Introduction

1. What this book has to offer

This book contains a collection of 47 exercises and models for Education for Democratic Citizenship (EDC) and Human Rights Education (HRE) in schools and also in informal settings of education. These teaching models provide the framework to activate students, and they offer examples and inroads into understanding general principles of democracy and human rights (inductive approach, teaching by example).

The user will find that many of these teaching models require few and simple resources (low budget principle).

In a lesson or unit, preferably not more than four lessons, these models need to be embedded within a context, usually following a three-step structure:

1. The lesson or unit begins with an introduction to clarify the topic of the lesson, its purpose and objectives. The students become interested in the topic.

2. The students receive instructions on how to carry out the exercise and the necessary materials. They then become engaged in their activity.

3. This is a phase of careful reflection, discussion and instruction. Common methods are student feedback, classroom discussion, critical thinking and instruction by the teacher to introduce the key concept underlying the model. Without this third phase, the students will gain the impression they are simply playing a game for its own sake.

Phases 1 and 3 are not included in the presentation of the models (phase 2). The introductions to the chapters provide a briefing on the key concept or issue that is the focus of the exercises in that section; here, support can be found for phase 3. The target group of this book is the more experienced teacher and the teacher who is willing to spend some time preparing the lesson carefully. Preparation is primarily a task of careful thinking, focusing on phase 3. What feedback will my students give me? What feelings will this exercise arouse? What is the key concept that my students should be able to understand? How do I intend to introduce it? How can it be applied afterwards?

Which questions a teacher chooses and how he or she answers them will vary, depending on the specific group of learners, their age and cultural background. We have described examples of how to implement some of the models in this book in the companion volumes of this EDC/HRE edition.

Many exercises are adaptable for different age groups, as the level of reflection may vary. Some models, however, are more complex and abstract than others and therefore more suitable for more advanced students.

2. The shared European approach to EDC/HRE

The user will discover that the models follow different approaches of teaching and learning. Some focus more on creating an authentic experience (e.g. "A bouquet of flowers", or "The jigsaw puzzle"), others emphasise student activity in a role-play setting (e.g. "The tourists"). There is a third category of materials that focuses on specific topics and is more material based (e.g. "Basic concepts of political thought"). Finally, there are designs for project work leading to a product (e.g. "The human rights poster").

The wide variety of approaches reflects the fact that authors from all parts of Europe have contributed to this book. They have drawn on different sources and traditions of teaching and learning, and have selected models that they know from practical experience and testing in class.

However, there is a shared understanding of EDC/HRE that permeates every part of this book: in EDC/HRE, the method carries the message. Teaching *about* democracy and human rights must be reflected by teaching in the spirit of these principles, that is, teaching *through* democracy and human rights. Therefore these models follow the principle of task-based learning and learning by personal experience. This shared understanding of EDC/HRE may truly be called the *European approach*.

The original version of this book was produced to support the teacher training seminars for EDC/HRE in Bosnia and Herzegovina after the war (1992-95). The Council of Europe arranged seminars for teachers from 1996 and these activities continued until 2006. The objective of these seminars was to support the peace-building process after the war. EDC/HRE should encourage the young generation to develop a political culture that supports a modern pluralist and tolerant society with firmly established democratic institutions.

In the first two years, the authors of this book were brought together to train teachers across Bosnia and Herzegovina in summer seminars lasting for up to two weeks. We found that the teachers were highly interested and willing to rise to the challenge of educating their students in democracy and human rights. However, they urgently requested materials to guide and support them in their work. Within a year, the first edition of this book was produced. It soon became known as the "Blue Folder", because of its link to the Council of Europe, and was widely used, not only by teachers in Bosnia and Herzegovina, but also in other countries including the Russian Federation, Moldova, Croatia, Serbia and Montenegro. The feedback from these users contributed to an improved edition in 2000. We found that many teachers required guidance and support in task-based learning and integrating task-based and conceptual learning, as outlined by the three-step model above.

We responded by developing teaching models that describe the steps within a four-lesson sequence in detail. Revised versions of these models are to be found in volumes III, IV and V of this EDC/HRE series.

This edition of teaching models in EDC/HRE no longer refers to the specific context of Bosnia and Herzegovina. As the teaching models represent the shared European approach to EDC and HRE, they may also be used throughout Europe and, for that matter, also in other parts of the world. The different authors are united in a choir, as it were, singing the same piece, but with their distinctive voices. This offers users the chance to select and to try out different approaches and traditions within the European approach to EDC and HRE.

Acknowledgements

Zurich and Weingarten, July 2008

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Chapter 1 –
Building up classroom atmosphere

Introduction

The picture shows students working in the classroom. To the left, a boy and a girl are working together, their materials, including a globe, on the table. They seem to be engaged in discussion. In the background, a student or perhaps a teacher is giving a presentation. The girl to the right has her hand raised waiting to be called. Everyone in class is working hard and seems to be enjoying it. Classroom atmosphere is crucial for effective work and learning.

These five exercises focus on how to create, or restore, an atmosphere in class that allows students to feel comfortable and safe. This basic requirement supports efficiency of teaching and learning, as disruptions invariably take priority and consume time and energy.

EDC/HRE has much in common with good teaching. This does not only apply to these five models, but to all the exercises in this book.

These models have not, however, primarily been conceived as tools of class management; they carry a deeper, more meaningful message. Educational reform today is, to a considerable extent, an issue of how to move forward from delivering a fixed, seemingly timeless set of knowledge and insights towards a more dynamic concept of lifelong learning that requires competence building rather than the accumulation of facts and figures. From this perspective, school is conceived as a micro-society – a place where students encounter experiences and problems that have much in common with adult life. Students should therefore learn how to deal with such problems in school. These exercises help students to make their micro-society work by getting to know others, agreeing on rules within a group, sharing personal experience with others and building self-esteem, defining one's own identity within a group and co-operating with others. These tasks are equally important and suitable for young and older students, but the level of reflection will vary.

Finally, in terms of EDC/HRE, these exercises carry a clear message of teaching *through* or *in* the spirit of democracy and human rights. Each student is an individual who contributes something personal and special to the community of students and teachers in class. Each student should be treated with interest and respect. Every rule should be applied equally to everyone. This means: "What I expect from others they may expect from me." The students should be made aware of this message, so reflection and critical thinking in class are essential.

Exercise 1.1. – Matching cards

Educational objective	This exercise enables students to make contact with others in a non-threatening way.
Note on use	Teachers can use this exercise to assess the learning needs and expectations of their student group.
Resources	A set of cards that form pairs.

Procedure

1.   The teacher gives out the cards randomly and asks the students to find their other half.

2.   When they have found each other, the students spend 5-10 minutes finding out some basic information about each other:

– their name

– their family

– where they live

– their favourite animal or pop group or football team or colour, etc.

3.   The students return to the plenary. Each student has the opportunity to briefly introduce their partner to the rest of the group.[1]

4.   The students are seated in a circle of chairs. In order to generate some feedback, the teacher encourages the students to comment on what was new to them or what struck them in particular.

Extension

This activity can be developed further by asking, at primary school level for example, all those students whose favourite colour is red to get together, so that small discussion groups can be formed.

Variation

The students explore different ways of presenting their information, for instance through mime, by making a poster "advertising" their partner or by writing a poem.

Materials

A set of cards on which is written and drawn an object which has a partner on another card.

The cards should show writing and pictures which will enable younger students and those with learning difficulties to take full part in the exercise.

rose – thorn	day – night	knife – fork	shoe – sock
light – dark	salt – pepper	pen – paper	table – chair
hot – cold	high – low	strong – weak	up – down
on – off	open – closed	big – small	fast – slow
clean – dirty	rough – smooth	stop – go	start – finish
good – bad	yes – no	friend – enemy	fat – thin
sun – moon	brother – sister	boy – girl	

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1. This needs to be explained when introducing the exercise so that students can choose how much they want to disclose about themselves.

Exercise 1.2. – Rights, responsibilities and rules in the classroom

Educational objectives	This activity introduces a "step-by-step" approach to use with students in order to establish democratically agreed rules for their class group.
	The students experience that their contribution matters and that they have a chance to influence the drafting of the rules. They develop a sense of "ownership" and experience active participation in the setting of the class community as a micro-society.
	The students become aware of links between rights, responsibilities and rules (standing for laws in the classroom context).
Resources	Large sheets of paper divided into three equal parts.

Procedure

1. Using a group-forming "game" (e.g. by handing out matching cards to form groups of jugglers, violinists, etc.) the class is divided into three, six, or nine groups depending on the class size. There should be no more than five students in each group. Each group is either A, B or C.

2. Each group appoints a spokesperson. The teacher asks the groups for brief feedback – how did they choose their spokesperson?

3. Each group has a sheet of paper divided into three. Using the top third of the paper, they record what they believe to be the rights of every individual (including the teacher) in their class. They should record every suggestion and each suggestion should be numbered.

4. The students give feedback, guided by the following questions. How well do you think you have completed the task? What were you all doing that helped? What hindered?

5. The students pass their work on to the next group (A to B, B to C, C to A).

6. Each group considers the list of rights generated by the previous group, guided by the following questions. What responsibilities do we have in order to respect those rights? What do we need to do? How do we need to behave? For example: "Everyone has the right to be heard." – "We have a responsibility to listen."

   Using the same numbers as used in the rights section, the students write down a corresponding responsibility (if they can think of one) in the middle third of the paper.[2]

7. Teacher input: rules for rules.

   – Decide on a few rules that will be prominently displayed in the classroom.

   – They should be positively phrased – DO something rather than DON'T do something.

   – They must be specific and describe the required behaviour, e.g. the right to be heard; we have a *responsibility* to listen; *rule* – remain silent when others are speaking.

8. The students pass their sheet of paper on once again. The groups consider all the information from the previous two groups and agree on a maximum of five rules. These are written in bold letters on the final third of the paper. This set of rules is detached and stuck on a wall. Each group's spokesperson explains their rules to the whole class.

   Teacher-led discussion. The students identify redundant rules and agree which duplicate(s) can be deleted. Some groups may not be willing to allow their submission to be deleted,

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2. Students sometimes find it difficult to find a responsibility for every right.

while others may. The students should try to reach a decision that everyone agrees to. Rather than excluding a group's work, duplicates can be retained for further consideration.

9. Voting for the rules. Each student has four tokens to "spend" on the rules that they believe should be included in their classroom. They can cast their vote by allocating their tokens in any way they wish; for example they may wish to cast all of their votes for one rule or spread them evenly. The four rules with the highest number of votes cast become the rules for their classroom. They can be written up, signed by each student and displayed prominently in the classroom.

10. Reflection. What helped/hindered? How did you contribute to the activities? Did you notice anyone else in the class who did things that helped? What did they do?

This is the first opportunity for the class to apply their rules and to reinforce them. The teacher could praise those students who are respecting the rules. If at all possible the teacher should ignore those who are not, otherwise it provides them with "the limelight" for negative reasons.

Exercise 1.3. – Identity coat of arms

Educational objectives	Enhancement of self-esteem; individuals are encouraged to recognise and celebrate positive aspects of themselves.
	Groups find their common goals.
Note on use	This exercise allows the students to become actively involved very quickly. It is ideal in a newly set up learning group or at the beginning of a training session.
Resources	Coat of arms poster for each group of students, coloured pens or pencils, pictures from magazines, etc.

Procedure

1.   Using a group-forming "game" (e.g. by handing out matching cards to form groups of jugglers, violinists, etc.) the class is divided into three, six, or nine groups depending on the class size. There should be no more than five students in each group. Each group is either A, B or C.

1.   The students work in groups of four. Each student is given an outline of a coat of arms, which is divided into four sections and has a scroll beneath it. The parts may already be cut out from a second copy so that they can be glued on the main coat when finished.

2.   Task:

Individual preparation:

– take notes answering the following questions:

- How do you perceive yourself?
- What do you need?
- What are you capable of doing?
- What do you regret when you think about your own life?

– draw (or select) a symbol or symbols that represent your notes (colours, coloured paper, magazine pictures, etc.).

Group work:

– explain your symbol(s) to your group members

– glue all parts on your coat of arms

– find a common symbol for your group (centre), a motto for your ideas (top flag) and a name for your group (bottom flag).

3.   The completed coats of arms are presented by a group member to the plenary and are displayed alongside everyone else's on the wall.

Materials
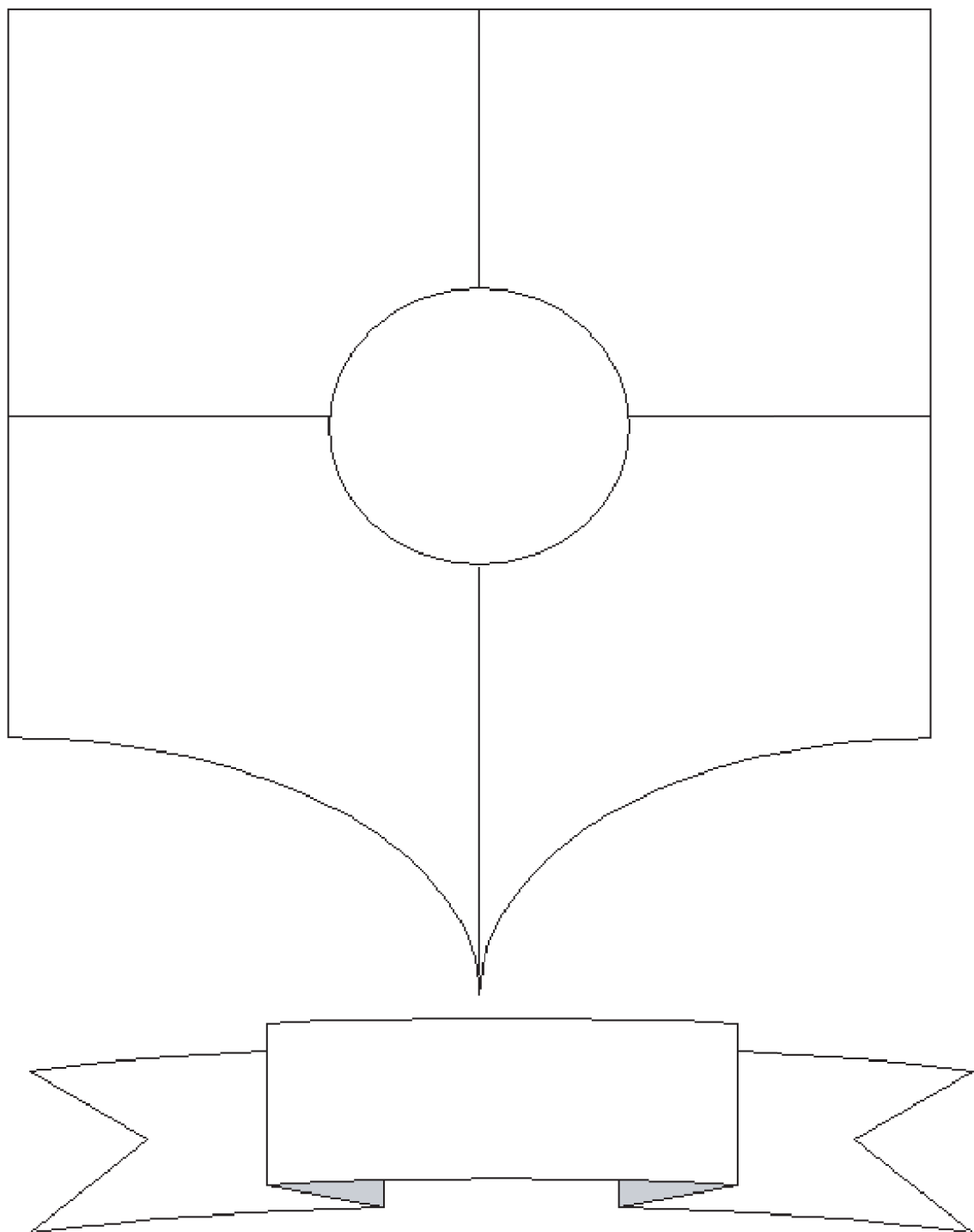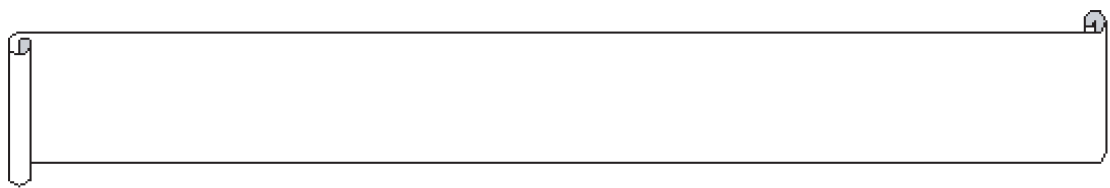
Exercise 1.4. – A bouquet of flowers

Educational objectives	The objective of the exercise is to support group cohesion and enhance self-esteem.
	The students appreciate that individuals in a group are unique and different, but also contribute to the overall strength of the group.
Resources	A small portrait photograph of the student no bigger than 3 cm square (a drawn self-portrait is possible too).
	Yellow or orange paper cut into round pieces of approximately 6 cm diameter to create the centre of the flower.
	Paper in bright colours cut into the shape of petals, coloured ribbon, if at hand, markers or pencils in several colours, two large sheets of flipchart size paper, glue or other adhesive.

Procedure

1. Each student has a round piece of paper onto which they stick their photograph.

2. Each student takes six petals and on each writes one or two positive words about:

     – what a teacher might say about them

     – what a male member of their family might say about them

     – what a female member of their family might say about them

     – what they say about themselves

     – what a friend might say about them

     – what somebody else in the room, school or community might say about them.

3. The student pastes the petals around the edge of the photograph to create a flower head.

4. The teacher or the students arrange each flower head on the display paper.

5. The teacher or the students draw the stems and leaves of each flower to create a bouquet. Attaching a bow of ribbon makes the bouquet look very special!

Extension

Sitting in a circle, the students give their comments. This helps the students to understand the symbolic meaning: the bouquet would lose its beauty if some flowers were missing (community); each flower is different and adds something unique (dignity of person); at the same time, all flowers are similar and therefore one is as important as the other (equality). The concepts in brackets may be included in classes with older students.