

Teaching Materials Project ValiDE

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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>

<p>Attitudes</p>	<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

<p>German educational system</p>	<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.
<p>Polish educational system</p>	<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.

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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>



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>

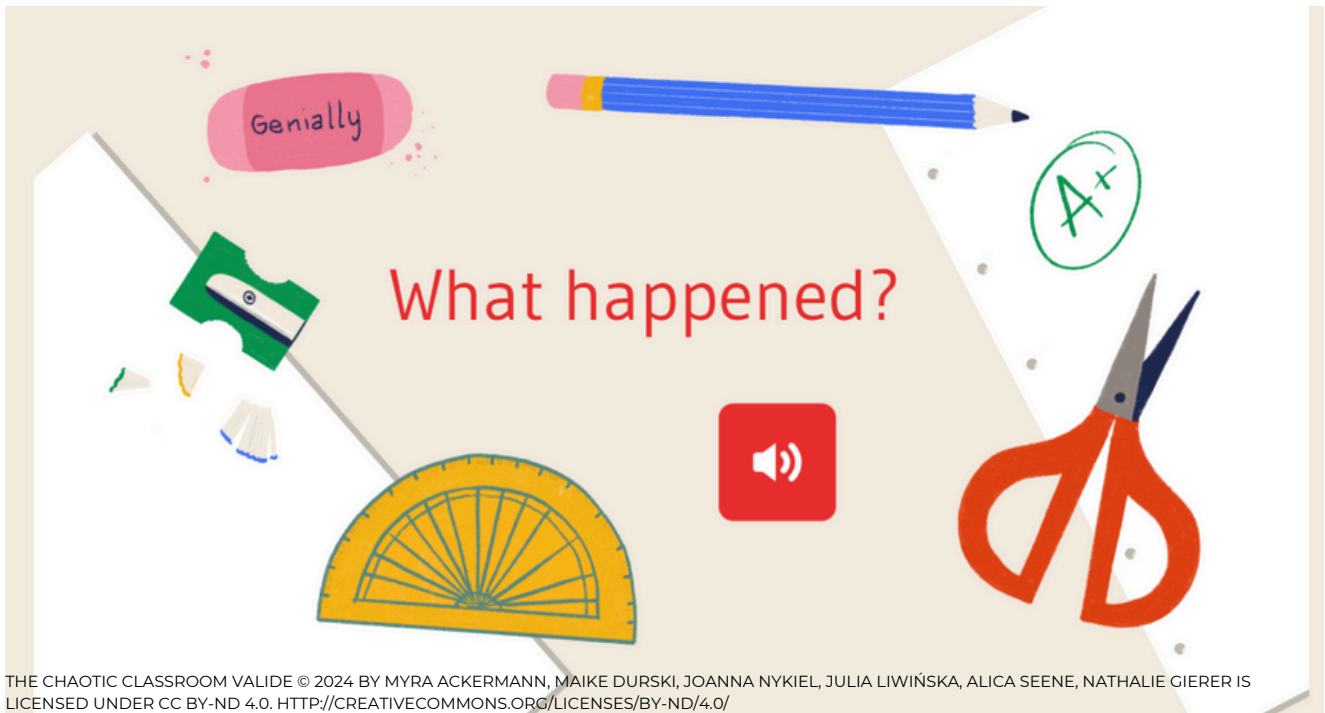
(Password 4995)



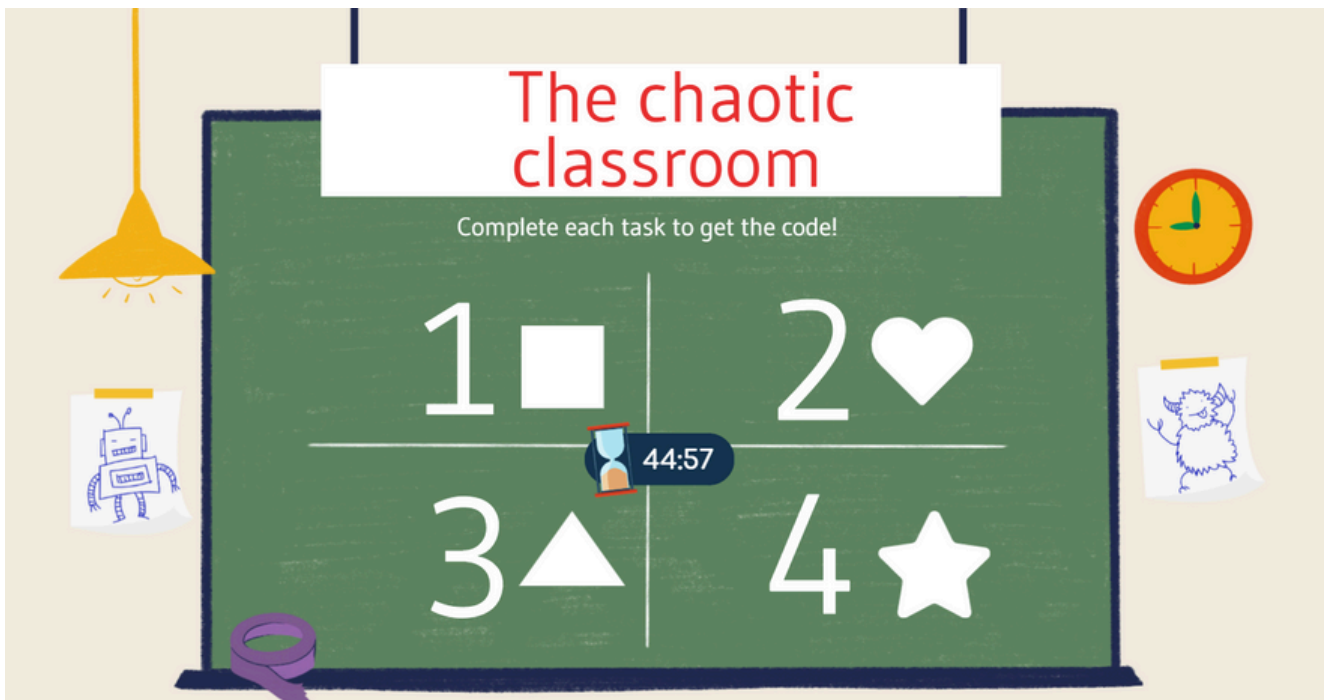
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Appendix B.

Practical examples of educational materials for the topic
Environmental Awareness

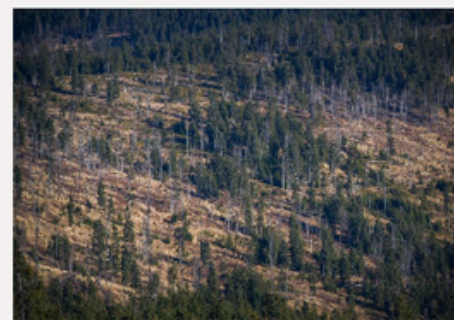
- Presentation “Environmental Awareness”
- Worksheet “Questions for discussion”



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

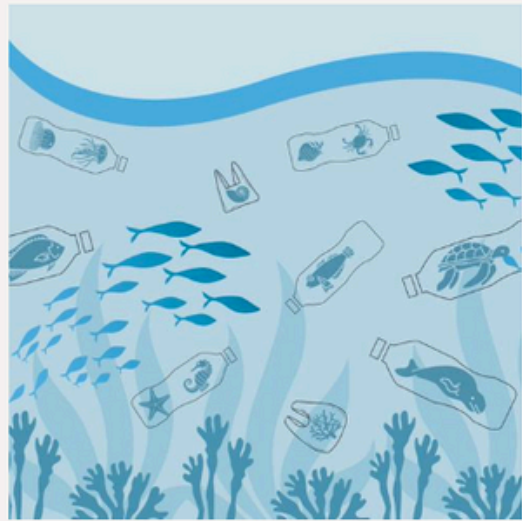
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Picture for the silent impuls



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?



10/3/2024

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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?



10/3/2024

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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?



10/3/2024

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://m.youtube.com/watchv=6jQ7y_qQYUA&pp=ygUadHJhc2ggc2VncmVnYXRpb24gZm9yIGtpZHM%3D

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https://cdn.pixabay.com/photo/2022/11/26/08/27/plastic-waste-7617451_1280.jpg

<https://pixabay.com/static/frontend/3c346409d336d5f09a7f.svg>

<https://pixabay.com/static/frontend/3c346409d336d5f09a7f.svg>

https://cdn.pixabay.com/photo/2013/07/13/11/57/sign-159041_1280.png

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 HAVE PER DAY?

HOW MANY TIMES DO YOU BUY READY-TO-EAT FOOD?

DO YOU HAVE A FAVORITE FOOD?

DO YOU BUY ORGANIC PRODUCTS MORE OFTEN THAN CONVENTIONAL ONES?

HOW WOULD YOU RATE YOUR FOOD CHOICES?

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 divide the work, based on the needs of food and conditions?

Name: _____ Class: _____
Date: _____

2. What food will you prepare?

3. How will you divide the work?

Task	Name

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

What are you doing at school party?
How do you think you can make your party more green and sustainable?

1. How will you make the menu business? Make a list of food and drinks you will use.

Food: _____ Desserts: _____
Drinks: _____ Other: _____

2. What will you do to help the planet?

3. Where does the waste go?

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

What are you doing at school party?
How do you think you can make your party more green and sustainable?

1. How will you make the menu business? Make a list of food and drinks you will use.

Food: _____ Desserts: _____
Drinks: _____ Other: _____

2. What will you do to help the planet?

3. Where does the waste go?

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!

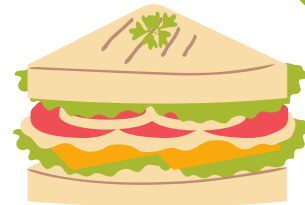
Now you can explain and apply rules for a sustainable consumption of foods within a democratic environment.



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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

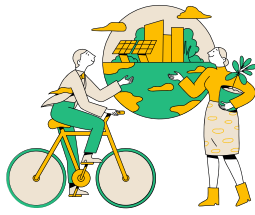
We make sure everyone is treated fairly and follows the rules.

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



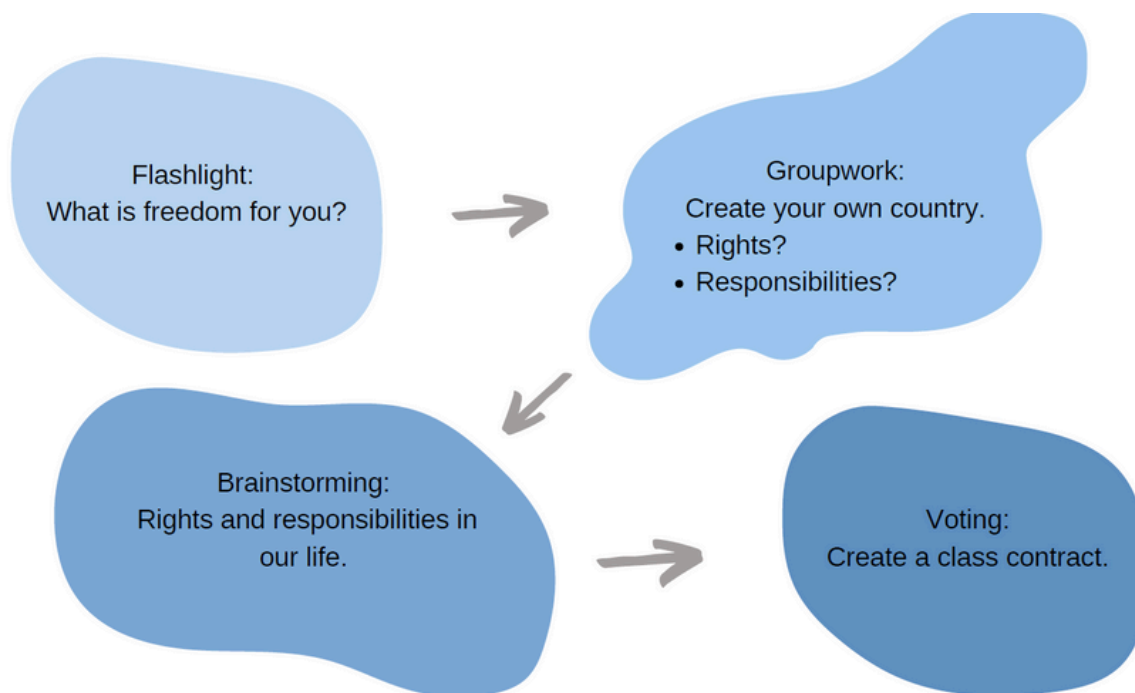
What should we do with
leftovers?
Seperate trash
Reduce packages

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.

