chair on the tabletop on which you have prepared the background.) If possible, use cameras that can be operated with application so as not to touch the camera and not accidentally change its settings.

Participants take photos. They divide their roles - one person takes photos, someone moves one object, someone else moves another object. The other participants observe the work. After 10 photos there is a change of "operators". (Adults organize their own work, children sometimes need to be guided.)

Workstation:

Stage 4. Assembly

The photos should be composed in such a way that there are at least 5 of them for each second of the video. The more of them we use, the smoother the movement will be. To edit films, we can use e.g. DaVinci Resolve, Movie Maker, Stopmotion Studio. Watch completed productions together. Congratulate participants on a job well done.

Summary of workshops

	<p>Ask the participants how they imagine working with an animated film in lessons with children. Participants give their ideas.</p> <p>Additional remarks</p> <p>Stop-motion animation requires a lot of patience, but the effects are surprising and give participants a lot of satisfaction. It is worth the participants organizing a film screening and presenting their productions to a wider audience. Their work will certainly be appreciated.</p> <p>If we do not have professional equipment, we can conduct classes using smartphones. Install the phone on the box as shown below.</p> <p>The most important thing is a creative approach to the topic, not the quality of the photos.</p>
Literature	

2.1.5 First visit to the museum Schindler's Factory – Guided tour of the museum

Time required	1,5 hours
Objectives/competencies	<ul style="list-style-type: none"> • Present participants with an immersive exploration of history's transformation into musicological language through an exhibition exclusively focused on Krakow and its residents during the Nazi/German occupation from 1939 to 1945. • By delving into the history of World War II in Krakow and Poland, demonstrate methodologies for articulating and engaging in discussions about challenging heritage in both educational and scholarly contexts. • Highlight the significance of this discourse, emphasizing the distinction between historical facts and varying political interpretations evident in the narratives of European nations.
Method applied/didactical methods	Guided tour, discussion, Q&A, lecture, microhistory
Material used	Exhibition "Krakow Under Nazi Occupation – 1939-1945" at Schindler's Enamel Factory, Museum of Krakow
Opt. theoretical background	World War II, the Holocaust, Nazi-German occupation in Poland, war crimes, and crimes against humanity perpetrated against the Polish nation by the Third Reich and the USSR
Short description	Guided tour and discussion about challenging heritage are offered as part of the permanent exhibition at one

	of Europe's most successful narrative museums dedicated to the theme of World War II.
Literature	Oskar Schindler's Factory Krakow during the Nazi occupation 1939 – 1945, https://krakowzwiedzanie.pl/en/oskar-schindlers-factory/ Sroka, M. (1999). The university of Cracow library under Nazi occupation: 1939-1945. <i>Libraries & Culture</i> , 1-16.

2.1.6 Development of values and democracy in the Polish society

Time required	1 hour
Objectives/competencies	<ul style="list-style-type: none"> • Explore key intersections between democratic values and minority-majority relations, • Learn to connect diversity to social cognition and democratic values, • Help participants to identify major concepts in majority-minority relations, contribute meaningful insights and stay with relevant information
Method applied/didactical methods	<p>Critical analysis involves watching a South Park episode in order to develop an understanding and point of view in relation to the issue of minority-majority relations.</p> <p>Group discussion revolves around minority and majority related topics with a focus on participatory and anti-discriminatory practices.</p>
Material used	PowerPoint, "Ginger Kids" (South Park cartoon, ep. 11, season 9)
Opt. theoretical background	It is relied on critical pedagogy principles that educators should encourage learners to examine power structures and patterns of inequality through an awakening of critical consciousness in pursuit of emancipation
Short description	Discussion about contemporary issues related to minority-majority relations in a modern society
Literature	<p>Crick, B. (2002). <i>Democracy: A Very Short Introduction</i>. Oxford: Oxford University Press.</p> <p>Okitikpi, T., Aymer, K. (2010). <i>Key Concepts in Anti-Discriminatory Social Work</i>. London: Sage Publications Ltd.</p> <p>Sensoy, O., DiAngelo, R. (2017). <i>Is Everyone Really Equal?: An Introduction to Key Concepts in Social Justice Education</i>. New York: Teachers College Press</p>

2.1.7 Polish educational system and teacher training programs

Time required	1,5 hours
Objectives/competencies	<ul style="list-style-type: none"> • Discussion about common and difference features in partners countries education systems and social values (metaplan); • Developing skills to form independent considered judgments and to participate in a dialogue about integration knowledge between different disciplines and aspects of teachers' training • Building social relations and cultural national and international collaboration
Method applied/didactical methods	Lecture, discussion, workshop, SWOT analysis, Metaplan Analysis of various aspects of educational systems in various countries, eg. issues of curricula in terms of values, teacher-student relations, relationships between students, caring for communication and integration, taking care of respect and maintaining dignity, respect for culture, tradition and democracy, security, psychological and social support for school students
Material used	PowerPoint
Opt. theoretical background	The Polish educational system reflects a blend of historical context, sociocultural influences, and pedagogical frameworks. Societal values emphasizing academic excellence and cultural preservation shape educational goals and practices. Teacher training programs focus on educators with pedagogical knowledge, practical skills, and cultural competence. Recent reforms prioritize evidence-based practices and continuous professional development to ensure high-quality education for all learners.
Short description	<p>Presentation of the details of the education system in Poland, including the teacher education system; work in international groups on a poster - differences and similarities in teacher education systems in partner countries.</p> <p>Discussion about common and difference features in partners countries education systems and social values (metaplan).</p> <p>Reflection on the possible changes in education regarding democratic values.</p>
Literature	<p>Jakubowski, M. (2020). <i>Poland: Polish Education Reforms and Evidence from International Assessments</i>, https://link.springer.com/chapter/10.1007/978-3-030-59031-4_7</p> <p>Eurydice, (2020). <i>The system of education in Poland</i>, https://www.google.com/url?sa=t&source=web&rct=j&opi=89978449&url=https://eurydice.org.pl/brepo/panel_repo_files/2021/10/07/rnai4w/the-system-of-education-in-poland-online-new.pdf&ved=2ahUKewig-Kz4266EAxVBIEQIHZGACqgQFnoECCcQAQ&usg=AOvVaw2JmdZFGDJXqHdDoZWie8TL</p> <p><i>Metaplan Basic Techniques. Moderating group discussions using the Metaplan aPowerPointroach</i>, https://www.metaplan.com/wp-content/uploads/2021/04/Metaplan_Basiswissen_engl.pdf</p>

2.1.8 Lesson scenarios. Theoretical approach. Workshops on the school lesson sceneries. Main criteria, pedagogical requirements and didactical assumptions.

Time required	1.5h
Objectives/competencies	<ul style="list-style-type: none"> • Discussion about criteria for high-quality teaching materials for value education on the base of the value education analysis and scientific findings on quality of instruction.
Method applied/didactical methods	Lecture, discussion
Material used	PowerPoint
Opt. theoretical background	Theories of learning, theories of motivation, theory of social change
Short description	<p>Classification of educational strategies, methods and techniques with particular attention to ways of engaging students and learning through action, communication and cooperation. Basics of operationalization of educational goals along with learning planning. Selection of teaching media for the content and objectives of education.</p> <p>Strategies and methods are procedures for achieving learning objectives. Strategies are superior to methods and techniques, so, for example, we can apply the discussion method in a problem strategy with a brainstorming technique. In general, there are 4 learning strategies. If we talk about problem or operational strategy, we also think about critical thinking and situational learning but of course we can use it also during emotional strategy. All of them were adapted during discussion on the educational materials prepared by students.</p>
Literature	<p>Batest, B. (2023). <i>Learning Theories Simplified: ...and how to apply them to teaching</i>, SAGE</p> <p>McCulloch, M., & Carroll, M. (2018). Understanding teaching and learning in primary education. <i>Understanding Teaching and Learning in Primary Education</i>, 1-432.</p>

2.1.9 Lesson scenario. Practical approach. Introduction to the preparation of school lesson plans (scenarios) for the development of democratic values in school students. First Presentation of PUK students.

Time required	1,5 hours
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Objectives/competencies	<ul style="list-style-type: none"> • Introduction to the preparation of school lesson plans (scenarios) for the development of democratic values in school students. • Practical approach. • Polish students present their previously prepared lesson plans and presentations
Method applied/didactical methods	<p>Discussion about innovative forms, methods and didactic aids during preparing scenarios for classes related to democratic values</p> <p>Analysis of the principles of education for democratic values</p> <p>Presentation & Discussion of first results and ideas, using group feedback for further work</p>
Material used	Presentations
Opt. theoretical background	<p>Developing school lesson plans to nurture democratic values among students is vital in today's education landscape. In our increasingly diverse and interconnected world, instilling democratic principles is essential for fostering engaged and responsible citizens. Democratic values encompass concepts like human rights, equality, justice, freedom of expression, tolerance, diversity, and the rule of law, forming the bedrock of a harmonious and inclusive society.</p>
Short description	<p>Crafting effective lesson plans requires an understanding of the school's socio-cultural context and the diverse backgrounds of students. Practical approaches involve incorporating active learning strategies such as role-playing, debates, community projects, and discussions on current events. Interdisciplinary lessons that draw from history, civics, ethics, and literature provide a holistic understanding of democratic values.</p> <p>Moreover, lesson plans should prioritize the development of critical thinking skills, media literacy, empathy, and conflict resolution abilities. By empowering students to analyze information critically, empathize with diverse perspectives, and engage in constructive dialogue, educators can shape future generations committed to upholding democratic principles in society.</p>
Literature	<p>Clough, N., & Holden, C. (2005). <i>Education for citizenship: Ideas into action: A practical guide for teachers of pupils aged 7-14</i>. Routledge.</p> <p>Capel, S., Leask, M., & Younie, S. (2013). <i>Learning to teach in the secondary school: A companion to school experience</i>. Routledge.</p>

	Feiman-Nemser, S. (1989). <i>Teacher preparation: Structural and conceptual alternatives</i> . National Center for Research on Teacher Education.
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2.1.10 Visit to the museum of Kraków University of Technology

Time required	1.5 hours
Objectives/competencies	<ul style="list-style-type: none"> • Analysis of the source database regarding the biography of the Polish national hero Tadeusz Kosciuszko. • Understanding and interpretation of the concept of term of “national independence” as the basic democratic value. - Comparative analysis of the development of independence in project partner countries (Poland, Germany, Norway). • Reflection about the visit to museum
Method applied/didactical methods	Permanent exhibition “Tadeusz Kosciuszko –the hero of Poland and USA in struggle for national independence. Independents as the democratic value”.
Material used	Books, posters, pictures, documents
Opt. theoretical background	History of independence in different countries
Short description	Kościuszko not only fought for the rights of black slaves in the USA and peasants in Poland. In contacts with Thomas Jefferson, he insisted on purchasing and freeing the slaves. Kościuszko was also a spokesman for Jewish rights. During the 1794 uprising, he created a cavalry regiment commanded by Berek Joselewicz. Kościuszko was also strongly against killing Indians - the native inhabitants of America. He even met the Indian chief Little Turtle, who gave him a tomahawk-peace pipe as a sign of friendship. The Polish commander was also an advocate of women's rights, believing - unlike his contemporaries - that they had the same rights as men.
Literature	<p>Mazur, Z. (2017). The myth of the American Revolution and the heroic representations of Tadeusz Kościuszko in the American press of the Early Republic. <i>Białostockie Teki Historyczne</i>, (15), 53-69.</p> <p>Hapanowicz, P. (2022). Tadeusz Kościuszko and Liberty. <i>The Polish Review</i>, 67(4), 34-60.</p> <p>Pula, J. S. (2021). “Our Sacred Duty”: Poland’s Diaspora Fights for Polish Independence, 1894–1921. <i>Studia Historica Gedanensia</i>, 1(12), 331-356.</p>

2.1.11 Working on the lesson stages and content concerning democratic values

Time required	1.5 hours
Objectives/competencies	Presenting of the teaching materials on democratic values in primary education (scenarios of the school students' visit to the museum) prepared by students in international groups.
Method applied/didactical methods	Work in groups
Material used	Students notes, worksheet Top of mind - first 10 associations that come to mind when you hear the words: Freedom; Democracy; Propaganda", Worksheets "Analysis and Reflection on the Role of Freedom (Independence) as the Fundamental Value and Right of the Individual in the Context of Contemporary Social Challenges"
Opt. theoretical background	-
Short description	Students work on lesson plans independently
Literature	Honneth, A. (2014). <i>Freedom's right: The social foundations of democratic life</i> . Columbia University Press. Gould, C. C. (1990). <i>Rethinking democracy: Freedom and social co-operation in politics, economy, and society</i> . Cambridge University Press. Claassen, R. (2014). Social freedom and the demands of justice: A study of Honneth's Recht Der Freiheit. <i>Constellations</i> , 21(1), 67-82.

2.1.12 School visit

Time required	3 hours
Objectives/competencies	<ul style="list-style-type: none"> • Discussion about the functioning of the student self-government as a way for students' democratic values development • Analysis of the Game Secret Hitler as a didactical technique of the development of the school students' democratic value attitude); • Reflection about school visit.
Method applied/didactical methods	Discussion, work in group, guide tour
Material used	School statute
Opt. theoretical background	Democracy and values education in schools are essential for cultivating active and responsible citizens. Rooted in democratic theory, this approach emphasizes instilling fundamental values such as equality, justice, freedom, tolerance, and respect for human rights among students. Key theoretical

	<p>frameworks include civic education, which focuses on empowering students to engage in civic life, and moral and character education, which aims to develop ethical reasoning and responsible decision-making.</p> <p>Democratic pedagogy, drawing from progressive theories, promotes student voice, collaboration, and critical inquiry in inclusive learning environments. Transformative education, informed by critical theory, seeks to address social injustices and empower marginalized groups through critical reflection and activism. By integrating these theoretical perspectives, schools can effectively prepare students to contribute positively to democratic societies.</p>
Short description	Meeting with the student government, an integration workshop, student presentations on school activities, and a discussion on the student government's role in fostering democratic values among future adult members of society
Literature	<p>Moss, P., & Urban, M. (2010). Democracy and Experimentation: Two Fundamental Values for Education. <i>Online Submission</i>.</p> <p>Noddings, N. (2013). <i>Education and democracy in the 21st century</i>. Teachers College Press.</p> <p>Subba, D. (2014). Democratic values and democratic aPowerPointroach in teaching: A perspective. <i>American Journal of Educational Research</i>, 2(12), 37-40.</p>

2.1.13 Second visit to the museum Schindler's Factory – Workshop “Why from “never more” only “more” remains. Mechanisms leading to war crimes and genocides”

Time required	3 hours
Objectives/competencies	<ul style="list-style-type: none"> • Comparative studies aimed at highlighting the parallels between genocides and war crimes in 20th and 21st century Europe, focusing on three key examples: the Holocaust, the Bosnian War (Srebrenica), and the Russian invasion of Ukraine in 2022 (Bucha, Irpin). These studies aim to elucidate the common stages preceding mass atrocities, emphasizing the importance of critical thinking, democratic-liberal values, and empathy as tools to combat hate speech and preempt state-sponsored discrimination policies. • By presenting each genocide as a process rather than a singular event, participants gain insight into the gradual escalation of violence and persecution. They come to understand the

	<p>dangers posed by populist and far-right movements prevalent in contemporary EU countries.</p> <ul style="list-style-type: none"> • Furthermore, these comparative studies shed light on the patterns of escalation observed in genocides, from the initial dissemination of hate speech and propaganda to the implementation of discriminatory policies by state actors. Through this analysis, participants are encouraged to critically evaluate the factors that contribute to societal divisions and the erosion of democratic values. • Ultimately, the aim of these studies is to equip participants with the knowledge and skills necessary to recognize and resist the early signs of genocide and war crimes. By promoting empathy, critical thinking, and a commitment to democratic principles, these studies serve as a powerful antidote to the rising tide of intolerance and extremism in Europe.
Method applied/didactical methods	Lecture, workshop, discussion, working with sources – photos, relations (oral history), microhistory.
Material used	Photos from Poland and USSR during German-Nazi occupation – ghettos (Krakow, Warsaw, Lodz) and mass deportation actions, photos of mass killing made by Einsatzgruppen in 1941 in Eastern Front, photos of exhumations of victims of Srebrenica, photos from Bucha and Irpin (all available only by decision of participants, every photo was covered to protection from coincidental seeing). Relations of victims, survivors, perpetrators of those three mentioned examples, Allport Scale, Stanton Ten Stages of Genocide, UN Convention on the Prevention and Punishment of the Crime of Genocide (1948).
Opt. theoretical background	Genocide studies, psychological studies about genocides, history of Shoa, history of Balkans in 90s – Bosnian War, history of Russo-Ukraine war (2014-202x)
Short description	Comparative workshops based on mechanics of genocides from three different examples from different periods of XX and XXI century – Shoa, Srebrenica and Bucha/Irpin
Literature	VI, A., VII, A., VIII, A., IX, A., XI, A., XII, A., ... & XVI, A. (1948). <i>Convention on the Prevention and Punishment of the Crime of Genocide</i> . Groenhuijsen, M., & Pemberton, A. (2011). Genocide, crimes against humanity and war crimes. A

	<p><i>victimological perspective on international criminal justice, 7-34.</i></p> <p>Ball, H. (1999). <i>Prosecuting war crimes and genocide: The twentieth-century experience</i>. University Press of Kansas.</p> <p>Zwaan, T. (2003). On the Aetiology and Genesis of Genocides and other Mass Crimes–Targeting Specific Groups.. <i>Amsterdam, Centre for Holocaust and Genocide Studies, University of Amsterdam/Royal Netherlands Academy of Arts and Sciences</i>. http://www.srebrenica-mappinggenocide.com/files/SMG-en-doc-mapping-genocide-ton-zwaan.pdf</p>
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2.2 Workshop in Norway

2.2.1 Lecture about Norwegian school system

Time required	1 hour
Objectives/competencies	<ul style="list-style-type: none"> To understand the Norwegian School system
Method applied/didactical methods	Informative lecture and dialogue. Time for questions/answers, and reflections on the three different education systems.
Material used	PowerPoint, map, tables, models of the education system
Opt. theoretical background	
Short description	How the Norwegian education system is structured (from kindergarten to university).
Literature	

2.2.2 Lecture on Norway's history and development of values and democracy

Time required	1 hour
Objectives/competencies	<ul style="list-style-type: none"> To present an introduction and a historical perspective on some basic ideas and values that has characterized the development of the Norwegian school system.
Method applied/didactical methods	Lecture and dialogue
Material used	PowerPoint
Opt. theoretical background	School history and history of ideas
Short description	In Norway the school was part of a nation-building process from 1889. A basic driving force was the idea of one common school for all children in order to promote fairness or equal opportunities for all. One main focus in the lecture is to present and discuss

	some basic values and how the idea of democracy and democratic living has developed and today plays a crucial role in the curriculum.
Literature	

2.2.3 Introduction to an app for exploring historical sites

Time required	30 minutes
Objectives/competencies	<ul style="list-style-type: none"> Preparation for using the app and preparing for discussing it after using it.
Method applied/didactical methods	Step-by-step introduction lecture
Material used	Mobile phones
Opt. theoretical background	Virtual reality
Short description	Students are encouraged to download the Cliomuse app or using the desktop version of said app to prepare for the tour which takes you on a tour through Kristiansand while exploring historical sites from the second world war.
Literature	Nicolaidou, Iolie; Zupancic, Rok; Fiedler, Anke; Andresen, Kenneth; Hoxha, Abit; Ntaltagianni, Christina; Aivalioti, Maria; Kasapovic, Mak; Milioni, Dimitra (2022). Virtual tours as emerging technologies to engage children and youth with their country's historical conflicts. <u>International Journal of Emerging Technologies in Learning (IJET)</u> . ISSN: 1868-8799. 17 (21). s 164 - 183. doi: 10.3991/ijet.v17i21.32853 .

2.2.4 Mindmaps 1

Time required	2 hours
Objectives/competencies	Mind maps provide a structured way to brainstorm and organize ideas and information. They may help us understand concepts by breaking them down into their component parts. Mind maps is often used to develop new ideas, to break down and better understand existing information or to remember information.
Method applied/didactical methods	Mind maps
Material used	Pen, paper
Opt. theoretical background	
Short description	

Literature	Wheelberg & Ahlberg (2017). Mind Maps in Qualitative Research. Doi: 10.1007/978-981-10-2779-6_7-1
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2.2.5 School visit

Time required	3 hours
Objectives/competencies	<ul style="list-style-type: none"> To visit and learn about a Norwegian school. Overarching topics: inclusion, special needs education, the school as part of nature/a local community
Method applied/didactical methods	Tour of the school (inside and outside), observation in class, dialogue, meeting pupils, lecture from rector and inspector followed by question and answers, eating together (with staff and pupils)
Material used	<p>Each teacher used different materials in their lessons...</p> <p>The students used an observation form, pen and paper. Observation and reflection:</p> <p>1) Observation: What happened? Give a brief description of the situation.</p> <p>2) Reflection:</p> <ul style="list-style-type: none"> What were you surprised by? What were you wondering about? What were your / other students' reactions, considerations and actions? What did you think and feel? What did you learn from the situation? Could something has been done differently? If you were the teacher, what would you have done, and why?
Opt. theoretical background	
Short description	School visit. Observing and learning about an ordinary day in a Norwegian school.
Literature	

2.2.6 Lecture: Democratic Education = Education for Democracy?

Time required	3 hours
Objectives/competencies	<ul style="list-style-type: none"> To understand how democratic education is conceptualized within educational scholarship
Method applied/didactical methods	Lecture, dialogue, groupwork,

Material used	PowerPoint
Opt. theoretical background	
Short description	Introduction and discussion of: Sant's theoretical review examines how democratic education is conceptualized within educational scholarship.
Literature	Democratic Education: A Theoretical Review (2006–2017) - Edda Sant, 2019 (sagepub.com)

2.2.7 Young Sámi in Norway

Time required	30 minutes
Objectives/competencies	<ul style="list-style-type: none"> To get an inside perspective of how it is to live as a Sami person in Norway.
Method applied/didactical methods	Storytelling, life experiences, dialogue
Material used	Pictures, Traditional clothes and the meaning thereof, PowerPoint storytelling, life experiences
Opt. theoretical background	
Short description	A personal life story of a Sami in Norway
Literature	

2.2.8 Dialogue about the role of Sámi

Time required	30 minutes
Objectives/competencies	<ul style="list-style-type: none"> To get an inside perspective of how it is to live as a Sami person in Norway. To be able to relate it to life in Polen and Germany.
Method applied/didactical methods	Dialogue
Material used	PP, pictures, music, traditional clothing, personal experience and story telling
Opt. theoretical background	
Short description	
Literature	<u>The Sami People of Norway</u> 3 Sami reindeer herder tells a story about her life in the tundra https://youtu.be/rBU25yAyeI?si=H0MPAhw692rJdUvo

3.1.1 Workshop: Racialised discourse in Norwegian curriculum

Time required	2 hours
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Objectives/competencies	<ul style="list-style-type: none"> To understand how race comes
Method applied/didactical methods	Lecture, dialogue, groupwork
Material used	PP
Opt. theoretical background	
Short description	This article adds to new ways of understanding the institutionalisation of Whiteness as subtle workings of race and racism within education policy. It presents a critical discourse analysis of how Whiteness works through the use and meaning making of the term 'cultural diversity' in six Norwegian teacher education policy and curriculum documents. These documents are positioned as promoters of social justice. This article, however, aims to contest this position.
Literature	Fylkesnes, S. 2018. Patterns of racialised discourses in Norwegian teacher education policy: Whiteness as a pedagogy of amnesia in the national curriculum. <i>Journal of Education Policy</i> Volume 34, 2019 - Issue 3: Equality and Justice in Education Policy. <u>Full article: Patterns of racialised discourses in Norwegian teacher education policy: Whiteness as a pedagogy of amnesia in the national curriculum (tandfonline.com)</u>

3.1.2 Visit of Stiftelsen ARKIVET Peace and Human Rights Centre and plenary discussion on human rights and dignity

Time required	5 hours
Objectives/competencies	<ul style="list-style-type: none"> Enhancing critical thinking and narrative competencies
Method applied/didactical methods	Lecture, museum exhibition, discussion and plenary reflection
Material used	Power point, lecture, discussion
Opt. theoretical background	Historical consciousness, critical theory, narrative theory
Short description	Making use of the history of Arkivet, which was Gestapo's head quarter for the southern part of Norway 1942-1945, we critically evaluate Stiftelsen ARKIVET Peace and Human Rights Centre's permanent exhibition "Focal Point Arkivet" and discuss the narratives presented. Using insights from these discussions we discuss how we can apply critical thinking in learning about human rights and dignity.
Literature	Rüsen, 2017; Seixas (ed.) 2006; Wilschut, 2019; Biesta, 2021

3.1.3 Reflection on the app

Time required	1 hour
Objectives/competencies	<ul style="list-style-type: none"> • Reflection on the historical sites in Kristiansand from the second world war. • Reflection on the app itself.
Method applied/didactical methods	Reflective and open-ended questions.
Material used	Blackboard, pen and paper
Opt. theoretical background	
Short description	
Literature	

3.1.4 Mindmaps 2

Time required	2 hours
Objectives/competencies	Mind maps provide a structured way to brainstorm and organize ideas and information. They may help us understand concepts by breaking them down into their component parts. Mind maps is often used to develop new ideas, to break down and better understand existing information or to remember information.
Method applied/didactical methods	Mind maps
Material used	Pen, paper
Opt. theoretical background	
Short description	
Literature	Wheelberg & Ahlberg (2017). Mind Maps in Qualitative Research.

3.1.5 What to do with this statue?

Time required	45 or 90 minutes
Objectives/competencies	Greater understanding of underlying discourses and narratives as background for antiracist demonstrations.
Method applied/didactical methods	Reading selected newspaper articles. Discussion. Argumentation.
Material used	PowerPoint presentation Printed and laminated newspaper articles For example: https://www.bbc.com/news/uk-england-bristol-61984427
Opt. theoretical background	Critical race theory Critical thinking

Short description	Analysing the tearing down of the statue of Edward Colston statue in Bristol, in the summer of 2020.
Literature	

3.1.6 The stick

Time required	30 minutes
Objectives/competencies	Argumentation. Taking stance. Discussions.
Method applied/didactical methods	Controversial issues.
Material used	
Opt. theoretical background	
Short description	
Literature	

3.2 Workshops in Germany

3.2.1 Introduction in intercultural/-religious background and activities

Time required	1.5 hours
Objectives/competencies	Developing awareness and reflecting beliefs about role of religions for society and democracy
Method applied/didactical methods	Think-Pair-Share; Two-Circle Talk; Structured Controversy
Material used	Flip chart; Power Point
Opt. theoretical background	Interreligious dialogue
Short description	Input about role of religion in society; distribution of religions in PL, NOR, GER Reflection on own experience and thinking Input about and work on links and frictions between democratic values and religions
Literature	Taylor C. (2009). <i>Ein säkulares Zeitalter</i> . Suhrkamp, Frankfurt am Main. Schnebel, K. (2016). Dilemma over the issue of inequality: A strategy against political apathy (Politikverdrossenheit). <i>Citizenship, Social and Economics Education</i> , 15(3), 262-270. Stolz, J. (2020). Secularization theories in the 21st century: Ideas, evidence, problems. Presidential address. <i>Social Compass</i> (67) 2. 282–308. https://doi.org/10.1177/2047173417698148 https://europeanacademyofreligionandsociety.com/news/christianity-and-controversies-in-norwegian-education/

	<p>https://europeanacademyofreligionandsociety.com/news/insights-from-the-dashboard-education-across-europe/</p> <p>https://europeanacademyofreligionandsociety.com/news/the-myth-of-meritocracy/</p> <p>https://europeanacademyofreligionandsociety.com/news/awareness-of-normativity-as-a-tool-for-dialogue/</p> <p>https://europeanacademyofreligionandsociety.com/news/normativity-religion-and-ethnicity-in-the-school-system/</p> <p>Riitaoja, A. & Dervin, F. (2016). Interreligious dialogue in schools: beyond asymmetry and categorisation. <i>Language and Intercultural Communication</i>, 2014, Vol. 14, No. 1, 76–90, http://dx.doi.org/10.1080/14708477.2013.866125</p>
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3.2.2 Visit to the Ravensburg Mosque

Time required	3 hours
Objectives/competencies	<ul style="list-style-type: none"> • To be open to cultural otherness and to other beliefs, world views and practices • To know about Muslim (Sunnite) religion in theory and practice • To know about the religious, cultural and social role of a mosque in a local context • experience related rites/rituals, practices, art, architecture and aesthetics • To reflect on own concepts/preconcepts, open questions, sympathetic and critical attitudes
Method applied/didactical methods	Informative lecture, interrogation and discussion observation and experience contemplation and reflection time
Material used	[none except for the place and its objects]
Opt. theoretical background	
Short description	<p>Welcome and getting to the representative of the Mosque community</p> <p>Gathering in a Mosque community room, listening to general information on the place, its history and functions, short tour of the building</p> <p>Gathering in the Mosque itself, interactive explanation of fundamentals of the Muslim (Sunnite) belief and convictions, architectural elements, religious practice in and usage of the place</p> <p>Time for silent exploration of the location with its objects and elements</p> <p>Participation in/observation of a congregational afternoon prayer</p> <p>Discussing impressions and dealing with questions in an open circle</p>

Literature	<p>Beck, U. (2008): Der eigene Gott: von der Friedensfähigkeit und dem Gewaltpotential der Religionen. Leipzig: Verlag der Weltreligionen.</p> <p>Krainz, U. (2014): Religion und Demokratie in der Schule. Wiesbaden: Springer.</p> <p>Knoblauch, H. (1999): Religionssoziologie. Berlin: de Gruyter.</p> <p>Krüger, T. (2004): The Limits of Religious Freedom. Rede im Rahmen der Veranstaltung "Constitutions and Confessions" in Potsdam am 15.06.2004. https://www.bpb.de/die-bpb/presse/51184/the-limits-of-religious-freedom/ [14.09.2023]</p>
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3.2.3 Presentation of ideas, morning input, assisted collaboration on lesson plans and teaching material

Time required	1-2 hours
Objectives/competencies	<p><i>[continue the process of lesson planning and material production]</i></p> <ul style="list-style-type: none"> • To be open for other people's world views, ideas and concepts • To explore and weigh values in their core meanings, spring offs and limitations (esp. against other values) • attain and use pedagogical content knowledge on values lesson/project planning processes • To gain knowledge on lesson planning in the field of democratic values education in primary education • To reflect and evaluate own planning processes regarding values education critically • To align objectives, didactics, pedagogics and material to construct a learning opportunity for primary school classes or groups
Method applied/didactical methods	<p>Group-reflection</p> <p>Guided/counselled collaborative work in multi-national groups</p> <p>Guiding questions/strategy check</p> <p>exchange on the state of work</p> <p>Give and get feedback</p> <p>Encouraging self-organized collaboration and production process</p>
Material used	Selected aids on main aspects of the process

	guiding questions for a concise survey and didactic comments on the learning, ideas and material
Opt. theoretical background	CoE, Competences for Democratic Culture (CDC)
Short description	<p>Presentation and discussion of the “butterfly” (CoE, 2016): targets, pathways of learning, methods applied</p> <p>Stand up presentations on: (1) state of work/tasks accomplished (2) envisaged product in the making (3) assistance and aids needed</p> <p>Self-organized collaboration time in groups: group reflection, revision of the content, development/clarification on didactics</p> <p>Next steps/tasks: (e.g. choice of didactical tools to be applied; production of material to be used; optional teaching strategies etc.)</p> <p>Presentation/upload of the lesson/project design</p>
Literature	<p>Council of Europe. Education Department (Ed.). (2018). <i>Reference framework of competences for democratic culture</i>. Council of Europe.</p> <p>https://rm.coe.int/prems-008318-gbr-2508-reference-framework-of-competences-vol-1-8573-co/16807bc66c</p>

3.2.4 Panel discussion/open discussion on “Interreligious learning and values in schools

Time required	2.5 hours
Objectives/competencies	<ul style="list-style-type: none"> • Expand knowledge about the widest spread religious communities in Europe. • Deepen communicative skills about religions. • Foster critical thinking about role of religions in democratic societies
Method applied/didactical methods	Discussion
Material used	none
Opt. theoretical background	--
Short description	<p>Three experts (Jewish, Muslim, Christian) and a moderator first gave short statements and then discussed among themselves and with the students about (1) given prompts, (2) students’ questions</p>
	Prompts:

	<p>1. What role do religions play in relation to democratic values and a democratic basic order in EU societies</p> <p>2. What does interreligious dialog mean for society and for specific communities, e.g. a school community?</p>
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3.2.5 Introduction to Global Ethics by GEF at the Stiftung Weltethos

Time required	2 hours
Objectives/competencies	<ul style="list-style-type: none"> • What is a Global Ethic? • How is it important for interreligious dialogue? • Why are common values (like the GE) essential for a democratic society?
Method applied/didactical methods	<p>Input PPT</p> <p>Work in groups</p>
Material used	<p>PPT (attached)</p> <ul style="list-style-type: none"> - Teaching Unit_Global_Ethic_Values_2023 (attached)
Opt. theoretical background	
Short description	<ul style="list-style-type: none"> • Input “Global Ethic Idea and Foundation – Educational work”: What’s a Global Ethic? Educational projects of the GEF • Work in groups à Questions/Tasks: How can teachers transfer the Global Ethic idea into their attitude, their lessons, their everyday school life? à Use the teaching materials (attached) as a starting point to create your own lessons.
Literature	<p>Hans Küng, Global Responsibility. In Search of a New World Ethic, New York / London 1991; 1993; Eugene/Oreg. 2004.</p> <p>Towards a Global Ethic. An Initial Declaration of the Parliament of the World’s Religions (extended by 5th Commitment to a Culture of Sustainability and Care for the Earth (Toronto 2018).</p> <p>https://parliamentofreligions.org/wp-content/uploads/2023/05/Global-Ethic-PDF-2020-Update.pdf</p>

3.2.6 Theatre Workshop on Global Ethics Values

Time required	3-4 hours
Objectives/competencies	<ul style="list-style-type: none"> • How do values affect our decisions in everyday life? • Are we aware of our set of values? • How do we react when we witness a situation where democratic values are violated?
Method applied/didactical methods	Theatre Pedagogy
Material used	Global-Ethic-Value-Cube and -Poster
Opt. theoretical background	
Short description	<p>Theatre workshop “Playing with values”</p> <p>This workshop offers students the opportunity to approach values in a playful way and to express them physically. Carried out in class, the group project is an effective community-building measure.</p> <p>Warm-Up Games: Getting to know each other Every group selects one of the Global Ethic Values (see cube & poster) and thinks about an everyday situation, in which they experienced this value being violated. First round: Each group shows a “still” that shows a situation where their chosen value is violated. Second round: Each group shows that same situation but with their chosen value being respected. Third round: Each group shows the necessary transitional “still” to get from the “bad” to the “good” situation. Evaluation</p>
Literature	<p>Augusto Boal: Games for Actors and Non-Actors, Routledge 2021 Augusto Boal: The Rainbow of Desire, Routledge 1994 Photo “Dokumentation_TheaterWS_5.10.2023_ValiDe_Tübingen”</p>

3.2.7 Reflection and Evaluation of the Workshop

Time required	1 hour
Objectives/competencies	<ul style="list-style-type: none"> • Awareness & discovery of own set of values, • Effects for attitude and behavior as teacher, • Strive to be as un-biased and discrimination-free as possible

Method applied/didactical methods	<p>Reflection questions:</p> <ol style="list-style-type: none"> 1) What have I learned for myself (insights, experiences, knowledge gained)? How did the theatre workshop help me to discover “my” set of values? 2) Do I see transfer options to primary school and if so, which ones? 3) How does the Global Ethic help me as a teacher for my value-education activities, since it is a cross-religious and cross-cultural canon of values? 4) How does my set of values affect my attitude, behavior and decisions in everyday life (and therefore also my teaching)? 5) What can I do to become an un-biased teacher? <p>Discussion</p>
Material used	Global-Ethic-Value-Cube and -Poster
Opt. theoretical background	
Short description	<p>We discussed how the experience of the theatre workshop opened the eyes of the students to their sometimes “hidden” set of values and also the fact that there are indeed common values, that everyone involved could easily agree on.</p> <p>The Global Ethic values, a cross-religious and cross-cultural canon of values, was found useful for the teacher students as a common ground from which to start their discovery and discussion of their individual set of values.</p>
Literature	---

3.2.8 Introduction in GES and observation

Time required	1 hour
Objectives/competencies	<ul style="list-style-type: none"> • What is the aim of the Global Ethic School Program? • What are the criteria applying schools have to fulfill? • How does being a GE School affect the way common values are respected and experienced in these schools?
Method applied/didactical methods	PowerPoint, discussion

Material used	<ul style="list-style-type: none"> • Global Ethic Schools Criteria (attached) • “ValiDE Student Exchange 22_Tasks for GEF” (attached) • Observations.pdf (attached)
Opt. theoretical background	
Short description	<p>Input “Global Ethic School Program”</p> <p>The set-up of the program and its aims</p> <p>The criteria</p> <p>The supervision by the GEF</p> <p>The network of GE Schools</p> <p>Best Practices & evaluation</p>
Literature	<ul style="list-style-type: none"> • Global Ethic Schools Criteria (attached) • “ValiDE Student Exchange 22_Tasks for GEF” (attached) • Observations.pdf (attached)

3.2.9 School visit and discussion with teachers

Time required	2 hours
Objectives/competencies	<ul style="list-style-type: none"> • Students visit a “Global Ethic lesson” in a primary school that is a Global Ethic School •
Method applied/didactical methods	Observation, reflection
Material used	<p>Each teacher used different materials in their lessons...</p> <p>The activity of the students: Observation and reflection:</p> <p>1) Observation: What happened? Give a brief description of the situation.</p> <p>2) Reflection:</p> <ul style="list-style-type: none"> • What were you surprised by? • What were you wondering about? • What were your / other students' reactions, considerations and actions? • What did you think and feel? • What did you learn from the situation? • Could something has been done differently? • If you were the teacher, what would you have done, and why?
Opt. theoretical background	

Short description	Students sit in little groups in different primary classes and observe a “Global Ethic lesson”. Afterwards each group evaluates the lesson together with their host teacher. Finally, all of the students reflect on their experiences together with the headmaster, the project staff and the involved teachers.
Literature	“ValiDE Student Exchange 22_Tasks for GEF” (attached)

4 Lessons learnt and additional online course

4.1 Lessons learnt in revision process of the ValiDE-study course

The implementation of the study course provided valuable insights into promoting value awareness and competency development among future teachers, as well as into the logistical and structural aspects of an effective learning process. One key insight was the importance of a well-balanced program structure that integrates input workshops, working phases, reflection phases, regeneration periods, and designated travel phases that are carefully aligned. Regeneration periods proved essential in giving participants the opportunity to process the intellectual and emotional demands of adapting to a new country, unfamiliar environments, and translating their experiences – such as school visits – into lesson plans and teaching materials.

A core element of the program was the three-week student exchange, which presented several challenges. It became particularly apparent how difficult it was to align the exchange with the academic calendars and school schedules of the participating institutions. Mandatory attendance in lectures and exam periods at the students' home universities significantly restricted planning and required a flexible program design. Further challenges arose in organising school visits, which were constrained by holiday periods, long weekends, practice periods for teacher students, school trips, and public holidays, as well as specific conditions in the schools of the participating countries. Overall, the program involved a wide range of stakeholders, which was both a strength and a challenge. Future implementations would benefit from streamlining and reducing the number of considerations to balance.

From an organizational and financial perspective, these factors also influenced accommodation arrangements, as public holidays significantly impacted availability and pricing. These points underscored the need to further align future programs with local and academic contexts.

A further essential component was the centralized travel organization, which proved indispensable given the complexity of travel routes and the need to ensure equitable participation for students from different countries. Central coordination allowed for managing challenges such as varying travel costs, aligning schedules and workshop locations, and accommodating the academic obligations of participants. This coordinated planning was

key to ensuring that students from all participating countries experienced the program as a cohesive group, fostering a strong sense of community.

In some respects, the program could have benefited from students being housed together with their peers locally or having guest students stay with local students. This would have avoided the division of the group across different accommodations or the daily commute to the university.

It is crucial to clearly and transparently communicate the goals of the three exchange weeks to interested students in advance. This helps students better manage their expectations and understand the program's structure. Additionally, students require more theoretical preparation before the exchange weeks to better contextualize content and take ownership of their tasks during the program. A key insight was the need for a preparatory online course with self-study materials and a travel book containing all relevant information to prepare students for the exchange weeks. This course should introduce the "Butterfly" model as a foundational framework and visualize the connection between theory and practice.

Another important finding was the need to allocate more, and optional, time for lesson planning and the development of teaching materials, as well as to create enhanced opportunities for presenting these plans and materials. These components were critical in enabling participants to translate their learning into tangible outcomes. Dedicated sessions for peer and instructor feedback further enhanced the quality of these outcomes, while structured evaluation periods allowed participants to refine their work and comprehensively reflect on their progress.

Balancing content within workshops also proved essential. Participants needed time not only to engage with new content but also to reflect on and integrate their experiences meaningfully. This balance helped them productively process diverse inputs, group dynamics, and external influences such as cultural differences and logistical challenges.

The importance of solid team-building at the start of the program was also evident. This significantly contributed to the quality of the workshops and the collaboration during the exchange weeks. The influence of external factors on group dynamics and productivity also became clear. Beyond interpersonal interactions within the group, external factors such as physical environments, cultural differences, and organizational conditions greatly impacted participants' focus and cooperation.

The combination of structured group work and individual reflection also proved central to the program. Group activities encouraged the exchange of diverse perspectives and collaboration, while individual reflection phases enabled participants to internalize their learning and connect it to their personal and professional development. To further improve the programme, it was recognised that shorter input should be offered to allow more time for practical tasks and reflection. A significant insight was that practical and interactive elements were more effective than heavily theory-based input. Methods like theatre workshops demonstrated that practice-oriented approaches better motivate students and help them transfer content into practical contexts.

Finally, the inclusion of regeneration periods highlighted the importance of holistic planning in educational innovations. Providing sufficient time and space for adaptation and recovery not only improved participants' productivity but also significantly contributed to the overall perceived success of the program.

These insights will inform the continued optimization of the course program and serve as a guide for the development of future initiatives in teacher education that focus on value education, adaptability, and well-being.

4.2 Helpful hints for similar programs

For universities and NGOs considering the development of similar programs with exchange components, the key recommendations are:

- Prioritize centralized travel organization: Coordinating travel routes, accommodation, and schedules centrally ensures equitable participation and reduces logistical complexities for students from different countries.
- Plan for flexibility: Consider aligning exchange weeks with academic and school calendars while allowing for national variations. Flexibility in planning is essential for accommodating participants' academic commitments.
- Foster community-building: Shared accommodation or homestays with local students can strengthen group cohesion and provide additional opportunities for cultural exchange. Give the students the chance of participation in organization of exchange program (e.g., designing evening program, decisions on travel and accommodation, ...)
- Group bookings: To have more flexibility with bookings, we recommend planning with groups of 10 people per country. Below a group size of 10 people, personalized individual tickets must be booked, which is more difficult to handle if there are unexpected problems. It's also more expensive.
- Emphasize preparation: A preparatory online course with self-study materials can provide foundational knowledge and help students understand their roles and responsibilities. Including a clear explanation of program goals and practical tools like travel guides can further enhance readiness.
- Incorporate regeneration and reflection periods: These allow participants to process their experiences, especially in intensive programs involving frequent travel and cultural adaptation.
- Focus on practical and interactive methods: Practical approaches like theatre workshops or dilemma discussions proved more effective than theoretical inputs. Encourage hands-on activities that link learning to real-world applications. Introducing the controversial to promote value dialogue. Therefore, include controversial topics and statements, dilemmas and cases/challenges in education (videos and such).
- Limit 'values': it has proven to be too open and difficult for students if they are allowed to choose any 'value' themselves. The teacher should select some values in advance.

By integrating these elements, universities and NGOs can design exchange programs that are both impactful and sustainable, addressing the logistical and educational challenges inherent in such initiatives while maximizing their benefits for participants.

4.3 ValiDE Online Course

During the revision of the study course, the need to provide some information and harmonize the students' existing notions before the workshops start were identified, so a preparatory course was developed consisting of various elements. In the online course, participants were prepared for a theory-based discussion of values in democracy education, were offered the opportunity to form shared concepts of the topics in question what was necessary for the creation of teaching materials.

Three units took place online as seminars with the project partners and one unit as a tri-national group work.

4.3.1 Online Seminar – session 1

Time required	1.5 – 2.5 hours (online)
Objectives/competencies	Introduction to the topic and controversial aspects; reflection on individual pre-disposition
Method applied/didactical methods	Lecture, interactive elements, small group tasks, discussion; self-assessment as reflection tool
Material used	Presentation; self-assessment questionnaire
Opt. theoretical background	CDC, Teacher Reference Tool, Literature (see below)
Short description	Via an input on the relevance of democracy education in nowadays teachers' work, students were confronted with the pressure, democracy is facing and introduced into basic theoretical assumptions for the course. Fundamental terms are clarified, individual concepts are called to and interchanged between the students. The ideas of democracy are deepened by looking into the dimension of historical consciousness, looking at democracy as a general attitude and culture in societies and raise awareness for the crucial task teachers meet shaping and practicing democratic values in schooling.
Attachment	<ul style="list-style-type: none"> • Self-Assessment • Material for preparation and tasks (Presentations and Reader) • Checklist for individual preparation • Checklist for preparation in trinational groups

4.3.2 Online Seminar – preparation for group session

Time required	1.0 hour individual preparation time (approx.)
Objectives/competencies	Forming a basic individual pre-concept of the topic

Method applied/didactical methods	Literature study of basic scientific articles with guiding questions; analysis of national curricula and other important governmental documents
Material used	Reader; national curricula and other important governmental documents
Opt. theoretical background	Common understanding of the topic
Short description	<p>Students are asked to make their way through the reader disposing the concept of democratic values from several different perspectives. By diversification of the concept and the integration of critical aspects, students are prepared to envisage democracy education as a complex objective that need thorough reflection before applied. Further literature is on offer to intensify the notions.</p> <p>The introduction of the Global Ethics concept offers the student a visionary perspective to deal with values in education.</p>
Attachment	<ul style="list-style-type: none"> • Material for preparation and tasks (Presentations and Reader) • Checklist for individual preparation

4.3.3 Online Seminar – group work session

Time required	Collaborative (online) 3 hours working time
Objectives/competencies	Exchanging individual pre-concepts and preparing of a shared understanding
Method applied/didactical methods	Presentation; collaborative mind mapping; discussion
Material used	Article; scene from the movie “Entre les murs” (2008)
Opt. theoretical background	As acquired through individual preparation
Short description	<p>Presentation of findings from the national document analysis and exchange of similarities and differences of the national approaches; collaborative summary of a basic article via mind mapping and critical evaluation of its core messages and the questions raised; application of the formed shared understanding of democratic values on an exemplary situation given and discussion of the decisions taken</p>
Literature	<p>“Entre les murs” – What’s it got to do with democracy? CDC – Teacher Reflection Tool Culp, J., Drerup, J., de Groot, I., Schinkel, A., & Yacek, D. (2022). Introduction: Liberal Democratic Education: A Paradigm in Crisis. In: Liberal Democratic Education: A Paradigm in Crisis. Brill mentis. https://www.cambridge.org/core/books/cambridge-handbook-of-democratic-education/what-is-</p>

	democratic-education-and-why-should-we-care/E34DFB4E09DA5EF298AF700132FB05F6
Attachment	<ul style="list-style-type: none"> • Material for preparation and tasks (Presentations and Reader) • Checklist for individual preparation • Checklist for preparation in trinational groups

4.3.4 Online Seminar – session 2a

Time required	0.5 – 0.75 hours (online)
Objectives/competencies	Comparison of outputs and concretization of theoretical assumptions and questions of application
Method applied/didactical methods	Presentation and discussion of the group work results
Material used	Prepared output
Opt. theoretical background	CDC, Teacher Reference Tool, Literature (see below)
Short description	Student groups present their results and the process of collaboration; discussion in the plenum
Attachment	-

4.3.5 Online Seminar – session 2b

Time required	1 hour
Objectives/competencies	<p>Preparation on exchange program</p> <ul style="list-style-type: none"> • Travel and accommodation information • Local information • Competence in travelling in a group without a supervisor • Expertise in finding your way around new places in a short time • Obtain an overview of tasks and obligations • Support in the group formation process • Visualization of workload and output process
Method applied/didactical methods	Presentation, Q&A, discussions
Material used	Presentation, ValiDE Travel Book, Flow Chart, Checklists
Opt. theoretical background	
Short description	Students get to know each other and the persons responsible for their support via travelling. They get to clarify open questions.
Attachment	<ul style="list-style-type: none"> • Presentation workload and organizational information • Link to ValiDE Travel Book with Information on preparing for the journey (travel, accommodation, needful local information)

	<ul style="list-style-type: none"> • Checklist for individual preparation • Flow Chart • Example: ValiDE Schedule student exchange program
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4.3.6 Online Seminar – session 3

Time required	1.0 hour (online)
Objectives/competencies	Reflection on course topic in the light of experiences and knowledge acquired; conclusion
Method applied/didactical methods	Exchange of experiences and evaluation of learning and working processes in breakout rooms; discussion of outcome and outputs; self-assessment as reflection tool
Material used	self-assessment questionnaire
Opt. theoretical background	-
Short description	Students meet again online and share their individual looks back on the course and the collaboration on the topic. Reflections are not only exchanged and discussed but also individually reflected via self-reflection tool
Attachment	<ul style="list-style-type: none"> • Self-Assessment

4.3.7 Self-study material for teaching material production: Open Educational Resources - Overview

Time required	Individual
Objectives/competencies	<ul style="list-style-type: none"> • Open Educational Resources: Overview/OER introduction • Knowledge on legal issues and licenses • How-to search and find OER • How-to use OER • How-to create OER • Use self-learning material by creating learning and teaching material on values
Method applied/didactical methods	Blended learning
Material used	ValiDE developed Wiki entries
Opt. theoretical background	
Short description	As the students have different levels of prior knowledge about creating teaching materials, self-learning material was compiled in a wiki to help with the creation of OER. The following guides have been developed as part of the ValiDE online course: <ul style="list-style-type: none"> • OER introduction • How-to search and find OER

	<ul style="list-style-type: none"> • How-to use OER • How-to create OER <p>Use self-learning material by creating learning and teaching material on values</p>
Attachment	<p>English Version: https://zendi.ph-weingarten.de/wiki/en/guides/oer</p> <p>German Version: https://zendi.ph-weingarten.de/wiki/de/guides/oer-introduction</p>

4.3.8 Self-study material for teaching material production: lesson planning

Time required	2 hours
Objectives/competencies	To prepare students for lesson planning – didactics
Method applied/didactical methods	
Material used	PowerPoint Dialogue
Opt. theoretical background	
Short description	PowerPoint with didactical theory, didactical models and practical examples of how to plan a lesson. Preparing students for tasks that form part of the exchange.
Literature	Lyngsnes, K. & Rismark, M. (2017), <i>Didaktisk arbeid</i> , Gyldendal Akademisk, Oslo. Postholm M. B., Haug P., Munthe E. & Krumsvik R. J. (2016), <i>Lærerarbeid 5-10. For elevenes læring</i> , Cappelen Damm, Oslo.

Content

Collection of Learning and Teaching Material 2022-2024 (ValiDE Study Course)

1 Online Course

- **Flow Chart**
- **Checklists for individual preparation and group tasks**
- **ValiDE Travel Book 2022-2024**
- **Group work templates**
- **ValiDE Reader**
- **OER Course (in German and English)**
- **Slides of Input Sessions**

2 Best Practice Examples for Preparation Seminars

- **Seminar UEW (in German)**
- **Seminar UIA (in English)**
- **Seminar UKEN (in Polish)**

3 Material used in Workshops 2022-2024

If you are interested in the developed materials, please contact us. Unfortunately, not everything has been finalized as OER, which is why we can currently only provide this on request.

You can find the OER course on ZenDi Wiki

Englisch Version: <https://zendi.ph-weingarten.de/wiki/en/guides/oer>

German Version: <https://zendi.ph-weingarten.de/wiki/de/guides/oer>

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