



Values  
in Democracy  
Education

# Module manual

# Project ValiDE

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## Table of contents

1. Workshops in Poland.....	1
1.1. Integration games and activities.....	1
1.2. Visit to the Museum of Dialogue.....	2
1.3. Meeting with the Scouts.....	2
1.4. Stop-motion animation workshop.....	2
1.5. First visit to the museum Schindlers Factory – Guided tour of the museum .....	4
1.6. Development of values and democracy in the Polish society .....	5
1.7. Polish educational system and teacher training programs .....	6
1.8. Lesson scenarios. Theoretical approach. Workshops on the school lesson sceneries. Main criteria, pedagogical requirements and didactical assumptions.....	7
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.....	<b>Fehler! Textmarke nicht definiert.</b>
1.10. Visit to the museum of Kraków University of Technology.....	9
1.11. Working on the lesson stages and content concerning democratic values .....	9
1.12. School visit.....	10
1.13. Second visit to the museum Schindlers Factory – Workshop “Why from “never more” only “more” remains. Mechanisms leading to war crimes and genocides”.....	11
2. Workshop in Norway .....	12
2.1. Lecture about Norwegian school system.....	12
2.2. Lecture on Norways history and development of values and democracy .....	13
2.3. Introduction to an app for exploring historical sites.....	<b>Fehler! Textmarke nicht definiert.</b>
2.4. Mindmaps 1 .....	14
2.5. School visit .....	14
2.6. Lecture: Democratic Education = Education for Democracy? .....	15
2.7. Young Sámi in Norway.....	15
2.8. Dialogue about the role of Sámi.....	15
2.9. Workshop: Racialised discourse in Norwegian curriculum .....	15
2.10. Visit of Arkivet and plenary discussion on human rights and dignity .....	16
2.11. Reflection on the app .....	16
2.12. Mindmaps 2 .....	17
3. Workshops in Germany.....	17
3.1. Introduction in intercultural/-religious background and activities.....	17
3.2. Visit to the Ravensburg Mosque .....	18
3.3. Presentation of ideas, morning input, assisted collaboration on lesson plans and teaching material.....	20

3.4. Workshop: Religion and democracy – religious learning – religion and ethics in school	20
3.5. Panel discussion/open discussion on “Interreligious learning and values in schools	20
3.6. Introduction to Global Ethics by GEF at the Stiftung Weltethos	21
3.7. Theatre Workshop on Global Ethics Values	21
3.8. Reflection and Evaluation of the Workshop	22
3.9. Introduction in GES and observation	23
3.10. School visit and discussion with teachers	24
3.11. Optional time for accomplishing lesson planning and material production; presentation of lesson plans and teaching materials; feedback; evaluation time	24

# 1. Workshops in Poland

## 1.1. Integration games and activities

Time required	Minimum 2 hours
Objectives/competencies	<ul style="list-style-type: none"> <li>• The aim of the workshops was to break the ice by introducing exercises to build awareness of the individual differences between the participants.</li> <li>• Obtaining an image of biological, educational and cultural influences, as well as the individual's own activities on the formation of personality.</li> <li>• Pointing out similarities in people's experiences, despite coming from different countries, different environments, society.</li> <li>• The role of values in an individual's life.</li> </ul>
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 Cracow;</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>

	<p>a) shape the individual,  b) build his experience,  c) protect him - become a resource.</p> <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., &amp; Csikszentmihalyi, M. (2000). Positive psychology: An introduction. <i>American Psychologist</i>, 55(1), 5–14.  <a href="https://doi.org/10.1037/0003-066X.55.1.5">https://doi.org/10.1037/0003-066X.55.1.5</a></p>

### 1.2. Visit to the Museum of Dialogue

Time required	
Objectives/competencies	
Method applied/didactical methods	
Material used	
Opt. theoretical background	
Short description	
Literature	

### 1.3. Meeting with the Scouts

Time required	
Objectives/competencies	
Method applied/didactical methods	
Material used	
Opt. theoretical background	
Short description	
Literature	

### 1.4. Stop-motion animation workshop

Time required	8 hours
Objectives/competencies	<ul style="list-style-type: none"> <li>• Sensitivity to the diversity of values and their different meanings for individual participants.</li> <li>• Learning the method of producing stop-motion animated films.</li> </ul>
Method applied/didactical methods	<p>Individual work and reflection on values.  Discussion on the values that are the foundation of democracy.</p>

	Work in groups and creating films using stop-motion animation.
Material used	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
Opt. theoretical background	
Short description	<p><b>Introduce participants to the topic of the meeting</b> 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 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.)</p> <p><b>Invite participants to work.</b> <b>Stage 1. Creating a scenario</b> 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. <b>Stage 2. Preparation of drawings according to the scenario</b> The drawings can be made by hand or you can use pictures cut out from newspapers.</p> <p><b>Stage 3. Preparing the photo station and taking photos</b></p>

	<p>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.</p> <p>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.)</p> <p>Workstation:</p> <p><b>Stage 4. Assembly</b></p> <p>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.</p> <p><b>Summary of workshops</b></p> <p>Ask the participants how they imagine working with an animated film in lessons with children. Participants give their ideas.</p> <p><b>Additional remarks</b></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	

### 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"> <li>• 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.</li> </ul>

	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Highlight the significance of this discourse, emphasizing the distinction between historical facts and varying political interpretations evident in the narratives of European nations.</li> </ul>
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, <a href="https://krakowzwanie.pl/en/oskar-schindlers-factory/">https://krakowzwanie.pl/en/oskar-schindlers-factory/</a> Sroka, M. (1999). The university of Cracow library under Nazi occupation: 1939-1945. <i>Libraries &amp; Culture</i> , 1-16.

### 1.6. Development of values and democracy in the Polish society

Time required	1 hour
Objectives/competencies	<ul style="list-style-type: none"> <li>• Explore key intersections between democratic values and minority-majority relations,</li> <li>• Learn to connect diversity to social cognition and democratic values,</li> <li>• Help participants to identify major concepts in majority-minority relations, contribute meaningful insights and stay with relevant information</li> </ul>
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	Crick, B. (2002). <i>Democracy: A Very Short Introduction</i> . Oxford: Oxford University Press. Okitikpi, T., Aymer, K. (2010). <i>Key Concepts in Anti-Discriminatory Social Work</i> . London: Sage Publications Ltd. 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

### 1.7. Polish educational system and teacher training programs

Time required	1,5 hours
Objectives/competencies	<ul style="list-style-type: none"> <li>• Discussion about common and difference features in partners countries education systems and social values (metaplan);</li> <li>• Developing skills to form independent considered judgments and to participate in a dialogue about integration knowledge between different disciplines and aspects of teachers' training</li> <li>• Building social relations and cultural national and international collaboration</li> </ul>
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	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. Discussion about common and difference features in partners countries education systems and social values (metaplan). Reflection on the possible changes in education regarding democratic values.
Literature	Jakubowski, M. (2020). <i>Poland: Polish Education Reforms and Evidence from International Assessments</i> , <a href="https://link.springer.com/chapter/10.1007/978-3-030-59031-4_7">https://link.springer.com/chapter/10.1007/978-3-030-59031-4_7</a> Eurydice, (2020). <i>The system of education in Poland</i> , <a href="https://www.google.com/url?sa=t&amp;source=web&amp;rct=j&amp;opi=89978449&amp;url">https://www.google.com/url?sa=t&amp;source=web&amp;rct=j&amp;opi=89978449&amp;url</a>

	<p><a href="https://eurydice.org.pl/brepo/panel_repo_files/2021/10/07/rnai4w/the-system-of-education-in-poland-online-new.pdf&amp;ved=2ahUKEwig-Kz4266EAxVBIEQIHZGACqgQFnoECCcQAQ&amp;usq=AOvVaw2JmdZFGDJXqHdDoZWie8TL">=https://eurydice.org.pl/brepo/panel_repo_files/2021/10/07/rnai4w/the-system-of-education-in-poland-online-new.pdf&amp;ved=2ahUKEwig-Kz4266EAxVBIEQIHZGACqgQFnoECCcQAQ&amp;usq=AOvVaw2JmdZFGDJXqHdDoZWie8TL</a></p> <p><i>Metaplan Basic Techniques. Moderating group discussions using the Metaplan aPowerPointroach</i>, <a href="https://www.metaplan.com/wp-content/uploads/2021/04/Metaplan_Basiswissen_engl.pdf">https://www.metaplan.com/wp-content/uploads/2021/04/Metaplan_Basiswissen_engl.pdf</a></p>
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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"> <li>• 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.</li> </ul>
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 addapted 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., &amp; Carroll, M. (2018). Understanding teaching and learning in primary education. <i>Understanding Teaching and Learning in Primary Education</i>, 1-432.</p>

1.1. 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
Objectives/competencies	<ul style="list-style-type: none"> <li>• Introduction to the preparation of school lesson plans (scenarios) for the development of democratic values in school students.</li> <li>• Practical approach.</li> <li>• Polish students present their previously prepared lesson plans and presentations</li> </ul>
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 &amp; 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., &amp; 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., &amp; Younie, S. (2013). <i>Learning to teach in the secondary school: A companion to school experience</i>. Routledge.</p> <p>Feiman-Nemser, S. (1989). <i>Teacher preparation: Structural and conceptual alternatives</i>. National Center for Research on Teacher Education.</p>

### 1.9. Visit to the museum of Kraków University of Technology

Time required	1.5 hours
Objectives/competencies	<ul style="list-style-type: none"> <li>• Analysis of the source database regarding the biography of the Polish national hero Tadeusz Kosciuszko.</li> <li>• 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).</li> <li>• Reflection about the visit to museum</li> </ul>
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>

### 1.10. 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.

### 1.11. School visit

Time required	3 hours
Objectives/competencies	<ul style="list-style-type: none"> <li>• Discussion about the functioning of the student self-government as a way for students' democratic values development</li> <li>• Analysis of the Game Secret Hitler as a didactical technique of the development of the school students' democratic value attitude);</li> <li>• Reflection about school visit.</li> </ul>
Method applied/didactical methods	Discussion, work in group, guide tour
Material used	School statute
Opt. theoretical background	<p>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 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	Moss, P., & Urban, M. (2010). Democracy and Experimentation: Two Fundamental Values for Education. <i>Online Submission</i> . Noddings, N. (2013). <i>Education and democracy in the 21st century</i> . Teachers College Press. Subba, D. (2014). Democratic values and democratic aPowerPointroach in teaching: A perspective. <i>American Journal of Educational Research</i> , 2(12), 37-40.

1.12. 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"> <li>• 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.</li> <li>• 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 dangers posed by populist and far-right movements prevalent in contemporary EU countries.</li> <li>• 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.</li> <li>• 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</li> </ul>

	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. <i>Victimological aPowerPointroaches to international crimes</i> , 7-34. Ball, H. (1999). <i>Prosecuting war crimes and genocide: The twentieth-century experience</i> . University Press of Kansas. Zwaan, T. (2003). On the Aetiology and Genesis of Genocides and other Mass Crimes–Targeting Specific Groups. <i>raPowerPointort présenté au Bureau du procureur pour le Tribunal penal international pour l'ex-Yougoslavie</i> . Amsterdam, Centre for Holocaust and Genocide Studies, University of Amsterdam/Royal Netherlands Academy of Arts and Sciences.

## 2. Workshop in Norway

### 2.1. Lecture about Norwegian school system

Time required	1 hour
Objectives/competencies	<ul style="list-style-type: none"> <li>To understand the Norwegian School system</li> </ul>
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. Lecture on Norway's history and development of values and democracy

Time required	1 hour
Objectives/competencies	<ul style="list-style-type: none"> <li>To present an introduction and a historical perspective on some basic ideas and values that has characterized the development of the Norwegian school system.</li> </ul>
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	

## 2.3. Introduction to an app for exploring historical sites

Time required	30 minutes
Objectives/competencies	<ul style="list-style-type: none"> <li>Preparation for using the app and preparing for discussing it after using it.</li> </ul>
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.
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## 2.4. Mindmaps 1

Time required	
Objectives/competencies	
Method applied/didactical methods	
Material used	
Opt. theoretical background	
Short description	
Literature	

## 2.5. School visit

Time required	3 hours
Objectives/competencies	<ul style="list-style-type: none"> <li>To visit and learn about a Norwegian school.</li> <li>Overarching topics: inclusion, special needs education, the school as part of nature/a local community</li> </ul>
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 <b>description</b> of the situation.</p> <p>2) Reflection:</p> <ul style="list-style-type: none"> <li>What were you surprised by?</li> <li>What were you wondering about?</li> <li>What were your / other students' reactions, considerations and actions?</li> <li>What did you think and feel?</li> <li>What did you learn from the situation?</li> <li>Could something have been done differently?</li> <li>If you were the teacher, what would you have done, and why?</li> </ul>
Opt. theoretical background	
Short description	School visit. Observing and learning about an ordinary day in a Norwegian school.
Literature	

## 2.6. Lecture: Democratic Education = Education for Democracy?

Time required	3 hours
Objectives/competencies	<ul style="list-style-type: none"> <li>To understand how democratic education is conceptualized within educational scholarship</li> </ul>
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	<a href="#">Democratic Education: A Theoretical Review (2006–2017) - Edda Sant, 2019 (sagepub.com)</a>

## 2.7. Young Sámi in Norway

Time required	30 minutes
Objectives/competencies	<ul style="list-style-type: none"> <li>To get an inside perspective of how it is to live as a Sami person in Norway.</li> </ul>
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 story of life as a Sami in Norway
Literature	

## 2.8. Dialogue about the role of Sámi

Time required	30 minutes
Objectives/competencies	<ul style="list-style-type: none"> <li>To get an inside perspective of how it is to live as a Sami person in Norway.</li> <li>To be able to relate it to life in Polen and Germany.</li> </ul>
Method applied/didactical methods	Dialogue
Material used	
Opt. theoretical background	
Short description	
literature	

## 2.9. Workshop: Racialised discourse in Norwegian curriculum

Time required	2 hours
Objectives/competencies	<ul style="list-style-type: none"> <li>To understand how race comes</li> </ul>

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. <a href="#">Full article: Patterns of racialised discourses in Norwegian teacher education policy: Whiteness as a pedagogy of amnesia in the national curriculum (tandfonline.com)</a>

## 2.10. Visit of Arkivet and plenary discussion on human rights and dignity

Time required	5 hours
Objectives/competencies	<ul style="list-style-type: none"> <li>Enhancing critical thinking and narrative competencies</li> </ul>
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 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

## 2.11. Reflection on the app

Time required	
Objectives/competencies	
Method applied/didactical methods	
Material used	
Opt. theoretical background	

Short description	
Literature	

## 2.12. Mindmaps 2

Time required	
Objectives/competencies	
Method applied/didactical methods	
Material used	
Opt. theoretical background	
Short description	
Literature	

## 3. Workshops in Germany

### 3.1. 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, Jörg (2020). Secularization theories in the 21st century: Ideas, evidence, problems. Presidential address. <i>Social Compass</i> (67) 2. 282–308. <a href="https://doi.org/10.1177/2047173417698148">https://doi.org/10.1177/2047173417698148</a> <a href="https://europeanacademyofreligionandsociety.com/news/christianity-and-controversies-in-norwegian-education/">https://europeanacademyofreligionandsociety.com/news/christianity-and-controversies-in-norwegian-education/</a> <a href="https://europeanacademyofreligionandsociety.com/news/insights-from-the-dashboard-education-across-europe/">https://europeanacademyofreligionandsociety.com/news/insights-from-the-dashboard-education-across-europe/</a> <a href="https://europeanacademyofreligionandsociety.com/news/the-myth-of-meritocracy/">https://europeanacademyofreligionandsociety.com/news/the-myth-of-meritocracy/</a>

	<p><a href="https://europeanacademyofreligionandsociety.com/news/awareness-of-normativity-as-a-tool-for-dialogue/">https://europeanacademyofreligionandsociety.com/news/awareness-of-normativity-as-a-tool-for-dialogue/</a></p> <p><a href="https://europeanacademyofreligionandsociety.com/news/normativity-religion-and-ethnicity-in-the-school-system/">https://europeanacademyofreligionandsociety.com/news/normativity-religion-and-ethnicity-in-the-school-system/</a></p> <p>Riitaoja, A. &amp; Dervin, F. (2016). Interreligious dialogue in schools: beyond assymetry and categorisation. <i>Language and Intercultural Communication</i>, 2014, Vol. 14, No. 1, 76–90, <a href="http://dx.doi.org/10.1080/14708477.2013.866125">http://dx.doi.org/10.1080/14708477.2013.866125</a></p>
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### 3.2. Visit to the Ravensburg Mosque

Time required	3 hours
Objectives/competencies	<ul style="list-style-type: none"> <li>• To be open to cultural otherness and to other beliefs, world views and practices</li> <li>• To know about Muslim (Sunnite) religion in theory and practice</li> <li>• To know about the religious, cultural and social role of a mosque in a local context</li> <li>• experience related rites/rituals, practices, art, architecture and aesthetics</li> <li>• To reflect on own concepts/preconcepts, open questions, sympathetic and critical attitudes</li> </ul>
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): <i>Der eigene Gott: von der Friedensfähigkeit und dem Gewaltpotential der Religionen</i>. Leipzig: Verlag der Weltreligionen.</p> <p>Krainz, U. (2014): <i>Religion und Demokratie in der Schule</i>. Wiesbaden: Springer.</p> <p>Knoblauch, H. (1999): <i>Religionssoziologie</i>. Berlin: de Gruyter.</p> <p>Krüger, T. (2004): <i>The Limits of Religious Freedom</i>. Rede im Rahmen der Veranstaltung "Constitutions and Confessions" in Potsdam</p>

	am 15.06.2004. <a href="https://www.bpb.de/die-bpb/presse/51184/the-limits-of-religious-freedom/">https://www.bpb.de/die-bpb/presse/51184/the-limits-of-religious-freedom/</a> [14.09.2023]
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Presentation of ideas, morning input, assisted collaboration on lesson plans and teaching material

Time required	1-2 hours
Objectives/competencies	<p><i>[ècontinue the process of lesson planning and material production]</i></p> <ul style="list-style-type: none"> <li>• To be open for other people’s world views, ideas and concepts</li> <li>• To explore and weigh values in their core meanings, spring offs and limitations (esp. against other values)</li> <li>• attain and use pedagogical content knowledge on values lesson/project planning processes</li> <li>• To gain knowledge on lesson planning in the field of democratic values education in primary education</li> <li>• To reflect and evaluate own planning processes regarding values education critically</li> <li>• To align objectives, didactics, pedagogics and material to construct a learning opportunity for primary school classes or groups</li> </ul>
Method applied/didactical methods	<p>Group-reflection  Guided/counselled collaborative work in multi-national groups  Guiding questions/strategy check  exchange on the state of work  Give and get feedback  Encouraging self-organized collaboration and production process</p>
Material used	<p>Selected aids on main aspects of the process  guiding questions for a concise survey and didactic comments on the learning, ideas and material</p>
Opt. theoretical background	CoE, Competences for Democratic Culture
Short description	<p>Presentation and discussion of the “butterfly” (CoE, 2016): targets, pathways of learning, methods applied  Stand up presentations on: (1) state of work/tasks accomplished (2) envisaged product in the making (3) assistance and aids needed  Self-organized collaboration time in groups: group reflection, revision of the content, development/clarification on didactics  Next steps/tasks: (e.g. choice of didactical tools to be applied; production of material to be used; optional teaching strategies etc.)  Presentation/upload of the lesson/project design</p>

Literature	Council of Europe. Education Department (Ed.). (2018). <i>Reference framework of competences for democratic culture</i> . Council of Europe. <a href="https://rm.coe.int/prems-008318-gbr-2508-reference-framework-of-competences-vol-1-8573-co/16807bc66c">https://rm.coe.int/prems-008318-gbr-2508-reference-framework-of-competences-vol-1-8573-co/16807bc66c</a>
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### 3.3. Presentation of ideas, morning input, assisted collaboration on lesson plans and teaching material

Time required	
Objectives/competencies	
Method applied/didactical methods	
Material used	
Opt. theoretical background	
Short description	
Literature	

### 3.4. Workshop: Religion and democracy – religious learning – religion and ethics in school

Time required	
Objectives/competencies	
Method applied/didactical methods	
Material used	
Opt. theoretical background	
Short description	
Literature	

### 3.5. Panel discussion/open discussion on “Interreligious learning and values in schools

Time required	2,5 hours
Objectives/competencies	<ul style="list-style-type: none"> <li>• Expand knowledge about the widest spread religious communities in Europe.</li> <li>• Deepen communicative skills about religions.</li> <li>• Foster critical thinking about role of religions in democratic societies</li> </ul>
Method applied/didactical methods	Discussion
Material used	none
Opt. theoretical background	--
Short description	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> <ol style="list-style-type: none"> <li>1. What role do religions play in relation to democratic values and a democratic basic order in EU societies</li> <li>2. What does interreligious dialog mean for society and for specific communities, e.g. a school community?</li> </ol>
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### 3.6. Introduction to Global Ethics by GEF at the Stiftung Weltethos

Time required	2 hours
Objectives/competencies	<ul style="list-style-type: none"> <li>• What is a Global Ethic?</li> <li>• How is it important for interreligious dialogue?</li> <li>• Why are common values (like the GE) essential for a democratic society?</li> </ul>
Method applied/didactical methods	Input PPT Work in groups
Material used	PPT (attached) - Teaching Unit_Global_Ethic_Values_2023 (attached)
Opt. theoretical background	
Short description	<ul style="list-style-type: none"> <li>• Input “Global Ethic Idea and Foundation – Educational work”: What’s a Global Ethic? Educational projects of the GEF</li> <li>• 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.</li> </ul>
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 5<sup>th</sup> Commitment to a Culture of Sustainability and Care for the Earth (Toronto 2018).</p> <p><a href="https://parliamentofreligions.org/wp-content/uploads/2023/05/Global-Ethic-PDF-2020-Update.pdf">https://parliamentofreligions.org/wp-content/uploads/2023/05/Global-Ethic-PDF-2020-Update.pdf</a></p>

### 3.7. Theatre Workshop on Global Ethics Values

Time required	3-4 hours
Objectives/competencies	<ul style="list-style-type: none"> <li>• How do values affect our decisions in everyday life?</li> <li>• Are we aware of our set of values?</li> <li>• How do we react when we witness a situation where democratic values are violated?</li> </ul>



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 &amp; 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>

### 3.8. Reflection and Evaluation of the Workshop

Time required	1 hour
Objectives/competencies	<ul style="list-style-type: none"> <li>• Awareness &amp; discovery of own set of values,</li> <li>• Effects for attitude and behavior as teacher,</li> <li>• Strive to be as un-biased and discrimination-free as possible</li> </ul>
Method applied/didactical methods	<p>Reflection questions:</p> <p>1) What have I learned for myself (insights, experiences, knowledge gained)? How did the theatre workshop help me to discover “my” set of values?</p> <p>2) Do I see transfer options to primary school and if so, which ones?</p>

	<p>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?</p> <p>4) How does my set of values affect my attitude, behavior and decisions in everyday life (and therefore also my teaching)?</p> <p>5) What can I do to become an un-biased teacher?</p> <p>à 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	---

### 3.9. Introduction in GES and observation

Time required	1 hour
Objectives/competencies	<ul style="list-style-type: none"> <li>• What is the aim of the Global Ethic School Program?</li> <li>• What are the criteria applying schools have to fulfill?</li> <li>• How does being a GE School affect the way common values are respected and experienced in these schools?</li> </ul>
Method applied/didactical methods	PowerPoint, discussion
Material used	<ul style="list-style-type: none"> <li>• Global Ethic Schools Criteria (attached)</li> <li>• “ValiDE Student Exchange 22_Tasks for GEF” (attached)</li> <li>• Observations.pdf (attached)</li> </ul>
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 &amp; evaluation</p>
Literature	<ul style="list-style-type: none"> <li>• Global Ethic Schools Criteria (attached)</li> <li>• “ValiDE Student Exchange 22_Tasks for GEF” (attached)</li> </ul>

	• Observations.pdf (attached)
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### 3.10. School visit and discussion with teachers

Time required	2 hours
Objectives/competencies	<ul style="list-style-type: none"> <li>• Students visit a “Global Ethic lesson” in a primary school that is a Global Ethic School</li> <li>•</li> </ul>
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 <b>description</b> of the situation.</p> <p>2) Reflection:</p> <ul style="list-style-type: none"> <li>• What were you surprised by?</li> <li>• What were you wondering about?</li> <li>• What were your / other students' reactions, considerations and actions?</li> <li>• What did you think and feel?</li> <li>• What did you learn from the situation?</li> <li>• Could something have been done differently?</li> <li>• If you were the teacher, what would you have done, and why?</li> </ul>
Opt. theoretical background	
Short description	<p>Students sit in little groups in different primary classes and observe a “Global Ethic lesson”.</p> <p>Afterwards each group evaluates the lesson together with their host teacher.</p> <p>Finally, all of the students reflect on their experiences together with the headmaster, the project staff and the involved teachers.</p>
Literature	“ValiDE Student Exchange 22_Tasks for GEF” (attached)

### 3.11. Optional time for accomplishing lesson planning and material production; presentation of lesson plans and teaching materials; feedback; evaluation time

Time required	
Objectives/competencies	
Method applied/didactical methods	
Material used	
Opt. theoretical background	

Short description	
Literature	