



## P.B.L Lesson Plan

### Title

Will Democracy Fade or Flourish in the EU?

### School

Name: I.E.S José Isbert

Country: Spain

Web Site: <http://ies-joseisbert.centros.castillalamancha.es/>

### Subjects involved/potentially involved

Subjects currently involved	Subjects potentially involved
Social Science, Chemistry, Business, History and English	Business Administration, Technology and Philosophy.

### Description of how the lesson plan was designed and implemented

The background for the lesson plan is that our youth all around Europe seems to be a little disconnected from politics both at national and European levels. They see institutions as something they don't understand and which is no longer their responsibility. We want to change this point of view making politics and institutions something reachable and a bit easier to understand.

Because of that we will try to approach the subject from many different perspectives (and different subjects in school). Ideas mainly from a social studies perspective. We will start with an approach to local, regional and





national approach to what politics entails and how it affects our everyday: mass media and mass communication, social media's impact on democracy, the decline of and threats to democracy (fake news), active citizenship, different media systems in different countries, the lack of separation of powers, forms of democracy. That's the reason why we have decided to structure our unit starting up from a local level, the closest and then follow the way of waste all the way through...PROVINTIAL...NATIONAL...EUROPEAN LEVEL

## Competencies and knowledge

### Development of prerequisite competencies and/or knowledge

1. Present and make clear to the students a complex real problem that we have to face and enable them to develop the students' learning and critical thinking skills in order to be able to find the appropriate tools to solve the problem.
2. Contribute to the students' awareness, individual and collective effort towards the development and betterment of the institutions at all levels .
3. Analyze information and select priority issues with regards to democracy, its main threats and strengths and therefore be able to use this knowledge in order to identify problems and later look for solutions.
4. Investigate and assess the interaction between the benefits we enjoy as citizens living in a democratic society and the risks we may entail if we lose this condition. Steps to be taken to preserve the democracy among the peers of the U.E.
5. Formulate solutions which can help our communities to attract our younger generations to the conclusion that their votes are absolutely necessary in order to maintain and strengthen the democracies we enjoy nowadays within the E.U.

**PBL** methodology will be used throughout the unit in order to **promote teamwork** and enable students **to develop communicative skills** and **critical thinking**.





## Development of competencies and/or knowledge the experience aims to create

### **Students will be able to:**

- Apply and combine knowledge of sociology, ethics, economics and philosophy in order to explain current challenges in our society.
- Examine local, provincial and national political decisions, considering the role of the EU parliament and institutions as the main supervisor and guardian.
- Analyze problems and select priority issues with regards to threats and challenges that the EU has to face.
- Select information from authoritative sources (academic works/articles) to discuss about a problem.
  
- Understand why it is important to be a part of the EU and contribute to make its institutions stronger by means of active citizenship participation.
- Investigate the interaction between economy, mass media, inner market, digitalization and citizenship rights in order to be a fully informed voter in the future.
- Suggest possible solutions to some of the problems that such a complex topic entails as a way of compromising younger generation with politics and raise their voices so that politics take them into account as much as possible in decision making.

## **Topics involved/potentially involved**

### Topics actually involved

- Institutions and levels of power: Division between Legislative and Executive power
- The EU as an organization including its institutions.
- Party and voter behavior. The different parties and their importance in the European Parliament
- Our partners and their democracies.
- The inner market and the economic union





- Legislation from the EU: Directives and regulations and their relationship with our national politics.
- Forms of power: Direct power, indirect power, discursive power and institutional power.
- Mass media and social media
- Fake News and medialization
- Digital regulations in the EU.
- The democracy in Europe and the citizen rights.
- Citizenship rights (civil, social and political rights), rights and duties
- Political participation
- The EU's role in the fight against social media, climate change, equality.
- The EU's role in Ukraine: Diplomacy, sanctions and support.
- Citizen involvement in the EU

#### Topics additionally involved

- Problems that the EU is facing nowadays.
- Brief approach to the Spanish political system at several levels.
- Brief approach to all members political systems.
- Citizenship engagement.
- Active participation through debate in society and institutions.

### Authors

Teachers who worked on the design and implementation

Name	Class	Subject
Raúl Peinado Fuentes	4th ESO-1st Bach	History
Noelia Denia Picazo	4th ESO-1st Bach	Maths
Cristina Cuartero Núñez	4th ESO-1st Bach	English





Carlos Moreno Saez	1º-2º CFGS	Business Adm.
Anabel Alcantud Hidalgo	4th ESO-1st Bach	Economy

### **PBL methodology: groupwork**

Start by explaining that the lesson plan is the second one of an Erasmus+ project and based on the **problem based learning** approach.

The first three sessions will be taught by our local major at a local level, politicians and civil servants as representatives of the institutions at a regional or even at a national level. The role of the students will be of observation and in groups, decide what questions are interesting for them to formulate in order to get a precise information concerning our way of government.

Later on they will put into practice this new methodology together with more different one according to the different lesson plans and activities contained in the unit.

The target groups are secondary students aged from 15 to 17 from a Spanish rural area.

When dealing with PBL, each group choose one leader and one secretary and spend 15 minutes debating about the question. All of them will share their conclusions and support their answers. Choose a way to present it. ( Mind map, PowerPoint, Infographic...)

### **Tools and applications**

EX:

- *Learning Apps*
- *Canva*
- *Tiktok*
- *Genially*
- *Written Reports*





- *Records*
- *Inphographics*
- *Mindmaps*
- *Visual maps*

## **Pedagogical Impact - Feedback**

Now they understand better all the real impact that concepts such as recycling, reusing, circular economy and so on, have on our daily life and that all the waste we generate needs to be taken into account at all levels.

In general, now they are much more conscious of the problem we have with the waste management and that if we don't take measures will become a huge challenge for future generations.

## **Student Involvement in Pathway Development**

The impact of the PBL "Will democracy fade or flourish" lesson plan on the students has been important.

The students, generally speaking, have participated actively in groupwork and discussions and they were motivated to explore all the new topics involved, which were many and some of them quite difficult. At the beginning was tougher to get them into the tasks, as they were somehow lost with the concepts, but as the unit was in progress, they seemed more comfortable and involved.

They have worked together in order to understand better all the real impact that all related concepts have on our daily life. They have listened to their mates, respect turns, made agreements, investigate, analyse, participate in small and big debate and so on. To summarize, they have put into practice some of the most valuable tools we have to reach agreements in a democratic society.

At the end they seemed much more comfortable with PBL methodology and the topics as they were gradually taking responsibilities on the tasks assigned. Most of them even enjoyed a lot and showed interest on several aspects of the topic and the activities proposed. The way they have experienced and learnt all these new knowledge, which didn't seem easy at first sight for them, have enable them to feel that their task as first





voters pretty soon, is not as difficult and disconnected from their realities as they may think before.

For all these reasons, the experience can be regarded as highly positive.

### Critical elements

It has been hard at times for the students to get time to work on the unit. They have been learning at working sometimes out of the classes timetable, evenings, breaks and so on. This has happened mainly when they have received lectures from technicians from out of school, excursions and so on. They had to reorganize extra-curricular classes in the evenings, etc.

There have also been difficulties when working with PBL, but less than in the first unit. The main difficulties of the unit have relied on the topic itself, much more abstract than the previous one, and at time, full of concepts hard to understand for them. On the other hand, they have shown great interest, as they have progressively understood, that politics in general, are closer to real life than they might have thought. Now concepts such as democracy, voters, majorities, totalitarianisms and so on are no longer strange words you listened to on TV or the Media, but part of the reality they live in.

### Produced materials

Type of produced material			
x	<i>Records</i>	X	<i>Mindmaps</i>
X	<i>PowerPoints</i>	X	<i>Inphographics</i>
X	Reports	X	Podcasts
X	Genially	X	Rubrics
X	Graphics	X	Collaborative Padlet

Other .....

Links to the resource(s)
<i>Lesson plans in pdf format + any useful material ( ex: worksheets)</i> <ul style="list-style-type: none"> <li>• <a href="#">Will democracy fade or flourish Spanish version.pdf</a></li> </ul>





## Evaluation method and tools ( grading rubrics etc)

- Direct Observation all throughout the process
- Records
- Survey
- Collaborative Padlet
- Assessment (Teacher and peers)
- Reports
- Surveys
- Grading Rubrics
- Self-reflection about their own ideas and productions
- Expositions/Presentations
- Final Debate

