



SMALL STEPS TOWARDS DEMOCRACY – lesson plan

The term citizenship is central to any discussion of democratic society. It refers, on the one hand, to the legal and political status that a society recognizes and guarantees for its members, and on the other, to the cultural identity that each citizen assumes. The effective exercise of citizenship as a status or social role depends on the civic competences or civic culture of each individual. A citizen is a person who has rights and duties in a democratic society. Research on political behavior starts from the presumption that democracy cannot function adequately in the absence of the political involvement of citizens.

In approaching this very complex and constantly changing topic, we started from the idea that learning about democracy and practicing it are in a bilateral relationship; on the one hand, democracy depends on education to be put into practice, and on the other hand, practicing democracy is the key to learning about democracy. Therefore, within education, young people must learn about democracy if a society wants to remain or become democratic. Since schools are officially responsible for the education of the younger generation, they must practice democracy to encourage students to learn about democracy.

Students will study notions about democracy in history, social education, biology, technological education classes, with the aim of training and developing skills that will allow students to carry out an investigative approach, carry out team activities, investigate the social and civic norms of the groups they are part of in order to identify the problems these communities face and consequently participate responsibly in decision-making by exercising the spirit of initiative, the entrepreneurial spirit, respectively by demonstrating active social, civic and economic behavior. The society in which they will live depends largely on the conception they form now, during their school years, about the value, nature and functioning model of democracy and human rights.

In teaching the basic notions about democracy, it is necessary to create a tolerant learning environment of mutual respect, in which the teacher is perceived as a partner, but at the same time as a support in addressing this challenge.

The general objectives of this didactic approach consist of:

- obtaining information that will give students the opportunity to critically relate to different facts, events, ideas, processes in their personal or community life;



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- carrying out, in teams, activities that will lead to the investigation of specific problems of different social groups and to the assumption by students of the values and norms specific to the group they belong to;
- responsible participation in decision-making by exercising the spirit of initiative, respectively by demonstrating an active social, civic and economic behavior.

To achieve the proposed objectives, students will have to study, during the activities, the following documents:

- Universal Declaration of Human Rights (1948)
- United Nations Convention on the Rights of the Child (1989)
- Council of Europe Strategy for the Rights of the Child: 2012-2015
- White Paper on Intercultural Dialogue, Living together as equals in dignity, adopted by the Council of Europe (Strasbourg, 2008)
- Education for democracy, United Nations Resolution A/67/L.25 (2012)
- Council of Europe Charter on Education for Democratic Citizenship and Human Rights Education (2010)
- Declaration on the promotion of citizenship and the common values of freedom, tolerance and non-discrimination through education (Paris Declaration, 2015)
- European Parliament Resolution of 8 September 2015 on promoting youth entrepreneurship through education and training (European Parliament Resolution on promoting youth entrepreneurship through education and training 2015/2006(INI))

Education for democracy has achieved its goal if it has prepared the active citizen, who participates in democratic action guided by democratic values and principles. From the point of view of the proposed teaching strategy, of the pedagogical methods that will be used, all the disciplines involved in the implementation of the lesson plan will achieve an integrated teaching - learning, because they all put the student at the center of the action, as a discoverer of the real world. So personal experience, learning through discovery, are the ways of forming his cognitive and affective horizon. In all these disciplines, the student and the teacher investigate together a very complex and dynamic socio-political reality.

Lessons	Activities	Work assignments for students
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<p>1. CHILD RIGHTS</p>	<p><i>Children have not always enjoyed the place they currently occupy in society. Throughout human history, the idea of providing them with protection has been at most a concern of parents, not an objective of society and its institutions. Interest in children's rights emerged in the second half of the 19th century, when the first movement concerned with issues related to child DEVELOPMENT arose, advocating for their PROTECTION against neglect, exploitation and violence. In Europe, the period was characterized by the opening of a considerable number of public institutions for protection, schools and separate institutions for delinquent children, as well as juvenile courts. Eglantyne Jebb conceived and promoted the adoption, in 1924, by the League of Nations (today, the United Nations) of the Declaration of the Rights of the Child, the first international document through which the international community affirmed the urgency of protecting children from abuse and neglect, calling on member states to assume responsibility and allocate resources in this regard. This Declaration, along with its expanded form from 1959, are the sources of inspiration used in the drafting of the United Nations Convention on the Rights of the Child of 1989</i></p> <p>https://ro.wikipedia.org/wiki/Drepturile_copilului https://www.didactic.ro/materiale-didactice/drepturile-copilului-prezentare-ppt https://wordwall.net/ro/resource/468744/1/drepturile-copilului https://wordwall.net/ro/resource/518659/9/educa%c8%9bie-social%c4%83/drepturi-de-protec%c8%9bie-%c8%99i-participare https://wordwall.net/ro/resource/216948/5/drepturile-copilului</p>	
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	<p>1. The activities carried out on this topic are intended to facilitate students' interest in their own rights and responsibilities, to facilitate the formulation of their own opinions and simple arguments regarding the promotion of their own rights and responsibilities, and to critically report on the opinions of their peers in debates. Students will carry out activities such as:</p> <ul style="list-style-type: none"> - role-playing games, debates, group discussions in which they will formulate questions regarding children's rights (e.g.: Do children's rights and responsibilities change in the online environment?; Do children's rights and responsibilities change with age?) - case studies based on situations in which children's rights have been violated - writing an essay on the theme "The Importance of Children's Rights" <p>2. Formulating problems regarding children's rights and identifying measures to resolve the violation of rights:</p> <ul style="list-style-type: none"> - organizing a creative solutions competition for respecting the right to health or education - debating cases of violations of children's rights presented in the media, establishing true and false aspects <p>3. Exercises in making personal or group decisions, without violating the rights of others, involvement in making group decisions while respecting one's own rights:</p> <ul style="list-style-type: none"> - analyzing the consequences of violating the right to education, the causes and effects - analyzing situations in which others can be violated by exercising one's own rights - comparing messages contained in texts (oral and written), television programs, web pages, films, advertising, music, in which children's rights are promoted/in which some rights are violated 	<p>Realizarea unui eseu cu tema "Cum arată lumea dacă demâine copiii nu ar mai avea nici drepturi și nici răspundabilități?"</p>
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		<p>The creation of a banner that reflects the activities of volunteering to promote children's rights, but also identifying the problems and the solutions promoted within these activities</p> <p>Writing an essay on the topic "What would the world look like if from tomorrow children had neither rights nor responsibilities?"</p> <p>Creating a set of norms/rules at the class level.</p>
<p>2. INTERCULTURAL EDUCATION</p>	<p><i>There is no consensus in the international scientific literature on the meaning given to concepts such as multiculturalism or interculturalism, the explanations presented below being based mainly on references from documents of the Council of Europe and the European Union.</i></p> <p><i>Therefore, from this perspective:</i></p> <ul style="list-style-type: none"> - <i>The multicultural society is characterized by the coexistence of several cultural groups recognized as having equal status, the emphasis being on preserving cultural differences and affirming specific cultural identity, giving little importance to the interaction between groups within society.</i> - <i>The intercultural society is also characterized by the coexistence of several cultural groups recognized as having equal status, based on the equality of rights of their members, but between them there are and are supported numerous interactions and mechanisms of communication, dialogue and cooperation, on a</i> 	



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	<p><i>democratic basis, which aim at the continuous definition of the most appropriate ways of living together. The teacher presents a definition of interculturalism:</i></p> <p><i>Interculturalism refers to giving equal importance to both:</i></p> <p><i>a. the possibilities offered to each cultural group to maintain, develop and publicly affirm its own cultural identity, as well as b. communication, contacts and cultural exchanges, which involve knowledge, understanding and mutual respect of people with different cultural affiliations.</i></p> <p>https://prezi.com/ibb4ivu-mhvk/educatia-interculturala/</p> <p>1. Analysis of specific terms of interculturality, identification of national cultural values and comparison with cultural systems from other countries, analysis of intercultural society:</p> <ul style="list-style-type: none"> - vocabulary exercises - creation of a multilingual dictionary of terms specific to different cultures - creation of presentations with the cultural specifics of EU member states - role-playing games to find solutions in the emergence of conflicts due to cultural differences presented in the media <p>2. Creation of a project to solve some integration problems of students of the Roma minority:</p> <ul style="list-style-type: none"> - case studies and proposal of measures - creation of a joint show presenting the customs and traditions of each community - initiation of actions such as "Together, for a better world!", "Let's learn to live together!", "Let's present our cultural specifics and get to know other cultures!" "You and I, different, but equal!" 	<p>https://prezi.com/gt9udeeiapxe/educatia-interculturala/</p> <p>Writing an essay on the topic "From today I am obliged to live in country X"</p> <p>https://prezi.com/gt9udeeiapxe/educatia-interculturala/</p>
<p>3. EDUCATION FOR</p>	<p><i>Democratic citizenship is a skill, and a skill is formed.</i></p>	



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<p>DEMOCRATIC CITIZENSHIP</p>	<p><i>Faced with new social challenges, the school has the duty to form citizens who are not only informed and who understand their formal responsibilities as citizens, but who are also active – able to contribute freely to the life of their community, their country and the world at large and to participate actively in ways that express their individuality and help them solve problems.</i></p> <p><i>Children and young people are not old enough to vote in elections or be members of juries, but they also have rights and duties and are entitled to have a say. Thus, education for democratic citizenship forms the necessary skills for family life and social life, while providing them, at the same time, with knowledge for the future.</i></p> <p><i>Democratic citizenship is not limited to the legal status of being a citizen and the right to vote that this status confers. It includes all aspects of life in a democratic society. Thus, democratic citizenship is linked to a wide range of topics, such as sustainable development, participation in society of people with disabilities, gender equality, prevention of terrorism and many others.</i></p> <p>https://wordwall.net/ro/resource/914383/2/test-la-educatie-pentru-cetatenie-democratica</p> <p>1. Familiarization with democratic citizenship, respect for the values, principles and norms imposed by living in a democratic society:</p> <ul style="list-style-type: none">- creation of a text based on a series of terms specific to the field- identification of situations in which respect for democratic practices had benefits, and non-compliance had negative consequences- formulation of advantages / disadvantages of the democratic regime and argumentation of the choice of an option	
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	<p>2. Implementation of projects through which students are involved in finding and implementing measures to influence local authorities' decisions regarding environmental protection:</p> <ul style="list-style-type: none"> - creation of petitions - creation of an e-store in which all students in the community can publish articles - volunteering actions (greening, afforestation, etc.) - distribution of leaflets in the community with environmental protection messages <p>3. The need to respect democratic values and norms in exercising citizenship:</p> <ul style="list-style-type: none"> - participation of students in making decisions at the class level (for example, in electing the class teacher, class representatives in the student council), valuing the democratic way of carrying out these activities - role-playing game "The Headmaster" in which students will make decisions regarding class activities, rewarding / punishing those who respect / do not respect the rules - case studies regarding obtaining information from the media 	<p>https://quizizz.com/admin/quiz/5e651e29527677001b6a4b91/educatie-pentru-cetatenie-democratica-i</p> <p>Analysis of case studies/cases, taken from the media, regarding juvenile delinquency and presentation of intervention measures by state institutions</p> <p>https://quizizz.com/admin/quiz/5e651e29527677001b6a4b91/educatie-pentru-cetatenie-democratica-i</p> <p>Writing an essay on the topic "Ways to reduce school dropout"</p>
<p>1. I AM A CITIZEN OF THE EUROPEAN UNION</p>	<p><i>Like national citizenship, European Union citizenship designates a relationship between the citizen and the European Union, characterized by rights, duties and political participation. Union citizenship is complementary to national citizenship, but does not replace it. EU citizenship encompasses a series of rights and duties that are in addition to those resulting from citizenship of a Member State. European citizenship is more than a set of rights that, in themselves, could be granted even to those who do not hold it.</i></p>	



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	<p><i>This is the miracle of Union citizenship: it strengthens the ties between us and our states (in the sense that we are European citizens precisely because we are citizens of our states) and, at the same time, emancipates us from them (insofar as we are now citizens beyond our Member States).</i></p> <p><i>The Council of Europe is the largest and oldest European organisation. The Council is the guardian of human rights for a Europe of citizens and of democracy and the rule of law: the best structure to oversee education for democratic citizenship and human rights education in Europe.</i></p> <p>https://multimedia.europarl.europa.eu/ro/video/what-are-eu-values_B01-ESN-210315</p> <ol style="list-style-type: none">1. Romanian citizen versus European citizen; encouraging students' positive attitudes of understanding and tolerance towards the opinions, beliefs, ideas, and lifestyle of any European citizen:<ul style="list-style-type: none">- general knowledge contest targeting representative aspects for some countries in the European Union- simulation of debates of the European Parliament2. The advantages of our country's membership in the EU and educating students in order to know the values of the European Union:<ul style="list-style-type: none">- analysis of European events that lead to highlighting the cause-effect relationship- grid tests that highlight the relevance of the EU in your daily life3. European institutions and their role:<ul style="list-style-type: none">- comparison, within team activities, of the role played by the European Parliament in substantiating various policies of the European Union- creation of a graphic diagram that compares the functioning of the institutions of the European Parliament	<p>https://learning-corner.learning.europa.eu/play-games/quiz_ro#/dashboard</p>
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	<p>with the institutions of governance of Romania</p> <ul style="list-style-type: none">- role-playing games through which students simulate debates in the European Parliament and learn how decisions are made in the EU <p>https://learning-corner.learning.europa.eu/learning-materials/european-council-and-council-european-union_ro</p>	<p>Creating a PPT presentation on the theme "May 9 - Europe Day"</p> <p>https://learning-corner.learning.europa.eu/play-games/quiz_ro#/dashboard</p>
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