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START POINT

Citizenship Learning in a Shifting Society

Citizenship, Identity, Culture

Lesson plan - Module 1



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Learning Outcomes:

On completion of this lesson, learners will be able to:

- Understand the importance of social justice and democracy
- Understand how they can make a positive impact on the world by being good citizens
- Understand diversity and how culture impacts who we are
- Accept differences in others and promote a culture of understanding and equality
- Have a positive attitude towards people from different backgrounds

Activities [Description of the activities]	Objective [What is the goal of this activity?]	Methodology [Advice for the trainer]	Materials [Are any materials needed? Write them here]	Timing [How much do you recommend be spent in each activity?]	Further Reading/ Link to Resources [If further reading is advised or external resources will be used]
Workshop opening: The facilitator welcomes learners and explains the goal and content of the workshop	Make learners familiar with the objectives of the workshop	-	Powerpoint presentation (slide 2) Digital screen, television, or projector to share the presentation	15 minutes	-
Icebreaker: My Hand [adapted from academiav.pt, https://www.academia-cv.pt/recursos/a-minha-mao/]	To get learners to bond with one another, learn about their differences/things they have in common, and understand that everyone is different, but all are	The questions for each finger can and should be adapted to the group, according to what the facilitator finds more relevant. For example, if the group already	A copy of activity sheet 1.1 for each participant	20 minutes	-

	human. Furthermore, each learner will also self-reflect on their own identity.	knows each other if they all have the same nationality, these can be replaced for something else, such as “languages I speak”, “countries I visited”, etc.	Powerpoint presentation (slide 3) Digital screen, television, or projector to share the presentation		
Cultural diversity	Introduce learners to the topic of cultural diversity	-	Powerpoint presentation (slide 4-7) Digital screen, television, or projector to share the presentation Internet connection	30 minutes	Further reading: UNESCO Universal Declaration on Cultural Diversity: https://en.unesco.org/about-us/legal-affairs/unesco-universal-declaration-cultural-diversity https://www.uopeople.edu/blog/what-is-cultural-diversity/
Cultures of the world	Have learners reflect upon what they know about other cultures and learn more about some of them.	In the activity sheet 1.2, there are four cultures (Bengali, Uyghur, Maori, and Yoruba) and three aspects of that culture, such as festivities, traditions, food, etc. In the template, the cultural aspects are in the same line as the culture they represent. The objective of this game is to cut down all the squares and have learners match them to the correct culture. The facilitator should decide how this is done according to the number of participants. One way is to stick the names of the	A copy of activity sheet 1.2 Powerpoint presentation (slide 8) Digital screen, television, or projector to share the presentation	20-30 minutes	-

		<p>cultures to the flipboard/wall and divide the “cultural squares” among participants who will approach the board and stick the square next to the culture they think it matches. Other way is to divide all the squares, including the ones with the culture names among participants and have them mingle and find the matching squares.</p> <p>In the end ask them:</p> <ul style="list-style-type: none"> - Was the exercise difficult? - Did you know about these cultures before? - What other cultures are you familiar with? 			
How culture shapes our personality	Explain how we are influenced by our culture and surroundings	Play the video linked in the resources. Ask learners to write down the takeaways from the video. Then start a discussion about the topic. Motivate learners to share their own experiences about the topic: how do they feel that their culture has shaped them?	<p>Powerpoint presentation (slide 9)</p> <p>Digital screen, television, or projector to share the presentation</p> <p>Internet connection</p>	30 minutes	Video: https://www.youtube.com/watch?v=Jx-1EthJelg
Cultural conflict	Explain and discuss the nature of cultural conflicts and reflect upon real life examples	Introduce the topic of cultural conflict (slide 10), then promote a discussion by asking learners about real life examples.	<p>Powerpoint presentation (slide 10-11)</p> <p>Digital screen, television, or projector to share the presentation</p> <p>Internet connection</p>	20-30 minutes	Further reading: https://www.nottingham.ac.uk/research/groups/ctccs/projects/translating-cultures/documents/journals/cross-cultural-conflict.pdf

					https://www.ncbi.nlm.nih.gov/pmc/articles/PMC3260852/
Tolerance, accepting differences, and equality	Make learners understand the importance of tolerance and accepting differences	Introduce the topic and play the video linked. You can start by explaining tolerance first and then playing the video or playing the video first and then talk about the topic by asking learners about their takeaways from the video.	Powerpoint presentation (slide 12-13) Digital screen, television, or projector to share the presentation Internet connection	15-20 minutes	Video: https://www.youtube.com/watch?v=3AQ7yC5jQ28
Social justice	Introduce the concept of social justice	-	Powerpoint presentation (slide 14) Digital screen, television, or projector to share the presentation Internet connection	10-15 minutes	Further reading: https://www.humanrightscareers.com/issues/what-does-social-justice-mean/
The Rule of Law	Make learners understand what the rule of law is	Introduce the topic of the rule of law by playing the video linked. You can start by asking learners if they already know what the rule of law is. Then, ask move to the next slide and ask them questions, such as: <ul style="list-style-type: none"> • Do you think the rule of law is respected in your country? • Can you think of an example of the rule of law not being respected? 	Powerpoint presentation (slide 15-16) Digital screen, television, or projector to share the presentation Internet connection	20-30 minutes	Video: https://www.youtube.com/watch?v=IzDd2v18vfw Further reading: https://worldjusticeproject.org/about-us/overview/what-rule-law

<p>Our role: Being a good citizen</p>	<p>Introduce the concept of citizenship Make learners understand that all of us have a role as citizens of the world and that we can help combat inequality</p>	<p>-</p>	<p>Powerpoint presentation (slide 17)</p> <p>Digital screen, television, or projector to share the presentation Internet connection</p>	<p>10 minutes</p>	<p>Further reading: https://www.coe.int/en/web/compass/citizenship-and-participation</p>
<p>Citizenship: What does it mean?</p>	<p>Make learners reflect on the concept of democracy and self-reflect on their own role as a citizen</p>	<p>Play the video linked and ask learners to complete activity sheet 1.3 while watching the video. You can give them some time after to reflect and put their own thoughts into the activity sheet.</p>	<p>Activity sheet 1.3</p> <p>Powerpoint presentation (slide 18)</p> <p>Digital screen, television, or projector to share the presentation Internet connection</p>	<p>15-20 minutes</p>	<p>Video: https://www.youtube.com/watch?v=C3IRW4zH18A</p>
<p>Activity</p>	<p>Make students reflect upon the topics addressed throughout the lesson Make students develop their communication skills and ability to express themselves, which are crucial in multicultural environments and in being an active citizen</p>	<p>Students are asked to write a short story about one of the topics suggested. The facilitator can adapt the topics as they wish and suggest other topics they see fit. The facilitator can choose to make the activity more focused on argumentative writing or creative writing, or the learners can opt for one of the options according to their personal preference. To complete the activity, learners can use the template provided in activity sheet 1.4, use any blank sheet, or write it digitally (which</p>	<p>Activity sheet 1.4</p> <p>Powerpoint presentation (slide 19)</p>	<p>45-60 minutes</p>	<p>-</p>

		<p>can also be shared more easily online, if they so wish).</p> <p>This activity should ideally be an individual activity, allowing each student to self-reflect, after the group reflections and discussions done on the previous activities.</p>			
<p>Discussion Closing/Evaluation</p>	<p>Reviewing the topics of the session, answering any questions that are left, getting learners feedback.</p>	<p>Discuss with students how the workshop went. What did they learn? What did they like/dislike? Is it going to be useful for them in the future?</p>	-	<p>15-30 minutes</p>	-

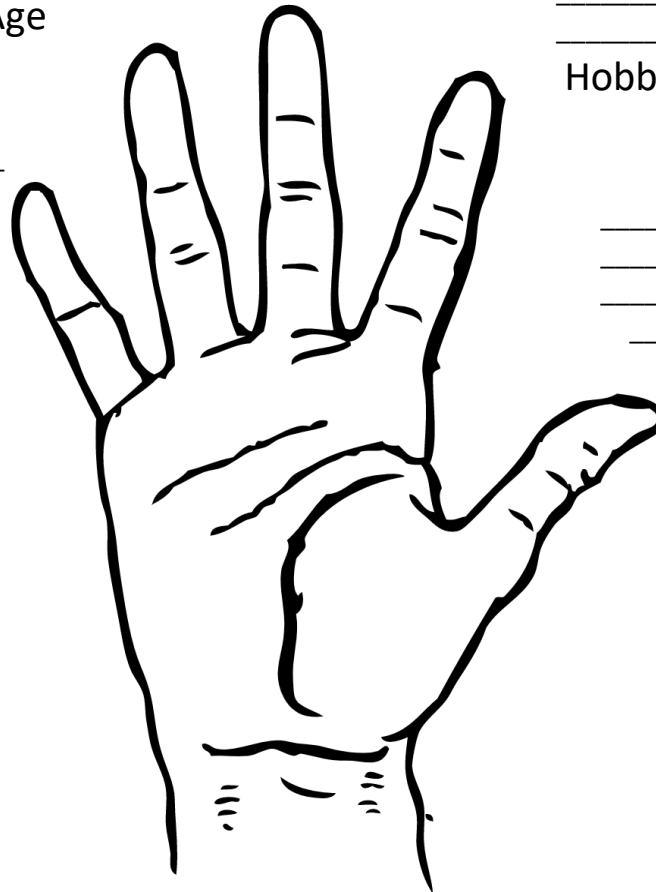
Activity 1.1 My Hand

_____ Nationality

_____ Age

Hobbies

_____ Name



_____ Dreams and goals

Cultures of the World

Activity 1.2

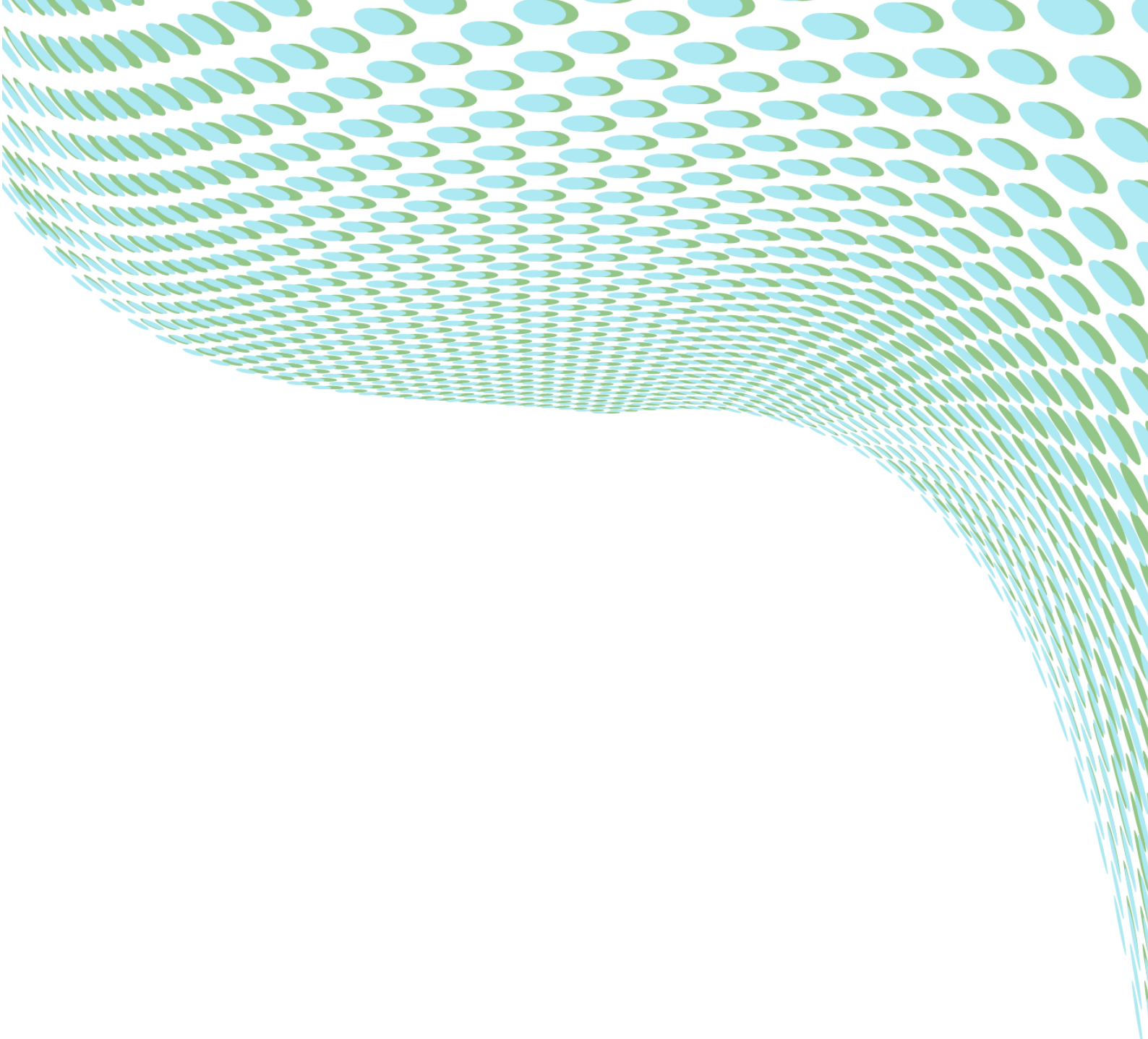
Bengali	 <p>Durga puja (festival)</p>	 <p>Ektara (musical instrument)</p>	 <p>Peda (sweet)</p>
Uyghur	 <p>Doppa (hat)</p>	 <p>Yengisar (knife)</p>	 <p>Laghman (food)</p>
Maori	 <p>Moko kauae (face tattoo) and traditional clothing</p>	 <p>Wood carving</p>	 <p>Kapa Haka (dance)</p>
Yoruba	 <p>Traditional wedding</p>	 <p>Dundun (musical instrument)</p>	 <p>Ewedu (food)</p>

Activity 1.3 Citizenship

Meaning

Examples

My ideas/ Random thoughts



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