

Introduction

School is the place of teaching and learning. This has always been the case and will hopefully stay that way. What has changed, though, is what is learned in school and how it is learned. Society is changing rapidly in terms of economic and social life and schools are under pressure to adapt as best they can to the new conditions.

Something that has changed in the minds of a lot of people is that school is not only a place where students are prepared for adult life; it is also a place where people spend a lot of time together. This in itself provides an opportunity for learning from being with others, but at the same time it clearly obliges students to learn social skills.

If a school decides to integrate EDC/HRE – Education for Democratic Citizenship and Human Rights Education – into its system (many schools enjoy a high degree of autonomy), then it decides to actively design school life and create a model learning situation for democracy education. The whole school – not only the classroom – becomes a micro society. This is not an idealised picture but reality. No one says that living together is easy and free of conflict and school is no exception. This doesn't have to be the goal. It has to be possible, though, to be able to recognise different interests, to clarify these interests and to learn from them, as these skills will be essential for life as a citizen.

This manual primarily addresses **teachers**. Experience has shown that it also addresses teacher trainers, curriculum developers, textbook editors and translators in the member states of the Council of Europe and perhaps even farther afield.

This manual contains **nine teaching units** on education for democratic citizenship (EDC) and human rights education (HRE). The units, consisting of four lessons each, are intended for students in their final year of primary school – generally aged 10 or 11. Each unit focuses on a key concept related to EDC or HRE: identity – pluralism – equality – conflict – rules and law – government – responsibility – freedom – communication. A sequence of suggested teaching steps is described in detail for each lesson, as far as this is reasonably possible.

The nine units presented in this manual cannot be grouped together to form a subject called “democracy education”, “civic education” or whatever else one chooses to call it. The separate units can, however, be used in lessons on languages, geography, history, social studies, ethics and the arts, etc. In agreement with various experts from the member states of the Council of Europe, the authors have developed teaching sequences with a focus on additional elements of EDC/HRE, which can easily be integrated into the existing primary curriculum. Particularly in primary school, where teachers have to cover a variety of subjects, experience shows that introducing another subject will only be counter-productive and will create additional pressure on teachers. The themes of EDC/HRE are not themes to be studied in isolation, but focus on different perspectives of known topics that are normally taught in primary school. The authors have integrated this into the set-up of this manual and designed the units in such a way that they build upon the existing competences of primary school teachers and on the complexity of teaching different subjects. To sum up, from the user's point of view, it is important to answer the question whether EDC/HRE is a new subject or not.

The answer must be that, for the majority of schools in most countries, EDC/HRE is not a new subject in primary school. It adds a new perspective to teaching and learning within the existing curricula. This means that teachers and students are encouraged to work in a different and more rewarding way.

EDC/HRE focuses on empowering students to become active citizens who are willing and able to participate in shaping the future of their communities, (in other words, teaching for democracy and human rights). At the same time, EDC/HRE follows the basic principles of good teaching. Taking part in democracy can, and must, be learnt in school, and can be integrated into every subject, at every

age level. Competence building is therefore given priority over the traditional approach of teaching content-based curricula.

To be sure, EDC/HRE has a content-based dimension as well – teaching about democracy and human rights. Such elements can be integrated into a subject such as civic education, or they can be included in history and social studies.

But the key element of teaching EDC/HRE is teaching in the spirit of, or through democracy and human rights, and this new perspective addresses the whole school. This manual shows that the EDC/HRE perspective brings new methods of teaching and learning to the classroom, thus enriching the roles of teachers and students. Students receive larger shares of time as real learning time, while the teacher acts as supporter and observer, in addition to his or her traditional role as instructor. The teaching models encourage the teacher to focus on selected topics, and to give the students the time to treat these thoroughly – in other words, “do less but do it well”.

Toolbox and handouts – the manual for students

A central principle of all the units is the students’ activity. This idea is based on the fact that learning is an active process of acquisition and not just a passive listening process. The learning units thus become moments of communication, of the search for information, of questioning and explaining. The teacher supports these processes in the knowledge that learning about democracy is a continual process and that mistakes are natural. Independent learning by students is supported through the so-called “Toolbox”. Twelve chosen methods support this independent and self-directed learning (researching in libraries, researching on the Internet, carrying out interviews and surveys, interpreting images, mind mapping, creating posters, holding exhibitions, planning and giving presentations, preparing overhead transparencies or PowerPoint presentations, writing newspaper articles, putting on performances or holding debates).

The students’ handouts provide another means of support. These are single worksheets which belong to the units and are handed out to the students. All students’ handouts can be found at the end of this manual. The complete pack of handouts can easily be taken out and copied for the students in one go. Each handout is numbered according to the unit and the lesson in which it is used (e.g. Unit 2, lesson 2). The teacher decides how and when the handouts are given to the students and how they are collected. In some cases a folder might be practical, in some cases teachers might prefer to put everything into a separate book or just to use the pack as it appears in this manual – as an integrated booklet.

Past experience using copyable materials has shown that the most important requirement for teachers is they should be practical and self-explanatory. Handouts should be complementary and helpful, not difficult to understand and time-consuming to explain. The handouts presented in this manual are therefore easy to use, easy to understand, easy to modify and easy to adapt for the specific needs of a class or for variations in teaching methods. Apart from the usual formative assessment of students’ participation in class activities, the recording of their participation and their motivation, the handouts also represent a means with which to provide written assessments.

The conceptual framework of this manual

1. Basic principles of EDC/HRE

Active citizenship is best learned by doing, not through being told about it – individuals need to be given opportunities to explore issues of democratic citizenship and human rights for themselves, not to be told how they must think or behave. Education for active citizenship is not just about the absorption of factual knowledge, but about practical understanding, skills and aptitudes, values and characters. The medium is the message – students can learn as much about democratic citizenship by the example they are set by teachers and the ways in which school life is organised, as they can through formal methods of instruction.

These principles have a number of important implications for the learning processes in EDC/HRE, namely:

a) Active learning

Learning in EDC/HRE should emphasise active learning. Active learning is learning by doing. It is learning through experiencing situations and solving problems oneself, instead of being told the answers by someone else. Active learning is sometimes referred to as “experiential” learning.

Active learning is important in EDC/HRE because being a citizen is a practical activity. People learn about democracy and human rights through experiencing them, not just by being told about them. In formal education, this experience begins in the classroom, but it continues through the ethos and culture of the school or college. It is sometimes referred to as teaching through democracy or through human rights.

Active learning can also be a more stimulating and motivating form of learning than formal instruction and can bring about longer-lasting learning – both for adults and young people – because the learners are personally involved. It also helps learning because it focuses on concrete examples rather than abstract principles. In active learning, students are encouraged to draw out general principles from concrete cases, not vice versa: for example, considering different types of rights based on a specific “rights” issue in school – such as school rules or codes of behaviour – rather than through an abstract discussion of the concept of rights.

b) Task-based activities

Learning in EDC/HRE should be based around the tasks that teachers themselves need to carry out during the course of teaching EDC/HRE. This manual therefore follows the principles of task-based learning.

Task-based learning is important for a number of reasons:

- It is an excellent form of active learning – that is, learning by doing.
- It provides a structure for different learning settings.
- It maximises the time available for learning as students are working on tasks that they have to do anyway.
- It provides real-life problems to solve and authentic material to analyse.
- It makes learning more meaningful and therefore more stimulating.
- It gives learners a sense of ownership and achievement.

c) Team work

EDC/HRE should emphasise collaborative forms of learning such as working in pairs, in small groups or larger groups and/or in peer support groups. Working in teams is important because:

- It provides learners with models of collaborative group work that they can apply in the classroom.
- It encourages students to exchange their experiences and opinions and, by sharing their problems, it helps to increase the chances of solving them.
- It acts as a counterbalance to the experience of standing alone in a classroom.

d) Interactive methods

EDC/HRE should emphasise interactive methods, such as discussions and debates. Interactive methods are important because:

- They help teachers learn how to use interactive methods in their own teaching.
- It is a way of encouraging teachers to become active participants in their own training.

e) Critical thinking

Good EDC/HRE encourages students to reflect upon issues of EDC/HRE for themselves, rather than be supplied with “ready-made” answers by teachers. This is important because:

It helps learners to think for themselves – an essential attribute of democratic citizenship.

It gives them a sense of ownership and empowerment: they feel able to take responsibility for the lives of all students.

f) Participation

EDC/HRE gives students opportunities to contribute to the training process. As far as possible, they should be encouraged to be active in their learning rather than the passive recipients of knowledge – for example, by choosing the tasks they wish to work on, evaluating their own strengths and weaknesses and setting targets for how they might improve.

An element of participation is important because:

- It helps learners learn how to build participation into their life outside of school.
- It empowers them and gives them a sense of ownership.

In a nutshell, EDC/HRE is:

- **active** – emphasises learning by doing;
- **task-based** – structured around actual EDC/HRE teaching tasks;
- **collaborative** – employs group work and co-operative learning;
- **interactive** – uses discussion and debate;
- **critical** – encourages students to think for themselves; and
- **participative** – allows students to contribute to the training process.

2. Three dimensions of competence

The aim of education for democratic citizenship and human rights education is to support the development of competences in three areas: political analysis and judgment, the use of methods, and political decision making and action, all of which are closely linked and therefore should not be treated separately.

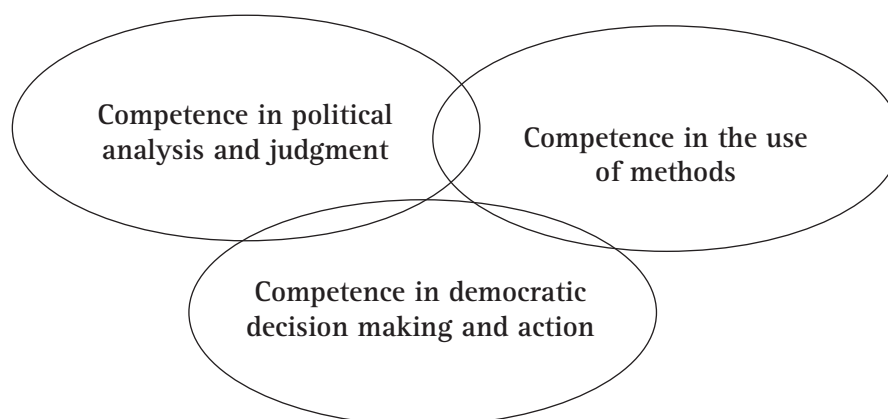
In every learning setting – whether consciously or unconsciously – there will be elements of all three competences, but not all will be touched on at the same level of depth. This is not necessary. It is possible to sometimes concentrate more on methods, sometimes more on action and sometimes more

on analysis. In each unit, we give a rough estimate of the extent to which the three competences will be developed, using a table similar to the example below. Three stars indicate a high level, two stars an average level, and one star a low level. Nevertheless, it will depend on teaching methods and the selection of learning situations whether some of the competences will become more important than foreseen.

Competence in ...		
... political analysis and judgment	... the use of methods	... political decision making and action
**	*	***

Below is a brief overview of the three competences in EDC and HRE. This concept of three competences is widely discussed in political science and as yet there is no definitive answer to this discussion.²

<p>A.</p> <p>Competence in political analysis and judgment</p> <p>The ability to analyse and discuss political events, problems and controversial issues, as well as questions concerning economic and social development, by considering aspects and values of the subject matter.</p>	<p>B.</p> <p>Competence in the use of methods</p> <p>The acquisition of the abilities and skills to find and absorb information, to use means and media of communication, and to participate in public debate and decision making.</p>	<p>C.</p> <p>Competence in democratic decision making and action</p> <p>The ability to express opinions, values and interests appropriately in public. The ability to negotiate and compromise.</p> <p>The ability to assess one's possibilities (and limitations) in political participation and to make an appropriate choice of a course of action.</p>
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A. Competence in political analysis and judgment

The aim is to develop the competence to analyse political events, problems and controversial issues and to enable students to explain the reasons for their personal judgments. School can contribute to this process by supporting students in using structured approaches based on key concepts to arrive at a higher level of critical thinking.

2. For further reading, see the Council of Europe publication *How all teachers can support citizenship and human rights education: a framework for the development of competences* (2009). The manual can be downloaded or ordered on the website www.coe.int/edc.

To enable the students to develop this level of judgment, which should be carefully thought out, the following competences are necessary:

- The ability to understand the importance of political decisions for one's own life.
- The ability to understand and judge the outcomes of political decisions – both intentional and unintentional – affecting actors and non-actors.
- The ability to understand and present one's personal point of view and that of others.
- The ability to understand and apply the three-dimensional model of politics: a) the institutional b) the content-bound and c) the process-oriented dimension.
- The ability to analyse and assess the different phases of political processes at micro-level (school life), meso-level (community) and at macro-level (national and international politics), applying both the principles of democratic governance and human rights.
- The ability to present facts, problems and decisions with the help of analytical categories, identifying the main aspects and relating them to the fundamental values of human rights and democratic systems.
- The ability to identify the social, legal, economic, environmental and international conditions, as well as interests and developments in discussions about current controversial issues.
- The ability to understand and assess the manner in which political matters are presented by the media.

B. Competence in the use of methods

In order to be able to take part in the various political processes, it is not only necessary to have basic knowledge of political issues, constitutional and legal frameworks and decision-making processes, but also to have general competences that are acquired as part of other subjects (such as communication, co-operation, dealing with information, data and statistics). Special abilities and skills, such as being able to argue for or against an issue, which are particularly important for taking part in political events, must be trained and promoted in education for democratic citizenship and human rights education. This places an emphasis on task-based learning, as task setting is crucial for competence development. In EDC/HRE, suitable methods to simulate or support controversies in public are widespread (i.e. discussions and debates). In order to be able to do this, the following skills are necessary:

- The ability to work independently in finding, selecting, using and presenting information given by the mass media and/or new media in a critical and focused manner (making use of statistics, maps, diagrams, charts, cartoons, etc.).
- The ability to use media critically and to develop one's own media products.
- The ability to perform research, i.e. to acquire information from original sources through surveys and interviews.

C. Competence in democratic decision making and action

The aim is to acquire the facility to interact confidently and adequately in political settings and in public. In order to be able to do this, the following abilities and attitudes are necessary:

- The ability to voice one's political opinion in an adequate and self-confident way and to master different forms of dialogue, debate and discussion.
- The ability to take part in public life and to act politically (arguing, discussing, debating, chairing a discussion; or preparing a written presentation and visualisation techniques for posters, wall newspapers, minutes of a meeting, letters to the editor, petition-writing, etc.).
- To be able to recognise one's own possibilities to exert political influence, and have the ability to form coalitions with others.

- The ability to assert one’s point, but also to compromise.
- The willingness and ability to recognise anti-democratic ideas and players and to respond to them appropriately.
- The willingness and ability to behave openly and in a spirit of understanding in an intercultural context.

3. Key concepts as the core of the nine units

Thinking and learning have a lot to do with linking the concrete with the abstract. The key concepts in this manual, as well as those in the EDC/HRE volumes for secondary I (Volume III: Living in democracy) and secondary II (Volume IV: Taking part in democracy), have therefore been developed using concrete examples and focus on interactive learning situations.

The artist who designed the cover page has drawn nine puzzle pieces, one for each unit. Together they form a complete puzzle. This indicates that the nine concepts are linked in many ways and form one meaningful whole. It is equally important to know that each unit can also be used as a stand-alone unit and so each piece of the puzzle has an intrinsic value. All nine units together have the potential to fill one year of EDC/HRE teaching.

A picture is worth more than a thousand words, so the proverb goes. This puzzle can tell the reader a great deal about the key concepts in this manual, about the implications of making didactic choices, and about constructivist learning.

UNIT 1 IDENTITY Primary level

Me in my community



1.1 This is what I like

I am a boy/I am a girl and what I like and do is okay

1.2 My personal symbols (coat of arms I)

This is what I am

1.3 This is our coat of arms (coat of arms II)

We are strong as a group because we are individuals

1.4 Individuals and groups

Strengths of individuals as potential for society

Unit 1: Key concept – “Identity” (for primary level)

Background information for teachers: how do students’ self-perceptions influence their identity, their participation in groups and their view of society?

“Identity” in a psychological context relates to self-image (a person’s mental model of him or herself), self-esteem and individuality. Gender identity is an important part of the concept of identity. It dictates to a significant degree how an individual views him or herself, both as a person and in relation to others, and therefore also dictates the potential he or she can bring to a group.

“Identity” in a sociological context focuses on the concept of role behaviour. In this respect, the individual discovers his or her identity through the learning of social roles and his or her personal experience in these roles.

However, “identity” is commonly used to describe personal identity – all the things that make a person unique. Meanwhile, sociologists often use the term to describe social identity, or the collection of group memberships that define the individual.

It becomes evident that identity is very important in different areas. If identity is considered here in the framework of EDC and HRE, it has a specific character: if people have clarified their own position they are capable of supporting each other individually and in groups. This is a lifelong process and one which is continuously changing. The clarification of one’s identity or finding one’s identity therefore has to be supported from an early age. This should not take place through didactic means but through offering individuals possibilities to find themselves, with all the advantages and disadvantages which that entails. An open and democratic state can only function if individuals can defend others without losing themselves in the process.

The aim of education for democratic citizenship is to support the development of competences in three areas. This unit has the following competence profile:

Competence in ...		
... political analysis and judgment	... the use of methods	... political decision making and action
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Toolbox support

In this unit the following tools from the students’ toolbox will be used. The teacher must decide if some or all of the students need additional preparation to be able to work with these tools.

- 0 Researching in libraries
- 0 Researching on the Internet
- 0 Carrying out interviews and surveys
- x Interpreting images
- 0 Mind maps
- 0 Creating posters
- x Holding exhibitions
- x Planning and giving presentations
- 0 Preparing overhead transparencies or a PowerPoint presentation
- 0 Writing newspaper articles
- 0 Putting on performances
- 0 Holding debates

Unit 1: Identity

Me in my community

How do students' self-perceptions influence their identity, their participation in groups and their view of society?

Lesson title	Learning objectives	Student tasks	Resources	Methods
Lesson 1: This is what I like	The students discover their own and others' abilities and knowledge. They become aware of the effects of gender stereotypes.	The students write down their own preferences and behaviour in four categories. They share their answers with other students and reflect on them.	Paper and pens, printed copies of the handout ("I like and don't like" table).	Individual and group work, plenary discussion.
Lesson 2: My personal symbols (coat of arms I)	The students enhance their self-esteem by recognising and valuing their positive aspects.	The students create their personal symbols which will be part of a group coat of arms. They ask themselves questions about their own perception of themselves and use the strengths identified in lesson 1. The students form groups as a pre-requisite for lesson 3.	Tables from the previous lesson, printed copies of the coat of arms (two per student), coloured pens, scissors.	Individual work, forming of groups.
Lesson 3: This is our coat of arms (coat of arms II)	The students become aware of the potential of their individual strengths that they bring to a group. They agree on a name and motto for the group.	In groups of four, the students explain their personal symbols to the other members of the group. They create a joint coat of arms and agree on a name, a motto and a common symbol for it. The students present their coats of arms to the class.	Copies of the coat of arms from the previous lesson, coloured pens, glue.	Group work (in fours) and a group presentation.
Lesson 4: Individuals and groups	Through discussion, the students understand that their individual strengths have potential within a group. They understand the concepts of teamwork and division of labour. They can identify groups in society where different strengths have to be combined in order to be successful.	The students talk about their strengths and relate them to other experiences in situations outside of school. In a brainstorming session, they identify situations where different abilities are necessary for the success of the group.	Blackboard or flipchart.	Plenary discussion.

Lesson 1

This is what I like

I am a boy/I am a girl and what I like and do is okay

Learning objectives	The students discover their own and others' abilities and knowledge. They become aware of the effects of gender stereotypes.
Student tasks	The students write down their own preferences and behaviour in four categories. They share their answers with other students and reflect on them.
Resources	Paper and pens, printed copies of the handout ("I like and I do" table).
Methods	Individual and group work, plenary discussion.

Lesson description

The teacher introduces the topic by asking questions such as "What activities do you like doing?", "What activities don't you like doing?", "What activities are done by girls?" and "What activities are done by boys?" The teacher waits for the students to think about possible answers and then acknowledges their answers.

As a second step, the teacher gives the students a copy of the handout, paper and pens. The students have to fold the handout in half and use only the top part of it for the moment. The teacher then gives the following instructions to the students:

- Write down whether you are a girl or a boy.
- Write down five things you like doing and do.
- Write down five things you do but don't like doing.
- Write down five things you don't like doing and don't do.
- Write down five things you don't do but would like to.

Indicate next to each thing you wrote down whether you think it is okay for your sex to do it (if you are a boy, whether this is okay for a boy to do, if you are a girl, whether this is okay for a girl to do).

When the students have finished, the teacher asks them to walk around the class and share their answers with five other students. They record these students' answers on the bottom part of the handout.

The teacher asks the students to come together and sit in a circle. A plenary discussion then takes place using the following questions as a starting point:

- What do you think of your classmates' answers? Were you surprised?
- What are the things that only you can do?
- Which of the things your classmates do impressed you most?
- Do you see any common ideas in the things that students like doing but don't do?
- What happens if a girl does boys' things? Or if a boy does girls' things?
- How would your family members answer the questions?
- Why do we answer the way we answer? Why do we think that some things are only okay for girls to do and some are only okay for boys to do?

As a last step, relate the questions to issues of EDC and HRE:

- What happens if someone doesn't know about the things you like doing and do?
- What happens if someone doesn't know about the things you don't like doing but do?
- Who decides what a girl can do and what a boy can do?
- What happens if what boys and girls can do is restricted?
- Do you think that the roles will stay as they are? Was it always like this?

Extension: the lesson can be extended by focusing on the question of what students don't do but would like to do. The teacher tries to find solutions together with the students on how these things could be tried out in the classroom context.