



Teaching Common Values in Europe



Changing lives. Opening minds.

2019

**Material made with the financial support of the European Commission.
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ERASMUS⁺ school exchange partnership
“Get in shape for Europe” (GISE)



Partners:

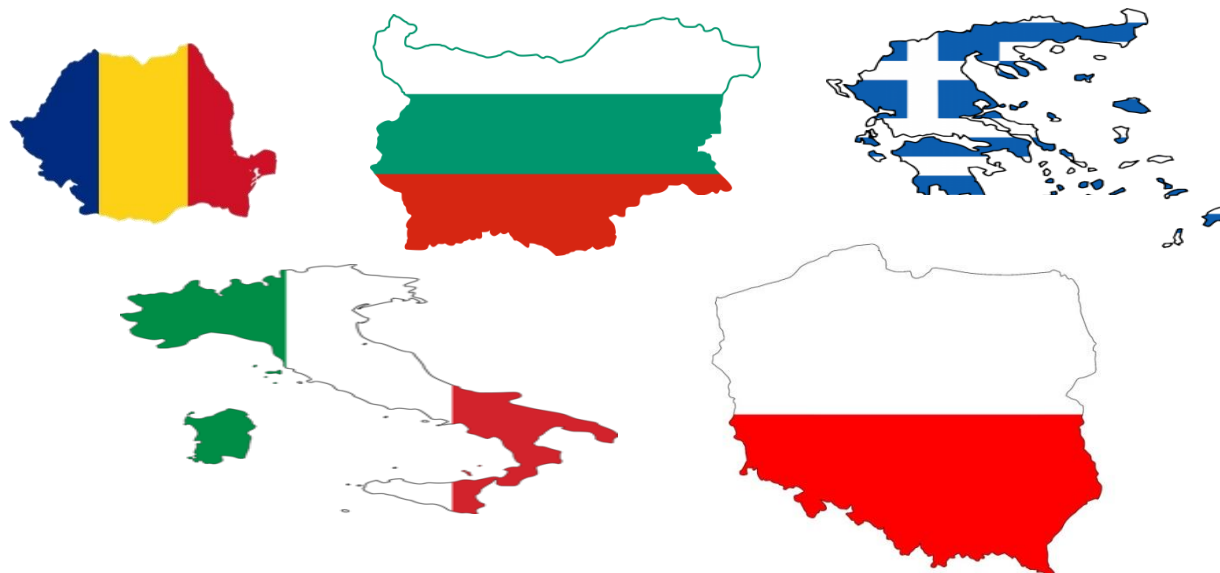
“Ștefan Procopiu” High School (Romania, Vaslui) - coordinator

Foreign Language Secondary School (Pleven, Bulgaria) - partner

5th General Senior High School of Aigaleo (Aigaleo, Greece) – partner

The High School of Economics and Gastronomy (Tarnów, Polonia) – partner

I.I.S. E. Majorana-A. Cascino (Piazza Armerina, Enna, Italia) - partner



<http://lspvs.ro/erasmus-gise/>

**Teaching Common Values
in Europe**

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The following persons contributed to this material:



“Ștefan Procopiu” High School (Romania, Vaslui)

Mihaela Apopuțoie
Georgiana Coșaru

Diana Luca
Diana Loghin

Daniela Croitoru

Foreign Language Secondary School (Pleven, Bulgaria)

Greta Dimova
Tanya Ilieva

Rumyana Stamenova
Zhorzheta Kamenopolska
Milena Marinova
Rozaliya Danova



Nela Zlatarska
Daniela Tsankova
Teodora Stefanova
Lyudmila Boyadzieva
Cvetoslava Mancheva
Nadezhda Valeva

5th General Senior High School of Aigaleo (Aigaleo, Greece)

Papaiakovou Athanasios
Gkotsopoulos Panagiotis

Gerontiti Stavroula
Polyzoi Grigoritsa

Karavota Marina



The High School of Economics and Gastronomy (Tarnów, Polonia)

Magdalena Borszowska

Katarzyna Curylo

Malgorzata Krzeminska



I.I.S. E. Majorana-A. Cascino (Piazza Armerina, Enna, Italia)

Arena Raffaella
Carbonaro Concetta
Casanova Armando



Colajanni Maria
Curcuraci Rosanna
Mariggìo Leonarda

I.PROJECT PRESENTATION

During the period 1 September 2018-31 August 2020, five European schools will work together to implement the School Exchange partnership "Get in Shape for Europe" (GISE). The partner schools are:

- The High School "Stefan Procopiu" (Vaslui, Romania)-coordinator
- Foreign Language School (Pleven, Bulgaria)-partner
- 5th General Senior High School of Aigaleo (Aigaleo, Greece)-partner
- The High School of Economics and Gastronomy (Tarnów, Poland)-partner
- I.I.S. E. Majorana-A. Cascino (Piazza Armerina, Enna, Italy)-partner

We discovered that there is a need for activities and projects that will make Europeans fall back in love with Europe again. School and education has an important role to play in promoting the common European values enshrined in the EU Treaty, values that are a prerequisite for creating a socially coherent society. Partner schools need opportunities to develop a conducive environment to the promotion of European values among pupils. Social, civic and intercultural competencies foster inclusiveness. So, the goal of the project is to promote democratic values and fundamental rights, social inclusion and active citizenship and equip students and teachers with the information and skills needed to become informed and involved European citizens.

The target groups for the implementation of project activities are the teachers and students aged 14 to 19.

SPECIFIC OBJECTIVES:

- O1-to develop, by August 2020, for pupils in 5 European schools, social, civic and intercultural competences, by promoting democratic values and fundamental rights, inclusion and nondiscrimination, active citizenship
- O2-to develop, by August 2020, for pupils in 5 European schools of critical thinking about the use of the Internet, mass-media and social networks as a weapon against discrimination and manipulation
- O3-the exchange of experiences, best practices, methods and tools between teachers from 5 European schools on the development of social, civic and intercultural competences and facilitating their integration into schools activity
- O4-institutional development of partner schools through the exchange of experiences, methods, tools and good practices on the development of social, civic and intercultural competences and the management of European projects by supporting and strengthening European cooperation

RESULTS AND IMPACT

a)intangible results: teachers and students will:

- improve their knowledge about the project theme (democratic values and fundamental rights, inclusion and non-discrimination, active citizenship), about EU (history, values, politics), about culture and civilization of partner countries
- improve their skills and competences (intercultural learning, teamwork, organization, communication, responsibility, adaptability, flexibility, digital competences, English communication)
- develop attitudes (positive attitude towards the EU, inclusive and non-discriminatory attitudes, tolerance and mutual respect, a better understanding of cultural and linguistic diversity, critical spirit, civic spirit), increasing motivation, positive attitude towards oneself and others

b)tangible results:

- 5 short-term exchanges of groups of pupils, 5 short-term joint staff training events,
- 5 European clubs, 6 brochures, dissemination and evaluation materials, local activities, integration of results in school activities

This project contributes to the institutional development of schools from several points of view, such as strengthening the European dimension of schools and increasing the capacity to operate at European level by exchanging experiences, methods and best practices and integrating them into the teaching and extra-curricular activities of partner schools, creating, in partner schools, a friendly, inclusive and democratic environment, strengthening the cooperation between the teachers involved in the project activities (which can generate new ideas, new activities, new projects), increasing the quality of education offered in partner schools as teachers will improve their knowledge and skills that will be used in didactic and educational work, promoting schools in the educational community, strengthening cooperation with local institutions.

Our project aims to contribute to the implementation of the European policies mentioned in the documents (such as Europe Strategy 2020, Paris Declaration, Proposal for a Council recommendation-17 January 2018) aiming to promote a fair, democratic and inclusive society. A key factor in achieving this strategy is the social, civic and intercultural competences that foster inclusion.

PROJECT PARTNERS

The High School "Stefan Procopiu" (Vaslui, Romania)-coordinator

Web site: www.lspvs.ro

Telephone: +40235318614x123, +40235318122x123

Email: lspvs@yahoo.com

Adress: Castanilor Street, no. 3, Vaslui, Romania

"Stefan Procopiu" High School is teaching pupils in high school education. In this year, there are 1,765 students distributed in 68 classes: -23 with theoretical profile: 660 students -31 with service and technical profile: 680 students 14 vocational school classes
Number of Teachers: 120 We want to participate in this project because we believe that in our school it is necessary to create a conducive environment to the promotion of inclusive school principles, a friendly and democratic school where all children are respected and integrated without discrimination and exclusion from ethnic origin, disability, special educational requirements, the socio-economic status of the families, the residence environment or the students' school performance. Many of our high school students face various difficulties: -educational difficulties. The school results of our school students are modest.-social and economic difficulties. Over 60% of our students come from socially disadvantaged backgrounds. More than 400 students receive scholarships because of low parents' incomes. 956 students are from rural areas and 856 students commute daily. -personal difficulties. Many students have difficulties in social integration, communication, do not have critical thinking skills, are intolerant, and sometimes even violent towards others. Involving students in the activities of this project is an opportunity for their personal development. Since 1999, our high school has implemented about 40 projects. We have particularly promoted environmental responsibility



("Energy for Tomorrow" project), gender equality ("Everybody can do it"), European Citizenship ("Ambiance" project), education for all (project "A friendly school"). In the school year 2017-2018, our high school is running for the title of "Ambassador School of the European Parliament". The teachers and pupils involved have gained an experience that they can use in this project.

5th General Senior High School of Aigaleo (Aigaleo, Greece)-partner

Telephone: +302105982416

Address: Souliou and Peloponnesou,35, Aigaleo, Greece

The 5th Senior High School is situated in the city of Aigaleo, which is suburb near Athens. The total number of our students is 270, aged from 15 to 18, and as for our teaching staff, there are 30 teachers, specialized in different scientific areas. The subjects taught are: Greek Language and Literature, Biology, Mathematics, History, Chemistry, Physics, Physical Education, Religious Education, Project, Social and Political Studies, the English Language, Computer Science. The main aim of our school is to offer our students general education on the subjects mentioned above and to prepare our 3rd-



grade students for the University entrance exams since the Greek Educational System is mainly focused on that direction. Due to the economic crisis that has been plaguing our country since 2010, a lot of our students are facing certain social and economic difficulties, since the percentage of unemployment is quite high in our region. Therefore, this has a negative impact on the educational level of the students as well, who definitely need extra support and help by the teachers to respond to the high needs of school. In this context, the teachers try through combined efforts to involve students in projects and assignments in order to broaden their horizons, to raise students' about issues of world interest and violation of human rights and to enhance their team spirit and creativity through theatrical performances and extra-curricular activities, in order to promote social inclusion and tolerance. Our school has experience in running thematically-related projects: Youth Parliament, Visit to the Greek Parliament, 1974: Restoration of Democracy in Greece, Rhetorical strategies and debate, Human rights, European Youth Parliament, Euroscola, Model United Nations.

Foreign Language School (Pleven, Bulgaria)-partner

Web site: www.gpche-pl.com

Telephone: +359887428487

Address: 22 Alexander Stamboliyski, Pleven, Bulgaria



High school of Foreign Languages-Pleven has a 167- year history- celebrations and workdays, traditions and memory, a symbol of a great past and present, worthily walked path, filled with a sense of responsibility when educating the youth about universal values. Path of founders, artists, professionalists , innovators. Path of growth and rewarded prestige. Path of winners. High school of Foreign Languages-Pleven is a school with traditions in foreign language education. High school of Foreign Languages-Pleven is a heir of one

of the first ten schools in Bulgaria, founded in the school year 1849/1850. The studied languages are: English, German, French, Spanish and Russian. Our motto is: "More languages- more cultures- more worlds". There are 64 teachers teach 834 students. We have students with various social background so we aim to provide equal opportunities for education and career development. The high school is an active member of NABEK for 9 years. The school is associated with UNESCO, it is a member of the National Association "SEIGE". Our school is a licensed exam center for English Language Certificates for the Central North Bulgaria. We also work with BACEE Fulbright and we have had American teachers for 5 years. We have students who are National Laureates at Olympiads of Ministry of Education, winners at Multilanguage National Competitions, Prize-winners at Literature and Theatre Contests, which is a proof for the quality of education. This European project is interdisciplinary and transversal. It involves languages, science, history, geography, ICT and all subjects which will help us attain our priorities. The project addresses themes that are important to us (democracy, European values, rights, inclusion, active European citizenship). The project contributes to the development of skills and abilities that are extremely important for the current European society. This is our motivation for participating in this project.

The High School of Economics and Gastronomy (Tarnów, Poland)-partner

Web site: www.zseg.tarnow.pl

Telephone: +48146361076, +48146361077

Address: Gen. J. Bema 9/11, Tarnów, Poland

Zespół Szkół Ekonomiczno-Gastronomicznych (The High School of Economics and Gastronomy) is one of the oldest and largest vocational schools in Tarnów. The school was founded on 6th November 1911. The school offers students both general and vocational education within two types of school: technical school and vocational school. The students may choose from the following specializations: economic technician, hotel industry technician, tradesman technician, technician of gastronomic services and catering, salesman, confectioner, cook, and waiter. The fields of



study we offer are based on the current core curriculum and a modern didactic basis, which guarantees the possibility of obtaining the highest qualifications in a given field. The school employs 74 teachers who have high professional and general qualifications. 721 students attend the school, including 527 girls and 194 boys. About 70% of our students are commuters and live up to 50 km from the school. Participation in the project will give us the opportunity to broaden our knowledge on basic European values: respect for human dignity, freedom, democracy and equality. During short-term study visits and workshops, we would like to exchange knowledge and experience with other schools regarding integration, non-discrimination, equality of rights of all European citizens, regardless of gender, origin, religion, in order to develop the figure of a conscious and committed citizen. Our school has experience in the implementation of various projects. In 2005-2006 we were the coordinator of the Socrates Comenius language project "We enter the labor market - a comparative analysis of application documents in Poland and Bulgaria." In 2009-2011 we participated in the Multilateral Comenius Project "I want to tell you a fairy tale ..." with the schools from Greece, Turkey, Bulgaria and 2 schools from Romania. In 2012-2014, we were a participant in 2 Polish historical projects about: "Remember the past events. History and culture of two nations" and "You cannot forget about this". In 2009-2010 we implemented 19 e-Twinning projects, 3 of which received both National and European Quality Labels.

I.I.S. E. Majorana-A. Cascino (Piazza Armerina, Enna, Italy)-partner

Web site: www.itispiazza.gov.it

Telephone: +390935683659

Address: Piazza Sen. Marescalchi, 2, Piazza Armerina, Enna, Italy

The I.I.S. “E. Majorana-A. Cascino” of Piazza Armerina is a large high secondary school with a very long tradition and experience: it has been operating in our area for about 150 years. Over the years it has changed courses and specialization to keep pace with modern demand. Today it covers different programs of education: technical education (with specializations in I.T., Mechanic, Electronics, Chemistry), vocational education (with specialization in Tourism), theoretical education (with specialization in classic and scientific studies). After a five-year-course our students get a diploma and they can choose to look



for a job or attend university. The total amount of the students is 1066 divided into 58 classes. The school employs 115 teachers with high professional and general qualification. 70% of our students are commuters who come from small centres in the neighbourhood. The social and cultural background of the students is mixed: a great part of the students’ families face economic problems due to the high percentage of unemployment in our territory and don’t have opportunities to travel abroad. A smaller part of the students have good economic conditions. This diversity is an advantage that gives the opportunity to be in contact with different realities and to learn the respect of diversity. The project GISE fits with our educational syllabus whose main goal is, among the others, the promotion of an intercultural education, of the respect of differences and the dialogues among different cultures. The short term visits and workshops will give our students the opportunity to exchange experience and knowledge with students from other countries and to learn how to be a real European citizen. Furthermore the presence in our territory of organizations which deal with migrants gives us the opportunity to organize meetings and discussions with the students in order to promote the ideals of social inclusion and non discrimination. Teachers in foreign languages have been involved in Leonardo Projects; they have coordinate many language stages in England, France and Spain (PON FSE from 2008 to 2014) involving about 300 students. We usually organize courses in our school to get the most important certifications: Trinity, Delf and Dele.

II. C1-Short-term joint staff training Events - Teaching Common Values in Europe

Description of the activity:

Title: Teaching Common Values in Europe

Host partner: Foreign Language School (Pleven, Bulgaria)

Content and methodology

Goal: sharing best practices and experiences in developing students' social and civic competences by promoting common European values

Duration: 3 days (excluding travel days): 26-28 February 2019

Activities:

a) debates and presentations. Approached topics:

- a.1. Erasmus+ program-opportunities and challenges (to create the context in which the project is being developed)
- a.2. Teaching Common Values in Europe (European and national policies on the promotion of common values, Common values in national curriculum, the role of teachers in promoting common values among pupils, etc.)

b) a good practice seminar

- b.1. How can eTwinning contribute to the development of social, civic and intercultural competences and to promoting common values?)
- b.2. Presenting experiences and good practices on the development of social, civic and intercultural competences by promoting European common values and active citizenship.

c) workshops, practical exercises and learning activities, debates and reflections in transnational mixed teams: learning activities that promote European values, , use workspace on the eTwinning platform, brochure work

d) reflection and evaluation exercises (comments and feedback, filling in questionnaires), granting mobility certificates)

RESULTS

a) Intangible

- improved knowledge of European values, about the place of European values in curriculum in partner countries, about culture and civilization of partner countries, exchange of experiences and best practices on the implementation of European projects
- enriched competencies in designing the learning activities centered on the promotion of European values, developing intercultural competences and a better understanding of cultural and linguistic diversity, developing civic and social skills, improving communication skills in English
- positive attitude towards cultural and linguistic diversity, increasing motivation, positive attitude towards oneself and others
- developing the European dimension of partner schools by exchanging best practices among teachers, increasing the capacity of partner schools for transnational cooperation

b) Tangible: the brochure “Teaching Common values in Europe”

Benefits for participants:

- Increasing knowledge about common European values, culture and civilization of the host country;
- Improving the design and implementation skills of learning activities that contribute to the development of social, civic and intercultural competences among pupils by promoting common European values
- developing social and intercultural competences as these activities will offer the opportunity to work in mixed transnational teams, communicate constructively in an intercultural environment, show tolerance, express and understand different points of view, negotiate and to empathize.
- developing communication skills in English; the participants will also be able to get in touch with less-spoken languages at European level (Romanian, Polish, Bulgarian, Greek). Some people are shy when it comes to expressing themselves in a foreign language, and such an activity offers these people the opportunity to overcome such obstacles and to communicate with people from other countries, gaining self-confidence, becoming more motivated to make progress in this respect.
- improving knowledge and skills regarding the design and implementation of European projects. The major impact will be in the case of partners with little experience in this respect.
- developing motivation. Participants will develop different skills for becoming more self-confident, more trained and more motivated to engage in other activities and projects.

PARTICIPANTS AT C1-Short-term joint staff training Events - Teaching Common Values in Europe

- Flow 1: 4 teachers from Romania
- Flow 2: 5 teachers from Greece
- Flow 3: 3 teachers from Poland
- Flow 4: 6 teachers from Italy
- Teachers from Bulgaria



III. ERASMUS+ - OPPORTUNITIES AND CHALLENGES. MY ERASMUS+ EXPERIENCE

MY ERASMUS+ EXPERIENCE

Mihaela Apopuțoaie, "Ștefan Procopiu" High School, Vaslui, Romania

Erasmus+ Program represents for each school a chance for the institutional development by promoting social, civic, intercultural skills, by fighting negative aspects of today's society such as racism, discrimination, harassment, violence, by means of activities having as objectives raising learning performance of those from endangered groups and raising the literacy level. Within „Ștefan Procopiu” High School – Vaslui , a series of projects whose objectives are mentioned above have already been developed, having a positive impact on teachers, students and also on our institution that was awarded the certificate of „European School” .

My first ERASMUS experience was during the strategic partnership ERASMUS+ entitled "Skills for Life: Literacy" (SLL) that "Ștefan Procopiu" High-School coordinated during the period September 1st 2014-31st August 2016 together with 4 schools from Bulgaria, Turkey, Italy and Greece. The aim of the project was to turn to value the potential of literacy as instrument of personal development and consolidation of the transversal key competences necessary in leaning on life long term. Within this project my main responsibility was the implementation of activities with students. Thanks to this project I improved my knowledge and skills regarding the creation and organization of lessons and activities that contribute to develop student's key competences, transversal competences and literacy skills. I consider that the participation in this project made me feel more prepared to apply in class some reading methods, text understanding methods and to feel more motivated to participate in other projects.

The project "Get in shape for Europe" (GISE) represents my second ERASMUS+ experience. My role in this new project is the same the creation and implementation of activities with students to contribute to their social, civic and intercultural skills, by promoting democratic values and fundamental rights, inclusion, non-discrimination, active citizenship. Up to present I have organized more activities that approached themes such as human rights, tolerance, and children's rights. Planning these activities meant research, searching for information, reason why I consider I have enriched my methods, techniques and strategies that I can apply in class. My involvement in this project also implies my participation in activities such as "Short-term joint staff training events" with the theme "Teaching common values". I am sure that my participation in this transnational activity will represent a pleasant experience that will contribute to my personal and professional experience!



MY ERASMUS⁺ EXPERIENCE

Georgiana Coșaru, "Ștefan Procopiu" High School, Vaslui, Romania

My participation in the course *Building Team Spirit in the Classroom* organized by *Esmovia Training and Mobility within ERASMUS+ - Action K1* entitled "A Friendly School" (reference no. 2017-1-RO01-KA101-035810) implemented by „Ștefan Procopiu” High-School offered me the possibility to find out new approaches of team concept at the class level. The course focused on the approach, objectives and development stages of a team, its structure, and the leader types, the role distribution and the management ways. In the end we detailed two essential topics in creating a successful team: the communication with its three styles, the importance of verbal and non verbal communication, active listening and the relevance of feedback, individual and team motivation, ways of stimulating motivation, the progress seen as a process, the identification of the factors and of the obstacles influencing it.

As a result I proposed students activities to make them familiar with these notions and help their awareness of their importance. One of the activities proposed focused on assertive communication and aimed at developing inter –relations skills, with a view to personal and professional development. With the help of brainstorming, conversation and debate, students managed to identify different communication styles: passive, aggressive, assertive. Using the method of case study, didactic game and simulation, students could observe the importance of communication in making a group activity, apply their communication skills in a group activity and offer examples of assertive passive and aggressive answers in different situations. In the end we applied a questionnaire to help student find out their assertiveness level.

Another activity I applied in class focused on motivation as determinant factor in the learning process. I aimed at helping students identify their own learning style and find out the inner motivation to learn not only for immediate motivation but for a long term purpose, for an ideal. The objectives of the activity were to define the learning concept, to understand the reasons that make them learn and the obstacles that inhibited motivation to become aware of the inner motivation for learning, to identify the ways that stimulate individual and team motivation, to analyse the factors that enable efficient learning and learn the strategies of efficient learning. The didactic strategy relied on methods such as conversation, explanation, exposition, case study, problem solving, and questionnaires. To support the methods I used Power Point presentations, pictures, questionnaires.

As a result of these activities I observed that although the themes proposed initially did not raise the student's interest, by the methods and strategies proposed I helped them to find out the relevance and benefits of using them. Students were encouraged to work together, give better results, to exchange experience and knowledge and they made an objective image regarding their competences and they developed their communication skills. In conclusion, the notions and methods learnt during the course met my need to develop the didactic abilities, to communicate, to cooperate to understand better certain concepts, to understand different opinions and to accept diversity.

MY ERASMUS+ EXPERIENCE

Diana Luca, "Ștefan Procopiu" High School, Vaslui, Romania

During the period 25-29 June 2018 I had the opportunity to participate in the course ***Building Team Spirit in the Classroom*** that developed in Valencia, Spain, within the first mobility of the project ERASMUS+ - Action K1 entitled A friendly School, reference no.2017-1-RO01-KA101-035810) implemented by „Ștefan Procopiu” High-School Vaslui. In this course participated 12 teachers both from Romania and Poland, Lithuania, Slovenia, 6 teachers participating from our school.



This course focused on the approach, objectives and stages of developing a group, its structure, the role distribution and management ways. Two essential topics were approached aimed at creating a successful team, the communication with its three styles, the importance of verbal and non verbal communication, active listening and the relevance of feedback, individual and team motivation, ways of stimulating motivation. As form master I approached these themes in the class and also in other groups of students where I teach this year. The purpose of these lessons was to identify and stimulate the student's motivational components in a creative manner, to develop and create their self confidence, to develop assertive communication, to inform students on the rules they have to observe within a group. At the end of these lessons my students became aware on the inner motivation for learning, developed their creativity, defined and described passive, aggressive and assertive behaviour, and their role in group work. The methods I use were explanation, role play, exercise, questionnaire, case study, watching a motivational clip.

In conclusion, I may say that within this course I had the opportunity to establish relations with teachers from other countries, to exchange ideas and good practice and to identify the cultural differences among the trainees. This mobility offered me the chance to find out the Spanish culture and civilization and the customs specific to the people in Valencia.



MY ERASMUS⁺ EXPERIENCE

Diana Loghin, "Stefan Procopiu" High School, Vaslui, Romania

In the framework of the Erasmus⁺ project entitled "Friendly school", I participated, together with four other colleagues, in Prague, Czech Republic, at the training course „Innovative Approaches to Teaching”.



Encouragement of creativity, research-based learning and task-based learning, multicultural education, adaptation of teaching materials to meet the needs of differentiated classes, or using ICT for assessment are examples of course modules that have contributed to expanding the teaching potential, developing collaborative work skills, improving the management of high school students' courses.

One of the most interesting aspects of the course was how new technologies can be integrated into the instructive-educational process for both teaching and assessment activities. The advantages and disadvantages of educational platforms have been presented, focusing on the Kahoot and Plickers platforms, which are attractive game-based evaluation systems. Theoretical knowledge and practical examples help us to acquire new skills necessary to develop new and interesting lesson plans for our students to capture their attention, to stimulate their curiosity, to increase their motivation for learning. During the period of valorisation of the experience gained from the participation in this course, I organized and carried out with my students activities such as "My learning style." "The Importance of Children's Rights" which I wanted to capture the attention of the students, to stimulate their curiosity, to develop their creativity and critical thinking, to increase their motivation for learning.



The experience of attending this course at ITC Prague had many results: knowledge of other cultures, international collaboration, personal improvement, improving communication skills in English, acquiring new knowledge, new research and learning methods, improving skills for the use of various teaching methods and techniques, student-centered and motivating, enabling the development of transversal skills.

III.5. ERASMUS+ - Opportunities and challenges - 5th General Senior High School of Aigaleo, Greece

Strategic Partnership ERASMUS “Skills for life: Literacy” (SLL) 2014-2016



PARTNERS

- “Liceul Stefan Procopiu”- Vaslui, Romania(coordinating school)
- “Foreign Language School” - Pleven, Bulgaria
- “Yildirim Beyazit Anadolu Lisesi” - Bursa, Turkey
- “ISISS Cicognini Rodari”-Toscana, Italy
- “5th General High School of Aigaleo”- Aigaleo, Greece

SKILLS FOR LIFE- LITERACY RATIONALE OF THE PROGRAMME

According to statistic records about the five countries involved in the programme (and the relevant PISA results),a quite large number of students in Secondary Education face great difficulty in understanding both written texts and oral speech.

THE PILLARS OF THE PROGRAMME

The aim of that programme was to enhance students’ skills on literacy.

LITERACY AND SCHOOL SUBJECTS

- Literacy regarding
- Reading texts
- Writing texts

REALISATION OF THE PROGRAMME

During the two years of the programme we:

- Systematised reading strategies that can be used so that our students are helped in comprehending texts.
- Produced lesson plans in various subjects, using a lot of different reading strategies.
- Organised indoor and outdoor activities that expand our students’ relationship with book and their willingness to read for pleasure.
- Took part in four transnational meetings in Romania, Turkey, Italy and Bulgaria and hosted a meeting in our school.

READING STRATEGIES

In the lesson plans we produced, we tried to familiarize our students with lots of reading strategies, such as:

- Skimming
- Scanning
- Cross reading// Brainstorming
- Use of similar texts
- Pre-reading activity by means of reading the titles and the introductory sentences
- Thinking aloud
- Forming conclusions by composing the information provided from the texts

LESSON PLANS

- We designed lesson plans on the subjects of Modern Greek language, Modern Greek literature, Ancient Greek language, History, English Language, Maths.
- We produced worksheets, so as to motivate our students during the lessons and build up the team spirit and group work.
- We think the results were quite satisfactory, as shown in the students' evaluation.

INNOVATIVE TEACHING PRACTICES

- In the lesson plans we expected the improvement of our students' competencies in reading and writing (production of stories by changing the hero's viewpoint, microresearches, journalistic texts, poems, dramatisation) as well as the improvement of competences related to oral communication (teaching via debate, production of short films based on information retrieved from ancient greek texts).
- We also laid emphasis on the crosscurricular approach used in the development and analysis of issues



ΟΜΑΔΑ ΦΙΛΑΝΑΓΝΩΣΙΑΣ

ΜΑΝΤΕΨΕ ΤΟΝ ΤΙΤΛΟ

ΑΜΦΙΘΕΑΤΡΟ 3-03-2016

related to Refugees, Maths and Poetry, History and Poetry.

ACTIVITIES

The programme inspired us to organise local activities:

- We participated in Fiction and Poetry Competitions.
- We created a Class Library to motivate our students borrow and read books.



- We organised a really active Bookworms' Club .

- (presentations and reviews of books, reading and writing of texts produced by our students, writing and performance of a single-art drama, a pantomime with titles of books)



INVITATION The Bookworms' Club stages tomorrow

23th of December 2015 At 11pm in the Auditorium of our school the dramatised novel: «The Magic Of Christmas» by the student of A'3 Katerina Moneda.

A WALK IN ATHENS

We watched short acts at the places where the great Greek novelist Alexandros Papadiamantis lived and listened to some of his dramatised novels during a walk organised by the Municipality of Athens.



A SPECIAL DAY : PAPADIAMANTIS IN OUR SCHOOL

We invited a well known actor to read novels by the famous author.

We presented a short biography of his life and staged one of the novels that our students had dramatised.



THEATRICAL PERFORMANCES

Students and teachers of our school watched the performance ‘Romeo and Juliette for two’.

We liked the play so much that we invited the actors to perform it in our school .





ACTIVITY ON POETRY

'I comprehend the language of poetry- I obtain my own speech for life'

We invited poets to talk about poetry and inspiration, read their poems and answer students' questions.

OUR SCHOOL'S Invitation to activity ON poetry

MEETINGS WITH PARTNERS

- During these meetings, we learnt about the educational systems of the countries of our partners, discussed various lesson plans we had produced, exchanged ideas to improve our teaching techniques and organise more local activities.
- The students that accompanied us to our meetings felt very happy and enthusiastic to have met students from other countries.

ROMANIA- VASLUI 19-02-2015/ 22-02-2015 - 1st TRANSNATIONAL MEETING



TURKEY, BURSA - 30-04-2015/ 03-05-2015 - 2nd TRANSNATIONAL MEETING



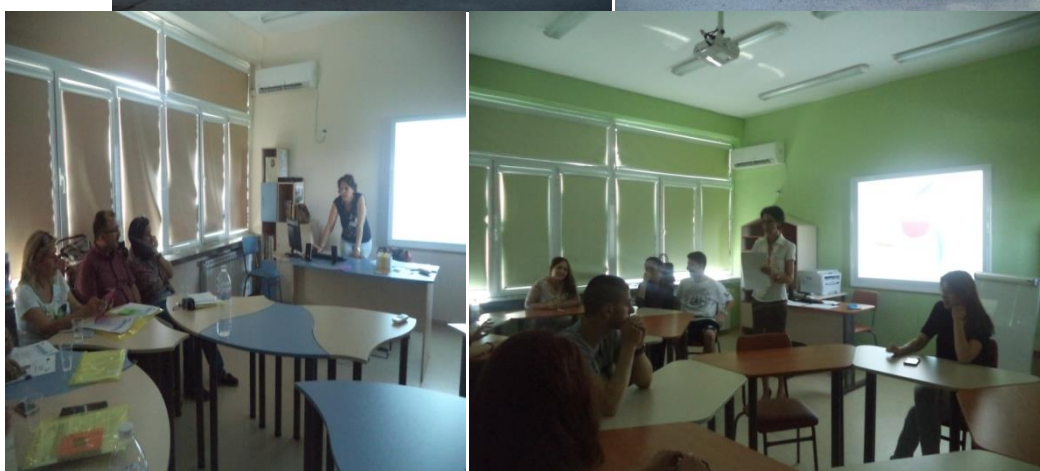
**GREECE , AIGALEO, 5th GENERAL SENIOR HIGH SCHOOL
29-10-2015/ 01-11-2015 - 3rd TRANSNATIONAL MEETING**



ITALY , PRATO - 17-03-2016/ 21-03-2016 - 4th TRANSNATIONAL MEETING



BULGARIA–PLEVEN - 28-5-2016/ 31-5-2016
5th TRANSNATIONAL MEETING



DISSEMINATION OF THE PROGRAMME

We created a site:

sll-erasmusplus.eu

We also published our intellectual products in English and in Greek, both in printed and e-edition.

III.6. FOREIGN LANGUAGE SCHOOL EXPERIENCE ON ERASMUS+ PROJECTS

SCHOOL EDUCATION STAFF MOBILITY
FOREIGN LANGUAGE SCHOOL - PLEVEN
PROJECT TITLE : TRADITIONS AND INNOVATIONS FOR BETTER FUTURE
01.06.2018 – 31.08.2019

GENERAL OBJECTIVES

- Improvement of language competence
- Knowing digital technologies and various ICT tools and major approaches to FLT
- Efficient use of on-line platforms for CLIL
- Developing competence in using and adapting literary texts
- Knowledge and skills to prepare materials for electronic and on-line learning with an individual approach in distant learning and self-education
- Developing skills in communication and team work in multi-cultural Environment

MOBILITIES

- ✦ Teaching English with Technology (Tech), The English Language Centre – Brighton, UK;
- ✦ Using Technology in the Classroom, Alpha College of English – Dublin, Ireland;
- ✦ Methodology for a Communicative and Innovative Approach to French - Centre International d'Antibes – France;
- ✦ Intensive Spanish Course and CLIL for Teachers, EUROPASS – Barcelona, Spain
- ✦ Course for European Teachers of English Focusing on Literature, InterEducation – Cheltenham, UK

Teaching English with Technology (TECH) ELC Brighton



- ◆ how technology can support language learning
- ◆ how technology can be integrated into teaching
- ◆ learn about technology through experimentation with various tech tools
- ◆ improve participants confidence in using technology in their classes and their digital literacy
- ◆ Deeper sensitivity to cultural diversity
- ◆ equip participants with practical and engaging ideas they can use in their classrooms
- ◆ refresh participants' approach to teaching English
- ◆ develop participants' own English language skills

USING TECHNOLOGY IN THE CLASSROOM



- ◆ Introduction to a wide range of applications
- ◆ Increased confidence in using technology across a range of
- ◆ subject teaching
- ◆ The use of web as a teaching resource
- ◆ Learning inside and outside of school.
- ◆ Digital portfolio of lesson plans
- ◆ Enhancement of personal English Language skills
- ◆ Sharing of experience and knowledge with professionals from a range of European countries
- ◆ Increased knowledge of Irish history and culture
- ◆ Knowledge of Erasmus+ potential for professional development



Methodology for a Communicative and Innovative Approach to French



- ✦ Learning approaches and innovative methods and techniques for teaching the subject psychology and logic in a foreign language.
- ✦ Skills to apply methods and techniques of work that stimulate learning a foreign language.
- ✦ In-depth knowledge of the use of didactic and methodological learning techniques as well as language and intercultural competence
- ✦ Skills to promote creativity and the spirit of innovation and entrepreneurship among students.
- ✦ Skills for a more individualized learning approach that responds to each learner's personal needs

Intensive Spanish Course and CLIL for Teachers



Multidisciplinary approach to understanding CLIL methodology



Developing teachers' fluency and accuracy in the Spanish language



COURSE FOR EUROPEAN TEACHERS OF ENGLISH FOCUSING ON LITERATURE



- ✦ Approaches and techniques for dealing with different literary genres
- ✦ Bibliographical and internet support as well as practical ideas and teaching material
- ✦ Opportunities for discussion with teachers and pupils
- ✦ A wide range of teaching ideas and activities designed to make language lessons more enjoyable

MY ERASMUS+ EXPERIENCE

Malgorzata Krzeminska, The High School of Economics and Gastronomy, Tarnów, Poland

The beginnings of my involvement in European projects trace back to 2005. It was then that my school started its first Socrates Comenius 1 – Language project entitled ‘We enter the labour market – the comparative analysis of application documents in Poland and in Bulgaria’ The duration of this project was 12 months – from 1st August 2005 to 31st July 2006. The main project topics included foreign languages, European citizenship, democracy, regional identity and pedagogical methods.

The main aim of the project was raising the level and enhancing the European dimension of vocational training. My role in this project was a secondary one, but it gave me a taste of what international partnership is.

Later, I have played a major role in a multilateral Comenius Lifelong Learning Project – ‘I want to tell you a fairytale...’ It was implemented in our school in the years 2009-2011 and we cooperated with 5 partner schools from Romania, Bulgaria, Greece and Turkey. The main objectives of the project were:

- ✚ Shaping a pan-European multicultural awareness,
- ✚ Developing creative writing skills
- ✚ Improving and developing the ability to use English and modern technologies
- ✚ Improving intercultural communication skills thanks to project meetings with students from partner schools

From 2009 I have also implemented 16 eTwinning projects with my students and obtained three National and European Quality Certificates for projects:

- ✚ Un mois pour une affiche - "1 month for 1 poster" - project on environmental protection carried out with 13 schools from various European countries, including from Poland, France, Romania, Portugal, Greece and Bulgaria.
- ✚ “ European Christmas - comparing Christmas traditions and food” - presentations with descriptions of Christmas traditions - Christmas Eve menus, recipes for Christmas Eve dishes, cooperation with 6 schools: from Malta, Greece, Italy, France, Lithuania , Romania.
- ✚ Jewish traces in our town - descriptions and photos of places connected with Jews, Jewish culture in Tarnów - the project was carried out with a school in Cologne, Germany.

As for the Erasmus+ projects I have had no experience so far. Thus, by being a part of this Erasmus+ project, which is both a great challenge and an adventure for me, I hope to acquire necessary knowledge and skills by learning from those who are more experienced. It is a chance for me to develop personally and professionally as well as broaden my horizons. I would also like to develop my cultural awareness and open-mindedness, gain knowledge in new teaching methods, improve my language skills and of course become more pro-European

This Erasmus project will enable me and my colleagues to develop new skills as we can get to know first-hand the workings of another European educational system, learn and share new ideas and explore best practices to take back to our country.

MY ERASMUS+ EXPERIENCE

Magdalena Borszowska, The High School of Economics and Gastronomy, Tarnów, Poland

My first experience with European Projects dates back to years 2005-2006, when I had an opportunity to participate in the Socrates Comenius Language Project entitled 'We enter the labour market – the comparative analysis of application documents in Poland and in Bulgaria.' The main aim of the project was raising the level and enhancing the European dimension of vocational education by getting familiar with, analysing and comparing the application documents in Poland and in Bulgaria, the analysing of employers' expectations in the partner countries and comparing the methods applied by the teachers to introduce the subject matter of "entering the labour market". During the project students of The High School of Economics and Gastronomy- Tarnów, Poland and Private Business Secondary School "Eurostandart"- Sofia, Bulgaria not only participated in the lessons, worked on the model application documents, created a Bulgarian – English – Polish thematic dictionary of the labour market but also had the opportunity to visit local firms and interviewing the employers. During the bilateral exchange the students had a chance for direct communication and improving their language skills as well as getting familiar with the culture and customs of the partner country.

In 2009-2011 The High School of Economics and Gastronomy- Tarnów, Poland, was a collaborative partner with 5 other schools from four different countries (Greece, Romania, Bulgaria and Turkey) in Comenius Multilateral School Partnership entitled 'I want to tell you a fairytale...' and I had a privilege to take part in this partnership.

Each country/school taking part in the project was to come up with and develop a modern, updated version of the fairy tale based on the text of national or international literature or tradition. The final products that each partner presented were: a DVD with the dramatization of a fairytale, a CD with a fairy tale narration) and a multilingual book. The project was designed for teachers to improve their didactics and teaching methods applying multi-directional approach to the subject. For pupils the goal was to broaden their knowledge and develop social skills. Overall the project aimed to address contemporary issues such as: multiculturalism, racism, discrimination, xenophobia, intolerance, gender equality, equal treatment of immigrant children and lack of communication.

The project 'Get in shape for Europe' is my first ERASMUS experience. In this project I have had the opportunity to work within the team of great fellow teachers from Romania, Bulgaria, Greece, Italy and Poland. In order to fulfill the objectives of the GISFE project improving students' knowledge about common European values, democratic rights, active citizenship, developing positive attitudes towards different cultures, promoting tolerance and mutual respect, improving crucial skill and competences such as team working, digital skills, language skills etc. The Polish team from The High School of Economics and Gastronomy has organized various activities for students. So far they have taken part in different workshops learning about the origins of European unification, the cultural diversity of Europe, the benefits of EU membership. We have also prepared the workshop meeting devoted to problems of tolerance during which the students discussed the arrangements ensuring proper living and development conditions and respect for the dignity of children. Moreover, the students have been familiarised with the culture, geography, customs of the countries participating in the project, as well as learnt about the cultural diversity and curiosities of these countries.

For me as a teacher who has taken part in the GISFE and other European projects participation is not only an effective way of training and professional development. Contacts with the teachers of the partner schools have become the source of inspiration. Mobilities give us the opportunity to learn about the work of colleagues, and the exchange of experiences enables us to enrich the methods and forms of work with our students; which facilitate dissemination of knowledge and personal growth. For me Erasmus plus is also a fascinating adventure of discovering Europe in an international environment, experiencing new cultures and broadening horizons and opening mind.

IV.TEACHING COMMON VALUES IN EUROPE ... IN MY COUNTRY

IV.1.TEACHING COMMON VALUES IN ROMANIA

Motto: „Europe is more than a unique market... It has always been a matter of values .”

Jean-Claude Juncker, president of the European Commission

Together with the other 27 EU member states, Romania signed the Declaration from Paris in March 2015. Our country stated again its decision to support the fundamental values that make up the core of the EU, the education in favour of inclusion and the European dimension of teaching.

The liberty of thought and expression, the citizenship, the fight against discrimination under all its forms, maintaining a frame for the equality of chances for everybody are promoted in Romania, starting from an early age.

TEACHING EUROPEAN VALUES IN PRIMARY, SECONDARY SCHOOL AND HIGH SCHOOL

The students education starts from Primary School when the civic education of students is initiated, teaching them the practice of a civic behaviour in a democratic society, defined by democratic values and principles, by active citizenship.

The fourth grade focuses on recognizing the native places(local, national), in which the person integrates, and also on making drawings, collages with images that present the elements specific to the European area on the occasion of events celebrated at European level(for example “Europe Day”) . Students make exercises to recognize the symbols of the European Union-The European flag, the European anthem, Europe Day and watch films/see pictures that introduce the signs specific to the member states of the European Union. The Civic Education is continued and focused in Secondary School, with the subject matters Social Education and Civic Culture.

The subject matter Social Education studied in the fifth and sixth grades proposes an incursion in the world of children’s rights and the practice of critical thinking within the context of the children’s rights that are studied from different perspectives. Students discuss about characteristics of the contemporary society(cultural diversity, cultural identity, cultural heritage), values and principles of the inter- cultural society, the inter-cultural communication,, while the active involvement is encouraged, so as children may contribute to the promotion of their rights in school and in the community.

In the 7th grade, the syllabus familiarizes students with values, principles, democratic concepts, with the human rights, makes students practice inter-personal attitudes and relationships (within and between groups), as well as practice the quality of citizen and active citizenship.

In the eight grade, by approaching basic concepts and principles of democracy (for example authority, responsibility, justice, liberty, property, etc) the syllabus proposes the nuanced discussion of democratic values, principles and the practice of specific actions in a democratic political regime, with which students are already familiar, in the seventh grade. Students discuss the concept of person: the **unicity** and dignity of man and the identification in different contexts, of human rights and responsibilities associated to each right ,the evaluation of concrete situations of breaking the right to the dignity of a person, from the perspective of human rights, the identification of the main democratic values, principles, institutions and practice, finding arguments to opinions in favour of observing the democratic principles and values.

Teachers and principals in schools in Romania adopt approaches and actions that are essential in promoting respect to diversity and mutual understanding, in fighting against violence and discrimination of any kind, both in schools and in society. By the teaching-learning process in

the primary and secondary schools, general and specific competences that must be formed are based on values and attitudes such as respect to the dignity and human rights, to Constitution and laws; acknowledging the Constitution as fundamental law in the state; tolerance and respect to persons and groups that support values, opinions, beliefs that are different; self confidence, and trust in the others; availability to dialogue, positive relationships with the others and cooperation; taking responsibility to personal deeds and citizenship responsibilities; flexible and critical thinking, valuing the role of mass media in society, civic involvement in the community life active citizenship.

All these subject matters contribute to the progressive making of key competences for life long learning, recommended by the European Parliament the European Union Council, especially regarding the following key competences domains: social and civic competences, initiative and entrepreneurship, cultural expression, communication in the mother tongues, digital competences, learning to learn.

When entering High-School, Romanian adolescents are offered more opportunities of European knowledge. In this respect, in the eleventh and twelfth grades the contents for History are: European Unity and Diversity, European Integration, European Identity, Romanian Culture within the European context, ideologies and political practice in Romania and Europe, Political Regimes and state forms in the democratic world.

For Economy, the syllabus is old and in one theme it offers students competences on mechanisms of economic integration in the European Union and globalization.

The Syllabus for Philosophy presents the characterization of the problems regarding liberty, responsibility, equality and justice, the explanation of problems such as power legitimacy based on philosophical approach, making personal opinions, value judgments argued on state relations, citizens and justice. The following values and attitudes are promoted: critical and divergent thinking, availability to dialogue and debate, curiosity and interest to study philosophy, coherence in thinking and acting.

The teaching-learning process of the subject matter Social Studies leads to the creation of general and specific competences based on and promoting the following values and attitudes: equality in front of the law, observing the law, free expression, liberty of opinion, liberty of conscience, taking citizenship responsibilities, the positive value of diversity, promoting tolerance as a value of the democratic society and manifesting tolerant behaviour in solving community problems, participation in the community life, peaceful solutions to conflicts, collaboration, solidarity.

TEACHING EUROPEAN VALUES AT UNIVERSITY LEVEL

Romania Universities introduced in the training programme courses that approach European themes. For Example, The Department of International Relations and European Integration within the “National School of Political and Administrative Studies” developed the project “Rights and Identities Beyond the State- The Diversity within the European Union”. The main purpose of the projects was to contribute to raising the teachers knowledge on European citizenship and integration so that they could promote farther the EU thematic by including them in the students courses.

The module included four essential courses: The Institutions of the European Union, Public Policies of the European Union, European Citizenship-fundamental rights and liberties and the Values of the European Union. These ones focused on the rights and obligations that derive from European citizenship, the relationship between human rights and citizenship, including the specific modalities by which citizenship assures the full exercise of these rights, as well as the international mechanisms meant to protect citizens and their rights and to generate the consents regarding conflictual cultural identities.

In the end of the project, teachers acquired a basic level of knowledge on the European Union and competences to teach these problems to their students. Thus, they created possibilities both for the participating teachers to include themes linked to EU in the syllabuses of the courses they taught, and for the students to come into contact with these themes, in a malty subject matter

manner. By raising the knowledge on EU and by promoting European citizenship as common identity, but also European values as calm coexistence and cooperation in a multi-ethnic environment, the module contributed to raising civic involvement as well as the prevention of social exclusion.

The module ensured a context of instruction in the domain of European integration, and also the fact that by means of the educational system students in Romania will acquire the knowledge level necessary to practice European citizenship..

Other educational units in our country develop projects meant to make future specialists familiar with European themes:

- The center of European Studies of the Faculty of Law from „Alexandru Ioan Cuza” University Iași proposed students a Master of European Studies that proposes the making of competences such as: expertise in the domain of European policies, of external EU relationships • writing and management of projects with European funding • expertise in the domain of the process of European integration and of the way of using the European instruments, especially regarding the Eastern neighbors of EU.
- The Faculty of Philosophy, The Department of Political Sciences, international relations and European studies proposes two master programs that detail the themes of the European values:
- European master course of children’s rights protection that studies the sociology of childhood and human rights, methods and techniques of researching childhood and children rights, children’s rights in the EU laws and policy, children and international migration, juvenile justice in Europe, legislation, policies, strategies, the development of children and adolescents, representations of children and childhood in mass media, the children’s participation in the international development, childhood and life styles, the practice of children’s right, children work, the management of European projects.
- European studies of security and integration – master degree program that approaches the EU Constitution, the Philosophy of the European Union, Compared Political Systems, EU Institutional Frame, The Power Discourse in the EU, Political and military structures in Europe, Security within the context of globalization, External and security common European policy, European political systems, The problem of minorities in EU, Regional development in Europe, The Management of projects, The Europe of religions.

Also, the Faculty of Economy and Business Management presents a master study projects with the theme **The Strategic Management of human resources in Europe.**

At university level, graduates such as those from the module European studies and the Master of European studies and the ethics of international relations, both within the Faculty of Philosophy in Bucharest, improve knowledge on models of democracy, European organizations and politics, Law and Community Law, develop competences of critical thinking and strategic vision, acquire solid leadership and inter-cultural communication abilities and will successfully cope with international professional environments, various from linguistic and inter-cultural point of view.

TEACHING THE VALUES OF THE EUROPEAN UNION BY MEANS OF THE CURRICULUM AT THE DECISION OF THE SCHOOL

Another modality of teaching the European values that completes the obligatory curriculum is the curriculum at the school decision. The Ministry of Education approved numerous programs for optional subject matters proposed by teachers. Here are some examples of optional subjects proposed by the teachers:

Inter-cultural Education

The syllabus for Inter-cultural Education aims at accepting and promoting diversity, made by means of: learning about diversity, about the multicultural society (reflected in knowledge that suppose both reporting the person to their own cultural marks/their own culture, as well as by

reporting to other spiritual experiences /other cultures); learning by experimenting the difference and the alterity reflected by the development and the practice of skills linked to life in an inter-cultural society; learning for the inter-cultural society (reflected in the values promoted, in attitudes and behavior that allow acknowledging the roles and the responsibilities in daily life).

Education for Democracy

The syllabus is part of the educational package proposed to improve the educational process by democracy for the high-school students, contributing to their formation of active citizenship. The actual syllabus focuses on the actional dimension of the civic education, by practicing in different contexts the competences, attitudes and civic behavior acquired by students, contributing to highlighting the practical character of teaching/learning/evaluation process. The participation in actions with public dimension or in the decision making process represent the important indicators of civic behavior; the participation in the community life supposes also competences that must be formed and developed; to this aim school must prepare young people to participate in the community life, to make responsible decisions of their action and their effects.

The Institutions of the European Union

The optional subject the Institutions of the European Union proposes to offer students opportunities to understand the essential elements of the European integration process, of the European Institutions functioning mechanisms, focused on the institution of the European Parliament. This curriculum proposes the active promotion of the social and individual cooperation and interaction with the decisional institutions and the young people participation abilities in order to improve community life by knowledge, dialogue and social involvement, to promote social values (solidarity, honesty, responsibility, civic spirit), the development of students capacity to communicate, cooperate and interact with the decisional institutions of the European Union.

Human Rights

This optional course was planned as a response to the recommendations of the European Council and favored the turning to value of the educational frame as the youth preparation for the promotion and protection of human rights, essential for the democratic functioning of the society. The course aimed at making students familiar with the human rights to develop the behaviour of respecting and promoting human rights, of promoting tolerance to turn to value positively the differences. Also, young people were informed on the national and international instruments of protecting the human rights for the development of active and responsible behaviour.

The European dimension that offers quality to education promoted in Romania is also due to the actions and projects developed in Romania that encourage the inter-cultural dialogue, solidarity, tolerance, the equality of chances, the observance of fundamental human rights, the affirmation of national identity, the promotion of the values of the Romanian school within the European area by collaborating with partner schools in Europe.

TEACHING EUROPEAN UNION VALUES BY NON-FORMAL EDUCATION

Non- formal education consists of any educational activity, intended and systematic, usually developed outside traditional school, whose content is adapted to the needs of the individual and to the special situations, with the aim of maximizing learning and minimizing the problems met in formal education. This education aims at clear learning objectives and develops in an institutionalized frame, with extra-didactic activities(methodic meetings for different subject matters, inter-disciplinary or thematic, contests, competitions, sports groups, artistic groups, etc)and/or extra –curricular ones. Also it permits students to develop such values, competences and knowledge different from those acquired in the formal education system. Among the pedagogical advantages of non-formal education there is the fact that it is participative and student-centered; it is flexible, proposing the participants various activities, according to their interests, skills and aspirations, it contributes to enriching common knowledge and specialty knowledge; it trains the new communication technologies, valuing the opportunities offered by Internet; it creates a multi- and inter-disciplinary development and it meets the needs and the requests of permanent education.

IV.2.TEACHING COMMON VALUES IN GREECE

Greece has always been a bridge between Europe and Asia, so Greek people have incorporated both Western and Eastern characteristics in their culture. Though, the influence of Europe is more than obvious in every aspect of our lives. The common future of all European countries is a challenge for us all and education has to play a very important role in teaching the values that are common for all Europeans.

SCHOOL SUBJECTS

Since primary school young pupils are taught about the European Union, its history and its importance for Greece and its citizens through lessons, such as Social and Political Studies (5th and 6th grades of Primary School, 3rd grade of Junior High School, 1st and 2nd grade of Senior High School), Geography, Greek Language and Literature, History of Arts, History (there is a subject called European civilization and its roots; moreover, in all History books there is reference to European history and how it affected Greek issues), Foreign (i.e. European) Languages.

In all levels of primary, secondary and tertiary education, the Greek students are given the opportunity to study foreign languages and mainly European foreign languages. Through this teaching and learning process, students become more aware of the European issues, as they come in contact with the civilizations, mentality, and principles of these countries, and share common values with them, thus, paving the same path in the European Union.



There are also subjects in the school curriculum, Projects for instance, in which students study texts and produce their own works regarding issues, as important aspects of European History, Nazism and Fascism, World War I and II, the Holocaust, etc.

UNIVERSITY STUDIES

Greek Universities provide high level studies in disciplines, such as International and European Studies, and students are very interested in these studies, which prepare them for positions in the European Parliament or as diplomats.



**University of Piraeus
AND BUSINESS**



ATHENS UNIVERSITY OF ECONOMICS

EUROPEAN PROGRAMS

Our students participate in various European programs such as Erasmus+, Euroscola, Schools Ambassadors of the European Parliament, affiliations with schools from other European countries. Moreover, in the AMUN program, run under the auspices of the Ministry of Education, there is always a representative of European Union.

Finally, the website <https://www.inedivim.gr/en/programmes-actions/eurodesk> provides young people and students with a lot of information about the European Union and offers a lot of activities which bring together young people from all European countries, i.e. Euro card, European Youth Week, etc.



SCHOOL ACTIVITIES

Schools commemorate some special days which are common for European countries or even worldwide, such as the days devoted to women, the Human Rights, the Holocaust.

Students also attend lectures or seminars on issues about European civilisation and culture, visit exhibitions of works by great European artists like Van Gogh, DaVinci, etc, or watch performances by European authors (most recently students from our school attended the play 'Who killed the dog at midnight' by the British author Mark Hunton).

IV.3. TEACHING COMMON VALUES IN POLAND

The European Union and partner countries including Poland are based on values respecting human dignity, family, freedom, equality, the rule of law and also human rights including the rights of national minorities. In every civilized country there are some standards and ethical values which are the basis of proper functioning of the State and its citizens. A collection of universal values allows us to distinguish between good and evil, lawful and unlawful actions, allows us to shape the youth's actions through teaching those values on different educational levels.

To speak about teaching values we first must explain the concept of **VALUE**.

Values mean rules and beliefs which are the basis of ethical norms accepted in a community. Value is not an unambiguous concept but it defines everything that is desired, fit and valuable for an individual, for man. You must seek values and then follow them. There are many ways of looking at the issue. A lot of areas of science wanted to define the concept of value, get to its roots, dealt with its typology. Depending on an individual, their beliefs and goals values may have positive or negative character.

We can distinguish three categories of value definition:

1. Psychologically it will be inner goals of every man, his experiences consistent with his beliefs and self-assessment or the assessment of other people.
2. In sociological terms it will be values professed by an individual, his goals which are consentaneous and accepted by the society.
3. Cultural definitions mean values, that is, desired goods, judgments and beliefs which are the criteria defining behavior of an individual in a group.

So what values are important to Polish people, inhabitants of The United Europe? Are they universal and independent of birthplace or place of residence? Of what importance are they to us? Do we speak about them? Do we seek them?

The highest value –FAMILY

Family – is the most important and basic unit in Poland and in every country in Europe as well. Family has its own rights and respects highest values. The fundamental rights and values are:

- ✓ Love – without it there is no family. Love is the most beautiful feeling that you have to speak about and show it to your relatives as much as possible. Not to lose it, you need to strengthen and look after it every day. Love shown in family is its highest value that all other values come from.
- ✓ Confidence –mutual trust towards your relatives, if I trust somebody that means I am honest and my intentions are honest too, I don't conceal anything, I don't cheat.
- ✓ Loyalty – means being fair towards your relatives, at any time you take the side of your relatives, you can rely on them and you try not to let them down.
- ✓ Sense of belonging – you are intimately linked to your family, it's an inseparable link, home is a place of love and coherence.
- ✓ Sense of security – under the care of your family no harm will be done to you, everybody is looked after and nobody is turned off, you can always count on your relatives when you are in need.
- ✓ Forgiveness – you should always forgive others and not dwell on their faults. You learn how to forgive others. Everyone can make a mistake but it's all about to forgive, but also give some emotional support to those who feel guilty.
- ✓ Communication – conversation and ability to listen to another man are the basis of positive relationships in a family, but it is also the foundation of understanding and expression of concern about family members.
- ✓ Tradition–passed from generation to generation. Customs, rituals which are of unique value to your family. Tradition is respected by family. It unites and strengthens the bonds of living family members and honours the memory of those who passed away.

Family is the basis of mental and moral well-being, it stabilizes life circumstances. When young people grow up in a dual-parent loving family they receive behavior patterns which they want to pass on to their children and it is where you best learn to live.

The value important for homeland – Patriotism

Patriotism is an attitude of loyalty, discipline and responsibility towards certain values and national beliefs, it's also respect for history, the past and it's the highest respect for those who fought for freedom and independence and laid down their lives for them.

Patriot loves his homeland and at the same time respects other nations. Patriotism means love and caring for national tradition, culture, language, knowledge of history. Patriotism is based on the sense of social bond, on the sense of cultural community and on solidarity with your own country and community. Regardless of geographical position in every country there are symptoms of identifying of society and individuals with tradition and mentality of the country you live in. For most people it's an honour to represent their own country, their homeland. So what is a patriotic attitude nowadays? First of all, contemporary patriot should discharge their civil duties written down in their country's constitution. Contemporary patriot should feel the bond with their home country, respect the past and look after the image of the country at international level. Can you learn patriotism? If, since an early age, you instill the love of home country in your children they won't be indifferent to the word. They will find the sense of belonging and emotional connection with the place called by them and their forefathers homeland.

Timeless value – FREEDOM, EQUALITY, JUSTICE.

The united Europe respects the right to make a decent and safe living, the right to thinking, faith, your own beliefs, the right to active participating in creating government laws and bodies with no fear, obligation or arbitrary restriction by others. When we talk about freedom we have in mind fundamental, natural law for all citizens which protects their rights and give them equal possibilities of functioning in a free, democratic state.

The most important democratic values include: **freedom, equality and justice.**

Freedom—can mean a lot of things – as the right of an individual to realise their own plans, freedom of speech, freedom of meetings, the right to mental and physical activity, freedom of religion. In practice citizens relinquish part of their freedom to the State. Their freedom is defined by law.

Equality is achieved on different levels. First of all, on juridical level, in that case, all individuals are equal before the law. On social level citizens have equal access to public institutions, they are given an access to material and spiritual goods. Finally, on political level everybody has the right to take part in political life including elections, setting up parties, campaign committees etc.

Justice means honest, based on strong pillars law that citizens must obey. And obeying law guarantees security of society in country.

Second chapter of The Constitution of the Republic of Poland provides every citizen of Poland and other people of national and ethnic minorities with the following freedoms:

1. Personal freedom
2. Political freedom
3. Economic, social and cultural freedom

Respecting human rights, equality – value independent of any divisions

Within the confines of external relations The European Union gets involved in supporting democracy, human rights according to the rules of freedom, democracy and respecting human rights, fundamental freedoms and the principles of law which are at the heart of it. The European Union tries to take account of the issues of human rights in all its political strategies and programmes. Through supporting EU countries in fight against poverty, social exclusion and discrimination The European Union tries to strengthen integration and cohesion of European society and allow its all citizens to have equal opportunities and access to its resources. In Poland constitution guarantees security, respecting human rights and equality. Poland as a European Union country guarantees respecting the values. At the same time it is important to educate young people who must understand that *different doesn't mean worse*. Young people must learn tolerance in a broad sense which means accepting people of different colour of their skin, different political beliefs or sexual orientation.

Human rights – the concept according to which every man has some rights. It's a wide selection of rights and freedoms which every man is entitled to irrespective of their skin colour, sex, language, political orientation, nationality or social and material status. They are of moral and ethical character. They include all norms regarding guarantying and respecting highest values for every human, that is: right to live, to dignified treatment, to freedom, to freedom of personal development. They first were defined in 1948.

The rights are:

- common— they are in force all over the world and every man is entitled to them.
- inborn – everyone is entitled to them since birthday
- inalienable – you cannot relinquish them
- inviolable – they exist regardless of the public authority who can't regulate them.

- natural – they are in force regardless of the fact if the public authority approves them or not
- Indivisible – make an integral and interrelated entirety.

An international encyclopedia of public law states that human rights are *those of freedom, means of protection and services which should be respected as rights according to temporarily accepted freedoms, and all people should demand them of the society they live in*. The most important legal acts regarding human rights are: “Declaration of Human and Citizen’s Rights”, “European Convention on Human Rights” and also other conventions: for the Prevention of Torture, for inhuman and degrading treatment, for the protection of rights of national minorities.

Ideological value – DEMOCRACY

Supporting democracy in the world is priority of the European Union. Democracy is still the only system of governance in which citizens can enjoy human rights and it’s also a decisive factor of development and long-term sustainability of the State. European Parliament is the only directly elected body of The European Union and, in a particular way, is committed for the good of democracy. In the democratic state where governance is based on citizens’ opinion discussion on very important subjects and global issues is not avoided. There are some issues which are priorities. It is very important to sensitize young people to some important issues regarding man, these are: respecting human rights, recognizing problems of national minorities and also:

- taking measures against the Death Penalty
- children’s rights
- fight against torture and other inhuman treatment
- protection of children during armed conflicts
- protection of human rights defenders
- respecting international humanitarian law
- taking measures against violence against women and girls
- promoting freedom of religion and beliefs
- protection of the rights of lesbian, gay, bisexual, transgender and intersex people (LGBTI people)
- promoting freedom of speech online and offline

The most important value – HEALTH

“*Oh health, my grand! no one will find, how much you cost, until you are lost!*” was written by Jan Kochanowski, a Polish poet of Renaissance, in XVI century.

Health is the basis of proper functioning in family and society. Physical and mental well-being influences every area of life, education, work, leisure time, practising sporting activities, recreation. Health is a key concept in health education. Concern about your health and about the health of your relatives means love and care. Health has a huge influence on all aspects of the contemporary world. Healthy man works effectively so labour markets, stock-exchange quotations, diplomatic negotiations and many others, in some way, depend on him. Happy children like to go to school and gain knowledge to be well-qualified employees in the future. Healthy man is happy and that transfers to good and happy life in family, society and in the state. Health protection is expensive. Efficient health service and availability of medical specialists are priority in every country. Preventive healthcare is implemented in schools from early stages of education. So highly valued health, is good on its own and is a great life value.

IV.4. TEACHING COMMON VALUES IN ITALY

In Italy all the general introductions to curricula in the various school levels refer to the Italian Constitution and to the fundamental rights and duties of citizens that the Italian Constitution defines and guarantees.

The term Civic education is used in a very broad manner in the Italian school system; it is related to the knowledge and exercise of rights and responsibilities.

Civic education is essentially characterized as education for democracy with full respect for social and cultural differences.

This is explicitly declared in the list of the general aims and specific objectives established both in primary and secondary school curricula.

Citizenship and Constitution

We can find prescriptions about Civic and Citizenship Education both in the general legislation for the school system (such as official reforms and syllabuses), and in specific laws or decrees for this educational activity.

The Syllabus 1985 for the primary school established:

Social studies and knowledge of social life included Education to a democratic coexistence.

Intercultural education has found strong attention by the Ministry since 1989 with a Circular Ministerial about Integration of the immigrants children in the compulsory school.

The Law 'Citizenship and Constitution' (2008) put the basis for the regulation of civic and citizenship education in the Italian school system at all levels and degrees.

It was integrated by the 'Document for the experimentation of the teaching Citizenship and Constitution in 2009 followed by a Circular Letter in 2010, which explicitly introduced dedicated and cross-curricular themes of 'citizenship and constitution' in all possible occasions for doing so, in fact this is not considered as a specific subject but it's planned without a precise timetable and without marks. It is integrated in the curricula of history, geography and social studies in primary schools and lower secondary schools; law and economics in upper secondary schools anyway
Leggere slide fino a social area

The Circular letter 86/2010 gives a long list of objectives:

1. acquisition of social and civic competence of citizenship,
2. mediating and peacefully managing conflicts,
3. fair playing in sport,
4. respect towards oneself and the others,
5. social rules,
6. caring for one's and the public good,
7. showing kindness,
8. handling responsibly towards the community defending one's own rights and respecting those of the others,
9. carrying out one's own duties participating in democracy initiatives
10. accepting different people putting prejudices and stereotypes into question,
11. adopting sustainable behaviour with respect to the environment

The main objective of the programme (Citizenship and Constitution) is to highlight and consolidate the values attached to the Italian Constitution.

Objectives are not only in terms of the theoretical knowledge students should acquire (COGNITIVE DIMENSION), but also in terms of skills to be mastered, and attitudes and values to be developed.

- Training of national and European identity
- Training for cultural dialogue and peaceful coexistence

Civic and citizenship Education is expected to encourage critical knowledge, in order to prevent fanatics and to avoid a critical adherence to a specific model, it is an effort to create awareness and get the respect of legality through responsibility and the duty of choosing and acting consciously. (Training for cultural dialogue and peaceful coexistence)

Autonomy

the art 1. of the Law 'Citizenship and Constitution' states that the teaching activity has to be delivered not as a specific subject, but through a cross-curricular dimension integrated into several conventional subjects (such as history, economy, law, social studies, geography, philosophy or religious education/ ethics).

Being not a subject, there are no compulsory timing prescriptions. Its implementation largely depends on the interest and willingness of teachers inside each school.

There is an high number of innovative experiences in the field of citizenship education, thanks to the engagement of several teachers and group of teachers.

A big educational work is done daily against corruption, for legality, fighting the mafia, etc., anyway it is and not a systematic approach:

School Institutions establish effective partnerships with the families, local authorities, Student Councils, local educational groups and Police Forces as well as with cultural and sports associations in order to facilitate alliances to reach the goals.

External experts are invited to school

like policemen,
people engaged with the environment,
writers of well-known books, public authorities.

Recently even lawyers have offered help to the schools in order to perform civic and citizenship education, knowledge of law, against bullying, cyber bullying, gender discrimination'.

Schools cooperate in World Days for peace, against corruption, and in international celebrations (Women's Rights, Remembrance Day etc.). Students have the chance to organize public debates and events inside school,. There are several initiatives like public speeches, lectures, debates, intercultural exchange in order to develop

IV.5. TEACHING COMMON VALUES IN BULGARIA

European Values and Virtues

Rozaliya Danova
Senior English Language Teacher
Foreign Language School Pleven

A lesson based on the methodology and principles of Suggestopedia in Honor of Professor Doctor Georgi Lozanov (1926 - 2012)



The Seven Laws of Suggestopedia

- Love for Students and Subject
- Freedom of Self and Expression
- Extraordinary Magical Expectations
- Manifold Increase of Input Volume
- Partial through Global Principle
 - The Golden Proportion Rule
- Classical Art and Aesthetics Usage

Student Profile

Age Group: 14-19

With prior knowledge about the EU

Self-reliant, willing to work in groups

Language level according to Common European Framework of Reference for Languages – at least B2

Make it personal (self – centered approach)

The lesson is designed to fit the specific needs of a class of sixteen-year-old students and is in two ways modularly structured:

- Part 1-20 minutes (Desuggestion / Suggestion Stage)
- Part 2 - 40 Minutes (Game Activity Stage)

General learning objective: Learning about the ways in which the European Union affects our lives on personal and social levels.

Specific learning objectives:

- Raising awareness of how the EU forms our social norm and individual behaviour.
- Learning about the common European values in the context of our personal perceptions and judgments.
- Making students think about values and regulations, opportunities and limitations, rights and duties in combination with EU citizenship.

Concrete Goals & Expected Results:

- Students discover what values they have as EU citizens both in their personal lives and social interaction.
- Students develop the necessary competencies to get access to, realize and enforce their human rights and democratic freedom.
- Students develop the civic and political competencies to participate in a variety of social communities on different levels according to their principles and convictions, based on EU values.

Strategies: Visualization, Individualization, Validation, Analysis

Lesson Plan and Methods:

- Team Formation (Desuggestion)
- Association Game (Suggestion)
- Presentation (Visualization)
- Specification (Clarification)
- Production (Implementation)
- Creation (Artistic Expression)
- The Melody of Values (Delight)

Team Formation (Desuggestion)

- Alteration of self-perception through a name or an image (animal heads)
- Grouping according to unexpected team principles and social criteria

Association Game (Suggestion)

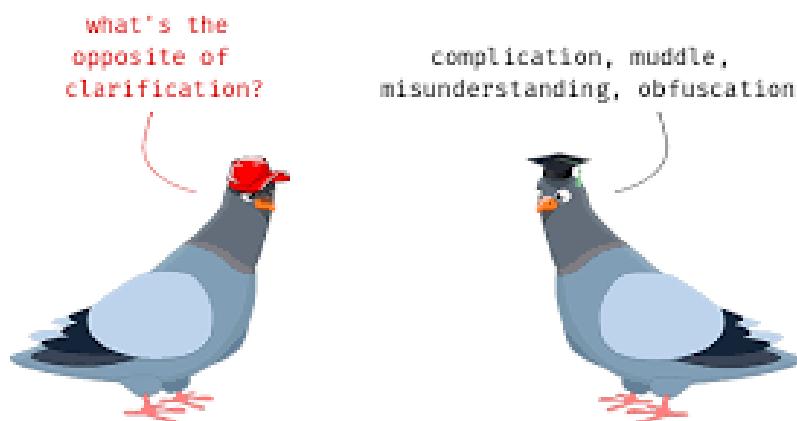
- Europe and values – brainstorm activity to produce lists of verbal associations to initiate practice
- Thought-provoking stimuli to start working as a community with common ideas and goals

Europe: Culture, Homeland, History, Roman Empire, War, Migration, Power, Globalization, Mythology, Religion

Values: Acceptance, Freedom, Love, Tolerance, Happiness, Peace, Family, Justice, Equality, Friendship

Presentation (Visualization)

- Power Point presentation on the topic of European Values in Bulgarian interpretation.
- “United in Diversity” – the EU’s motto which represents the gist of European values illustrated from a students’ point of view.



Specification (Clarification)

- Terminology introduction and definition of the notions used in the lesson.
- An extension of the vocabulary practice started at the suggestion stage.

Notions & Definitions: Value, Virtue, Principle, Belief, Conviction

Production (Implementation)

- Value personalization activity using analytical thinking skills.
- Visuals to stimulate verbal self-expression and speech production.

If you were to tell this boy what you value most in life, what would you say?



If you could, what parts of yourself would you throw out?

Roberta Allen-The Playful Way of Knowing Yourself

Roberta Allen is a creativity coach and the author of *The Playful Way to Serious Writing* and *Fast Fiction: Creating Fiction in Five Minutes*. She has also written two collections of stories, *The Traveling Woman* and *Certain People*.



Creation (Artistic Expression)

- A creative task based on an inspirational set of images related to international human values and their world celebration.
- A collaborative activity of the team aimed at an artistic representation of values.

JUSTICE

“When we loose the right to be different, we loose the privilege to be free.” (Charles Hughes)

The Melody of Values (Delight)

- Students music performance to celebrate the beauty of freedom and international friendship.
- The host group presents a traditional charm and all students receive a gift as a memento of the visit.

TO SUM UP: Democracy, Human Dignity, Freedom, Equality, Respect of Human Rights

V. TEACHING COMMON VALUES IN EUROPE ... IN MY SCHOOL

V.1 TEACHING COMMON VALUES IN EUROPE ... IN MY SCHOOL ... "STEFAN PROCOPIU" HIGH SCHOOL, VASLUI, ROMANIA

"Ștefan Procopiu" High-School in Vaslui promotes European values in many ways, both during classes and during extra-curricular activities (especially within local, national or european projects). Obviously, European projects offer us the best opportunities from this point of view. This material refers to projects supported by the European Commission by LLP, ERASMUS+ programs and to other projects implemented by "Ștefan Procopiu" High – School, by means of which we promoted European values.

We promoted especially the responsibility towards the environment (the project "Energy for Tomorrow"), gender equality (the project "Everybody can do it" - ECDI), active European citizenship (the project "Ambiance"). But, in all these projects we promoted cultural and linguistic diversity, tolerance and non-discrimination, the equality of chances, respect and liberty of thinking and expression, the initiative and active involvement in solving the problems of the community. Teachers and students understood better the values specific to the European citizenship, becoming more aware of the cultural diversity, developed their abilities of communicating in a foreign language (especially English, Spanish, German). By promoting these European values we practically understood the meaning of the motto "Unity in diversity".

AMBIANCE

This material refers only to two projects, especially the learning partnership „Ambitious Challenge: Active Citizens of Europe-Ambiance” and “Ambassador Schools of the European Parliament”.



During the period 2009-2015 „Ștefan Procopiu” High-School was a partner in two learning Grundtvig partnerships and coordinated such partnership. Grundtvig program, integrating part of LLP program (2007-2013) proposed the consolidation of the European dimension in education, the application of the education principle on life long term, setting the adult that learns in the centre of the educational process so as they play an active role in society, consolidate their competences or acquire new ones, and enjoying the facilitation of rejoining the formal educational structures. The program bears the name of Nikolai Frederik Severin Grundtvig (1783-1872), Danish cleric and writer, “father of adult education”. Two of the GRUNDTVIG programs in which ”Ștefan Procopiu”High-School Vaslui was a partner focused on promoting active European citizenship and gender equality. The target group was made up of adults, aged over 16, who had abandoned school during the period of compulsory education and who wanted to rejoin the system or persons aged over 25 who wanted to improve knowledge and competences referring to active European citizenship.

Within the period August 2009-July 2011, „Ștefan Procopiu” High-School in Vaslui was partner in the learning partnership Grundtvig „Ambitious Challenge: Active Citizens of Europe-Ambiance”, in partnership with institutions both from the formal and the non-formal sector (schools, organizations and associations, cultural institutions, etc) from Cyprus, Estonia, Latvia, Slovenia, Poland, Spain, Italy, Great Britain. The objectives of the learning partnership AMBIANCE were:

- ✚ Creating a feeling of union among the EU citizens;
- ✚ Breaking the barriers (imaginary or of different kinds) between countries and citizens so as they could have the same interests and head to a common objective of unity in diversity);
- ✚ Consolidating the role of life-long learning in developing the active European citizenship, based on understanding, respect, tolerance, acceptance of diversity, fight against racism and xenophobia, active involvement and participation in the community problems, responsibility towards the environment.

Impact of the activities on the learners:

- ✚ Improving communication skills in English;
- ✚ Improving knowledge on European Union;
- ✚ Developing social and civic abilities such as team work, empathy, communication, problem solving, respect to the opinions of the others;
- ✚ Developing digital skills;
- ✚ Developing knowledge on the culture and civilization of other countries involved in the project;
- ✚ Consolidating the role of life-long learning in developing active European citizenship, based on understanding, respect, tolerance, participating, respect towards the environment.



The end product of AMBIACE partnership

The end product of this partnership is a GAME about European citizenship in whose elaboration will be involved actively learners from all partner countries. This game is made up of the board game, the tickets with questions and the leaflet Eurotrip” with the rules of the game and the questions that are grouped in six modules, each module corresponding to a certain colour:

- Values of Active European citizenship (yellow questions)
- European history and its impact on member countries and the world (orange questions)
- The Ethical Consumer saves the planet (green questions)
- Human Rights and Empowerment (red questions)
- Art, music, culture, food and humour of each EU nation (brown questions)



How to play the game?

There can be between 2 and 10 players, individually or in teams. Each player can choose where to start by placing a token on a white field. The object of the game is to get 100 points as soon as possible by answering questions correctly and completing challenges. The player who reaches 100 points first is the winner and the game ends. Players throw dice to move around the board and can complete the circuit as many times as necessary. Alternatively, a time limit can be established and the player with the highest number of points at the end of the allotted time is the winner. If a player reaches a field which is already occupied, he can move that player anywhere on the board.

The questions are coloured by module and the game is designed to be played using one module; however, they may be mixed if desired.

There are two types of tasks:

- **Questions:** these are the blue and black fields. When a player lands on a blue field, another player takes a question card and reads the question to the first player. A correct answer gets one point and the first player collects the question card. If the answer is not correct, the card is placed at the bottom of the question pile. (The questions are multi-choice and the correct answer is underlined and in bold.) Questions answered correctly from black fields get double points.
- **Challenges:** these are the red fields. A player reads aloud the challenge himself. The other players decide if the first player has answered correctly and decide how many points to award the first player (between 0 and 3). Once the challenge is completed, the card is placed at the bottom of the challenge pile. If a different player gets the same challenge, he can answer in a different way.

We consider that such game can contribute to the improvement of knowledge on the European Union in a funny, pleasant way.

European Parliament Ambassador School Programme

During the previous year, "Ștefan Procopiu" High-School in Vaslui implemented the educative program "European Parliament Ambassador School". The program aims at improving knowledge on Europe and European parliamentary democracy within the young people, especially active knowledge on the European Union, and the European Parliament.

With the help of the teachers in school, the 15 students-junior ambassadors and the 5 teachers-senior ambassadors organized numerous activities based on European themes, on the promotion of European politics, values and principles. Thus, from the 25 participating schools in this program in the school year 2017-2018, our High-School obtained the highest score. The reward to our efforts: a visit to the Headquarters of the European Parliament in Strasbourg on December 14th, 2018.



Within the period November 2017-May 2018, the junior and the senior ambassadors organized numerous activities such as:

- ✚ Teaching lessons on the European Union: "A short history of the European Union", "You and the European Union; effects on your life", "Taking Decisions", "Europe without frontiers", "European values", "Your voice in Europe". These lessons were taught by the junior ambassador students both in their school and in schools in the local community. The junior and senior ambassadors taught 40 lessons attended by about 1000 students. Also, during the period 4-10 May 2018, to celebrate Europe Day, with the help of the informative



materials put at disposal by the EPAS team, the teachers and the students in the High-School developed lessons about the European Union; 58 lessons, 47 teachers, 1031 participating students.

- ✚ creating an EPAS information spot where some activities of the project were developed;



- ✚ contests with the theme "Unity in Diversity", "Discover the European Union", "Institutions of the European Union"(site making contest), "Europe and us" (Power Point presentations on the European cultural heritage), " Youth for Europe" (contest about the European Union organized by a former Euro-Parliamentary person from Vaslui town), "I choose Europe" (contest organized by Europe Direct Vaslui Centre for the high-schools in our county. The contest "I choose Europe" aimed at raising awareness among young people from Vaslui regarding the role of the European Union in the citizens' life, focusing on the European Parliament and the European elections in 2019. The contest had three stages: pre-selection, semi-finals, finals. 8 High-Schools from our county participated and our High-School got the second place.



- ✦ On 5th December 2017, the junior ambassadors organized the activity **”Pleading for Volunteering!”**. Studying the modules about the European Union, the junior ambassadors found out that solidarity and volunteering are essential components of active European citizenship and proposed the organization of an activity to celebrate the International Volunteering Day. They invited about 60 students from different grades.



- ✦ On 18 December 2017, the junior ambassadors participated in the activity **”The Living Library. You and the European Union”**. The objectives of the activity were: understating the EU effects on the private and professional life, understanding the rights as European citizen, identifying the European values in the professional activity. The students who, during the school year 2016-2017 participated in practical training stages in Germany, Poland and Portugal, within ERASMUS+ mobility project “ Innovation, Competence and Success for future professional within European context” (ICS-CEu)were the “books” read by the junior ambassadors.



- ✚ To celebrate the European Year of Cultural Heritage - 2018, 4 junior ambassadors made up a panel with the theme **"European Heritage Mark"**. The posters made represent the sites set in EU that bear a significant role in the European history, culture and construction, as well as in the European integration. The objectives of this action initiated by EU in 2011 are: highlighting the common European heritage with a view to enhancing the European citizens feeling of belonging to EU and the consolidation of the intercultural dialogue.



- ✚ Voting "The European Year 2019". The European years, established at the level of the European Union, approach specific themes, to encourage the debates and dialogue at national and European level. The purpose is to draw attention to certain themes, to encourage debates and dialogue at national and negotiation. 2018 is the European Year of the Cultural Heritage. In January 2018, the junior ambassadors junior and senior invited the students and teachers from "Ștefan Procopiu" to vote one of their proposals for 2019 European Year. Thus, on January, 30th 2018, the Information spot EPAS was a



veritable poll section. During 6 hours, students could vote for one of the proposals of the junior ambassadors for 2019. The European Year for the fight against bullying, The European Year of Human Dignity, The European Year of Solidarity, The European Year of Unity. 650 students voted and decided that 2019 would be the European Year for the Fight against Bullying. This phenomenon is more intense and spread both regarding age and its different forms. Bullying is frequently met in the school environment. Students must live in an environment where they feel safe and learn the difficult situations in a correct way. The European year for the fight against bullying brings to the attention of the Europeans this phenomenon and may enhance the organization of activities that may determine a change in this respect.

- ✚ "Romanians that inspire Europe »In March 2018, EPAS team from "Ștefan Procopiu" Vaslui confirmed the invitation of the European Commission (by the European Youth Portal to propose personalities that influenced the building of a better Europe. At European, Union level there will be 60 personalities selected to represent examples and models for those that participate in the dialogue with the European citizens regarding the values, priorities and the future of Europe. More than 400 persons answered the invitation to vote on the Facebook page of EPAS project or the personalities proposed. Then, the first 3 proposals that received most of the votes were presented on the European Youth Portal.

PROGRAMUL ȘCOLI-AMBASADOR ALE PARLAMENTULUI EUROPEAN (EPAS)

Echipa EPAS de la Liceul "Ștefan Procopiu" Vaslui răspunde pozitiv la invitația Comisiei Europene de a propune personalități care și-au lăsat amprenta în construirea unei Europe mai bune. Cele șapte persoane de personalități selectate vor reprezenta exemple și modele pentru cei care participă la dialogul cu cetățenii europeni privind valorile, prioritățile și viitorul Europei.

PROPUNERILE ECHIPEI EPAS DE LA LSP VASLUI

 GRIGORE GAFENCU 2 comentarii	 NICOLAE TITULESCU 82 comentarii	 ANA ASLAN 47 comentarii
 NADIA COMĂNECI 223 comentarii	 CONSTANTIN BRÂNCUȘI 37 comentarii	 GEORGE ENESCU 21 comentarii

- ✚ On March 21st, EPAS team celebrated "The International Day of Down Syndrome" with regard to raise awareness on the problems confronting people suffering from this syndrome and developing tolerance to these persons. Epas team and students from different classes met at EPAS information spot with messages of tolerance and colour socks. Why colour socks? At the microscope the chromosomes look like some colour socks! And some of us had an extra sock, that is chromosome 21, such as the case of the people with Down Syndrome. Thus, the international symbol for The World Day of Down Syndrome is a pair of socks of different colours.



- ✚ On March 21st 2018, EPAS team from "Ștefan Procopiu" High-School celebrated the World Poetry Day". On EPAS Facebook page they launched the challenge "Poem in a Pocket". Students were challenged to choose a poem they liked, write it on paper, put it in their pocket and then come to EPPAS Information Spot to give the poem, like an Olympic flame, to a schoolmate, and, of course, to receive another poem. The objective of EPAS team was to make these poems popular!



- ✚ On March 24th, 2018, EPAS junior ambassadors represented "Ștefan Procopiu" High-School at the activity organized by Vaslui Municipality to celebrate Earth Hour by a theme dance, and the symbolised the respect for the primordial elements signifying life, thus underlining the importance of saving energy and natural resources of the Earth.



- ✚ Volunteering activities: During the month of March, EPAS ambassadors promoted the charity event «We care!». Students were invited to donate school stationery and sweets for the children of the Day

Center no. 1. In May 2018 there was the campaign: "Procopiu students collect and recycle", when more than 1000 kg of paper were collected. In this campaign, the junior and senior ambassadors drew attention to an important European value, environmental care.



✚ On April 23rd 2018, team accompanied by other students in our school participated at the County Library in an activity to celebrate «The International Day of the Book and Copyright». Within the activity «Recommend a book», the junior ambassadors and students from the High-School presented books that they had read and they recommended to the others, presented information on the Prize of the European Union for Literature that has been awarded since 2009 and that is financed by Creative Europe program, managed by the European Union. The main role of this award is to promote cultural and linguistic diversity in Europe; the books awarded a prize being then translated with the help of EU, indifferent European languages.



✚ On April 20th 2018, the junior ambassadors helped the students from the secondary school in Vaslui to find out the mystery of the golden stars! The junior ambassadors developed three activities under the title of: "The Mystery of the Golden Stars". "An Adventure in the European Union", "The European Union. Member States and Symbols", "The European Union: Short History and Decision Making", "What is the EU for You?". The activities had as support the book «The Mystery of the Golden Stars» and each student was offered a book by Vaslui Europe Direct Centre. Reading was mixed with information session regarding different aspects on the European Union and solving handouts to identify necessary clues to solve the mystery of the golden stars.



✚ In May 2018, one of the activities organized to celebrate the Day of Europe was “Letter to the European parliament!. The junior ambassadors from “Stefan Procopiu” High Scholl Vaslui started to write a letter addressed to the European Parliament, in the information spot in their high–school, and they continued the letter at other three high-schools in Vaslui.



- ✚ In order to celebrate Europe's Day, the junior ambassadors of Ștefan Procopiu High School, with the support of Vaslui City Hall, opened on 9th May 2018 an information point about the European Union in the Main square of the city. Helped by other volunteer colleagues, the ambassadors have applied over 300 questionnaires to passers-by whom stopped to inform and listen to us! Citizens who stopped at the stand received information and material about the European Union.



- ✚ Also to celebrate Europe's Day, a flashmob with a European flag was set up on the high school's sports ground playing on the background the "Ode to Joy".



During the January-May 2018 period, many other activities were organized at the schools in our city!



These were the main activities that brought us the maximum score and the visit to the European Parliament in Strasbourg on 14th December 2018.



We will continue with fragments from the junior ambassadors' essays, on the impact of their participation in the educational programme „European Parliament Ambassador School” on their personal and professional development.

"From my own experience I can tell you that I enjoyed very much the activities we have been doing during this time because I was put in a position to teach the notions I have acquired from different books provided by Europe Direct Vaslui. The rest of the information came from the senior ambassadors who lightened our way. The most beautiful lesson was, in my opinion, "The Story of the European Union" offered to the students of the "Mihai Eminescu" Gymnasium School in Vaslui. (...) So, through this visit to Strasbourg, I succeeded in developing my leadership skills, being chosen by my colleagues from other countries as President of the European Parliament's Committee on Culture. Also, through a debate, I built a bridge between my own opinions and those of my colleagues who helped us to find the right solutions to the identified problems. "(Victor)

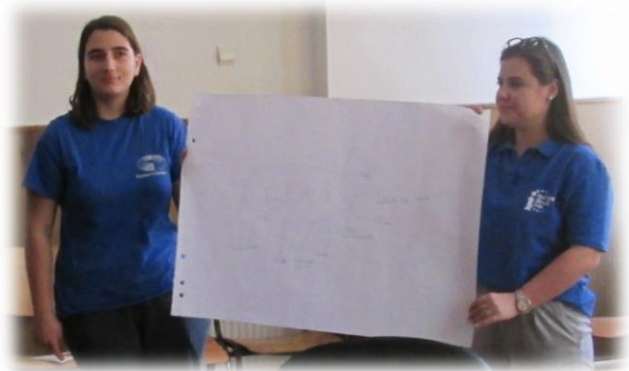




"EPAS was an experience, perhaps more than an experience. It was an opening to the world I realized I did not know at all. Typically, such projects are a slightly overlooked moment, but for me it was something else, it was the moment when I realized how much I can get involved in the life of the society I live, how I can influence and change things which are not good. I think a successful project needs really talented people and the teachers who have guided us through the project, have been and are passionate about what they are doing, both as teachers and as project coordinators. EPAS would have been just another project on the list if there had not been that team

of five teachers dedicated to educating and transforming pupils into basic people in society. Strasbourg, the European Parliament ... were two totally different experiences. In the city I felt the spirit of Strasbourg and its specificity, and in the European Parliament I enjoyed the diversity and the colleagues who made similar efforts as our team, to get there. The collaboration, the freedom we have had to express our opinions and ideas, have contributed to my maturity. "(Estera)

"I was delighted to be part of the European Parliament Ambassador Schools program (EPAS), which not only helped me overcome my fear of public speaking, but helped me better understand the past of the EU and the possible future. In the first stages of the program, the 5 senior Ambassadors needed to teach us the bases of the EU so that we, too, could go and share the information obtained in other classes in our high school and other high schools in Vaslui, to inform them about the past of the EU, as well as current or possible events in the future. "(Adina)



"I can not think of a moment in this program that I was not interested in learning as much new information, and I was amazed to find out how much the European Union helps us, and how many wrong opinions people have about this institution. I found out about the values of the European Union, what it does and many other necessary information that I am sure I will remember and pass on, because I am sure you have a lot of information you can find out from many areas. Along with my colleagues and teachers, I managed to integrate myself into a group, to express myself freely without fearing that I will disappoint those who support me. Throughout the year I have participated in many activities within this project, I can say that I have matured and accumulated many experiences and knowledge that will help me in life. "(Andra)



"The activities carried out along the project, which I can say that they were not easy, in terms of the limited time, the desire to excel, and of the aspiration to prove that the Romanian pupils can produce a change for the better in society, have led to the bonding of friendships and unconscious growing up. I can say that I enjoyed everything, but especially the activities with the children in which we uncovered through games the EU and European Parliament and the activity form 9th May, where we divided the questionnaires and talked to adults about what they think it means and with what, can the Union, help our country. "(Elena)

Ștefan Procopiu" High School – European School

Due to its active involvement in the design and implementation of European projects, "Ștefan Procopiu" High School received several distinctions. The most important is the "European School" award for which the high school is bidding every 3 years and every time we get the best scores:

- ✚ 2004: we do not have information concerning the place and the score;
- ✚ 2007: 5th -fifth place with 182 points;
- ✚ 2010: 3rd-third place with 191 points;
- ✚ 2013: 2nd-second place with 190 points;
- ✚ 2016: 1st-first place with 194 points.



"Ștefan Procopiu" High School is among the seven schools that have been awarded the "European School" 5 times in a row. In 2019 the "Ștefan Procopiu" High School is running for the sixth time.

The participation of a school at the "European School" National Competition, requires the evaluation of its application according to a number of criteria, such as:

1. Coherence of activities carried out within the framework of Community projects/programs with the general policy of the school;
2. Integration of the carried out activities, within the framework of the Community projects/programs into the curriculum of the school;
3. School performances;
4. Ensuring equal opportunities;
5. Continuity and constancy in the development of community activities/projects/programs;
6. Strategy and implementation and evaluation methods;
7. Strategy and methods of valorisation (dissemination and exploitation of results/products);
8. Developing the European dimension of education through European cooperation activities;
9. Quality of application documents.



In December 2016, "Ștefan Procopiu" High School was one of the seven schools awarded by the European Institute of Romania (IER) to promote European spirit and values.



Given that in 2017 there have been 30 years of successful educational programs at the level of the European Union and 20 years since these programs are being implemented in Romania, the National Agency of Romania organized the national competition **"ERASMUS+ 30 IN SCHOOLS"**. The purpose of this competition was to highlight the achievements and impact of European projects on schools in Romania.

The national competition **"ERASMUS+ 30 IN SCHOOLS"** was structured on two sections:

- 1. The „Pioneers” section** dedicated to the schools which implemented european projects in 1998 and 1999.
- 2. The „Hardworking” section** dedicated to the schools which, starting from 1998 and up to the present, have implemented at least 10 institutional projects (Comenius, Leonardo da Vinci, Grundtvig, Erasmus+).



The "Ștefan Procopiu" High School was among the 12 school units awarded in the "Pioneers" section and won the 1st Prize at the "Hardworking" section. Last but not least, it should be mentioned that the results of the European projects were awarded at the county and national phases of the "Made for Europe" competition, which is held annually and aims to promote and capitalize on positive experiences and final products carried out in projects funded by Community programs.



The first chapter in the European story of our high school has been written since 1999. Gradually, another 43 chapters followed. The implementation of European projects meant first of all cooperation. Partners of „Ștefan Procopiu” High School were from 21 European countries. Some institutions have become traditional partners with whom the high school has collaborated in several projects. At the same time, European cooperation has been the engine that has spurred cooperation at the local level. Implementation of these projects involved cooperation with local institutions as well as between school’s teachers. These projects gathered in their teams teachers of various disciplines, from different methodological committees, who worked together. This is an important aspect in the context in which in a high school with over 120 teachers, the cooperation is mainly done at the level of the methodical commissions. Gradually, new friendships were born, new projects came to life. It is a kind of virtuous circle that has allowed us to evolve from better to better, that is to progress in different aspects.

The current motto of the ERASMUS+ program („Changing lives, opening minds”) is valid for the entire period when "Ștefan Procopiu" High School implemented European cooperation projects. All those involved, have developed much faster and more than they would have done without engaging in such projects. The implementation of European cooperation projects meant transformation through learning for all actors involved. It was a transformation into skills, abilities, attitudes, behaviors. It has meant a positive transformation in the personal and professional development of all. Here is the same virtuous circle mentioned above. As far as students are concerned, we first notice a change in skills and encouragement of lifelong learning. These European projects have created opportunities for students to develop their key competences at European level and to understand that lifelong learning is a necessary condition for adapting to the requirements of today's society in constant change.

V.2. TEACHING COMMON VALUES IN EUROPE ... IN MY SCHOOL ... IN MY CLASSROOM ...

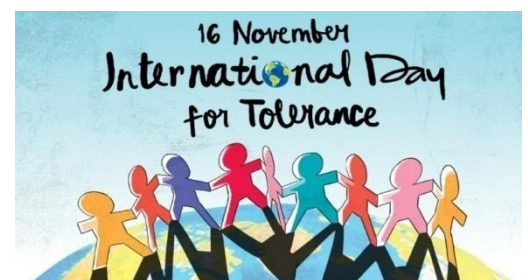
"Stefan Procopiu" High School, Vaslui, Romania

Between November and December 2018, the members of the European Club at "Ștefan Procopiu" High School from Vaslui organized several activities focused on European values.



TOLERANCE

On November 16th, 1995, the UNESCO member states adopted the "Declaration of the Principles of Tolerance" which defines tolerance as inter-human respect, acceptance and appreciation of diversity and cultural richness, ways of expression, of our quality as human beings.



Through these educational activities, it was intended to cultivate the spirit of tolerance among students. Therefore, between 14th-16th November 2018, the members of the European Club of "Ștefan Procopiu" High School Vaslui organized 5 educational activities to mark the "International Day of Tolerance":

- ✚ "Me, you and anybody";
- ✚ "Tolerance-value of the European Union" (2 activities);
- ✚ "Say YES to Tolerance, NO to Discrimination!";
- ✚ "What does it mean to be tolerant?";



Participants: 5 teachers, 133 students.



CHILDREN'S RIGHTS

During 19th-23th of November 2018, the members of the European Club of "Ștefan Procopiu" High School-Vaslui, organized two educational activities on "European Union and Children's Rights" to mark the International Children's Rights Day (20th November 2018).
Participants: 2 teachers, 54 students.





Also, during this period, 19 pupils from the 11th grade were informed about the European Social Fund. Participants: 3 teachers, 57 students.



What is the ESF (European Social Fund)?

- ✚ The ESF is Europe's main instrument for supporting jobs, helping people get better jobs and ensuring fairer job opportunities for all EU citizens. It works by investing in Europe's human capital – its workers, its young people and all those seeking a job. ESF financing of EUR 10 billion a year is improving job prospects for millions of Europeans, in particular those who find it difficult to get work.
- ✚ The European Union is committed to creating more and better jobs and a socially inclusive society. These goals are at the core of the Europe 2020 strategy for generating smart, sustainable and inclusive growth in the EU. The current economic crisis is making this an even more demanding challenge. The ESF is playing an important role in meeting Europe's goals, and in mitigating the consequences of the economic crisis – especially the rise in unemployment and poverty levels.

Source: <http://ec.europa.eu/esf/main.jsp?catId=35&langId=en>

DIVERSITY

Between 26th-29th November 2018, the members of the European Club from "Ștefan Procopiu" High School Vaslui organized 2 activities on the topic "National Identity and European Identity" which had as main objectives students' awareness that national identity and European identity are complementary, that "European identity" and "European citizenship" are concepts that have been created to supplement citizenship/national identity and not to replace it and to empower students in their role in preserving national identity, promoting national values and Romanian cultural patrimony in the context of Romania's belonging to the European Union. These activities were organized on the occasion of the celebration of the National Day of Romania. Participants: 3 teachers, 55 students.



HUMAN RIGHTS

To celebrate the 70th anniversary of the adoption by the United Nations of the "Universal Declaration of Human Rights" document on December 10th, 1948, the members of the European Club at the "Ștefan Procopiu" High School Vaslui declared the period of 10th-14th December 2018 "The Human Rights Week." This week, 14 activities were organized that aimed to familiarize the students with the specific vocabulary of human rights and to improve their knowledge of the content of fundamental rights of human beings and citizens mentioned in universal law (in the document "Universal Declaration of Human Rights" adopted by the UN on 10th December 1948) and in the European legislation (the document Charter of Fundamental Rights of the European Union" adopted on 7th December 2000), the awareness of the relationship between rights and responsibilities. 9 teachers and about 250 pupils from 11 classes were involved in these activities. Participants: 9 teachers, 186 students.





FREEDOM

On December 18, 2018, the European Club of the "Stefan Procopiu" High School Vaslui organized an activity on "Freedom - European Value". On the occasion of this activity, it was marked December 18: International Migrants Day and National Day of National Minorities. Participants: 8 teachers, 28 students.



Share us from your experience!

On January 29th, 2019, the members of the European Club from "Ștefan Procopiu" High School Vaslui "read" the "EPAS books" in the "Share us from your experience!" activity "The Living Library" was a good method for an interactive dialogue between "Readers" - members of the European Club and "EPAS Books" - volunteers from the project "Ambassador Schools of the European Parliament" (implemented by "Ștefan Procopiu" High School Vaslui, from October 2017, and rewarded with the 2nd prize and a visit to the European Parliament headquarters in Strasbourg). The discussions focused on the activities organized by EPAS volunteers and their impact on their personal development. "EPAS Books" shared their experience and urged "readers" not to avoid the involvement in non-formal activities because they can help develop skills and abilities useful to become responsible and active citizens.

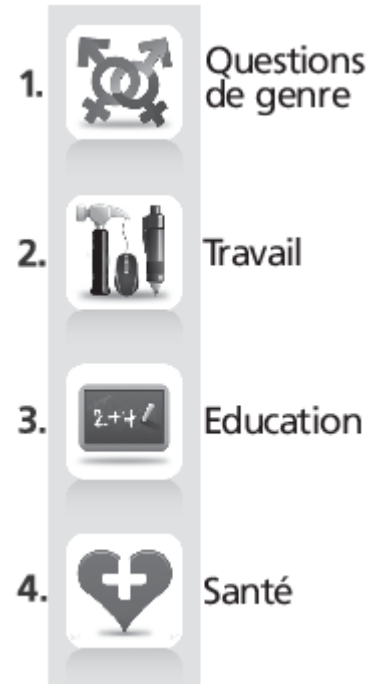
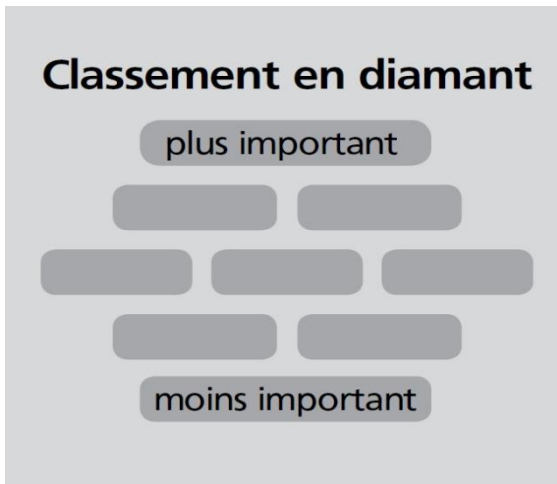


Methods applied in these activities:

- ✚ group work;
- ✚ braistorming;
- ✚ discussions and debates;
 - ✚ ranking;
 - ✚ case studies;
- ✚ small role-playing
- ✚ the living library

About ranking method

This is a useful form of discussion activity when you want to stimulate a focused discussion in small groups. You need one set of statement cards for each small group; nine to twelve statements are adequate. You select simple statements related to the topic you wish people to discuss and write one statement on each card. The groups discuss the statements and try to come to agreement about the order of importance. This can either be done as a ladder or as a diamond. In ladder ranking the most important statement is placed at the top, the next most important underneath it, and so on, down to the least important statement at the bottom.



For diamond ranking you need nine statement cards. People negotiate on which is the most important statement, then on which are the two second-most important, then the 3 statements of moderate importance and so on as shown in the diagram. Because issues are rarely clear cut, diamond ranking is often a more appropriate method than simple ranking. It is less contrived and therefore more acceptable to participants. It also gives better opportunities for consensus building. A variation of the ranking method is to write eight statements and to leave one card blank for the participants themselves to write one.

Source: <https://www.coe.int/en/web/compass/using-compass-for-human-rights-education>




Below we present 3 methods that we have used in our activities. The methods are taken from a manual developed by the Council of Europe. (Compass: Manual for Human Rights Education with Young people) (<https://www.coe.int/en/web/compass/home>)

Children's rights

This activity uses diamond ranking to promote discussion about the Convention on the Rights of the Child (CRC), including:

- Fundamental human rights and the special rights of the child under the CRC
- Duties and responsibilities under the Convention
- How to claim the rights

Objectives:

-  To provide knowledge about the Convention on the Rights of the Child (CRC)
-  To develop skills to review information critically and relate it to everyday experience
-  To stimulate feelings of responsibility, solidarity, justice and equality

Materials:

- Statement cards - one set per small group
- A large sheet of paper to make a wall chart and marker pens
- Enough space for small groups to work independently

Preparation:

- ✚ Refer to the abridged version of the CRC. List the Articles on the large sheet of paper to make a wall chart.
- ✚ Review the statement cards provided below and refer to the CRC. Decide which Articles will promote the most interesting discussion with your particular group. Consider which issues are most relevant to the group members and which will be the most controversial. If appropriate, choose other Rights and make your own cards.
- ✚ Prepare one set of cards for each small group. Put each set in an envelope so that they don't get mixed up!

Instructions:

1. Start with a brief review of the CRC. Ask what people know about it. Point out the wall chart and go over the main Articles.
2. Ask participants to get into small groups of three to four people. Hand out the envelopes with the statement cards.
3. Explain the diamond ranking procedure. Each small group is to discuss the nine statements and consider how relevant each one is to their own lives. They should then arrange them in a diamond pattern in order of importance to them. They should lay the most important statement on the table. Underneath it, they should lay, side by side, the two next most important statements. Underneath these, they should lay out the next three statements of moderate importance. The fourth row should have two cards and the fifth row one card, the statement that they thought was the least important. In this way the cards will lie in the shape of a diamond.
4. Give the groups 25 minutes to discuss and decide the order of ranking.
5. When all the small groups have finished, let people walk around the room to see how each group ranked the statements. Then call everyone into plenary for a debriefing.

Debriefing and evaluation

Start by inviting each group in turn to present the results of their discussions. Then go on to review how participants enjoyed the activity and what they learned.

- ✚ How do the different groups' diamonds compare? What are the similarities and differences? Why do different people have different priorities?
- ✚ People can say that a particular right is more important than another in my community, but it is not correct to say that one right is more important than another per se. Why?
- ✚ As a result of listening to others, do any of the groups wish to reconsider their own decisions about the ranking of the cards? Which arguments were the most persuasive?
- ✚ In general, which rights are not respected in your community, and why?
- ✚ Are there any rights which are not in the Convention that you think should be included? Why do children need their own Convention?
- ✚ If children should have their own Convention, is there not a case for a Convention for young people aged 18 to 30? If so, what special rights should such a convention for young people contain?
- ✚ It is one thing for children to have rights under the CRC, but, in reality, how realistic is it for them to claim them?
- ✚ How can children claim their rights?
- ✚ If participation in the democratic process is one way for people to claim their rights, what can the participants do now to begin to "claim their rights" at home and in their school or club? Which rights are particularly relevant to the young people in the group?
- ✚ Is the "mosquito" device designed to dispel young people from public places used anywhere in your town? Which rights of young people does it violate?
- ✚ To whom, in your society, can children turn, if they know of serious violations of their rights?

Tips for facilitators

Point out to the groups that there are no right and wrong ways in which to order the cards. They should recognize that different people have different experiences and therefore different priorities and these should be respected. Nonetheless, they should try, in each of their small groups, to come to a consensus about the order. After all, in real life, issues have to be prioritized and decisions made in the best interests of all!

Statement cards

Copy the following Articles and cut them out to make the statement cards.

The child has the right to express freely views on all matters affecting him/her, and the child's views should be given due weight. The child has the right to freedom of expression.

The right of the child to freedom of thought, conscience and religion shall be respected. The child has the right to freedom of association and peaceful assembly.

No child shall be subjected to arbitrary or unlawful interference with his/her privacy, family, home or correspondence. The child should be protected from unlawful attacks on his/her honour and reputation.

Parents have the prime responsibility for the upbringing and development of the child.

The child has the right to education. The State shall make primary education compulsory and available and free to all. School discipline shall be administered in a manner consistent with the child's dignity. Education should be directed towards the development of the child's personality, talents and abilities, towards the development of respect for human rights and fundamental freedoms, towards the development of a responsible life in a free society in the spirit of peace, friendship, understanding, tolerance and equality, and towards the development of respect for the natural environment.

The child has the right to rest and leisure, to play and participate freely in cultural life and the arts. The child shall be protected from economic exploitation and from performing work that is hazardous to his/her life and development. The child shall be protected from all forms of sexual exploitation and sexual abuse, the use of children in prostitution or other unlawful sexual practices, in pornographic performances and materials.

The State shall take all feasible measures to protect and care for children affected by armed conflict.

Every child accused of having committed an offence or crime should be guaranteed to be presumed innocent until proven guilty, to have legal assistance in the presenting of his/her case, not to be compelled to give testimony or to confess guilt, to have his/her privacy fully respected, and to be dealt with in a manner appropriate to his/her age, circumstances and well-being. Neither capital punishment nor life imprisonment without possibility of release shall be imposed for offences committed by children below the age of 18.

Source: <https://www.coe.int/en/web/compass/52>

"Draw-the-word" game

This is a team game in which people have to draw creatively to depict a word relating to human rights.

Objectives:

- ✚ To develop knowledge of the human rights;
- ✚ To develop skills to communicate and to think creatively;
- ✚ To promote solidarity and respect for diversity;

Materials:

- ✚ A wall chart which lists the articles of the "Universal Declaration of Human Rights" document;
- ✚ A large sheet of paper or flipchart paper and a marker to record the scores;

- ✚ Sheets of paper (A4 size) and pens for the group drawings, one sheet per team per round of the game
- ✚ Sticky tape or pins to display the drawings

Instruction

1. Ask participants to get into small groups of four to five people and to choose a name for their group/team.
2. Explain that in the activity they will be competing in teams. You will give one person in each team an Article from the “Universal Declaration of Human Rights” document to draw. The others in the team have to guess which right it is. The team that guesses first scores a point. The team with the most points at the end wins.
3. Tell the teams to collect several sheets of paper and a pencil and to find somewhere to sit around the room. The teams should be spread out so they can not overhear each other.
4. Call up one member from each team. Give them one of the rights on your list. Tell them to return to their groups and to make a drawing to represent the right while their team mates try to guess what it is. They may only draw images; no numbers or words may be used. No speaking is allowed except to confirm the correct answer.
5. The rest of the team may only say their guesses; they may not ask questions.
6. After each round, ask all the drawers to write on their picture what the right was, whether they finished it or not, and to put the paper to one side.
7. Do a second round; call new people to be the drawers and give them a different right. Do 7 or 8 rounds. A different person should draw in each round. Try to ensure that everyone has the opportunity to draw at least once.
8. At the end, ask the groups to pin up their pictures so that the different interpretations and images of the different rights can be compared and discussed.

Source: <https://www.coe.int/en/web/compass/57>

End game (for activity feedback)

Time: 10 minutes

Instructions

1. Briefly go over what happened in the session
2. Tell participants to sit in a circle.
3. Choose one of the statements and ask each person in turn to complete the statement. No comments or discussion are allowed.
4. Do further rounds if you have time or if you want to get further feedback.

Examples of statements:

- The best thing about the activity was ... , and the worst was
- The most interesting thing was ... , and the most boring thing was
- What I resent most is ... , and what I appreciate most is
- The funniest thing was ... , and the most serious thing was
- I would have liked more of is ... , and less of
- I learned ... , and I want to learn more about
- Now I want to ... and I hope
- I understood ... , and I need
- I was most surprised about
- The thing I enjoyed doing most was ... , and the thing that I least liked doing was
- I felt most confident doing ... , and the thing I felt least confident doing was

Source: <https://www.coe.int/en/web/compass/end-game>

V.3. TEACHING COMMON VALUES IN EUROPE ... IN MY SCHOOL ... 5TH GENERAL SENIOR HIGH SCHOOL OF AIGALEO, GREECE



- Young people need to know what the European Union is and what it represents.
- Having in front of them the dilemmas about the choices they have to make in their lives, wishing to give a direction to their obligations, they must be able to engage in the European dialogue and gain the distinct experience of European diversity and solidarity.



In order to respond to this need, the European Parliament has set up the EUROScola Training Program. This program gives young Europeans the opportunity to meet, exchange views on their experiences, face problems and get to know each other.



- These meetings take place in the House of Commons, in Strasbourg, and take the form of a European Youth Parliament.
- They are organized several times a year with the participation of high school students from the 28 Member States of the Union. Sometimes with pupils from candidate countries.

The Euroscola programme

➤ Our school has been in the Euroscola programme since 1999. Since then, a lot of our students have excelled in a written competition and had the unique opportunity to travel to Strasbourg, the European Parliament, representing our school and our country.

➤ Below, there is the speech delivered at the European parliament by our student Sophia Giannakopoulou

<http://www.europarl.europa.eu/ep-live/el/other-events/video?event=20161028-1000-SPECIAL-UNKN#disclaimer>

<https://www.youtube.com/watch?v=vpONzXBaevg>

➤ Another student of our school, Kolyva Anastasia, represented Greece in the European parliament in Strasbourg, France, from the 28th-30th November 2018 .

➤ She was in the committee regarding the role of fake news . Here is part of her speech:

http://www.europarl.europa.eu/ep-live/en/other-events/video?event=20181129-1600-SPECIAL&fbclid=IwAR2DHqMLWlCuKidzpnbiUTvVQPb-MVDKlkDM_mTw9oOgAghBrRJRRvrzRQI

The European Parliament in Strasbourg, France 28th-30th November 2018



Our school representatives at the European Parliament in Strasbourg





28. 10. 2016

Dissemination of this activity in the local press

The European Youth Parliament

- Since 1987, the European Youth Parliament aims at helping young people develop into politically aware and responsible citizens by **involving them in European political thinking and promoting intercultural understanding.**
- The European Youth Parliament’s mission is to inspire and empower young Europeans to become open-minded, tolerant and active citizens.”



EUROPEAN YOUTH PARLIAMENT
ΕΥΡΩΠΑΪΚΟ ΚΟΙΝΟΒΟΥΛΙΟ ΝΕΩΝ
ΕΛΛΑΔΑ GREECE



- Our school has participated in the EYP with students who developed their awareness on European issues of great importance, cultivating independent thinking and obtaining crucial social and professional skills.
- The EYP has thus made a vital contribution towards European unity by bridging gaps between cultures.



ATHENS MODEL UNITED NATIONS

- The AMUN is a 3-day simulation of the work of the United Nations. Senior High School students participate representing a country or an organisation in various UN forums, like the General Assembly and its committees, the Economic and Social Council and the Security Council.
- It is an opportunity for students to tackle world issues that often remain uncovered by mainstream media and to better understand the workings of international diplomacy while improving their rhetorical skills. The official and working language of the conference is English.



- Our school has been running this program since 1999.

Lots of our students have had the opportunity to represent other countries in a three-day conference in which they had to support the positions of their country regarding the topics given on the agenda (related to environment, terrorism, international security, self-determination, racism, discrimination, nuclear weapons proliferation and many other issues that tantalise our modern world.)

- They search thoroughly on the Internet , visit libraries and Embassies or Consulates of the countries they represent and collect useful information in order to become efficient diplomats in the conference.

- During the three days of the conference, they participate in the lobbying procedure forming alliances with delegates—students of other countries who share the same policies as their country’s, debate their country’s positions on the topics under discussion and learn the importance of voting and decision- making procedures in a democratic way.
- This year, our students are representing Poland and Japan in the conference from the 15th March to the 17th March 2019.
- Last year, we represented the USA , the European Union and the International Committee of the Red Cross.





The European Club of the 5th General Senior High School of Aigaleo



TOPICS OF MAIN INTEREST

In the framework of the Erasmusplus : Get in shape for Europe 2018-2020, the topics of main interest we are working on with our students for the time being are the following:

1. European parliament and youth- Democratic values (lessons on the functioning of the EP, the parties of the EP. , European elections in connection with national elections, European elections in relation to national parties)
2. Values in man's life –free time and democracy
3. Being an active citizen –Students' councils

The creation of the project's leaflet by the Greek European Club

ORGANISATION OF ACTIVITIES



The activities are organized in 5 work packages.

- WP1-Management and Coordination-Romania
- WP2-Short-term exchanges of groups of pupils-Greece
- WP3-Short-term joint staff training events -Poland and Romania
- WP4-Dissemination and Exploitation-Bulgaria
- WP5-Monitorization and Evaluation-Italy



"Get in Shape for Europe" (GISE)

DURATION:
1 September 2018 - 31 August 2020

PARTNER SCHOOLS

The partner schools are:

- The High School "Stefan Procopiu" (Vaslui, Romania)-coordinator
PIC code: 948611889
Website: www.lspvs.ro
Email: lspvaslui@yahoo.com
- Foreign Language School (Pleven, Bulgaria)-partner
PIC code: 949232883
Website: www.gpche-pl.com
Email: gretta_d@abv.bg
- 5th General Senior High School of Aigaleo (Aigaleo, Greece)-partner
PIC code: 943571104
Website: www.5lyk-aigal.att.sch.gr
Email: marinakaravota@yahoo.gr
- The High School of Economics and Gastronomy (Tarnow, Poland)-partner
PIC code: 941110394
Website: www.zseg.tarnow.pl
Email: malkrzem@gmail.com
- I.I.S. E. Majorana-A. Cascino (Piazza Armerina, Enna, Italy)-partner
PIC code: 935062153
Website: www.itispiazza.gov.it
Email: raffa.arena@gmail.com







TARGET GROUPS

The target groups are the teachers and the students aged 14-19.

PROJECT MOTIVATION

The European society is characterized by an increase in diversity, which offers opportunities, but also challenges. Despite the many policies adopted by EU, according to reports, the level of intolerance and discrimination is still quite high in the member countries. In this context, the EU needs a mobilization of education / school to promote common values. The EU needs citizens to have the information, social and civic competences necessary for active involvement in the local, national, European community. The current society needs active, informed and educated citizens. There is a need for activities and projects that will make Europeans fall back in love with Europe again.



human rights

MAIN TOPICS

EU Citizenship, EU awareness and Democracy, Tolerance, Solidarity, Inclusiveness, Equality, Diversity and Nondiscrimination
Civic engagement / responsible citizenship

MAIN GOAL

To promote democratic values and fundamental rights, social inclusion and active citizenship and equip students and teachers with the information and skills needed to become informed and involved European citizens.



SPECIFIC OBJECTIVES:

- to develop social, civic and intercultural competences, by promoting democratic values and fundamental rights, inclusion and nondiscrimination, active citizenship by August 2020, for pupils in 5 European schools
- to develop critical thinking about the use of the Internet, mass-media and social networks as a weapon against discrimination and manipulation by August 2020, for pupils in 5 European schools
- the exchange of experiences, best practices, methods and tools between teachers from 5 European schools on the development of social, civic and intercultural competences and facilitating their integration into schools activity
- institutional development of partner schools through the exchange of experiences, methods, tools and good practices on the development of social, civic and intercultural competences and the management of European projects by supporting and strengthening European cooperation.



PROJECT ACTIVITIES

5 Short-term joint staff training events
5 Short-term exchanges of groups of pupils
A European Club will be set up in each partner school in which the students will participate in learning, teaching, training activities and in local activities.

Dissemination and tools of communication: virtual conference, email, e-newsletters, phone, leaflet, poster, logo, presentations, exhibitions, project site, Face book page, Twin space.
Evaluation activities: questionnaires, discussions, analysis of results and activities, activity reports drawn up by all partners, statistics, SWOT analysis, observation.

PROJECT MEETINGS

FEBRUARY 2019 Bulgaria: Teaching Common Values in Europe
APRIL 2019 Italy: Interculturality and non-discrimination
NOVEMBER 2019 Greece: Democratic Competences in the Digital Era
FEBRUARY 2020 Poland: Inclusive school practices
APRIL 2020 Romania: European Values: Gender Equality and Equal Opportunities



GET IN SHAPE FOR EUROPE



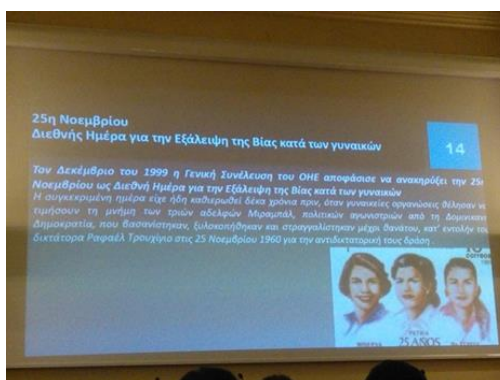
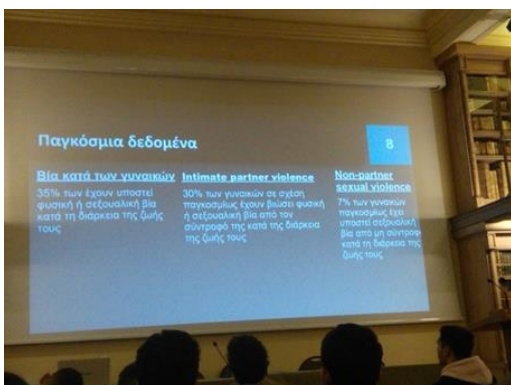
The creation of the project's leaflet by the Greek European Club



HUMAN RIGHTS - A SEMINAR ON GENDER EQUALITY AND VIOLENCE AGAINST WOMEN

- The members of the European Club of the 5th General Senior High School of Aigaleo had the great opportunity to attend an educational seminar named: “ *We talk about the human rights, democracy, humanism, and voluntary organizations.*”
 - It was presented by Mr Anastasios Yfantis, an expert on issues of global health and health crisis management in the Laskaridis Foundation, an institution which organizes educational seminars approved by the Greek Ministry of Education.
- More specifically, our students were sensitized on the issue of "sexual and other forms of gender-based violence". The term comprises not only rape and attempted rape, but also forced early marriage, domestic violence, marital rape, sexual abuse, sexual exploitation, trafficking and female genital mutilation.
- They learned about the reasons which lead to this grievous situation as well as its consequences on women and ways of dealing with the different forms of violence. This phenomenon is of utmost importance to the World Health Organisation and number 5 sustainable development goal to be reached by the United Nations within the next years!

GENDER EQUALITY AND VIOLENCE AGAINST WOMEN



The Erasmusplus students of the 5th General Senior High School visit the Hellenic Parliament

- On 16th January 2019, 3 teachers and 48 students participating in the Erasmus + program “Get in shape for Europe” made a planned visit to the Hellenic Parliament.
- The Parliament is the supreme democratic institution that represents the citizens through an elected body of Members of Parliament (MPs).
- In the current composition, the Parliament consists of 300 MPs, elected at the last general elections of September 20th, 2015.

The Hellenic Parliament

- The students and the teachers had the opportunity to watch educational videos in a special room, related to the history of the House building, its way of organization and operation, the value of the House and the Republic.
- After they had had a guided tour at the Eleftherios Venizelos Hall on the subject of Rigas Feraios, a leader and visionary of the Revolution for the demolition of the Ottoman yoke in the Balkans, they then visited the Chamber of the Parliament.
- As the visit coincided with the opening hours of the Parliament, they were given the opportunity to attend the ongoing meeting.

A lesson on democracy within the temple of democracy

- To conclude, the visit fascinated both students and teachers because they learned the history of the House building and, while being in the Parliament during a sitting session, they felt the awe of responsibility for the decisions and the functioning of the Republic.
- A unique experience for both students and teachers!

The Hellenic Parliament





THE ANCIENT AGORA OF ATHENS



PNYX



Dissemination in the local press as well as the School's website



5^ο ΓΕΝΙΚΟ ΛΥΚΕΙΟ ΑΙΓΑΛΕΩ



ΔΕΛΤΙΟ ΤΥΠΟΥ

Θα θέλαμε να σας ενημερώσουμε ότι, στο πλαίσιο του ευρωπαϊκού προγράμματος Erasmusplus με τίτλο "GISE : Get in share for Europe", στο οποίο συμμετέχει το 5^ο Γενικό Λύκειο Αιγάλεω, θα πραγματοποιηθεί η πρώτη συνάντηση των σχολείων – εταίρων στο χώρο του σχολείου που εκπροσωπεί τη Βουλγαρία και συγκεκριμένα στο «Foreign Language School» στην πόλη Pleven, από τις 25/2/2019 έως την 01 /03 /2019.

Στην πρώτη αυτή συνάντηση το σχολείο μας θα συμμετάσχει με πέντε (5) μαθητές - μαθήτριες και πέντε (5) εκπαιδευτικούς.

Αιγάλεω 25 – 11 – 2018

Μ ε εκτίμηση

5^ο ΓΕΝΙΚΟ ΛΥΚΕΙΟ ΑΙΓΑΛΕΩ

ΑΝΑΚΟΙΝΩΣΗ - ΠΡΟΣΚΛΗΣΗ



Είστε κομμάτι ανέπαιστο ότι ο κόσμος βρίσκεται συνεχώς με μια ατέρνη εξέλιξη. Διαδικασίες όπως οι τεχνολογικές, οι κοινωνικές και οι οικονομικές συνεχώς μεταβάλλονται και η ανάγκη της αλλαγής είναι αναπόφευκτη. Το σχολείο ως κέντρο της κοινωνίας και της μάθησης, οφείλει να προσαρμοστεί σε αυτές τις αλλαγές. Η προώθηση της μάθησης και της αγωγής είναι οι βασικοί στόχοι του σχολείου. Η προώθηση της μάθησης και της αγωγής είναι οι βασικοί στόχοι του σχολείου. Η προώθηση της μάθησης και της αγωγής είναι οι βασικοί στόχοι του σχολείου.

Τα να λάβει όμως χώρα και αυτή με τέτοια βέλτιστα προετοιμασία, σημαίνει και χρόνο, κρίση να κριθεί να προετοιμασθεί η ομάδα που θα εκπροσωπήσει το σχολείο μας. Η ομάδα αυτή θα αποτελείται από μαθητές και εκπαιδευτικούς. Η ομάδα αυτή θα αποτελείται από μαθητές και εκπαιδευτικούς. Η ομάδα αυτή θα αποτελείται από μαθητές και εκπαιδευτικούς.

Στο πλαίσιο αυτό, και το σχολείο μας, με τη βοήθεια του Διευθυντή, αποφασίζει να συμμετάσχει στο πρόγραμμα Erasmus+ με τίτλο "Get in share for Europe" (GISE), ώστε με τις προκλήσεις που και τα χρόνια που θα ακολουθήσουν, αλλά και με τη δημιουργία, ενεργητική εκπαιδευτική διαδικασία να συμβάλει, στην ανάπτυξη των μαθητών, στην ευνοϊκή ανάπτυξη της Ευρώπης και να έχει μέγιστο, στην προώθηση της μάθησης και της αγωγής των μαθητών.

Το σχολείο μας, με τη βοήθεια του Διευθυντή, αποφασίζει να συμμετάσχει στο πρόγραμμα Erasmus+ με τίτλο "Get in share for Europe" (GISE), ώστε με τις προκλήσεις που και τα χρόνια που θα ακολουθήσουν, αλλά και με τη δημιουργία, ενεργητική εκπαιδευτική διαδικασία να συμβάλει, στην ανάπτυξη των μαθητών, στην ευνοϊκή ανάπτυξη της Ευρώπης και να έχει μέγιστο, στην προώθηση της μάθησης και της αγωγής των μαθητών.

Επισημαίνεται ότι το τελικό αποτέλεσμα θα ανακοινωθεί στο πλαίσιο της προετοιμασίας, καθώς και η παρουσία της ομάδας και της προετοιμασίας της, με την παρουσία της ομάδας και της προετοιμασίας της, με την παρουσία της ομάδας και της προετοιμασίας της.

Αιγάλεω 25 – 11 – 2018

Μ ε εκτίμηση

Η παιδαγωγική ομάδα Erasmusplus του 5^{ου} Γενικού Λυκείου Αιγάλεω

BEING AN ACTIVE STUDENT PROMOTES BEING AN ACTIVE CITIZEN A LESSON ON DEMOCRACY AT SCHOOL, DEMOCRACY IN EUROPE

- One of the main topics of concern for our school is to teach students to be actively involved in the students' councils in order to become active citizens themselves in the future.
- Bearing that in mind, students from the European Club of our school had the opportunity to participate in an educational programme called: "Is it so difficult to make decisions together?" at the Laskaridis Foundation, an educational institution that offers seminars to students.
- That action was coordinated by Mr. A. Moschos, a long-standing legal counselor for the child who deals with human rights and children's rights.

Subject: Introducing an integrated proposal to the School Principal after being proposed and voted by the Students' Council

The **aim** of this programme is for children to :

- become aware of the decision making process, understand what is feasible and what is not, practise, argue, recognize and respect the decisions of the majority and the value of adhering to commonly agreed rules and procedures,
- develop the dialogue within the school and the constant activation and cooperation of pupils to address school life issues.

➤ In this way, the **democratic values** are promoted as students develop their critical thinking skills and learn the importance of taking decisions together at school, in our country, in Europe.

A LESSON ON DEMOCRACY AT SCHOOL



ACTIVITY: “We participate, we discuss, we decide together

Some students of the second grade of Senior High School , having the experience of the organization and decision-making process from the Laskarides Foundation, wanted to share their experience with students in the first grade of our school.

The participating students are 35 in the formation of a circle .

OBJECTIVE: Students:

- learn how a student assembly works,
- discuss with each other respecting each other,
- explore ways and procedures for implementing actions,
- participate in decision-making,
- become active in improving school life and school, operating collectively but also with the help of teachers, the Principal, parents' association, or any institution involved in school life (Eg Aigaleo Municipality, School Committee).





Election process of Student Communities

➤ The procedure for the election of Student Communities under the Student Communities Regulation was held on 12/10/2018 for the appointment of the five-member class councils and on 19/10/2018 for the appointment of the fifteen-member board of the school.

➤ All the procedures provided by the legal framework of the functioning of the student communities have been respected: Students 'participation in school life (Article 45, Law 1566/85) Student Communities' Operating Regulations (HS 23/1986 / b-619) 1986 Rules of Operation of Student Communities, amended in 1991.

➤ Rules for the operation of student communities with linguistic comments and the Glossary for the regulation of student communities in electronic form is available in the Council of Europe publication on the issue of democratic administration of schools:
http://book.coe.int/EN/ficheouvrage.php?PAGEID=36&lang=EN&produit_aliasid=2157

➤ The general meeting is convened on a regular basis each month under the responsibility of the council or on an initiative of the council or by a request to the board of one half of the members of each student community. Regular General Assemblies are held in each class at the last teaching hour. "



Election process of Student Communities



A VISIT TO THE TOWN HALL OF AIGALEO

➤ Within the framework of the course "Organizational and Business Administration Principles" and in the framework of the Erasmus program "Get in shape for Europe" we visited the Town Hall in Aigaleo, where the Mayor of our city Mr. Birbas and Deputy Mayor of Education and Culture Mrs. Christoglou welcomed, informed and discussed with us.

➤ Within the framework of the course "Organizational and Business Administration Principles" and in the framework of the Erasmus program "Get in shape for Europe" we visited the Town Hall in Aigaleo, where the Mayor of our city Mr. Birbas and Deputy Mayor of Education and Culture Mrs. Christoglou welcomed, informed and discussed with us.

➤ We were given the opportunity to talk and express our concerns to the Mayor to solve questions and to create others as to our role in the election and candidacy of the elected representatives of the city. The whole experience was unique and very constructive.



V.4. TEACHING COMMON VALUES IN EUROPE ... IN MY SCHOOL ... FOREIGN LANGUAGE SCHOOL – PLEVEN, BULGARIA

Our students presented their civic education projects - topics - European elections, European common values, European citizenship



INTERNATIONAL WORKSHOP „FUTURE OF EUROPE AND EUROPEAN ELECTIONS” IN KAIZERSLAUTERN, GERMANY

4 students and a teacher from Foreign Language School – Pleven, Bulgaria took part in an international workshop „Future of Europe and European Elections” in Kaiserslautern, Germany in collaboration with their peers from Germany, France, Bosnia and Herzegovina. They have actively expressed their opinion and position on important issues related to the European Union and its future development applying the knowledge gained from their participation in the project "Get in shape for Europe". The young people have emerged as European politicians and have been actively debating various aspects of the work of the European Union.



10 NATIONAL DIPLOMAS FOR LANGUAGE SCHOOL – PLEVEN 23-RD MARCH 2019

Students from the Foreign language School in Pleven won 10 awards from the National Youth Poster Competition for the European Elections 2019. Their prizes were presented by Andrey Kovachev, MEP, and Dr. Krasimira Vassileva, Chair of NABEC.

Language School - Pleven won: First national award for "Europe" club under the international project "Get in shape for Europe" - a diploma for the most active Bulgarian European club, first prize for Plamena Tereyanska 12.d class and Teodor Dimitrov 11.class - diploma and visit to the European institutions in Brussels in April, Второ място за послание на Аника Димитрова – 11.д клас и 10 грамоти за участие.



„I thank my team of students and teachers for the ambition to participate, for the motivation to win and for the consciousness that they are creating today for their future tomorrow! ",Greta Dimova, Project Coordinator and Deputy Headmaster of the High School, proudly shared.

The event was attended by over 70 students and teachers from Sofia, Vidin, Chelopech, Lovech, Pravets, Pernik.



In the period 08-10 April 2019 the students Teodor Dimitrov – 11-th grade and Plamena Ceryanska – 12 grade of Foreign Language School – Pleven, members of the club "Europe" at the school, participated in the visit of the European Parliament, Brussels, Belgium. It was realized at the invitation of Dr. Andrey Kovatchev, Member of the European Parliament and in the framework of the regulation of the National Youth Competition for poster "European elections, 2019", held by the National Association of Bulgarian European Clubs-NABEC, in which Pupils took the first place for the poster they created.



AT THE LANGUAGE SCHOOL IN PLEVEN STUDENTS PRESENTED A PRESENTATION ON THE OCCASION OF THE INTERNATIONAL CHILDREN'S RIGHTS DAY – 20-TH NOVEMBER 2018

At the Language School in Pleven, students from the 11th grade who are working on the Get in shape project in Europe presented a presentation in front of the 11 classes in honor of the 20th of November - International Children's Rights Day. The group is headed by Mrs. J. Kamenopolska, and the presentation is done by Annika and Daniela Ivanova. They introduced the audience with interesting facts about celebrating that day. In our country he was first celebrated in 1928 under the presidency of Princess Evdokia - the daughter of the former Bulgarian Tsar Ferdinand I.



The pupils introduced their peers to a number of child exploitation around the world: recruitment of child soldiers, babies trafficking, child murder, child labor in Africa. Violence is also one of the serious violations of children's rights. In the presentation were included videos illustrating these problems. For the final, Annika and Daniela have called for the child's voice to be heard, to which we owe a safe environment, attention and respect.

STUDENTS FROM THE LANGUAGE SCHOOL IN PLEVEN PRESENTED THE THEME "TOLERANCE" ON A WINNING PROJECT UNDER "ERASMUS +" – 16-TH NOVEMBER 2018

The students from PGPCHE - Pleven Mirela Yolova, Enrike Ivanov, Alexandra Yakovleva, Teodor Dimitrov, Galya Slaveeva and Alexander Alexandrov, led by Mrs. Nella Zlatarska - a senior teacher of Bulgarian language and literature, worked diligently, to present to their classmates a presentation on a winning Erasmus + project on "Tolerance" on 16 November - World Tolerance Day.



Enrique Ivanov opened the topic of religious tolerance by explaining the basic problems in Europe and the world with religion and tolerance. Alexandra Yakovleva shared more about the tolerance for different sexual orientation among people around the world, and Mirela Yolova - how to prevent aggression by using a tolerant attitude. Alexander Alexandrov talks about tolerance for people with disabilities, and Teodor Dimitrov - to the disadvantaged.



FOR UNITED EUROPE (8-10 November 2018)

From 8 to 10 November 2018, an annual national meeting of the National Association of Bulgarian European Clubs (NABEC) took place at the Riu-Pravets Hotel. Participating in 34 schools from 18 cities, 122 students and 44 teachers. A member of the European Organization is the PGPCHE - Pleven. NABEC is a network of European School Clubs and United Children's Facilities in Bulgaria where participants have the opportunity to learn more about Europe and the integration processes. Also make contacts and exchanges, as well as participate in joint projects of European clubs and enrich their activities in school.

The meeting on 8 November began with the presentation of the lecture "Leadership - Challenge for the Modern Teacher" by Prof. Dr. Vyara Gurova and Assoc. Prof. Vanya Bozhilova, Ph.D. Kl. Ohridski ". The official opening of the event was on November 9, 2018, headed by Krasimira Vasileva, chairman of the association. Afterwards, Ognyan Zlatev, head of the EC Representation in Bulgaria, gave a lecture on "The Debate for Europe". She was followed by this Boyko Blagoev, who is an Information and Communication Advisor at the ECE Presidency. The lecture by Tanya Chuntova, a public relations associate, was on "The European Parliament - The Citizens' Voice". On the same day were presented the themes "A hypothetical perspective is the euro for Bulgaria?" Dr. Ingrid Shikova-Su "St. Kl. Ohridski ", the lecture" Supporting Diversity "by Liuban Metodieva, who is Chief Assist. editor of the site "Marginalia".

Deputy Minister Monika Panayotova spoke about the EU's rotating principle and the Bulgarian EU Council presidency. Assoc. Prof. Dr. Svetoslav Malinov, Member of the European Parliament, presented the topic: "European Union - Educational Aspects. The seminar ended with a talent evening in which students and teachers from different schools prepared songs, dances and quizzes on European themes.

Greta Dimova - Deputy Director of PGPCHE - Gr. Pleven and Tanya Ilieva - professor of French language philosophy at PGPCHE - Pleven and Deputy Director of Valeri Petrov Primary School - Pleven presented the activities of PGPCHE – Pleven on European projects and programs. After their appearance, all alumni and teachers received certificates from the chairman of the association - Dr. Krassimira Vassileva. PGPCHE –Pleven has been a member of the National

Association of Bulgarian European Clubs since 2010, and from 2017 is the "School Ambassador of the European Parliament.



THE EUROPEAN INITIATIVE "ERASMUS DAYS" IN PGPCHЕ – PLEVEN – 12-13 OCTOBER 2018

On 12 and 13 October 2018, the European Commission organized the ErasmusDays initiative to highlight the enormous positive impact of the Erasmus + Program at the same time in all the countries of the world that are eligible to participate in the Program. The purpose of the event is to present the European values, the benefits of educational mobility, the positive impact of project results and the importance of the Erasmus + Program within these predefined days so as to be visible and accessible to citizens, businesses, the media and the responsible for shaping policies in this sphere.

The initiative is being held under the auspices of the President of the European Parliament, Antonio Tajani, and the European Commissioner for Education, Culture, Youth and Sport, Tibor Navrachich. Profiled high school with foreign language teaching - Plevен took part in this European initiative by organizing an exhibition of photos from meetings, produced products and prizes awarded to Comenius and Erasmus + projects where the school has prestigious experience and rich contribution.

Only 2018 year school has three winning projects under this program: French language project "VERT-Volunteering, Engagement, Responsibility, Sharing Good Practices" - CCA 2 Strategic Partnership between Schools; KA1 project - qualification of pedagogical specialists "Innovation and creativity for a better future" and a project in English "Get in shape for Europe" on the KA2 - exchanges between schools.

The Erasmus Days initiative was also marked by the VERT project partners at the second transnational meeting in Palerna, Italy, with the participation of Mrs. Greta Dimova, Deputy Director of Training and Project Coordinator, Ms. Tanya Ilieva - Teacher of French Language Philosophy in PGPCHE – Pleven,author of the project.

There is a clear view that participation in Erasmus + projects raises the students' interest in foreign language culture, the notion that language is a phenomenon without borders and is the basis of today's globalizing society.

They create lasting motives for in-depth knowledge and learning of the different interrelationship that educates and creates conditions for a business and humane atmosphere of openness. Good collaboration between students and teachers is achieved through the use of the innovative ICT methodology for ways to more efficiently manage the lexical stock, modern methods of structuring of writing writers, a new approach to mastering the technique of speaking in a foreign language, practical ideas for use the Internet and educational platforms for an individual and distance learning.

Throughout the activities of the various projects, the school became an educational center for the use of modern ICT methods of active learning and attraction center as an educational institution that conducts European policy in the sphere of intercultural development, even more having the status of school - European ambassador.



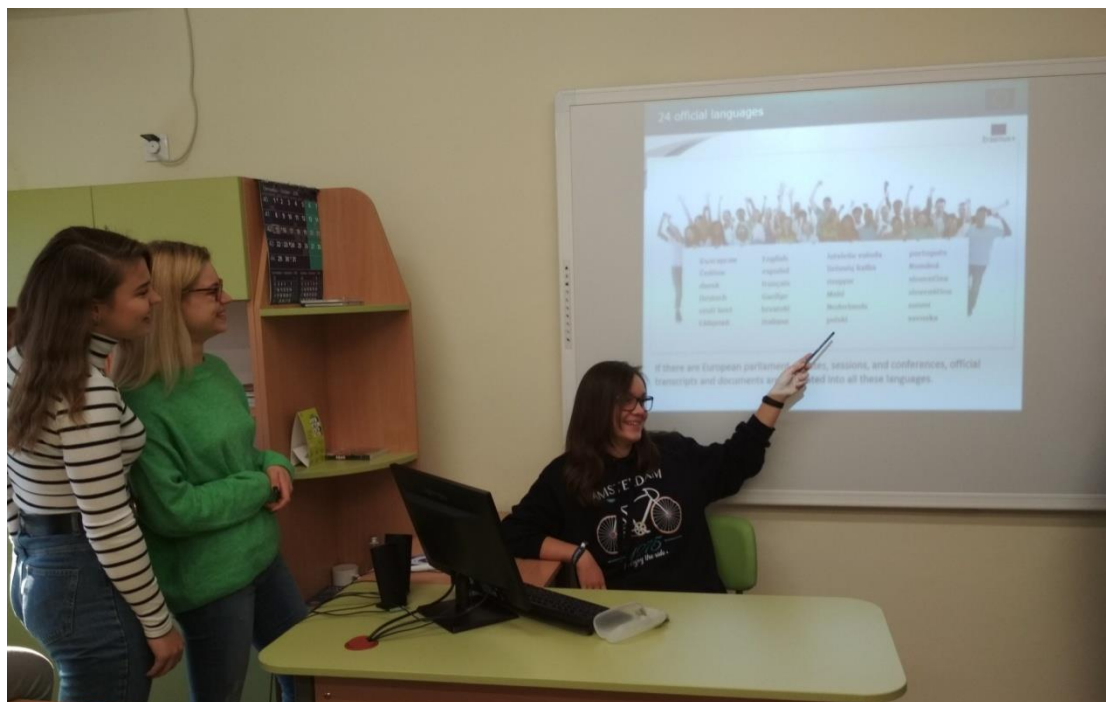


Members of our club "Europe" - Foreign Language School - Pleven with Mr. Svetoslav Malinov - a member of the European Parliament. They talked about the future of Bulgaria in EU, about Erasmus+ Youth, Brexit, European elections, education in Europe, climate changes.



Members of club Europe at the school gave presentations to their classmates on topics related to the European Union and Europe

THE EUROPEAN UNION
Iva Aleksandrova, 12-th grade
Foreign Language School – Pleven, Bulgaria



THE POPULATION OF THE EUROPEAN UNION
Marinela Iordanova – 12-th grade
Foreign Language School – Pleven, Bulgaria



THE LIFE OF WOMEN AND MEN IN EUROPE
Martina Petrova – 12-th grade,
Foreign Language School – Pleven, Bulgaria



INSTITUTIONS OF THE EUROPEAN UNION
Milvena Mihova – 12-th grade
Foreign Language School – Pleven, Bulgaria



URBAN EUROPE STATISTICS ON CITIES, TOWNS AND SUBURBS

Nataliya Nedyalkova – 12-th grade
Foreign Language School – Pleven, Bulgaria



EUROSCEPTICISM

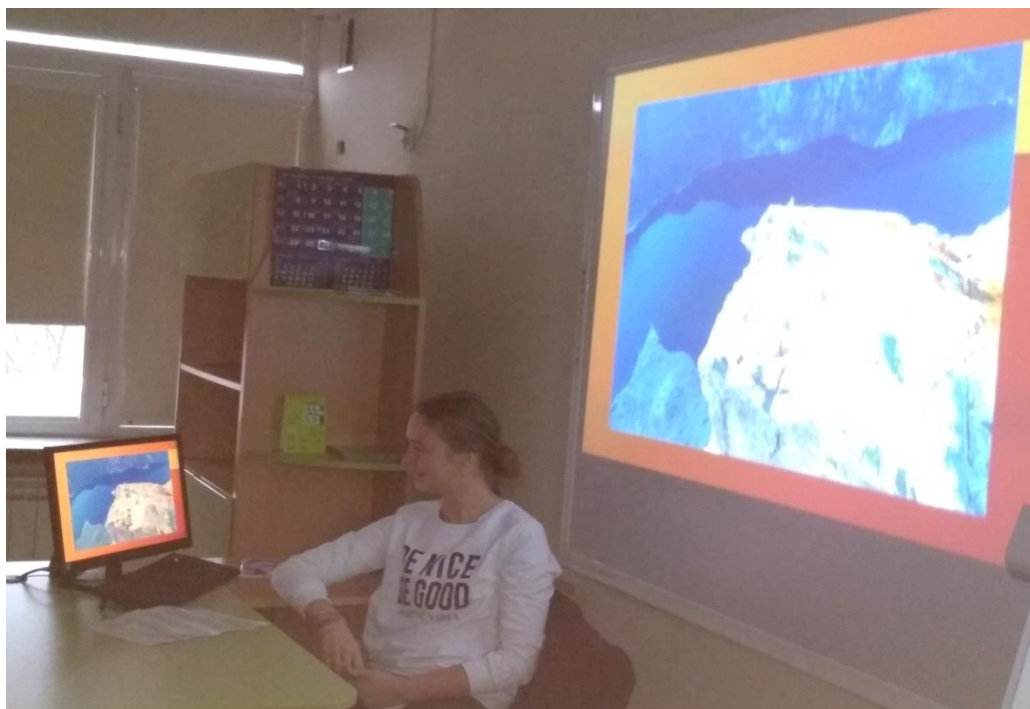
Neven Vutev – 12-th grade, Foreign Language School – Pleven, Bulgaria



TERRORISM IN EUROPE
Raya Dimitrova – 12-the grade, FIS – Pleven Bulgaria



TOP 5 MOST UNUSUAL PLACES TO VISIT IN EUROPE
SimonaStamatova– 12-th grade
Foreign Language School – Pleven, Bulgaria



EUROPEAN WILDLIFE
Stefaniya Marinova
12-th grade, Foreign Language School – Pleven, Bulgaria



European Youth Projects
Stela Tihomirova – 12-th grade, Foreign Language School – Pleven, Bulgaria



Euro
TsvetomirBorisov – 12-th grade, Foreign Language School – Pleven, Bulgaria



V.5. Teaching common values in Europe ... in my school ... The High School of Economics and Gastronomy, Tarnów, Poland

Our everyday sensitivity to the needs of others - the European Club co-organizes charity events

‘Dreamy Mail’

In October, 27 members of the European Club joined the nationwide charity campaign "Dreamy Mail". Its aim was to write letters to sick children. The students could get acquainted with the profiles of sick children on the websites of "Dreamy Mail" project, and then individually choose who they would like to write the letter to. Together, 27 students managed to write 70 letters and cards full of positive thoughts, words of encouragement, drawings, greetings and wishes for recovery. We hope that the students' letters and cards brought a smile to the faces of the children and gave them strength to fight the disease.



A toy for each child



From 26 to 30 November the European Club organized a collection of clothes, shoes and toys for small children. Thanks to the commitment of our students, we managed to collect 236 pieces of various clothes and shoes for small children. Also 30 mascots were collected. Clothes were donated to children who live in a Single Mother's Home in Tarnów.



**We are Poles, we are Europeans.
Members of the European Club learn
about the history and culture of the European Union countries**



The European Club encouraged students to participate in the Euroscola competition, where high school students can win a trip to Strasbourg. The prize in the competition is a co-funded visit for the class / group at the European Parliament in Strasbourg, where all the Euroscola contest winners from across the European Union will meet. The first stage took place on December 14 and 17. The result: 8 teams have gone to the second stage, among which there are many members of the European Club.





Each of us is different in a beautiful way

On 28th November 2018, members of the European Club took part in a workshop meeting on problems of tolerance entitled "Each of us is different in a beautiful way." The workshops were preceded with a survey conducted among the youth of our school. The students also discussed the two most important documents adopted by the General Assembly of the United Nations, namely Declaration of Human Rights and the Declaration of Children's Rights - the arrangements ensuring proper living and development conditions and respect for the dignity of children. The result of the discussion were posters designed and made by participants of the meeting.

Celebrating Human Rights Day

On December 10, the International Human Rights Day is celebrated around the world. Exactly on this day in 1948 the Universal Declaration of Human Rights was passed. In order to celebrate the 70th anniversary of the Declaration, the students of the Club organized a celebration of the Human Rights Day at our school. Throughout the day the Club members wore badges with the slogan "I love human rights", and the corridors of our school were decorated with posters with quotes from human rights advocates in the modern world - Saint John Paul II, Saint John XXIII, Benjamin Franklin, Thomas Jefferson and UN Secretary-General.



Write for rights marathon

As many as **296 letters** were written by our students during the **Write for Rights Marathon** under the patronage of **Amnesty International**, which took place at our school on December 7, 2018. During the Marathon, you need to write as many letters as possible and send them to the authorities of the countries that persecute their citizens for the activities for the rights and freedoms of citizens. Letters are great support for the imprisoned people, they give them consolation in hard times and show that they are not alone. Our school was one of the thousands of places on the world map where the event was carried out. The project was organized by the European Club together with the school Students' Board.



**V.6. Teaching common values in Europe ... in my school ...
I.I.S. E. Majorana-A. Cascino, Piazza Armerina, Italy**

**European Parliament
Ambassador School**



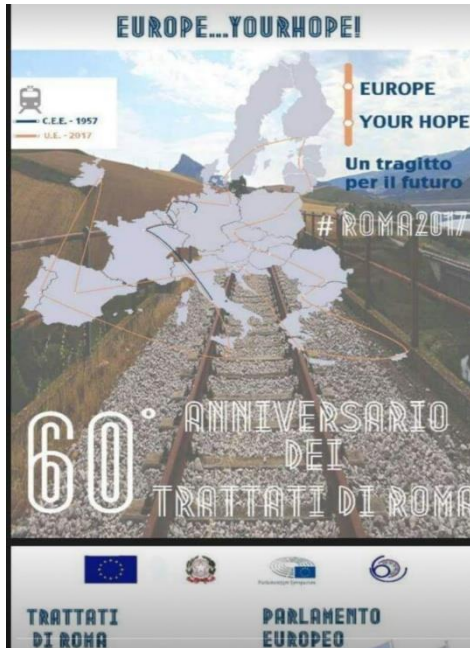
European Parliament

AMBASSADOR SCHOOL

EUROSCHOOL DAYS (2006-2018)



60 YEARS OF THE TREATY OF ROME



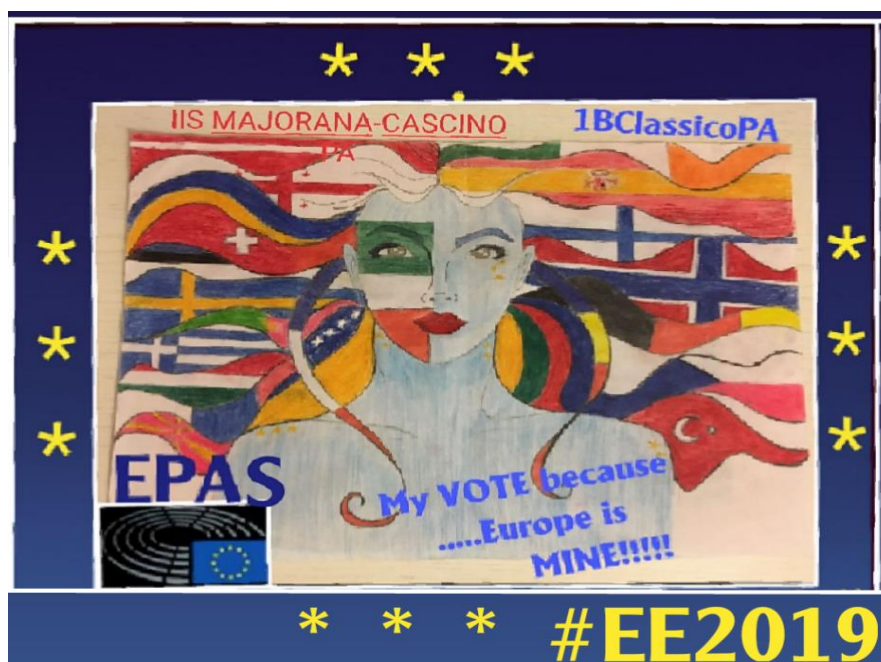
UNDERSTANDING EUROPE (2017-2018)



Change.org PETITION

integrated Education for ALL migrants distributed equally
in all European countries.

<https://www.change.org/p/parlamento-europeo-integrated-education-for-all-migrants-distributed-equally-in-all-european-countries-84669ab9-4ac4-4b4d-aff4-f54b73f14ff0>



VIDEO : MY VOTE BECAUSE....

. <https://youtu.be/nDI-hVNHJHA>

<https://www.youtube.com/watch?v=nDI-hVNHJHA&feature=youtu.be>

EUROPEAN DAY (19/05/2018)



Strasbourg - Euroschool day December 2018



VI. TEACHING COMMON VALUES IN EUROPE ... IN MY CLASSROOM (LESSON PLANS)

VI.1. STUDENT COMMUNITIES

COURSE: POLITICAL EDUCATION

AUTHOR: GERONTITI STAVROULA

SCHOOL: 5th GENERAL SENIOR HIGH SCHOOL OF AEGALEO

TARGET GROUP : 15-16 year old students

TIME DURATION: 55'

BIBLIOGRAPHY : POLITICAL EDUCATION

A CLASS,

<http://ebooks.edu.gr/new/books-pdf.php?course=DSGL-A120>

MODERN WORLD: CITIZEN AND DEMOCRACY

B CLASS,

<http://www.economics.edu.gr/syxronos-kosmos-poliths-kai-dhmokratia-biblio.html>

HELLENIC PARLIAMENT FOUNDATION foundation.parliament.gr/

<http://www.schoolcouncils.org/>

<http://www.childhoodstoday.org/download.php?id=27>

<http://involver.org.uk/school-council/>

http://www.myschoolcouncil.info/scuk_content/for_free/Structures%20and%20Definiti

www.youngscot.org

<http://www.studenti.it/superiori/scuola/articoli1/assemblea.php>

<http://www.obessu.org/>

KEY WORDS

Civilization, Authoritarian system versus democratic system,
Citizenship, Lack of political education,
Student Communities Regulation, Apprenticeship in democracy

AIMS OF THE LESSON/ACTIVITY

democracy, democratic system, exercise in democracy,

OBJECTIVES

democratic system, citizen, citizenship, citizens' rights-obligations
participation in the functioning of democracy lack of political education,
Student Communities Regulation, apprenticeship in democracy

MEANS-TOOLS

Internet, e-book, Creation of groups, presentation
Dialogue, **teaching method**
Team work

STRATEGIES, COURSE PROCESS

Questions/answers
Conversation among students
Registration of views/ conclusions

The steps of the procedure

1. Recollection of previous knowledge/ warm-up stage (ice-breaking activities)

2. 3 groups in which students undertake to discuss, process and record views to present on the following topics:

duration 10'

1st "groups" -Representation and student community What is the purpose of representation?
Why is it good to elect a board of five or fifteen members to represent a student community?

2nd "groups" - The role of the representative in student communities Who is represented by the five-member team (those who vote for them or the whole class?) and the 15-member council? (the students who are in the same grade, their class or all students?)

3rd "groups" - Learn about the criteria, I wonder how I vote Are student fractions or individuals voted? That is, are comprehensive proposals evaluated or is a candidate elected on the basis of his / her individual, social or political characteristics:

Are mostly girls or boys voted? The popular ones?

The active ones? The good students ?

The beautiful boys and girls? The good speakers ?

Those who care about the good of the class? Those who are involved in politics?

4th "groups" - I'm looking for ways to participate in decision-making

What forms of participatory action do we use in our councils? By which forms of political consultation do we organise or strengthen our action? (by live procedures, developing relevant communication in social media, blogs, online communities etc.)

Processing time: 15 minutes

3. Presentation of group results to all the children of the class.

Total duration 20

RESULTS

4. Students' conclusions about how they vote for their classmates.

duration 5'

SUGGESTIONS/ WORK

5. Each student will explore and present an action from a Student Community of a European country.
duration 5'

VI.2. STUDENT COMMUNITIES-POLITICAL ETHOS

AUTHOR: GERONTITI STAVROULA

BIBLIOGRAPHY :POLITICAL EDUCATION A CLASS,

<http://ebooks.edu.gr/new/books-pdf.php?course=DSGL-A120>

MODERN WORLD: CITIZEN AND DEMOCRACY B CLASS,

<http://www.economics.edu.gr/syxronos-kosmos-poliths-kai-dhmokratia-biblio.html> **HELLENIC**

PARLIAMENT FOUNDATION foundation.parliament.gr/ <http://www.schoolcouncils.org/> ,

<http://www.childhoodstoday.org/download.php?id=27> , <http://involver.org.uk/school-council/> ,

http://www.myschoolcouncil.info/scuk_content/for_free/Structures%20and%20Definiti,

www.youngscot.org ,<http://www.studenti.it/superiori/scuola/articoli1/assemblea.php>,

<http://www.obessu.org/>

Target group: 15-16 year old students

Time duration: 55'

Key words:

Civilization, Authoritarian system - democratic system,

Citizenship, politician, political ethos, values, principles, Lack of political education,

Student Communities Regulation,

Apprenticeship in democracy

AIMS OF THE LESSON/ACTIVITY

The apprenticeship in democracy

The characteristics/education/cultivation of a democratic citizen

OBJECTIVES

Developing democratic consciousness.

Respect for the value and personality of every human being.

Developing individual and social responsibility.

Developing the pupil's abilities and capacities.

Practice in social roles.

MEANS-TOOLS

Internet, e-book, Creation of groups, presentations.

Dialogue **Teaching method**, Team work

STRATEGIES-COURSE PROCESS

Questions / Answers

Conversation among students

Registration of views / conclusions

The steps of the procedure

1. Text

Eleftherios Venizelos, (see Rom. G., article, Prof. Vima, 8 November 2009)

«Ας μην ομιλώμεν κατά των πολιτικών κομμάτων. Να ευχόμεθα όπως τα πολιτικά κόμματα να ευτυχήσουν να ανεύρουν ηγέτας, οι οποίοι γνωρίζουν ότι έρχονται εις την εξουσίαν διά του κόμματός των, αλλά ότι έρχονται εις την εξουσίαν αποφασισμένοι να μην γίνουν όργανα του κόμματος αυτών, θυσιάζοντες το γενικόν συμφέρον δια το συμφέρον του κόμματός των»

«Let us not talk against political parties. We wish the political parties to find leaders who know that they come to power through their party but that they come to power determined not to become organs of their party, sacrificing the general interest in the interest of their party »

2. Recollection of previous knowledge / warm-up stage (ice-breaking games) (duration 10')

3. Work in groups

We divide students into 3 groups. We ask them to read the speech by a very important politician: Eleftherios Venizelos. We encourage them to participate, discuss, and present their opinion with regard to today's circumstances. (duration 15')

4. Class discussion presentation by the teams (duration 5' for every team, total 15') **dialogue among the groups impact of the speech on present-day politicians assessment of speech** (duration 5')

5. Conclusion

Think about what a responsible political speech means.

Consider the general good above the individual interest.

Political thinking is formed by teenage age.

The principles and values of politicians / citizens define democracy. (duration 4')

6. Further practice

Write an article for the school newspaper of about 200 words:

“How could we work as a student community exploiting our creativity and team spirit in order to organize local activities for the better function of our school?”

(duration 1')

VI.3. PERSONAL VALUES

**Rozaliya Danova - Senior English Language Teacher
From Foreign Language School – Pleven, Bulgaria**

A lesson based on the methodology and principles of Suggestopedia in honor of Professor Doctor Georgi Lozanov (1926 - 2012) The Seven Laws of Suggestopedia:

- Love for Students and Subject
- Freedom of Self and Expression
- Extraordinary Magical Expectations
- Manifold Increase of Input Volume
- Partial through Global Principle
- The Golden Proportion Rule
- Classical Art and Aesthetics Usage

The lesson is designed to fit the specific needs of a class of sixteen-year-old students and is in two ways modularly structured:

Part 1: 20 minutes (Desuggestion / Suggestion Stage)

Part 2: 40 Minutes (Game Activity Stage)

General learning objective: Learning about the ways in which the European Union affects our lives on personal and social levels.

- Specific learning objectives: Raising awareness of how the EU forms our social norm and individual behavior; Learning about the common European values in the context of our personal perceptions and judgments; Making students think about values and regulations, opportunities and limitations, rights and duties in combination with EU citizenship.
- Concrete Goals & Expected Results: Students discover what values they have as EU citizens both in their personal lives and social interaction; Students develop the necessary competencies to get access to, realize and enforce their human rights and democratic freedom; Students develop the civic and political competencies to participate in a variety of social communities on different levels according to their principles and convictions, based on EU values.
- Strategies: **V**isualization, **I**ndividualization, **V**alidation, **A**nalysis
- Lesson Plan and Methods: Team Formation (Desuggestion), Association Game (Suggestion), Presentation (Visualization), Specification (Clarification), Production (Implementation), Creation (Artistic Expression), The Melody of Values (Delight)
- Team Formation (Desuggestion) - Alteration of self-perception through a name or an image (animal heads), Grouping according to unexpected team principles and social criteria



International Animal Head Teams - United in Diversity

- Association Game (Suggestion) - Europe and Values – brainstorm activity to produce lists of verbal associations to initiate practice; Thought-provoking stimuli to start working as a community with common ideas and goals
- **Europe** – Culture, Homeland, History, Roman Empire, War, Migration, Power, Globalization, Mythology, Religion
- **Values** – Acceptance, Freedom, Love, Tolerance, Happiness, Peace, Family, Justice, Equality, Friendship

- Presentation (Visualization) - Power Point presentation on the topic of European Values in Bulgarian interpretation. “United in Diversity” – the EU’s motto which represents the gist of European values illustrated from a students’ point of view.



- Specification (Clarification) - Terminology introduction and definition of the notions used in the lesson. An extension of the vocabulary practice started at the suggestion stage.

- Notions & Definitions – Value, Virtue, Principle, Belief, Conviction

- Production (Implementation) - Value personalization activity using analytical thinking skills. Visuals to stimulate verbal self-expression and speech production.

If you were to tell this boy what you value most in life, what would you say?

If you could, what parts of yourself would you throw out?

Roberta Allen - The Playful Way of Knowing Yourself - Roberta Allen is a creativity coach and the author of The Playful Way to Serious Writing and Fast Fiction: Creating Fiction in Five Minutes. She has also written two collections of stories, The Traveling Woman and Certain People.

- Creation (Artistic Expression)- A creative task based on an inspirational set of images related to international human values and their world celebration. A collaborative activity of the team aimed at an artistic representation of values.
- Justice - “When we loose the right to be different, we loose the privilege to be free.” - Charles Hughes
- The Melody of Values (Delight) - Students music performance to celebrate the beauty of freedom and international friendship. The host group presents a traditional charm and all students receive a gift as a memento of the visit.
- To Sum Up – Democracy, Human Dignity, Freedom, Equality, Respect for Human Rights



VI.4. “For peace to have a real chance there must first be a Europe.”

Title: “For peace to have a real chance there must first be a Europe.”(*The Schuman Declaration 9 May 1950*)

Author: Magdalena Borszowska based on <http://civispolonus.org.pl/wp-content/uploads/2018/08/Euro-Obywatel-scenariusze-lekcji.pdf>

School: Zespół Szkół Ekonomiczno-Gastronomicznych w Tarnowie

Target: Secondary school students

Objectives:

Students will:

- define the concept of "union"
- be able to name the values on which European integration is based
- understand the importance of solving the German problem after the Second World War for the development of European integration
- be able to explain the influence of the Founding Fathers of the EU on the process of European integration

Duration: 45 minutes

Methods:

- Direct conversation
- brainstorming
- value tree diagram
- discussion
- jigsaw puzzle

Forms of class organization:

- whole class work
- group work
- individualised work

Teaching aids:

- blackboard
- small pieces of paper
- large sheets of paper
- markers / pencils
- additional materials (attachements)
- map of Europe after the Second World War

Instructions:

Introduction: (7-min) - Say hello to students. Introduce them to the topic and objectives of the lesson. Ask them to give examples of the union they know and try to identify what the concept means. Then each student creates his own definition of the word. Ask willing persons to present their ideas of the definition. Finally, present the encyclopedic definition of the union as: " The action of joining together or the fact of being joined together, especially in a political context: when two or more countries merge". Confront the correct definition with the ideas of the students. Try to find as many similarities as possible.

Stage 1: (15-min)- Give the students small pieces of paper. Each student writes down one value, which in his opinion is necessary for the union of countries to function well. If necessary, explain to pupils what the value is: eg it is something valuable or important; these can be items (money, old watch, first toy, etc.), but also intangible items (health, sense of humor etc.) Then divide students into groups of 4-5 people and give them sheets of paper. The teams' task is to create a tree diagram built of the values necessary for the effective functioning of the union. The most important values should be found in the roots, which give origin to the union of states, and above those that are less important or appear with the development of the union. (You can find the template of the value tree in attachment 1.) Encourage students to start by reflecting on the values they had come up with. At the end of this task, ask group representatives to present their trees. Try to attach them to the board / wall so that they remain visible throughout the entire lesson. The tree of values

should make students aware that without solidarity, trust, security, or positive values, it is impossible to build a union.

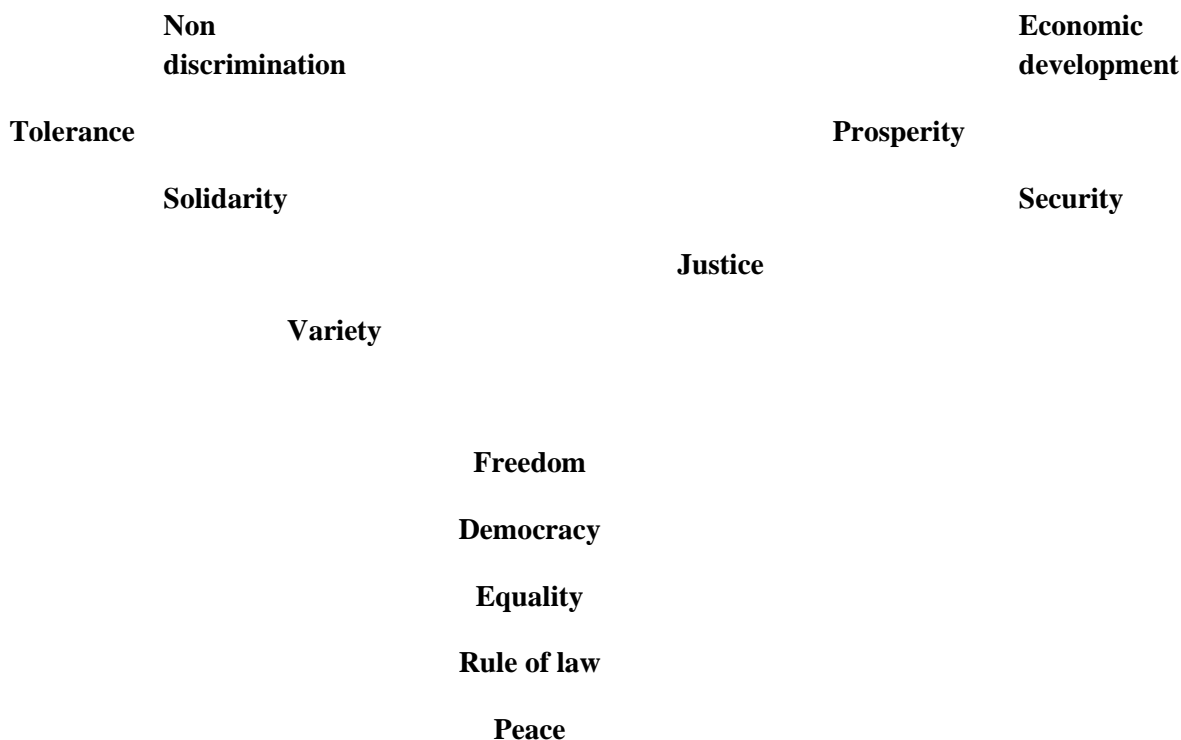
Stage 2: (5 min)- In the form of a lecture, explain to students that the construction of a united Europe began after the end of the Second World War. Indicate the role of Nazi Germany in the Second World War. Then ask the students the question: If you were the leaders of the European countries that defeated the Third Reich, how would you behave towards this state? Let pupils discuss freely. They can also develop ideas in groups, and then briefly present them. Summarize the students' statements by presenting the concepts of behavior towards Germany after the Second World War (Attachement 2). Emphasize that despite all the suffering caused during the Second World War, Europeans decided to cooperate with each other and to include Germany in this cooperation. At the beginning, many Europeans were close to the concept of a severe punishment of Germany, but in time they focused on the values that the pupils included in the trees.

Stage 3: (15 min)- Explain to the students that now they will get to know the people who have led to the unification of Europe. They are therefore called the Founding Fathers of European Union. Use the modified jigsaw puzzle method:

- divide students into 5 groups. Each group is given some information about one figure of the Founding Fathers of Europe (each group receives information about different figure) (attachement 3) as well as the description of then reamining 4 figures of the Founding Fathers without their names (attachement 4)
- students get acquainted with the received materials;
- then each group chooses one / several students who will go to the other groups and present them the figure of "their" Founding Father. On the basis of the information obtained, the groups are to fill in the attachement 5 with the information from the attachement 4.

Recapitulation: (3 min)- As part of the recap, ask students to exchange what they considered the most important and the most interesting of today's lesson.

Attachment 1: The value tree example



Attachment 2

Henry Morgenthau's Plan

A plan elaborated before the end of World War II by the US secretary of the treasury, assuming that Germany would become the agricultural state. He assumed that the economy would be reduced to the level of the half of 1938, as a result of which the German population would be significantly reduced and their industrial capacity almost completely eliminated.

The Plan for Reconstruction of Europe (the so-called Marshall Plan)

It was developed by the US Secretary of State Georg C. Marshall. It was implemented from 1948 to 1951. He assumed multibillion aid provided by the United States of America in the form of non-returnable loans to Western European countries (the USSR, Poland and Czechoslovakia refused to participate in the plan). The plan favored the integration of Western European countries.

Robert Schuman's Plan was developed in cooperation with Jean Monnet and announced almost 5 years after the end of the Second World War, on May 9, 1950. It assumed the establishment of close cooperation between the eternal enemies - France and Germany in the management of the mining and steel industries. Thanks to mutual dependence in these strategic sectors of the economy (including the armaments industry), both countries were to be so strongly interconnected therefore an outbreak of another armed conflict would be impossible.

Attachment 3

¹THE FOUNDING FATHERS OF EUROPE

Konrad Adenauer was born in 1879 in the German city of Cologne. Christian values were important to him. The first Chancellor of the Federal Republic of Germany, who stood at the head of the newly-formed state from 1949-63, changed the face of post-war German and European history more than any other individual. Like many politicians of his generation, Adenauer had already realised following the First World War that lasting peace could only be achieved through a united Europe. His experiences during the Third Reich (he was removed from office as the Mayor of Cologne by the Nazis) served to confirm this opinion. In the six years from 1949-55 Adenauer realised far-reaching foreign policy goals to bind Germany's future with the western alliance: membership of the Council of Europe (1951), foundation of the European Coal and Steel Community (1952), and Germany's entry into NATO (1955), signing a treaty of friendship with France – the fiercest enemy (1963). A cornerstone of Adenauer's foreign policy was reconciliation.

Alcide de Gasperi was born in 1881 in the Italian-speaking region of the Austro-Hungarian Empire. From 1945 to 1953, in his roles as Italian Prime Minister and Foreign Affairs Minister, Alcide De Gasperi forged the path of the country's destiny in the post-war years. Along with other exceptional statesmen of his time, he campaigned actively for European unity. His experiences of fascism and war — he was imprisoned between 1927 and 1929 before finding asylum in the Vatican — led to his conviction that only the union of Europe could prevent their recurrence. Time and time again he promoted initiatives aimed at the fusion of Western Europe, working on the realisation of the Marshall Plan and creating close economic ties with other European countries, in particular France. Furthermore, he supported the Schuman Plan for the foundation of the European Coal and Steel Community, and helped develop the idea of the common European defence policy.

Jean Monnet was born in 1888 in the city of Cognac, France. The French political and economic adviser Jean Monnet dedicated himself to the cause of European integration. He was the inspiration behind the 'Schuman Plan', which foresaw the merger of west European heavy industry. When he left school at 16 he travelled internationally as a cognac dealer, later also as a banker. During both world wars he held high-level positions relating to the coordination of industrial production in France and the United Kingdom. As a top advisor to the French government he was the main inspiration behind the famous 'Schuman Declaration' of

¹ https://europa.eu/european-union/about-eu/.../founding-fathers_en

9 May 1950, which led to the creation of the European Coal and Steel Community and, as such, is considered to be the birth of the European Union. Between 1952 and 1955 he was the first president of its executive body as well as the first individual awarded the title of Honorary Citizen of Europe.

Robert Schumann a qualified lawyer and French foreign minister between 1948 and 1952, is regarded as one of the founding fathers of European unity. Schuman was born in Luxembourg and was influenced by his background in the French-German border region. Despite, or maybe as a result of his experiences in Nazi Germany, he recognised that only a lasting reconciliation with Germany could form the basis for a united Europe. Deported to Germany in 1940, he joined the French Resistance upon fleeing two years later. In spite of this, he showed no resentment when, following the war, he became foreign minister. In cooperation with Jean Monnet he drew up the internationally renowned Schuman Plan, which he published on 9 May 1950, the date now regarded as the birth of the European Union. He proposed joint control of coal and steel production, the most important materials for the armaments industry. The basic idea was that whoever did not have control over coal and steel production would not be able to fight a war. Schuman informed the German chancellor Adenauer of the plan, who immediately recognised the opportunity for a peaceful Europe and agreed. Shortly afterwards, the governments of Italy, Belgium, Luxembourg and the Netherlands also reacted. The six states signed the agreement for the European Coal and Steel Community in Paris in April 1951. In this way, Europe began as a peace initiative. Schuman also supported the formation of a common European defence policy, and held the post of President of the European Parliament from 1958 to 1960.

Paul-Henri Spaak was born in 1899 in Belgium. Lying about his age, he was accepted into the Belgian Army during the First World War, and consequently spent two years as a German prisoner of war. During the Second World War, now as foreign minister, he attempted in vain to preserve Belgium's neutrality. Together with the government he went into exile, first to Paris, and later to London. After the liberation of Belgium, Spaak served both as Foreign Minister and as Prime Minister. Even during the Second World War, he had formulated plans for a merger of the Benelux countries, and directly after the war he campaigned for the unification of Europe, supporting the European Coal and Steel Community and a European defence community. For Spaak, uniting countries through binding treaty obligations was the most effective means of guaranteeing peace and stability. He was able to help achieve these aims as president of the first full meeting of the United Nations (1946) and as Secretary General of NATO (1957-61). Spaak was a leading figure in formulating the content of the Treaty of Rome. At the 'Messina Conference' in 1955, the six participating governments appointed him president of the working committee that prepared the Treaty.

Attachment 4

- A. Born in the 19th century in Germany.
- B. Christian principles were important to him.
- C. He was the Prime Minister (Chancellor).
- D. He led to signing a friendship treaty between France and West Germany.

- A. Born in the 19th century in a non-existent state.
- B. He was the Prime Minister of Italy.
- C. He helped to develop the idea of the common European defence policy.
- D. He strongly supported the establishment of the European Coal and Steel Community.

- A. Born in the nineteenth century in a country that for many years was an enemy of Germany.
- B. He cooperated in creating the so-called Schuman's declaration, under which Germany and France were to jointly manage their coal and steel industries.
- C. He was the first president of the European Coal and Steel Community.
- D. He was awarded the title of Honorary Citizen of Europe.

- A. Born in the 19th century in a multicultural family in Luxemburg.
- B. He was hunted by the Nazis during World War II
- C. He was the Foreign Minister of France.
- D. He was a co-author of the plan according to which close economic cooperation of European countries will protect the continent from the next outbreak of war.

- A. After the First World War he spent two years as a German prisoner of war.
- B. He was the Prime Minister of Belgium.
- C. He was the Secretary General of NATO.
- D. He was a co-founder of one of the first economic unions in Europe.

Attachment 5

Konrad Adenauer

Alcide de Gasperi

Jean Monnet

Robert Schumann

Paul-Henri Spaak

VI. 5. Common European values

Title: **Common European values**

Author: Magdalena Borszowska based on <http://www.superbelfrzy.edu.pl/pomyslodajnia/temat-europa-scenariusze-lekcji-o-unii-europejskiej/>

School: Zespół Szkół Ekonomiczno-Gastronomicznych w Tarnowie

Target: Secondary school students

Objectives: Students will:

- be able to list the most important European values stated in art. 2. of the Treaty on European Union and other texts of European culture (freedom, equality, democracy, respect for human dignity, respect for human rights including the rights of persons belonging to minorities, respect for the law, pluralism, non-discrimination, tolerance, justice, solidarity, equality between men and women)
- be able to explain the history and symbolism of the European flag
- be able to search, evaluate, select and organise materials and information using dictionaries, lexicons and the Internet
- be able to cooperate in a group to accomplish a common task
- be able to use the ability of public speaking to present the results of work

Duration: 45 minutes

Methods:

- flipped classroom method
- presentation
- lecture
- discussion

Forms of class organization:

- whole class work
- group work
- individualized work

Teaching aids:

- blackboard
- the EU flag
- the image of Our Lady of the Gate of Dawn (Catholic painting)
- the image Stained glass window of Our Lady of Strasbourg in Our Lady of Strasbourg Cathedral
- blue fabric or cardboard paper (to create a flag)
- 12 yellow stars

TIP: A flipped classroom is one where teacher assigns students class materials to be investigated at home. Class time is devoted to clarifying or rehearsing information. In this case, before the lesson students (in groups of 2-3 people) have to cast lots to select one of the 12 values on which the EU is founded. They are to prepare for the lesson and collect information using different resources on the basis of the instructions in Attachment 1.

Instructions:

Introduction: (5-min) - Say hello to students. Introduce them to the topic and objectives of the lesson.

Make sure that all groups have completed their tasks required for the next part of the lesson.

Start discussion asking students if we need to talk about values in contemporary Europe? Moderate the debate by asking more questions e.g. Why is European Union facing the crisis of values? Is it true that modern man lives in axiological emptiness? Do politicians manipulate people by appealing to values? Students discuss the issues referring to their own knowledge and experiences.

Stage 1: (5-min)- In the form of a short lecture present photographs of the EU flag designed by Arène Heitz, a stained glass window in Strasbourg with the image of Our Lady of Strasbourg and the image of Our Lady of the Gate of Dawn (according to Attachment 2) with key information. At the end of your presentation hang a blue fabric or cardboard paper on the board and give each group a yellow star.

Stage 2: (5-min)-Star mind maps- group work- Students in the same 12 groups, they had worked previously, develop mind maps in the form of yellow stars devoted to 12 values. They should use the knowledge gained independently as part of homework and prepare for a two-minute oral presentation of their work results. It is important to divide roles in the group so that everyone can speak.

Stage 3: (25-min)- Star mind maps- presentation- Each group has 2 minutes to present the results of their work, including: explanation of individual values (eg freedom); indication of relevant quotes, works of art, phrases referring to a given value. As they finish their presentation they tack their stars to the board in the form of a circle. The stars on the blue fabric/ cardboard paper create the flag of the European Union. During the presentations, the rest of the class takes notes.

Recapitulation: (5 min)- Ask students which of the presented values they consider the most important for contemporary Europe. Ask for a brief justification of their choices. As part of the recap, students may also finish the sentence: "In today's lesson, the most important thing for me was that ...".

Attachment 1

Find as much information as possible about the meaning, connotations and functioning of “your value” in European culture. Use various sources of information; illustrate statements by quotes or images, proverbs, phrases related to a specific symbolic meaning. When collecting information, pay attention to:

- the role of values in selected literary, artistic and linguistic texts (phraseologies and proverbs related to various symbolic
- quotes, proverbs, phraseologies about the selected value

Attachment 2- What does the EU flag symbolize?

Twelve golden stars, arranged in a circle on an azure background, symbolize solidarity and harmony between the peoples of Europe. This symbolism also refers to the motto *In varietate concordia* (United in diversity). The number of stars refers to the ancient symbolism of the number 12, meaning perfection and the whole, but it does not depend on the number of member states, because at the time of accepting the flag, the European Union already had 14 countries. The number 12 is also the equivalent of the number of months in a year and hours on the clock face. The circle in which the stars have been arranged is, among other things, a symbol of unity. The European Union flag was created from Christian inspiration. Arsène Heitz stated that the inspiration for him was the description of the Mother of God contained in the Apocalypse. The circle of stars on the azure background also tops the stained glass window of the Strasbourg cathedral and creates a halo on the prominent Catholic painting of Our Lady of the Gate of Dawn.



Our Lady of the Gate of Dawn



Stained glass window in The Cathedral

VI. 6. Stereotypes, prejudices and discrimination

Title: **Stereotypes, prejudices and discrimination**

Author: Magdalena Borszowska based on <http://docplayer.pl/9735090-Temat-lekcja-wychowawcza-poswiecona-tematyce-stereotypow-i-treningowi-anty-dyskryminacyjnemu-na-podstawie-filmu-jestem-zly-grzegorza-packa.html>

School: Zespół Szkół Ekonomiczno-Gastronomicznych w Tarnowie

Target: Secondary school students

Objectives:

Students will:

- become more sensitive to the problem of discrimination of minority groups,
- learn about stereotypes, prejudices and discrimination and the links between these concepts,
- be able to perceive stereotypes and prejudices in their environment,
- be able to use the ability of public speaking,
- be able to cooperate in a group,

Duration: 45 minutes

Methods: directed conversation, discussion

Forms of class organization: whole class work, group work, individualised work

Teaching aids: blackboard, additional materials/handouts (attachements)

Instructions:

Introduction: (5-min) - Say hello to students. Introduce them to the topic and objectives of the lesson. "Today we will talk about stereotypes, how they are born and what their consequences may be. We will start by defining the concepts we are dealing with today. " etc. Draw a table with three columns on the board, in each column write down the following statements:

“Young people living in the villages are poor and less intelligent as opposed to young people living in the cities “ (Stereotype)

"Young people living in the villages should better stick to each other."(Prejudice)

"I would never make friends with a peer living in the village." (Discrimination)

Discuss the statements with the students. Try to explain the distinction between stereotype, prejudice and discrimination.

Stage 1: (15-min) - Divide the class into groups of 4 or 5 (by counting down to 4 or on the basis of the work of people who like each other most). Hand out strips with fragments of definitions of three concepts: stereotype, prejudice and discrimination - each group works with a different set of strips of cards including different definitions of all three concepts (Attachment 1). The task of the groups of students is to decide which characteristic of the phenomenon matches which concept. When the students are ready they read out their definitions and put the features into the appropriate column of the table on the board (correct them if necessary). Finally, make sure that everyone understands this distinction, for example by asking how students would qualify the following statements:

“Artists do not have to work." (Stereotype)

"I do not mind the Negroes, but let them stay away from me." (Prejudice)

"Women get pregnant, so they should not be entrusted with high positions of great responsibility." (Discrimination)

Stage 2: (10 min) - Ask the students about their experience:

Have you ever been a victim of a stereotype? How did you feel?

Have you ever treated anyone in a stereotypical way? What was the reason for that?

Students discuss their experiences in groups.

Stage 3: (10 min) - Ask students to think what can contribute to discrimination and what the ways to reduce it could be. Distribute the handouts (attachment 1) with examples. Students work individually filling in the handout.

Recapitulation: (5-min) At the end of the lesson the students summarise their work by sharing in the class the results of their effort. The teacher actively listens, complementing the students' conclusions if necessary.

Attachment 1

STEREOTYPE
Rigid views of a group of people that can not be changed, even if it is obviously incorrect.
It can be negative, neutral or positive, although negative ones are the most common.
It is a collective belief.
It is not an individual belief.
It allows for faster information processing and classification of phenomena.
It has its source in incomplete knowledge and false beliefs about the world, it is preserved by tradition, it is difficult to change, in particular to reject.
It can lead to growing prejudices against a given group.
It can be used by various entities to manipulate the recipient.
PREJUDICE
It may have dangerous social consequences.
One-sided, simplifying, idealized picture of one's own group and equally one-sided, simplifying and negative vision of a foreign group.
The type of attitude, when you reject something or someone without any rational premises.
It occurs when an individual makes an assessment, expresses a negative judgment without prior experience with a given person or phenomenon, usually based on false or incomplete information.
It also results from stereotypes fixed over time in given societies or communities.
It can be used by various entities to manipulate the recipient.
DISCRIMINATION
It is manifested by treating a person worse than another in a comparable situation due to some feature.
It results in exclusion of individuals or groups who feel rejected and inferior to others.
It results in various consequences, eg fear, low self-esteem, aversion to the group from which one comes.
It is a set of concrete actions, behaviors directed against other people, more than a pure view or attitude.
It may be directed against various features and differences between people - sex, origin, sexual orientation, etc.

Attachment 2

fear, personal contact, sense of danger (eg uncertain financial situation, poor social position), sense of security, lack of knowledge, education, manipulation of people who benefit from prejudices such as politicians, positive example of people who are ambassadors of other cultures or social groups, stereotypes, prejudices, objective judgment

DYSRIMINATION

WHAT MAKES IT STRONGER? WHAT MAKES IT WEAKER?

Attachment 3: DYSRIMINATION

WHAT MAKES IT STRONGER?	WHAT MAKES IT WEAKER?
<ul style="list-style-type: none"> • <i>fear</i> 	<ul style="list-style-type: none"> • <i>personal contact</i>
<ul style="list-style-type: none"> • <i>sense of danger (eg uncertain financial situation, poor social position)</i> 	<ul style="list-style-type: none"> • <i>sense of security</i>
<ul style="list-style-type: none"> • <i>lack of knowledge</i> 	<ul style="list-style-type: none"> • <i>education</i>
<ul style="list-style-type: none"> • <i>manipulation of people who benefit from prejudices such as politicians</i> 	<ul style="list-style-type: none"> • <i>positive example of people who are ambassadors of other cultures or social groups</i>
<ul style="list-style-type: none"> • <i>stereotypes & prejudices</i> 	<ul style="list-style-type: none"> • <i>objective judgment</i>

VI.7. THE IMPORTANCE OF CHILDREN'S RIGHTS

Title	THE IMPORTANCE OF CHILDREN'S RIGHTS Proposal: "Stefan Procopiu" High School, Vaslui, Romania
Students target	15-19 years old
Time duration	50 minutes
Competences	-Forming personal opinions, value judgments on the state-citizens report - Identifying and analyzing cases of child rights violations
Objectives/Aims of the lesson/activity	1. Increasing the level of information of students regarding the main rights of children stated in the Convention on the Rights of the Child; 2. enumeration of the main rights of children 3. cultivating students' confidence in their ability to enforce the rights and freedoms; 5. increasing the motivation of students to get involved in extra-curricular activities;
Means and tools (materials needed, methods used), Strategies/the process (the steps of the lesson/activity)	brainstorming, exposing, questioning, heuristic conversation, explanation, tour of the gallery. - Brainstorming session: "When I hear the word child, I think of ..." - The significance of November 20 th On November 20, 1959, UNICEF issued the "Children's Rights Declaration" document. 30 years later, on November 20, 1989, the International Convention on the Rights of the Child is adopted. Romania ratified the UN Convention on the Rights of the Child in 1990. - Overview of the main rights of the child, as set out in the Convention on the Rights of the Child, accompanied by discussions on this subject - Making a quintet with Childhood theme - Evaluation Evaluate class activity, the extent to which students attended lesson, how they responded to the requirements.
Suggestions	Watch media information for a week and identify violations of children's rights. Suggest solutions for preventing / combating them.

VI.8. CITIZENS' RIGHTS AND FREEDOMS

Title	CITIZENS' RIGHTS AND FREEDOMS Proposal: "Stefan Procopiu" High School, Vaslui, Romania
Students target	15-19 years old
Time duration	50 minutes
Competences	Personal, social and learning competence Civic competence Language competence
Objectives/Aims of the lesson/activity	Acquisition of information about human rights Awareness of the need to be informed Improving knowledge about the main documents that legitimize citizens' rights Exercise the skills to exploit various information resources
Means and tools (materials needed, methods used),	<ul style="list-style-type: none"> ➤ Means of education: blackboard and chalk, documents, illustrations, computer, overhead projector, flipchart, markers, worksheets ➤ Teaching methods: heuristic conversation, learning through discovery, problem-solving, cooperative learning (in group), collage method. ➤ Forms of organization: frontal, individual, by groups
Strategies/the process (the steps of the lesson/activity)	<ul style="list-style-type: none"> ▪ The students have documented and made short presentations on human rights. ▪ After presentation, discussions are being held based on the topic of human rights evolution and the students list the main legislative documents discovered in the presentation. ▪ Each student receives a set of images that must associate the right to which the image refers. ▪ Grouped in teams of 4, pupils make posters. Each poster contains a drawing illustrating one of the human rights, what this right protects or grants and who enjoys the provisions. The posters are presented by the leader of each team.

VI.9.TOLERANCE

Title	TOLERANCE Proposal: "Stefan Procopiu" High School, Vaslui, Romania
Students target	15-19 years old
Time duration	50 minutes
Competences	Personal, social and learning competence Civic competence Language competence
Objectives/Aims of the lesson/activity	<ul style="list-style-type: none"> • to define the notion of tolerance; • to identify the characteristics which describe tolerant behavior; • to demonstrate self-esteem and respect for others; • to work constructively in a team; • to make the difference between a tolerant and intolerant person; • to analyze and identify various situations of tolerance / intolerance; • to find key words for the case study presented on the worksheet;
Means and tools (materials needed, methods used),	Procedural resources <ul style="list-style-type: none"> • Methods and procedures: brainstorming, case study, conversation, explanation, debate, exposure, guided dialogue, problem-solving. • Forms of organization: front, individual, group work. Material resources: questionnaire, worksheets, letter cards, videoprojector, Power Point presentation.
Strategies/the process (the steps of the lesson/activity)	<p>Organization of the activity.</p> <ul style="list-style-type: none"> • The teacher prepares the materials necessary for the class and checks the students' placement at the established places, namely the organization in teams. <p>Catching the attention.</p> <ul style="list-style-type: none"> • "Breaking Ice" exercise: Each participant will bend a four-letter writing sheet and break the top right corner. Although they follow the same rules, different shapes will appear. • Conclusion: We are different, but we have to follow the same rules. <p>Announcement of the theme of the lesson and of the operational objectives</p> <ul style="list-style-type: none"> • Contest: Students divided into 4 groups of pupils 6 students in each team, will receive an envelope containing letters that they will have to place in order to get a word: TOLERANCE. The team that finishes first, wins. • The title of the activity is announced and written on the board • The operational objectives of the lesson are listed. <p>The development of the lesson</p> <p>1.To define tolerance, the teacher proposes to the students a brainstorming activity, starting from the question: "What do you think when you hear the words tolerance and intolerance?" Students write notes on tolerance and intolerance ideas for 1 minute. The ideas proposed by them are noted on the board in a bunch-type scheme. The term tolerance is defined based on the students' ideas. The definition of the term tolerance is read from the Dictionary.</p> <p>2. The teacher trains the students in a guided conversation about tolerance:</p>

-Please give examples of tolerance or intolerance situations encountered in school / extra-curricular environment.

-Why do people behave like this?

-What can we do to combat such manifestations?

Students answer the questions and give examples of personal experience.

3. The teacher asks students to create a portrait of a tolerant person. To do so, the "Think, Assign, Share" is used. The pupils, placed in groups, will write on a sheet, first of all individually, some characteristics of a tolerant person. Then they will share their ideas and colleagues' ideas. The portraits will be shown to the rest of the groups.

It is emphasized that the tolerant attitude involves accepting the individual differences between people. It is explained to students that they must promote tolerant attitudes and behaviors in the roles and responsibilities they assume in school and in the future at work, in the family and in society. It is the intolerant person who willingly rejects external requirements and exigencies, it is characterized by selfishness in the interpretation of social situations, contrary to the tolerant person.

Ensuring feed-back.

- The teacher distributes a questionnaire and a self-evaluation sheet to the students. They will read each set of tasks and respond appropriately. At the end of the questionnaire they will communicate the results through a representative appointed by each team.

Performance evaluation.

- A case study is proposed to each team, describing a situation of intolerance that is to be analyzed and compiling on a A1 sheet a map of the story, specifying: the title / theme; the place; the characters; the issue (manifestations, causes, consequences); possible solutions.
- There are appreciations of how pupils participated in the lesson.

Title	VI.10. FUNDAMENTAL HUMAN RIGHTS Proposal: "Stefan Procopiu" High School, Vaslui, Romania
Students target	15-19 years old
Time duration	50 minutes
Competences	Personal, social and learning competence Civic competence Language competence
Objectives/Aims of the lesson/activity	<ul style="list-style-type: none"> ▪ To define the notion of law using the information presented. ▪ To know the main existing legislative documents, using the presented information. ▪ To classify the main categories of human rights. ▪ To recognize in a given worksheet, a violated human right, by issuing personal opinions in this respect.
Means and tools (materials needed, methods used),	<ul style="list-style-type: none"> ▪ sheet and chalk, documents, illustrations, computer, overhead projector, flipchart, markers, worksheets ▪ heuristic conversation, magic pencil, clusters, discovery, problem-solving, case study, cooperative learning (in group), collage method, didactic play, gallery tour.
Strategies/the process (the steps of the lesson/activity)	<p>Organization of the activity.</p> <p>- The teacher organizes the groups. Makes the presence. Cite absences. Makes the groups and the students choose the representative of their group.</p> <p>Catching the attention.</p> <p>- To break the ice, the teacher applies the magic pencil method. He asks each student to come forward and present themselves by taking the pencil. Students presented themselves in turn.</p> <p>Announcing the theme of the Lesson and Lesson;s Objectives</p> <ul style="list-style-type: none"> • The teacher announces the title of the lesson: "Fundamental Human Rights." He writes the title of the lesson on the blackboard. • At the end of the class, the students will know some human rights, they will identify them in pictures and fragments of texts, they will express their personal opinion on respecting human rights. <p>Driving the learning process.</p> <ul style="list-style-type: none"> ▪ The teacher proposes listening to some information on human rights. ▪ The students listen and then the teacher initiates a small discussion on human rights and asks the students to say what the main legislative documents are revealed in the information presented. The students watch the presentation and identify human rights concepts and knowledge. ▪ The students answer the questions answer the questions and ask for some explanations ▪ Based on the presentation of this information, the teacher handles to each group a work sheet and suggests solving it. Each group will select the human rights corresponding to the requirement. The teacher reads the worksheet's requirements and solves them at the group level. ▪ • Then the teacher asks the group representatives to write the answers found on the blackboard, thus making a bunch of fundamental human rights. The students pass the answers found in the worksheet on the board and fill the bunches on the board. They write on their notebooks. ▪ The teacher says the task: ▪ "Rank the following rights according to their importance, then make a collage in collaboration with the other working groups. Explain the

	<p>conclusions. "</p> <ul style="list-style-type: none"> ▪ The teacher supervises the task and corrects the mistakes found. ▪ The students read the requirement on the worksheet, collaborate with group colleagues to make the table and other groups to make the collage, express the choices they made. <p>Ensuring Feedback 8 min</p> <ul style="list-style-type: none"> • The teacher asks each student to draw their hand on a sheet of paper. Each pupil will write on the cut-off hand: in the palm his name, on the first four fingers will mark the rights he enjoys, and on his little finger a right that has not been respected. The students analyze the work of their colleagues. • At the end of the activity, the teacher will congratulate, will encourage the students on how important it is to know our rights and to demand them when needed. • The students become aware of the rights they enjoy and recognize a right that they lack.

Title

VI.11.SAY YES TO TOLERANCE, NO TO DISCRIMINATION

Proposal: "Stefan Procopiu" High School, Vaslui, Romania

Students target	14-16 years old
Time duration	60 minutes
Competences	Personal, social and learning competence Civic competence Language competence
Objectives/Aims of the lesson/activity	- Acquisition of information on European values -Awareness of the need to be informed - Improve knowledge about tolerance and discrimination
Means and tools (materials needed, methods used),	Means and tools: board, computer, projector, flipchart, markers, video Methods used: heuristic conversation, discovery learning, problem-solving, cooperative learning (in group), questionnaire
Strategies/the process (the steps of the lesson/activity)	<p>Students searched information and made short presentations about European values. After the presentation discussions are made on the issue of tolerance and discrimination, causes and consequences are identified.</p> <p>Devided in teams of 4, the students make „the tree” of tolerance and discrimination - each one sticks ton a post-it on which he writes a synonym of tolerance and one of discrimination. Each team presents in front of the colleagues.</p> <p>The students watch a video clip that aims to trigger a warning signal about discrimination of a certain ethnic category and that presents a false job interview in which participants are discriminated for various reasons. After a brief analysis, the students complete questionnaires addressing the issue of tolerance.</p>

Title**VI.12. ME, YOU AND ANYBODY****Proposal: "Stefan Procopiu" High School, Vaslui, Romania**

Students target	15-19 years old
Time duration	50 minutes
Competences	Personal, social and learning competence Civic competence Language competence
Objectives/Aims of the lesson/activity	Cultivating the tolerant spirit
Means and tools (materials needed, methods used), Strategies/the process (the steps of the lesson/activity)	<p>Methods: group work, brainstorming, discussions and debates Materials: worksheets, pens, flipchart</p> <p>a) Announcing the title of the lesson and its objective.</p> <p>b) Brainstorming: The teacher asks students to mention the words you think of, when you hear the word "tolerance". The teacher writes on the flipchart the words mentioned by the students. Discussions: How can we define tolerance?, What is a tolerant person?</p> <p>c) Discussions and debates: When do we need to be tolerant?, When we do not need to be tolerant?, What do we tolerate to our classmates?, What we do not have to tolerate to our classmates?</p> <p>d) Group work. The students are divided into groups (4-5 students/group). Each group must identify 2-3 ways in which they can be tolerant with others. A representative of the group describes the identified ways.</p> <p>e) Conclusions.</p>
Suggestions	<p>Reading the poem "Elephants Are Different to Different People" – Carl Sandburg (see Annex 1). Identify the main ideas.</p> <p>Analysis of some quotes: "Tolerance is the only flame that can light inside a big soul. Tolerance is at the forefront of all other virtues" (Victor Hugo) "Tolerance comes from intelligence" (Romanian poet Lucian Blaga) "Do not judge anyone until you've been two months in his moccasins." (American indigenous proverb)</p>

ANNEX 1. Elephants Are Different to Different People

-Carl Sandburg

Wilson and Pilcer and Snack stood before the zoo elephant.

Wilson said, "What is its name? Is it from Asia or Africa? Who feeds it? Is it a he or a she? How old is it? Do they have twins? How much does it cost to feed? How much does it weigh? If it dies, how much will another one cost? If it dies, what will they use the bones, the fat, and the hide for? What use is it besides to look at?"

Pilcer didn't have any questions; he was murmuring to himself, "It's a house by itself, walls and windows, the ears came from tall cornfields, by God; the architect of those legs was a workman, by God; he stands like a bridge out across the deep water; the face is sad and the eyes are kind; I know elephants are good to babies."

Snack looked up and down and at last said to himself, "He's a tough son-of-a-gun outside and I'll bet he's got a strong heart, I'll bet he's strong as a copper-riveted boiler inside."

*They didn't put up any arguments.
They didn't throw anything in each other's faces.
Three men saw the elephant three ways
And let it go at that.
They didn't spoil a sunny Sunday afternoon;*

"Sunday comes only once a week," they told each other.

Conclusions:

- ✚ Three common men stand in a zoo watching an elephant and each has completely different questions running through his head.
- ✚ The first man is practical: he asks how the animal is called, where it comes from, what its gender is, who feeds it and how much the food costs, how much the elephant itself costs, and above all what it is good for besides for looking at it.
- ✚ Another man is a churchgoer: he has no questions. He sees the elephant as a house in itself and as a work of God. He seems to compare the elephant to God when it stands over deep water like a bridge, sad but kind. He knows elephants to be good to babies.
- ✚ The last man is inarticulate: he only sees the strength of the body and guesses it has a strong heart, as a boiler.
- ✚ The three men do not care for their different opinions. Each of them has seen the elephant in a different way and they let it go at that. They only tell one another: "Sunday comes only once a week." A simple yet profound conclusion: the men tolerate one another's different views and do not spoil their Sunday (or their lives) with useless arguing.

Title

VI.13. ABOUT HUMAN DIGNITY

Proposal: "Stefan Procopiu" High School, Vaslui, Romania

Students target	15-19 years old
Time duration	50 minutes
Competences	Personal, social and learning competence Civic competence Language competence
Objectives/Aims of the lesson/activity	To familiarize the students with the human rights as referred to in the "Charter of Fundamental Rights of the European Union" and in particular to Title I of this document called "Dignity" and refers to Article 1 - Human Dignity, Article 2 – The right to life, Article 3 - Right to the integrity of the person, Article 4 - Prohibition of torture and inhuman or degrading treatment or punishment, Article 5 - Prohibition of slavery and forced labor.
Means and tools (materials needed, methods used), Strategies/the process (the steps of the lesson/activity)	Methods: group work, brainstorming, discussions and debates, ranking Materials: worksheets with title I ("Dignity") from the "Charter of Fundamental Rights of the European Union" called "Dignity", pens, flipchart, statement cards a) Announcing the title of the lesson and its objective. b) Presenting some information about the document: "Charter of Fundamental Rights of the European Union" c) Brainstorming: What do you think of when you hear the word dignity? The teacher writes on the flipchart the words mentioned by the students. The expression "human dignity" is defined. c) Title I from the document "Charter of Fundamental Rights of the European Union" called "Dignity" is read. Discussions and debates based on the stipulations. (Annex 1) d) Group work and diamond ranking method. Students are divided into groups (4-5 students / group). Each group receives a set of cards with rights listed in Title I of the document "European Union Charter of Fundamental Rights". The students negotiate on which is the most important statement, then on which are the two second-most important, then the 3 statements of moderate importance and so on. A representative of the group presents the order set together. The similarities and differences between students' options are identified. e) Conclusions:
Suggestions	Discussions and debates: Respect for human dignity in school.

Annex 1

"Charter of Fundamental Rights of the European Union"

TITLE I DIGNITY

Article 1

Human dignity

Human dignity is inviolable. It must be respected and protected.

Article 2

Right to life

1. Everyone has the right to life.
2. No one shall be condemned to the death penalty, or executed.

Article 3

Right to the integrity of the person

1. Everyone has the right to respect for his or her physical and mental integrity.
2. In the fields of medicine and biology, the following must be respected in particular:
 - (a) the free and informed consent of the person concerned, according to the procedures laid down by law;
 - (b) the prohibition of eugenic practices, in particular those aiming at the selection of persons;
 - (c) the prohibition on making the human body and its parts as such a source of financial gain;
 - (d) the prohibition of the reproductive cloning of human beings.

Article 4

Prohibition of torture and inhuman or degrading treatment or punishment

No one shall be subjected to torture or to inhuman or degrading treatment or punishment.

Article 5

Prohibition of slavery and forced labour

1. No one shall be held in slavery or servitude.
2. No one shall be required to perform forced or compulsory labour.
3. Trafficking in human beings is prohibited.

Source: https://ec.europa.eu/info/aid-development-cooperation-fundamental-rights/your-rights-eu/eu-charter-fundamental-rights_en