

## Human Rights and Social Values in the EU, Voting

<b>Teacher's name:</b> Pavlidou Despoina	
<b>Headmistress name:</b> Karakosta Anastasia	
<b>School name:</b> 3 <sup>rd</sup> Veroia Lyceum	
<b>Country:</b> Greece	
<b>School subjects involved:</b> English as a foreign language, Maths in counting votes from percentages	
<b>Issue(s) addressed:</b> Fostering knowledge about the EU, organisations involved and the way they operate. How to find information about issues they consider important, how to study and work in the EU.	
<b>Themes addressed:</b> Knowledge of the basic construction of EU major political and managerial bodies, how to learn about their rights in relative matters.	
<b>Target group:</b> Upper secondary level C1 (17-18 years old)	<b>No of participants:</b> : 20
<b>Duration:</b> 6 lessons of 45 minutes each, plus a dissemination session	
<b>EU challenge:</b> Students that are about to finish school and have the right to vote have little Understanding of their civil rights. Furthermore, in the context of European citizenship issues, they should be given more information on the issue of human rights and the civil rights movement.	
<b>Project title:</b>	The EU and the human rights movement
<b>Key words (max 5):</b>	Policies, EU organizations, human rights, awareness. votes
<b>Aims:</b>	The EU is a large body of citizens, organizations and services. It has principals that have been fostered after a long time of negotiations and thought. Therefore it is itself a model of government as it engulfs

	<p>practices proposed by the member states but has the ability to move further ahead and propose policies that bring about changes that the member states adopt. It is a political arena of constant and open dialogue that involves all the matters that a state should address in order to achieve the well-being of its citizens. However, due to the number and size of some of its organizations and the complexity of its political structure, it may appear too overwhelming for the young citizens. Knowing their rights can only be a small part of the skills and abilities they need to grow. This short project introduced them to the basic model of government in the EU, the political bodies and some of the organizations and services it provides. The ones that are closely related to Academic and professional development for young people are the ones to receive most attention.</p>
<p><b>Learning outcomes:</b></p>	<p>Students were trained to work in groups to tackle issues. Each group chose one of the articles presented in the EU convention of Human Rights and gathered information to present it to the other groups. The information gathered formed a presentation and when all the presentations were gathered, they formed a diagram in the form of a tree and generated a discussion.</p>
<p><b>Components of competences developed:</b></p>	<p>Students need autonomous training opportunities, and this was an excellent one. Working in groups they started with an everyday actual problem and had to find their way around the EU Declaration of Human Rights and the services it provides to solve relative issues. They needed to be able to find the relative organization and the way they can communicate their problem. Their problems may stem from local issues and can grow in time. What was paramount was training to get information and establishing the appropriate routes of communication. They were also trained to form petitions, complaints, queries and learn how to formally promote them.</p>
<p><b>Materials:</b></p>	<p>They worked in a lab with PCs and a layout designed to promote group work, inquiry-based learning and project-based collaboration. They created a digital-later to be printed-poster and a series of essays on Human Rights issues they come to recognize as the most important. All the essays were presented orally in the class and a debate followed to engage all the students. They also attended virtual meetings organized by EU public bodies to understand the ways the EU bodies work and their priorities.</p>

<p><b>Preparation:</b></p>	<p>Students were divided in groups. Each group took the name of the issue addressed and had to find basic information about it. Then, they had to browse sites and look for communication forms.</p> <p>They have had lessons in Junior High School and their textbook had a chapter on the function of certain EU bodies. It was their starting point. Since they had also been involved in some other Erasmus+ projects, they could use them as a backbone of collaboration opportunities and present them along with their other findings. We expected them to be able to identify main Human Rights issues, possible cases of abuse, EU structures, functions and opportunities in the EU organizations especially the ones that may offer them professional or Academic opportunities.</p>
<p><b>Resources:</b></p>	<p><a href="https://europa.eu/youth/EU">https://europa.eu/youth/EU</a>  <a href="https://www.youthforhumanrights.org/">https://www.youthforhumanrights.org/</a>  <a href="https://europa.eu/european-union/about-eu/institutions-bodies_en">https://europa.eu/european-union/about-eu/institutions-bodies_en</a>  <a href="https://europa.eu/european-union/documents-publications/slide-presentations_en">https://europa.eu/european-union/documents-publications/slide-presentations_en</a>  <a href="https://europa.eu/european-union/life/education-training_en">https://europa.eu/european-union/life/education-training_en</a>  <a href="https://europa.eu/youreurope/citizens/education/traineeships/index_en.htm">https://europa.eu/youreurope/citizens/education/traineeships/index_en.htm</a>  <a href="https://europa.eu/youreurope/citizens/consumers/unfair-treatment/unfair-commercial-practices/index_en.htm">https://europa.eu/youreurope/citizens/consumers/unfair-treatment/unfair-commercial-practices/index_en.htm</a>  bottom of the page: <a href="https://europa.eu/youreurope/citizens/index_en.htm">https://europa.eu/youreurope/citizens/index_en.htm</a>  <a href="https://europa.eu/european-union/about-eu/working_en">https://europa.eu/european-union/about-eu/working_en</a>  <a href="https://www.youtube.com/watch?v=nWpgO1EPO_Y">https://www.youtube.com/watch?v=nWpgO1EPO_Y</a>  <a href="https://www.youtube.com/channel/UCMPaviJxybo1RTdzvYcU91A">https://www.youtube.com/channel/UCMPaviJxybo1RTdzvYcU91A</a>  <a href="https://audiovisual.ec.europa.eu/en/video/I-184365">https://audiovisual.ec.europa.eu/en/video/I-184365</a>  <a href="https://www.youtube.com/user/EUCareers">https://www.youtube.com/user/EUCareers</a>  <a href="https://www.youtube.com/user/eucouncil">https://www.youtube.com/user/eucouncil</a>  <a href="http://www.europeanschoolnetacademy.eu/web/guest/courses">http://www.europeanschoolnetacademy.eu/web/guest/courses</a></p>
<p><b>Tips for expected difficulties:</b></p>	<p>Students at first, insisted on working with their friends only and resisted forming groups with others. However, the educator should formulate groups with proportionate dynamic so that all fields of research could be covered.</p> <p>Students needed extra time to negotiate the material and style of presentations. There was a need for two extra school hours.</p> <p>Students should be encouraged to present orally in front of the public so they had to prepare them adequately.</p>
<p><b>Instructions (step by step):</b></p>	<p>Step 1.</p> <p>Form the teams.</p> <p>Disperse material and give guidelines.</p> <p>Present the timeline of the project.</p> <p>Answer questions.</p> <p>Step 2.</p>

	<p>Use their school text books. There are 2 units relevant: “Human Right” and “Great Leaders” that deal with the main subject.</p> <p>Each team selects the topic they will look into.</p> <p>Present the resources to the class, agree on the timeline of the working progress.</p> <p>Step 3</p> <p>Help groups organise their work: present the issue in brief, show how it operates, navigate around the site : <a href="https://www.echr.coe.int/Pages/home.aspx?p=basictexts&amp;c=">https://www.echr.coe.int/Pages/home.aspx?p=basictexts&amp;c=</a></p> <p>and at:</p> <p><a href="https://www.echr.coe.int/Documents/Convention_ENG.pdf">https://www.echr.coe.int/Documents/Convention_ENG.pdf</a></p> <p>the issues it addresses. Draw the sketch and attach labels to it.</p> <p>Step 4.</p> <p>Attended the virtual meeting at:</p> <p><a href="https://www.euandu.eu/">https://www.euandu.eu/</a></p> <p>The meeting is about several issues. Students will have to choose the talks that are most relevant to the main topic of the project. They will create their essays and the presentations. The presentations will be reviewed and corrected if necessary.</p> <p>Step 5.</p> <p>After presenting the project to the whole class, they shared it with the rest of the classes, virtually in the eClass environment.</p>
<p><b>Debriefing:</b></p>	<p>Students worked in a differentiated learning environment and were taught how to employ communicative, research, evaluation and presentation skills and abilities. They were in charge of the quality of their work, respected timelines, focused in problem-solving techniques and decided on the best ways to showcase their own work and progress. Additionally, they gained insight in the basic function of areas of Public Government and Bodies and the opportunities that the EU offers its citizens. It was also an opportunity to reflect on the future of the EU and detect issues that had not yet received enough attention and should become the focus of future research and discussion.</p>