



DARE

Depolarisation Activism for
Resilient Europe

European Values Cards Set - Lesson Plan

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European Values - Cards Set

Background (about the DARE project)

The 'DARE - Depolarization Activism for Resilient Europe' initiative was created to inspire a critical learning space and youth-led and action-oriented dialogue about various contemporary challenges such as polarisation, radicalisation, mental health, human rights violations. The DARE educational materials seek to strengthen active citizenship and European values and promote and amplify youth voices and civic engagement.

For more information, please visit the project website: www.depolarisation.eu

Lesson Themes

- European Values: Human Dignity, freedoms, democracy, equality, human rights, rule of law, and peace and security.
- Events, notable individuals, institutions, history, culture, and problems/threats/issues.

Context

European values as a topic are often mentioned but poorly understood. This card set focuses on teaching about European Values throughout history up until today, providing examples of what these values look like in practice and how protecting and ensuring these values is an everyday challenge. The cards can be used in history or civic education, or in other non-formal education settings. It is advised that educators supplement the cards with local examples.

Goals

- To deepen the understanding of European values;
- To learn more about European Union and its history and institutions;
- To increase students' ability to compare concepts across time periods.

Learning Outcomes

It is expected that as a result of the class, the students/participants will be able to:

- name and explain particular European values;
- understand, reflect on and relate better to the concept of European values;
- articulate concrete actions that can be taken to safeguard, protect and promote different European values in practice.

Material and Equipment Needed

European Values - Cards Set
Laptop; beamer/projector; speakers
Internet/WIFI
Flip-chart papers and markers for group work activity
Optional tablets or smartphones for further research

Duration

45 minutes (one standard lesson)

Option 1 - Group Reading & Discussion (Process)¹

Preparation (2 minutes):

Spread out the cards you wish to focus on during the lesson onto a table, in a pile. Prepare the category cards taped on a line on the classroom wall or board.

Picking-up cards (3 minutes):

Ask each student/participant to select one card from the pile. They should select on the basis of what is visually appealing or what seems interesting to them – they should not read the backside caption when selecting their respective card(s).

First contact with cards (5 minutes):

Tell the students/participants to familiarize themselves with the card they selected, read the caption on the cover, and ask the teacher/educator if there was anything they found unclear.

Creation of groups (10 minutes):

Divide the class into several groups, depending on the categories you will have for the group discussion (the teacher/educator decides on the relevant or applicable categories in advance - we advise using all categories to have a better overview of all European Values). Ask all students/participants to get together with other students/participants who have the same category:

- Option 1: Human Dignity, freedoms, democracy, equality, human rights, rule of law, and peace and security.
- Option 2: Events, notable individuals, institutions, history, culture, and problems/threats/issues.

Comparison of respective cards (10 minutes):

Once the groups are formed, have them compare their respective cards in a group discussion (What types of images do we have in our group? What are the similarities between the images? What are the differences? What mood or message do the images convey? What do they teach us about this subject/historical period? etc.).

¹ Inspired by the JustNow - A Toolbox for Teaching Human Rights (www.teachjustnow.eu) activity plan: Using the Timeline Method (JustNow Project Team)

Presentation of chosen card (10 minutes):

After the group discussions, the teacher/educator starts inviting the students/participants to present their chosen cards and stick them onto the timeline (on the wall/blackboard), in chronological order. Questions that can be asked by the teacher/educator:

- What made you choose this card?
- What does your card represent?

Debriefing and summarizing what has been learned (5 minutes):

The teacher/educator is summarizing the categories (Option 1 or Option 2) and explains the reason for implementing this lesson activity. Questions that can be asked by the teacher/educator:

- Have you learned something new?
- What have you found the most interesting during the activity?
- How much do you relate to European values?

Option 2 - Poster Assignment (Process)²

Preparation (2 minutes):

Spread out the cards you wish to focus on during the lesson onto a table, in a pile.

Picking-up cards (3 minutes):

Ask each student/participant to select one card from the pile. They should select on the basis of what is visually appealing or what seems interesting to them – they should not read the backside caption when selecting their respective card(s).

First contact with cards (5 minutes):

Tell the students/participants to familiarize themselves with the card they selected, read the caption on the cover, and ask the teacher/educator if there was anything they found unclear.

Creation of groups (5 minutes):

Divide the class into several groups, depending on the categories you will have for the group discussion (the teacher/educator decides on the relevant or applicable categories in advance - we advise using all categories to have a better overview of all European Values). Ask all students/participants to get together with other students/participants who have the same category:

- Option 1: Human Dignity, freedoms, democracy, equality, human rights, rule of law, and peace and security.
- Option 2: Events, notable individuals, institutions, history, culture, and problems/threats/issues.

Comparison of respective cards (5 minutes):

In each group, have the student/participants compare their respective photos, and discuss: "I selected this picture because....." Then ask the group to discuss, which picture in their group reveals the strongest or the most important message.

² Inspired by the JustNow - A Toolbox for Teaching Human Rights (www.teachjustnow.eu) activity plan: Using the Timeline Method (JustNow Project Team)

Creation of posters (10 minutes):

Once they have selected one image/card (or, if they can explain the connections, they can use multiple cards) – ask the group to create a poster. They can tape the card onto the flipchart paper and draw or write around the picture. The goal is to make a poster that can properly convey the message and history conveyed in the photograph/image(s).

Group presentations (10 minutes):

Once all the groups have prepared their posters, it is time to present them to the rest of the group. All the groups have to present their posters, and ideally, each member of the group should say something. Listen to all the presentations and ask the students/participants to provide their comments and questions to the presenting group. The teacher/educator facilitates the discussions.

Debriefing and summarizing what has been learned (5 minutes):

At the end of the class, the teacher/educator should reflect on the key images/cards selected for this activity, and reflect on the strengths of the values components of each of the cards, closing the class in a way that gives student/participants something to ponder.

Option 3 - Personal reflection (Process)³

This activity is useful for getting the student/participants to reflect on the importance or relevance of the topic that is being studied, to their own personal lives and their relations to the values.

Preparation (2 minutes):

Spread out the cards on one desk, and different old newspapers on another desk in the classroom. Give each student/participant one A3 blank paper, which will be their assignment paper for the class.

Picking-up cards (3 minutes):

Ask each student/participant to select one card from the pile. They should select on the basis of what is visually appealing or what seems interesting to them – they should not read the backside caption when selecting their respective card(s).

First contact with cards (5 minutes):

Tell the students/participants to familiarize themselves with the card they selected, read the caption on the cover, and ask the teacher/educator if there was anything they found unclear.

Creation process (20 minutes):

The students/participants are then asked to put this card in the center of their A3 paper (using non-permanent tape) and to explore in what way this card/its message is relevant or connected to their everyday life. This is an individual activity (each student/participant is working on their own respective poster). They can consider questions such as:

³ Inspired by the JustNow - A Toolbox for Teaching Human Rights (www.teachjustnow.eu) activity plan: Using the Timeline Method (JustNow Project Team)

- Think back to the time when you first heard about this value (whatever is depicted in the image);
- How does this image make you feel? Why did you select it?
- What do you think is the relevance of this for our lives in Europe today? Is it in any way relevant to your life?
- What is the one thing that you would change in Europe (inspired by this card)?

The students/participants should be invited to use newspaper articles (images, headlines), cut them out, and use them in their collage-poster creations.

Gallery Walk of values (15 minutes)

When everyone is done, the students/participants can put up their poster creations on the wall of the classroom, and the remaining 15 minutes of the class can be spent in a silent 'gallery walk' where students/participants explore each other's creations.

Sources

- DARE - European Values - Cards Set: www.depolarisation.eu or www.resilienteurope.eu

Activity Adaption for Online Implementation

All the above-mentioned options can be applied in the online setup. The groups can be divided into breakout session rooms and the presentations can be done using the shared screen option, which all online meeting providers nowadays have.

To transfer the European Values cards content into the online format, you can use any of the following online-timeline tools (many of which are free for use in educational settings):

- Sutori: www.sutori.com
- Tiki Toki: www.tiki-toki.com
- Timeline by KnightLab: <https://timeline.knightlab.com/>
- Timetoast: www.timetoast.com
- Timepath: <https://timepath.co/education>
- Timegraphics: <https://time.graphics/>
- Free Timeline: <http://free-timeline.com/>

The benefit of digital timelines is that they can support additional formats of information beyond text and images – they can have multimedia, hyperlinks, maps.

Assessment and Evaluation Options

The assessment for this lesson could revolve around evaluating students' engagement levels and their ability to articulate the relevance and link between a particular European value in theory, and how it 'translates' to practice. The ability to take a philosophical notion of a value or freedom or a right, and explore the tensions, constraints and dilemmas it faces in everyday life is the core critical thinking ability that should be assessed in students throughout this lesson.

Homework Idea 1

- Whether individually or using group work, students/participants can be tasked with the creation of their own cards, which would then be presented in class. The teacher/educator can assign based on values or categories, or the student/participants can select a topic of their own related to European values. A variety of sources should be used in constructing a set of cards – encourage students/participants to use the internet, library, and encyclopedia, newspapers, to interview their parents or grandparents, other teachers/educators. Students/participants with an interest in digital or graphic design tools could be encouraged to create their own digital or (info) graphic sets– these student/participant creations could later be displayed on the wall of the classroom, or on the school website.
- Another homework assignment could be to assign a single card to each student/participant, for further home research. They could explore additional information and be required to write short research essays, which could then be presented to the group in the next session.

Homework Idea 2

- Students can draw their own personal timeline of European values, reflecting on which events, notable individuals, institutions, history, culture, and problems/threats/issues have been important to them up to the present and then adapt and to evaluate them under the aspects of human dignity, freedoms, democracy, equality, human rights, rule of law, and peace and security.
- Afterward, the students can present their personal timelines to each other.
- The personal European Value card set can be developed, for example, on May 9, Europe Day, in the form of a project day.