

# Civic Responsibility

## 80 exercises

for development of civic competences at 12 school subjects 5–9  
Manual for teachers

TRANSLATION FROM UKRAINIAN OF SELECTED EXERCISES IN 4 SUBJECTS  
based on the Council of Europe's materials on Education for Democratic Citizenship  
and Human Rights





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# Introduction

*Rayisa Yevtushenko, Lead Specialist, Department of General Secondary and Preschool Education, Ministry of Education and Science of Ukraine*

The Ministry of Education and Science of Ukraine has recently launched a large-scale school reform. The curriculum for 5-9 grades has been updated based on the National Curriculum of Basic and Complete General Secondary Education (2011) and broad public discussion of the learning programs involving teachers, researchers and education professionals.

These changes in the programs is yet another step in a gradual transition to the democratic teaching and learning approach, outlined in the New Ukrainian School concept recently adopted by the Government.

The developers of the renewed curriculum for 5-9 grades have identified four cross-curricular thematic lines, which will facilitate development of the key competences in the educational process. One of these cross-cutting topics is Civic Responsibility, that aims to encourage students to become responsible citizens, respect human rights, think critically, take personal responsibility for their life and become aware of the importance of civic participation for solving challenges in the local community.

This publication was prepared to support the teachers who will introduce democratic citizenship as a cross-curricular thematic line into their subjects and is approved for use in schools in Ukraine by the Ministry of Education and Science of Ukraine.

# Development of Civic Responsibility at School

*Marzena Rafalska, Expert of the Council of Europe and the European Wergeland Centre in Education for Democratic Citizenship and Human Rights, Poland*

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Democracy should be constantly learned and taught, every single day, it is a life-long process. One of the biggest challenges the modern school faces nowadays is how to help children to learn and grow by the values of democracy and human rights.

## Education for Living in the 21st Century Democracy

The New Ukrainian school reform concept approved by the Ukrainian Government in 2016 outlines a fundamentally new approach in education. It places development of competences in the center, stepping away from the traditional methods of simple knowledge transfer.

The new National Curriculum Draft outlines 10 key competencies. “Democratic citizenship” is one of the key competences cross-cutting all the subjects at school. Development of this competence equips students with knowledge, skills and attitudes necessary for effective and constructive participation in the public life and democratic processes, in the family and at work. Acquiring the democratic competence is crucial for successful interaction with others and peaceful coexistence.

On 12 April 2016 the Council of Europe approved the new Framework of Competences for Democratic Culture. This step recognized the importance of developing democratic competences by means of education. The document comprises 20 competences — knowledge, skills, attitudes and values citizens need in order to live in a diverse democratic society, as well as to effectively and peacefully interact with others.

The Council of Europe promotes development of democratic competences through education for democratic citizenship and human rights. By this the organization encourages teaching and learning how to live together, respect each other in a diverse democratic society, know and understand one’s own rights and actively participate in making decisions that concern us.

### EDUCATION FOR DEMOCRATIC CITIZENSHIP AND HUMAN RIGHTS:

Teaching <b>ABOUT</b> human rights and democracy	Helps understand our rights and principles of democracy
Teaching <b>FOR</b> human rights and democracy	Helps implement our rights and principles in practice and protect our rights in case of violation
Teaching <b>THROUGH</b> own experience	Helps understand our rights and principles of democracy through personal experience

The New Ukrainian School concept fully complies with the Council of Europe's approaches and principles of education for democratic citizenship and human rights, confirming the democratic European choice of Ukraine.

## Democratic Competences and the Democratic Learning Environment

Many would agree that in order to become active and responsible citizens students should, in addition to learning about political systems and institutions, develop such skills as standing for own rights and opinions, be self-confident, empathic, respectful of others, ready to act or refrain from poorly considered actions in a situation of uncertainty.

Development of such a set of knowledge, skills, attitudes and values allows students to get equipped for an independent and responsible life, balanced decision-making and effective interaction in the community — be it the classroom, school, local community, or the state. These components of the democratic competence are closely inter-related and can only be shaped en masse, both through teaching and learning and everyday personal experience at school. The task of the educational institution is to create the necessary conditions enabling development of these competences.

As stated in the new National Curriculum Draft, the whole educational process should focus on the development of the democratic culture at school, shaping a safe learning environment — «and it is not just about physical security, but also about –an atmosphere of trust and mutual respect, without violence and discrimination». Safe and an efficient learning environment ensures favourable conditions for active participation of students in school life, putting the rights and needs of a child into the centre of the educational process.

## The Whole-School Approach to Development of Democratic Competences

Teaching and learning how to become responsible citizens requires partnership of all the stakeholders (both students, teachers, school administration, parents, representatives of local government and civil society) in different areas of school life. This is where the whole school approach promoted by the Council of Europe and the European Wergeland Centre becomes key. The whole schools approach to development of democratic competences implies:

- Transversal integration of democratic principles, values and approaches into teaching and learning of all subjects;
- Creating a safe and democratic environment and involving all in the decision-making at school;
- Building partnerships between school, parents and local community.

## Subject Integration Reform

Transition to a competence-based curriculum strengthens awareness of interconnections between all subjects at school and necessity for a synergy between them. This poses a pressing need for subject integration.

As noted in the new National Curriculum Draft, integration of the content of education «aims at improving the quality of education and positively affects the students' self-esteem. Integration is not a mechanistic assembly of separate objects, [...] subject integration [...] enables development of a holistic worldview, makes education as close to the real life as possible, helps the students get rid of the fragmentary knowledge and skills they used to acquire.»

Integration of the educational content in the process of developing democratic competences, follows recommendations of the Council of Europe. Council of Europe's Charter on education for democratic citizenship and human rights (2010) suggests integration of these educational objectives into the teaching and learning in various subjects.

## Civic Responsibility as a Cross-Curricular Topic in the Renewed Curricula for 5-9 Grades

In the period of transition to the new competence-based curriculum, the Ministry of Education and Science of Ukraine, in cooperation with teachers and the wider community, updated current curricula for 5-9 grades. These updated curricula introduce key competences via four cross-curricular topics: Financial Literacy and Entrepreneurship, Health and Safety, Sustainable Development, and Civic Responsibility. The four cross-curricular topics will help teachers to

effectively combine several different educational objectives in the process of teaching each school subject.

Inclusion of the additional cross-curricular «Civic Responsibility» topic into all individual subjects requires changes in the traditional teaching and learning methods, closer interdisciplinary cooperation between teachers. This publication has been developed upon request of the Minister of Education and Science of Ukraine in order to support teachers with methodological recommendations and selection of exercises that could be integrated into individual lessons.

The group working on the publication consisted of experts and trainers of the Schools for Democracy Programme, implemented by the European Wergeland Centre and the Ministry of Education and Science of Ukraine.

The working group relied on the current National Curriculum (2011), taking into account the updated curricula for 5-9 grades, experience on the development of New National Curriculum, the Framework for Competences for Democratic Culture, recently developed by the Council of Europe (2016), the Council of Europe Charter on Education for Democratic Citizenship and Human Rights (2010), and the Council of Europe manuals on education for democratic citizenship and human rights. The latter are translated into Ukrainian by various international and Ukrainian projects, officially recommended for use in schools by the Ministry of Education and Science of Ukraine and available online.

## Structure of the Publication

Each chapter in the publication consists of methodological recommendations and examples of 10–20-minute-long exercises showing how one may include the civic responsibility as an educational goal in 12 different subjects in 5–9 grades.

For this purpose, the authors of the publication have adapted the exercises available in the Council of Europe manuals on education for democratic citizenship and human rights, by merging some of the subject topics with the civic responsibility learning objectives outlined in the renewed programs for 5–9 grades. Exercises in this publication are selected to develop civic competences step by step, based on the achievements of the previous grade.

With this publication we wanted to encourage teachers to creatively include activities in education for democratic citizenship into their subjects. The examples presented here show how democratic competences can be developed through asking additional questions, opening for discussions in class or doing short exercises, making no additional lessons necessary.

We hope that our publication will inspire teachers to develop their own lessons and methodological recommendations for development of civic competences. We also encourage the entire school community to build a democratic learning environment that would contribute to the successful and efficient education for responsible democratic citizenship.



## Map of the Civic Competencies covered by the exercises in the publication»

	Ukrainian language	Ukrainian literature	English	World literature	History	Geography	Mathematics	Physics	Natural Science/ Biology	Chemistry	Physical Education	Crafts
<b>Components of the civic and social competence and examples of educational goals in various subjects</b>	<b>VALUES AND ATTITUDES</b>											
	<ul style="list-style-type: none"> <li>Valuing human dignity and human rights (for example, the student analyses the situation from the perspective of tolerant attitude towards the others;)</li> <li>Valuing democracy, equity and justice (for example, the student realizes that all different cultures are part of the common world heritage)</li> <li>Openness and respect for other opinions, cultures, beliefs, views (for example, the student does not tolerate discrimination and racism)</li> <li>Civic consciousness (for example, the student appreciates the importance of participation in the fair and democratic elections)</li> <li>Responsibility (for example, the student takes responsibility for the decision made, understands the importance of own choice)</li> <li>Self-efficacy and self-confidence (for example, the student understands the importance of planning the family budget, is prudent and frugal; understands the importance of being proactive to overcome obstacles in life)</li> </ul>											
	<b>SKILLS</b>											
	<ul style="list-style-type: none"> <li>Autonomous learning skills (for example, the student knows how and where to find ways and sources for acquiring new knowledge and skills)</li> <li>Analytical and critical thinking skills (for example, the student is able to critically use information, critically assess texts on social and political topics)</li> <li>Skills of active democratic participation in the local community and in decision making at all levels (for example, the student finds ways to solve issues important for the whole community, knows how to take initiative)</li> <li>Cooperation skills (for example, the student can work in a team)</li> <li>Communication skills (for example, the student is able to express his/her own opinion, incl in a foreign language)</li> <li>Skills of peaceful coexistence, negotiation and conflict resolution (for example, the student chooses and applies appropriate strategies for conflict resolution according to the situation)</li> <li>Empathy (for example, the student expresses respect to life choices made by the others)</li> </ul>											
<b>KNOWLEDGE</b>												
<ul style="list-style-type: none"> <li>Knowledge and critical understanding of the self (for example, the student understands his/her individual features and skills)</li> <li>Knowledge and critical understanding of the world (for example, the student understands the meaning of participation and delegation of power)</li> </ul>												

(Sources: Competences for Democratic Culture. Living together as equals in culturally diverse democratic societies, - Council of Europe, 2016; Recommendation 2006/962/EC of the European Parliament and Council (EU) on key competences for lifelong learning; National Curriculum for standard basic and general secondary education of Ukraine, 2011; Updated learning programs for 5-9 grades of secondary educational institutions in Ukraine, 2017)

# EXERCISES & METHODOLOGICAL RECOMMENDATIONS

## Geography



Geography

# Methodological Recommendations and Subject's Characteristics

Development of civic competences at geography lessons aims at educating responsible members of the local community and society in general who understand the principles and mechanisms of functioning of a democracy and act to fulfil their role as responsible citizens.

Acquiring knowledge, skills and attitudes necessary for living in a democratic society in the process of learning geography can take place at three levels: learning about democratic citizenship; learning for development of understanding and shaping attitudes to democratic citizenship; learning through a practical experience of democratic citizenship.

## Teaching about:

- Geography as a source of information about the Earth and as a reference point for shaping the worldview;
- Own country, local community and modern globalized world;
- Diversity of the Ukrainian culture and the culture of other peoples;
- Activity and responsibility in public and private life;
- Environmental challenges, caring attitude towards nature, safe use of achievements in science and technology, healthy lifestyle.

## Teaching for:

- Personal development and socialization of students;
- Understanding of the fundamental human rights and freedoms while studying the topics on racial, national, ethnic, religious, sexual, social and age composition of the population of Ukraine, Europe and the world;
- Tolerance of thoughts and views of others and adoption of a multicultural behavior;
- Shaping personal identity;
- Confidence and dedication to defending one's own position in decision-making;
- Responsibility for the environment; readiness to take part in projects related to environmental protection;
- Active citizenship of all members of the local community and society in general, guided by respect for human rights and the sense of civic responsibility.

## Teaching through:

- Effective cooperation with others on the implementation of social projects;
- Partner approach, interactive teaching and learning methods, situational modelling, problem-based learning, cooperative learning, team projects and peer learning;
- Discussion of local and regional problems;
- Solving environmental problems involving the local community, civil society organizations and other actors;
- Solving practical exercises on geography-related topics with democracy and human rights as an additional focus and with the rights-based approach.

# Samples of exercises

Grade	Topic	Expected result. A student:	Components of civic competences that can be developed by using the suggested exercise
6	Number and distribution of the Earth's population	<ul style="list-style-type: none"> <li>• <b>Knows</b> that people are different but equal;</li> <li>• <b>Understands</b> common human values;</li> <li>• <b>Is aware</b> of the tolerance towards the representatives of human races and peoples of the world.</li> </ul>	<ul style="list-style-type: none"> <li>• Tolerance towards others, their opinions and views;</li> <li>• Awareness and appreciation of the diversity in the world;</li> <li>• Respect for universal human values;</li> <li>• Ability to work in a team.</li> </ul>

## A Matrix of Power, 6th grade

**Time: 15 min.**

### Literature used

R. Gollob, V. Weidinger Taking part in democracy: EDC/HRE lesson plans for the upper secondary level. (Vol. III. Equality: Minorities and Majorities. Lesson 4: A matrix of power, pages 53–54).

### Objective

Explain that all people are different, but all are equal and contribute to the formation of tolerant attitude.

### Instructions

1. The students are united in small groups. Each group receives a set of cards with a list of words that characterize different social groups:  
Children. People with disabilities. Women. Men. Roma. Chinese. Poles. Monks. Politicians. Muslims. Europeans. Asians. Americans. Africans. Politicians. Students. Teachers.
2. Students in groups carefully examine the cards and sort them from 1 to 17 by significance in the society, in their opinion. The first group presents its sequence of cards, while others compare their own results with it.

### Discussion

- Why did you place cards that way?
- Would you like to place them differently? Why?
- Why are the cards placed differently in different groups?
- What is your attitude towards the fact that significance of people is determined by age, gender, and color, national identity or religious views?

### Summary

**Raising awareness of the fact that all people are different but equal, regardless of their physical or social characteristics. We should respect all people.**

### Handouts

Children	Roma	Muslims	Americans
People with disabilities	Chinese	Europeans	Africans
Women	Poles	Politicians	Pupils
Men	Monks	Asians	Teachers

Grade	Topic	Expected result. A student:	Components of civic competences that can be developed by using the suggested exercise
7	<b>Africa</b> (§ 19. Population)	<ul style="list-style-type: none"> <li>• <b>Knows</b> that all people are different but equal;</li> <li>• <b>Respects</b> the representatives of other racial, national and ethnic groups;</li> <li>• <b>Understands</b> the negative impact of prejudices.</li> </ul>	<ul style="list-style-type: none"> <li>• Tolerance towards others, their opinions and views;</li> <li>• Awareness and appreciation of the diversity in the world;</li> <li>• Respect for universal human values;</li> <li>• Ability to work in a team.</li> </ul>

## All different – All equal, 7th grade

**Time: 15 min.**

### Literature used

Compass. Manual for human rights education with young people, pages 112–114.

### Objective

Explain that all people are equal, and prejudices is a negative phenomenon that interferes with open interaction and communication between people.

### Instructions

- Two quotations (in parallel they are presented on a slide or recorded on a blackboard or flipchart) are read to the students.

*"All people on Earth from the East to the West, from the North and from the South, constitute a single group; (they) differ in three distinct features: behaviour, physical appearance and language."*

*"Those who live on the Far North (of Europe...) have suffered from being too far from the sun. Their air is cold and their sky is cloudy. As a result, their temperament is cool and their behaviour is rude. Consequently, their bodies have become enormous, their colour turned white, and their hair drooped down. They have lost keenness of understanding and sharpness of perception. They have been overcome by ignorance and laziness, and infested by fatigue and stupidity."*

(The author Said al-Andalusi is a famous scholar from Cordoba (in what is now Spain), who was born in 1029 AD / 420 AH; well known for his wisdom and knowledge. It should be remembered that at that time, the Mediterranean basin, and especially the Arab Kingdoms around it, constituted – for the author – the centre of civilization. Science was not nearly as advanced in the North, as Said calls the Northern Europe, as it was in the Arab world, Persia, China and India.

- Students are united into groups of three, and answer the following question:
  - What does the text say about the author?
  - Why does the author describe people from the Northern Europe in this way?
  - Why do authors write such texts?
- One representative of the group of three represents the result.

### Discussion

- Can you give examples of people, who judged others?
- What are the consequences of the situations, when people are not valued for what they are, but for their origin or residence, and are disrespected due to this factor?
- What should we do to withstand the impact of prejudices?

### Summary

**Raising awareness of the fact that people cannot be judged depending on the area of residence, the colour of their skin, hair, eye shape, the level of education, or other qualities. Openness and tolerance without any prejudice are important for communication and interaction between people.**

Grade	Topic	Expected result. A student:	Components of civic competences that can be developed by using the suggested exercise
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8

**Religious Composition of the Population of Ukraine**

- Understands** and respects fundamental human freedoms;
- Is aware** of the importance of tolerance towards other views and opinions.

- Tolerance towards others, their opinions and views;
- Awareness of the diversity of the world;
- Openness to other cultures, believes and worldviews of other people;
- Critical thinking skills;
- Cooperation skills.

## A Mosque in Sleepyville, 8th grade

**Time: 15 min.**

### Literature used

Bookmarks — A manual for combating hate speech online through human rights education, pages 32–39.

### Objective

Explain that freedom of religion and religious tolerance are basic values and contribute to the formation of respect for human rights.

### Instructions

1. Students are grouped into 5 teams, each of them receives the text:

#### A MOSQUE IN SLEEPYVILLE

*You live in the picturesque town of Sleepyville, a town of about 80,000 people. In the last 60 years, the population has changed radically, partly because young people mostly try to move to larger cities to look for work, but also because the region has seen the arrival of a large number of immigrant families, many from Muslim countries. Some of these families have been here for 3 generations, but they are still treated with suspicion as "newcomers" by many people in the town. They now make up almost 15% of the total population. The issue that is now dividing the town is the desire of Muslims in Sleepyville to have a mosque built on a piece of derelict land belonging to the Council. This land has been undeveloped and has been a source of complaints to the Council for years: it is near the main shopping street and is an area where vandalism and drug-taking have been a regular problem. So when a rich businessman offered to take the problem off the Council's hands, the Mayor thought his lucky day had come! The Council readily agreed to give up the land and to fund 20% of the construction costs for a new mosque on the site. The remaining 10% of the building costs, which the businessman could not cover, were to be found from among the Muslim community. Building was meant to start this week... but the Council has been flooded with complaints from angry residents who object to the project. A week later, the Council's Twitter account was hacked by an anti-Muslim group and several abusive and racist tweets were sent out – some encouraging people to take to the streets and "hunt out the foreigners". An increase in racist attacks against Muslims followed, some resulting in violence. On one occasion, someone was critically injured. A few Muslim groups have responded, and violence between different gangs appears to be on the increase. The Mayor of Sleepyville has called for calm and has announced that the decision to build the mosque will be reviewed after a public consultation.*

2. Each group immediately receives the role it should present during the consultative meeting with the Mayor. The group identifies three short arguments for the construction of a mosque or against it, depending on the role.

### Handouts

You represent the Traditionalist Party on the Town Council, and you are very strongly opposed to the Mosque. You do not think it is right that Council land and Council resources should be spent on a place of worship that does not respect the traditions of this country and this town. You feel that immigrant families are privileged to be allowed to live here and that they should not try to impose different lifestyles on a country where they are guests. Some of the party members are strongly anti-Muslim, believing that the direct violence is that should be expected from a community, which believes in such a violent religion. You would really like to reduce the number of Muslims in the town because you think they have corrupted the traditional values of Sleepyville. You are also certain that the mosque will become a meeting area for recruiting terrorists.

You represent the Populist Party on the Town Council. You supported the original decision to have the Mosque built on the land, partly because you realize that the Muslim community has been very good for the economy of the town and you do not want to alienate them. But you have been very worried by complaints from residents and do not want to create an unnecessary conflict in the community. You are also concerned about your seat in the next Council elections, so you will probably support whichever option appears to be least controversial.

You represent the Diversity Party on the Town Council. You believe that the relatively large proportion of people from different parts of the world has added to the culture and interest of Sleepyville and you have felt it unfair that the town has deprived many of these people of the opportunity to practice their religion for so long. You would like to see more dialogue between the different communities in Sleepyville and you have been engaged in trying to calm the violence and bringing the opposing sides together to talk. You can see that the derelict land is causing social problems in the town and that the Council does not at the moment have the money to develop it themselves.

You are a member of the Youth Action Group. Your group was set up to address some of the worst problems for young people today in Sleepyville. You see the building of the Mosque as a solution both to the Muslim community's need for a place of worship, and as a solution to the numerous social problems which have been a result of the land being left derelict for so long. You support the building of this Mosque but you are concerned that other social problems may be neglected by the Council if they have to contribute to the building. In particular, the youth budget over the past 5 years has been cut to a level where it cannot begin to meet the needs in the town.

You are members of the "Muslim Association of Sleepyville". You have been asking the Council for years to provide a place of worship for the Muslim community, but it has always been refused on financial grounds. You feel that it is unfair that the Muslim community is being asked to find 10% of the building costs, when economic conditions are so harsh for most people, and when the Christian community has 11 different places of worship and these are used by far fewer people than the mosque would be. You feel that the contribution that your community has made to the town is not appreciated, that people in your community are unfairly discriminated against in various aspects of their life, and that in refusing to allow this mosque, the council is denying members of your community their fundamental right to religious worship. You are aware that some of your members hold more extreme views than the official views of the Association and you are concerned that some Muslims have responded violently to attacks on their communities. You are worried by the fact that a reversal of the decision will further alienate the Muslim residents and may lead to a further increase in inter-community violence.

3. The groups briefly announce the arguments together with the suggestions to support or not the construction of a mosque.

### Discussion

- How easy was it to be in your role?
- Do you think this situation can happen in real life?
- How would you react, if this case happened in your place of residence?

### Summary

**Raising awareness of the fact that freedom of religion and religious tolerance are the basic values that prevail in every European country, but acts of discrimination based on religion have not yet disappeared, and are increasing in number. Discrimination and intolerance are negative phenomena that violate human dignity and human rights, and spreading the culture of peace and respect for human rights can help to eliminate them.**



Grade	Topic	Expected result. A student:	Components of civic competences that can be developed by using the suggested exercise
9	<b>Number, distribution and density of the population of Ukraine, its age and gender composition</b>	<ul style="list-style-type: none"> <li>• <b>Understands</b> the concept of social justice;</li> <li>• <b>Understands</b> the need for gender equality, harmony and solidarity in society.</li> </ul>	<ul style="list-style-type: none"> <li>• Tolerance towards others, their opinions and views;</li> <li>• Respect for human dignity and human rights;</li> <li>• Respect for diversity;</li> <li>• Ability to stand for one's own opinion;</li> <li>• Analytical thinking skills.</li> </ul>

## The Statement, 9th grade

**Time: 15 min.**

### Literature used

Compass. Manual for human rights education with young people, page 63.

### Objective

Explain the need for social justice and gender equality, develop tolerance towards people, regardless of gender, age or social affiliation.

### Instructions

1. Place the following statements in two corners of the class room: I AGREE in the one, and I DISAGREE in the second one. Read out the statement to the students, ask them if they agree or disagree with the statement and tell them to take the position in the room between the two corners I AGREE, I DISAGREE or in the middle if they say I DON'T KNOW.
2. The students then comment on their choices and provide arguments for their support. They can also change their position.

### Statement

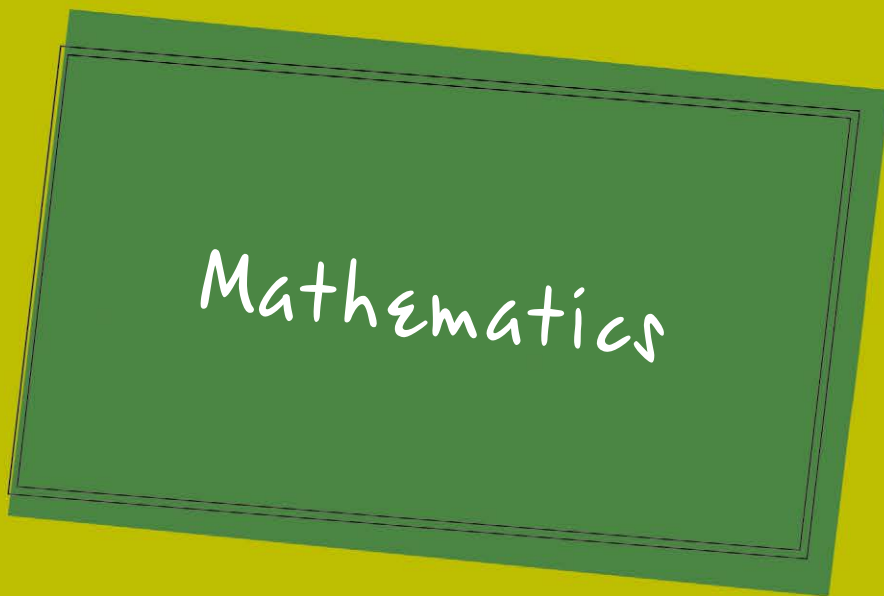
- Current reduction of the population of Ukraine may lead to the disappearance of the Ukrainian nation.
- The situation with the gradual reduction of the population of Ukraine can improve economic and social situation in the country.
- The population of Ukraine that has moved to other countries should return.
- In Ukraine, the average life expectancy of women is higher than the average life expectancy of men, so the retirement age needs to be changed: it needs to be increased for women and reduced for men.
- There are a large number of elderly people in Ukraine, so it would be a good thing to limit them to a minimum to save financial resources.
- All people are equal, regardless of their age, gender, ethnicity or nationality.

### Summary

**Rising awareness of the fact that all people, regardless of their age, gender, ethnicity, nationality or social status, are equal and have the same rights. Respect and tolerance towards human beings are the basis of peaceful coexistence.**

EXERCISES  
& METHODOLOGICAL  
RECOMMENDATIONS

Mathematics



# Methodological Recommendations and Subject's Characteristics

Development of civic competences at the mathematics lessons encourages education of responsible members of the local community and society in general who understand the principles and mechanisms of functioning of a democracy and act to fulfil their role as responsible citizens.

Acquiring knowledge, skills and attitudes necessary for living in a democratic society in the process of learning mathematics can take place at three levels: learning about democratic citizenship; learning for development of understanding and shaping of attitudes towards democratic citizenship; learning through a practical experience of democratic citizenship.

## Teaching about:

- Mathematics as a universal language of natural sciences and as an integral part of human culture;
- How mathematics can describe processes and phenomena in the real life;
- Personalities of the well-known mathematicians and their active civic participation.

## Teaching for:

- Raising an active and responsible member of the civil society;
- Developing the ability and readiness to apply mathematical knowledge in real life situations;
- Development of self-management skills, self-efficacy and economic use of own resources;
- Developing ability to analyze own economic situation and calculate family budget by using mathematical methods; make a sound consumer choice based on mathematical data;
- Awareness of the role of mathematic knowledge for living a full-fledged life in the modern society and contributing to the technological and economic growth of the state;
- Awareness of the meaning of quantitative indicators for development of the society.

## Teaching through:

- Solving tasks based on the real life situations;
- Researching the achievements of the famous Ukrainian mathematicians and their contribution to international research in natural sciences;
- Effective cooperation with others during implementation of educational projects;
- Encouraging team work and partnerships;
- Encouraging open expression of one's own opinion and discussion;
- Creating an atmosphere of openness, freedom of choice, tolerance, respect, equality, freedom, and justice in the classroom.

# Samples of exercises

Grade	Topic	Expected result. A student:	Components of civic competences that can be developed by using the suggested exercise
5	Natural numbers. Comparison of natural numbers.	<ul style="list-style-type: none"> <li>• <b>Knows</b> what the family budget is made up of;</li> <li>• <b>Understands</b> the essence of the concept of «the right to a decent standard of living»;</li> <li>• <b>Solves</b> real life problems with real data on the family budget, calculates the possibility of large-scale purchases;</li> <li>• <b>Is aware</b> of the need to plan a family budget.</li> </ul>	<ul style="list-style-type: none"> <li>• ability to analyze own economic situation and calculate family budget using mathematical methods;</li> <li>• ability to stand for one's own opinion;</li> <li>• economical habits and frugality.</li> </ul>

## Family budget, 5th grade

**Time: 20 min.**

### Literature used

Compass. Manual for human rights education with young people, pages 396, 602–603.

### Objective

Look into the structure and calculation of a family budget as a responsible citizen in a democracy.

### Instructions

1. Suggest that the students identify purchases needed for them and their family members in their opinion. Emphasize that the listed items are basic needs and that money is needed to buy them.
2. Ask who, in the opinion of the students, is responsible for ensuring that everyone has an opportunity to meet his/her basic needs?
3. Get the students acquainted with the content of Art. 11 of the International Covenant on Economic, Social and Cultural Rights, Art. 25 of the Universal Declaration of Human Rights and provide them with the information on the family budget.
4. Offer the students to calculate the family budget (see tasks below)

### Discussion

- What does the financial condition of a family depend upon? How is it related to the general economic development of the state?
- What human needs does the state help to meet?
- Why is it important to control your own budget?

### Summary

**Sum up the conclusion about the necessity and importance of planning a family budget.**

## Handouts

### From the International Covenant on Economic, Social and Cultural Rights

#### Article 11

Everyone has the right to an adequate standard of living for himself and his family, including adequate food, clothing and housing. Everyone has the right to be free from hunger.

### From the Universal Declaration of Human Rights

#### Article 25

(1) Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, and housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.

(2) Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

#### Family budget

The family budget is a total of income and expenses of the family for a certain period (most often for a month, because expenses and income are oriented precisely for this period). Consists of two parts: income and expenditure. The former of these is the source of replenishment of the family budget, and the latter is the expenses of a family.

#### The family budget of almost every family is formed by the following income items:

- 1) salary;
- 2) income from entrepreneurial activity;
- 3) income from private farming;
- 4) pensions, scholarships, and social guarantees;
- 5) income from securities;
- 6) other.

#### The family budget expense is divided into the following:

- 1) current expenses are the purchase of food, clothing, footwear, personal care products, travel fare, paid services, etc.;
- 2) one-time expenses are the purchase of housing, long-term use goods, tuition fees, various contributions, seasonal purchases, holiday expenses, etc.;
- 3) savings;
- 4) taxes;
- 5) different mandatory payments.

The key to the strength of a family budget is the excess of income over expenses.

#### Examples of tasks

1. A family has an annual budget of UAH 120,000.00. They spend UAH 7,000.00 a month for food and other basic needs. Is it possible for this family to buy the following goods: a gas stove for UAH 10,200.00, a family vacation package for UAH 35,000.00?
2. The minimum wage in Ukraine is UAH 1,684.00 and is expected to cover basic need of one person. A family consists of 5 people, of whom only two are employed: the mother receives UAH 4,500.00, and the father UAH 6,000.00. How much money should they earn additionally to ensure the normal existence of the entire family?

Grade	Topic	Expected result. A student:	Components of civic competences that can be developed by using the suggested exercise
6	Ratio and proportions. Calculations of interest rates.	<ul style="list-style-type: none"> <li>• <b>Knows</b> what a budget participation is;</li> <li>• <b>Solves</b> story problems for calculating the percentage of different values; Makes decisions in the sphere of financial transactions, etc.;</li> <li>• <b>Understands</b> how citizens can influence government activities in the budget sphere;</li> <li>• <b>Understands</b> the responsibility of everyone in the improvement of their own lives.</li> </ul>	<ul style="list-style-type: none"> <li>• Understands that active participation and responsibility are an integral part of human rights;</li> <li>• ability to speak in favour of and defend their position;</li> <li>• ability to cooperate in a team;</li> <li>• economical habits and frugality.</li> </ul>

## Budget participation, 6th grade

**Time: 20 min.**

### Literature used

Compass. Manual for human rights education for young people, pages 441–447.

### Objective

Deepen the understanding of civic participation, strengthens the ability to calculate the percentage of different values.

### Instructions

1. Inform students that since 2015 participation of residents in the decision-making about distribution of local community budgets was introduced in Ukraine. Through public discussion and voting, citizens decide what funds will be spent on what in the local community.
2. Invite students to solve the following tasks:
  - **Task 1.** The budget of Chernihiv city in 2016 was UAH 480 million, of Cherkasy — UAH 684 million, of Vinnytsya — UAH 500 million. In each of these cities, 1% of the budget has been allocated to support local civic initiatives. How much money was allocated by Chernihiv, Cherkasy and Vinnytsia to implement local projects?
  - **Task 2.** In 2016, 6,307 citizens voted for the projects submitted for the budget funding in Chernihiv. Of these, 996 supported the project «Taking care of a child», 785 — for the project «Hygiene — basic need in the modern world», 668 — for the project «Rozkvitay, children's garden». What percentage of citizens of Chernihiv voted for each of the projects?

### Discussion

- Why is the participation of citizens in the public budgeting important?
- What local projects would you support from the budget?

### Summary

**Lead students to a conclusion on the need for a democratic discussion of the problems of the local community and the responsibility of each person for improving his/her life in his/her local community.**

Grade	Topic	Expected result. A student:	Components of civic competences that can be developed by using the suggested exercise
7	<b>Functions. Functional dependence between values as a mathematical model of real processes.</b>	<ul style="list-style-type: none"> <li>• <b>Knows</b> about the possible forms of citizen participation in solving social problems;</li> <li>• <b>Understands</b> that active participation and responsibility are an integral part of human rights,</li> <li>• <b>Understands</b> the essence of the concept of «the right to decent living conditions»;</li> <li>• <b>Solves</b> story problems for the disposal of one's own and family finances;</li> <li>• <b>Is aware</b> of the need for personal and legal responsibility.</li> </ul>	<ul style="list-style-type: none"> <li>• Understands that active participation and responsibility are an integral part of democratic citizenship;</li> <li>• ability to speak in favour and defend their position;</li> <li>• ability to cooperate in a team;</li> <li>• economical habits and frugality.</li> </ul>

## Our future, 7th grade

**Time: 20 min.**

### Literature used

Compass. Manual for human rights education with young people, pages 214–217.

### Objective

Deepen understanding of personal involvement in and responsibility for management of one's own and family finances.

### Instructions

1. Ask students to stand up and line up in an (imaginary) line. Explain that they should demonstrate their attitude towards certain statements.
2. Identify two extreme positions — posters with inscriptions: «I agree» and «I disagree». Explain that the participants should take a certain position.
3. Read the round No. 1 statement in turn.
4. Ask participants to explain why they have chosen these positions.
5. Announce a change of rules. Explain that now you will read the statements, with which each participant can agree or disagree to a greater or lesser extent. Therefore, they can occupy any place along the (imaginary) line. At the same time, they should choose a position on their own, and, if possible, near those, whose views coincide with theirs. A short discussion while choosing a place is allowed!
6. Why were the positions behind Round No, 2 statements more diverse?
7. Ask the participants at the extreme flanks to explain why they have chosen such positions. Ask those in the centre to explain what their position means: lack of an exact point of view or lack of knowledge.
8. Allow the participants to change their position after they listen to each other's comments.

### Discussion

- Which part of the exercise was easier for you? Why?
- Why were the positions behind round No. 2 statements more diverse?
- Do you think citizens have the right to discuss the fairness of tax legislation? Why?
- What can citizens do to make the tax rules fair?

### Summary

Lead the students to a conclusion that democratic societies are better equipped to influence establishment of fair taxation in the state; everyone is responsible for their participation in the process of protecting human rights.

### Examples of statements

#### Round No. 1

- Mykola bought a CD with a new computer game for 120 UAH. The value added tax (VAT) on this purchase is 20.00 UAH, provided that the VAT rate is 20%.
- The rate of the personal income tax in Ukraine is 18%. When receiving a salary of UAH 4,000.00, the employee pays 800.00 UAH of this tax.
- The war tax rate in Ukraine is 1.5%. You need to pay UAH 75.00 of war tax from the salary of UAH 5,000.00.
- The employee receives the minimum salary (UAH 3,200.00). After paying the personal income tax (18%) and the war tax (1.5%), he/she will receive UAH 3,000.00.

#### Round No. 2

- When paying taxes to the state treasury, the citizens take care of themselves.
- Those who pay all taxes, should have more rights in participate in public expenditure debates.
- Poor taxes are harmful because they do not allow the state to respond to the most important public needs.
- Taxes help overcome social inequality.

Grade	Topic	Expected result. A student:	Components of civic competences that can be developed by using the suggested exercise
9	<b>Inequalities. Numerical inequality.</b>	<ul style="list-style-type: none"> <li>• <b>Knows</b> about the right to equality, and the existence of social differentiation;</li> <li>• <b>Solves</b> problems to calculate and analyze financial capacity of a person;</li> <li>• <b>Understands</b> that the problem of social inequality arises often due to the lack of quality access to exercising rights and opportunities;</li> <li>• <b>Is aware</b> of the role of the state in ensuring equal access to social benefits for all.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding that active participation and responsibility are an integral part of democratic citizenship;</li> <li>• ability to speak in favour of and defend their own position;</li> <li>• ability to cooperate in a team;</li> <li>• economical habits and frugality.</li> </ul>

## Take a step forward, 9th grade

**Time: 20 min.**

### Literature used

Compass. Manual for human rights education with young people, pages 157–160.

### Objective

Show the possibility to apply numerical inequalities for modelling economic situations, deepen the understanding of human rights.



### Instructions

1. Prepare role cards (for a number of small groups) and a list of «situations and events».
2. Unite students in small groups. Distribute the role cards and ask them to «adopt» the role after reading the information.
3. Put students who are going to present their roles in a line (imaginary or painted one on the floor).
4. Tell the participants that you will read the list of situations. If they can answer «yes» to a given situation, they should take a step forward. Otherwise, they should stay in place and not move.
5. Read the situations one by one. Make pauses between the situations read so that participants have time to make calculations, go ahead, look around and understand their position with respect to other participants.

### Discussion

- Was it easy or difficult to play different roles? What do you think of the family, whose role was presented?
- Have there been such moments, when someone felt that their financial capabilities limited their satisfaction of certain needs?
- How does this experiment reflect the society?
- Who plays a leading role in creating equal opportunities for all?
- What first steps can be taken to eliminate inequities in the society??

### Summary

**Leading to a conclusion about the importance of equal access to human rights.**

### Role cards:

<p><b>Father, mother, two school-age children.</b>            Father's salary — UAH 7,000.00.            Mother's salary — UAH 4,500.00.            Monthly expenses — UAH 10,000.00,            including utility fees — UAH 2,600.00.</p>	<p><b>A single mother, preschool age child.</b>            Mother's salary — UAH 3,200.00.            Monthly expenses — UAH 3,200.00,            including utility fees — UAH 1,400.00.</p>
<p><b>Unemployed man</b>            Unemployment compensation — UAH 2,500.00.            Monthly expenses are ≈UAH 2,500.00,            including utility fees — UAH 800.00.</p>	<p><b>Father, mother, daughter, who is a student.</b>            Father's salary — UAH 6,000.00.            Mother's salary — UAH 4,500.00.            Daughter's scholarship — UAH 1,100.00.            Monthly expenses — UAH 9,000.00,            including utility fees — UAH 1,600.00.</p>
<p><b>Father, mother, 1-year-old child, old woman, who is a pensioner</b>            Father's salary — UAH 8,000.00.            Monthly allowance for a child up to the age of 860 years — UAH 860.00.            Grandmother's pension — UAH 1,500.00.            Monthly expenses — UAH 9,000.00,            including utility fees — UAH 1,300.00.</p>	<p><b>Father with a disability, mother, preschool age child.</b>            Father's pension — UAH 2,000.00.            Mother's salary — UAH 3,500.00.            Monthly expenses — UAH 9,000.00,            including utility fees — UAH 1,300.00.</p>
<p><b>Husband and wife, who are pensioners</b>            Husband's pension — UAH 1,800.00.            Wife's pension — UAH 1,400.00.            Monthly expenses — UAH 9,000.00,            including utility fees — UAH 1,300.00.</p>	<p><b>Father, mother, three children of preschool and school age.</b>            Own company. Income — UAH 80,000.00 / month            Monthly expenses — UAH 9,000.00,            including utility fees — UAH 1,300.00.</p>

**Reference information**

- The minimum wage in Ukraine (since May 1, 2017) is UAH 1,684.00.
- Income tax rate for individuals — 18%.
- Taxpayers, who hold two or more children under 18 years of age and a child with disabilities, are entitled to a state allowance for each child.
- The Ukrainian families can receive state aid (a subsidy) if their utility costs exceed an average of 15% of their monthly total income.

Tax social benefit is allocated to low-income families with an average monthly gross income lower than the minimum wage.

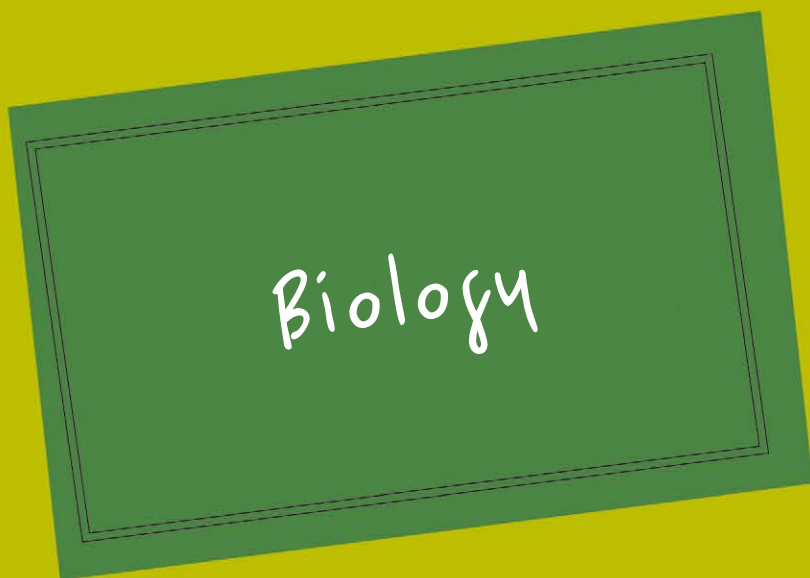
**Examples of situations**

- Family income exceeds the minimum wage.
- The amount of personal income tax payable by family members  $n$  corresponds to the condition:  $\text{UAH } 1,400 < n < \text{UAH } 1,700$ .
- The family has the right to receive a state subsidy.
- One of the employed family members may apply for a tax social benefit.
- During the year, the family can afford the purchase of home appliances for  $x$ , which corresponds to the condition:  $\text{UAH } 1,500 < x < \text{UAH } 12,000$ .
- The family placed the monthly balance of funds on  $s$  deposit at 12% per year. The amount of family income received during the year  $> \text{UAH } 3,500.00$



# EXERCISES & METHODOLOGICAL RECOMMENDATIONS

Natural sciences (5th grade),  
Biology (6–9th grades)



# Methodological Recommendations and Subject's Characteristics

Development of social and civic competences at the biology lessons is focused on encouraging students to realize their own responsibility for preservation of life on the Earth, strengthening of the mental and physical health of each individual able to contribute to and participate in a democratic society.

Development of democratic competences in the process of studying biology can take place at three levels: teaching about democratic citizenship (and civic responsibility); teaching for democratic citizenship (shaping the understanding of and attitude towards); teaching through practical experience of democratic citizenship.

## Teaching about:

- necessity to establish balanced relations with nature on the basis of respect for life as the highest value and respect for every living creature as a unique part of the biosphere;
- biological ideas and theoretical generalizations, which constitute an integral part of the universal culture;
- decision-making in a democratic society, free choice and action in various spheres of life;
- the scientific worldview on caring attitude to nature, to themselves, to other people, and to universal human values.

## Teaching for:

- understanding of one's own civic position in a democratic society, one's own role in preserving the nature where a student is studying, by means of public campaigns;
- understanding of the biological nature and social essence of a person, which requires both natural and social environments for a full personal development;
- a healthy lifestyle and responsibility for one's own life and health;
- preparedness to solve environmental problems;
- ability to protect the citizens' rights to a safe environment in a democratic society.

## Teaching through:

- researching wildlife independently or in a team, planning and conducting observations and experiments, effectively collaborating with others on the implementation of socially meaningful projects, demonstrating curiosity and responsibility;
- making responsible actions and reasonable decisions with regards to healthy lifestyle;
- discussing and finding solutions for the environmental challenges in one's own area, defending his/her position in the discussions, including with local authorities;
- attracting public attention to the protection and care of natural resources through team projects and cooperation;
- helping each other and those in need;
- developing the sense of the beauty of nature and joy of its knowledge through the aesthetic (including an artistic) perception of the environment.

# Samples of exercises

Grade	Topic	Expected result. A student:	Components of civic competences that can be developed by using the suggested exercise
5	The significance of water in nature. The use of water by a human being.	<ul style="list-style-type: none"> <li>• <b>Knows</b> that water conservation ensures the human right to life;</li> <li>• <b>Understands</b> the importance of cooperation for the conservation of natural resources.</li> </ul>	<ul style="list-style-type: none"> <li>• cooperation skills;</li> <li>• responsibility;</li> <li>• civic consciousness;</li> <li>• skills to solve environmental problems;</li> <li>• solidarity with other members of the society.</li> </ul>

## Waterdrops, 5th grade

**Time: 15 min.**

### Literature used

Composito — Manual on Human Rights Education for Children, pages 119–123.

### Objective

Explain the importance of responsible attitude towards the environment and reasonable use of natural resources as essential components of human rights.

### Instructions

1. Discussion:
    - Why is water important for life?
    - What should be the water useful?
    - Do all people on the Earth have access to clean water, and why?
  2. Work in teams.
- Each team writes three ideas for the conservation of clean water on a sheet of paper in the form of a drop of water.
3. Presentation of teamwork: stick drops to a flip chart to create a flow of water (the association that each of us is a drop, and together we are a powerful environment...).

### Summary

**Raise awareness of the fact that every person is a part of the planet and its smallest actions affect the environment, so each person is responsible for the conservation of resources. Environmental protection, in particular, preservation of water resources, is important for ensuring human rights, for example, the right to life.**

Grade	Topic	Expected result. A student:	Components of civic competences that can be developed by using the suggested exercise
6	Plants	<ul style="list-style-type: none"> <li>• <b>Understands</b> that responsibility is an integral part of democratic participation;</li> <li>• <b>Is aware</b> of own responsibility for the conservation of the surrounding ecosystem;</li> <li>• <b>Demonstrates</b> readiness to take responsibility, in particular regarding ensuring a favourable living environment.</li> </ul>	<ul style="list-style-type: none"> <li>• cooperation skills;</li> <li>• responsibility;</li> <li>• civic consciousness;</li> <li>• skills to solve environmental problems;</li> <li>• solidarity with other members of the society.</li> </ul>

## I am for ecology, so is my school ..., 6th grade

**Time: 15 min.**

### Literature used

R. Gollob, V. Weidinger. Growing up in democracy: Lesson plans for primary level on democratic citizenship and human rights, pages 76–82.

### Objective

Shape an understanding of the concept of responsibility as a certain contribution to the community life and explain that the responsibility ensures favourable living environment.

### Instructions

#### 1. Discussions:

- What happens, if in the area, where you live, no plants would grow and there would be no green vegetation?
- Who is responsible for preserving the environment?

#### 2. Creating a tree of ideas

Students create a tree of ideas on a blackboard or a flip chart, that concern the things related to the environment they can be responsible for in their habitat, (one idea written on sticker-leaf, which is stuck to the common tree, per each student).

### Discussion

- What does the concept of „to bear responsibility“ mean?
- What will be the consequences, if a person lacks responsibility?

### Summary

**Raise the awareness of the fact that everyone is responsible for the natural living space and that responsibility is a form of democratic participation.**

Grade	Topic	Expected result. A student:	Components of civic competences that can be developed by using the suggested exercise
7	<b>Organisms and habitats. Influence of a human being and his/her activity on ecosystems.</b>	<ul style="list-style-type: none"> <li>• <i>Understands</i> the interrelation between human rights and the surrounding ecosystem;</li> <li>• <i>Knows</i> international legislation on environmental protection;</li> <li>• <i>Is aware</i> that cooperation and accountability are important components of environmental protection and democracy.</li> </ul>	<ul style="list-style-type: none"> <li>• cooperation skills;</li> <li>• civic responsibility;</li> <li>• critical and analytical thinking.</li> </ul>

## Human rights and the environment, 7th grade

**Time: 15 min.**

### Literature used

Compass. Manual for human rights education with young people, pages 494–499.

### Objective

Explain the relation between ensuring human rights and the environment and reveal the mechanisms of environmental protection.

### Instructions

When asked to talk about “the environment”, what do you think of first? What problems do you think of?

**Work in four teams.**

Read the information about the international environmental protection documents (one document per one team).

The 1972 Stockholm Declaration on the United Nations Conference on the Human Environment can be seen as the starting point of a rights-based approach to environmental protection. It formulated the principle that “Man [should] have the fundamental right to freedom, equality and adequate conditions of life, in an environment of a quality that permits a life of dignity and well-being, and he bears a solemn responsibility to protect and improve the environment for present and future generations”. Is it possible for everyone in the world to live a life with dignity and in adequate conditions of life without devastating consequences for the environment? If yes, how? Environmental damage can be as much the result of underdevelopment as it is of development. For example, underdevelopment and consequent poverty lead to deforestation as the affected population forages for firewood to be used for cooking and warmth. Given the lack of pastures, overgrazing at the periphery of agricultural land leads to desertification. Inadequate sewage treatment and garbage collection result in a lack of potable water. Inadequate education cripples the national pursuit of a cleaner environment. Development, on the other hand, attacks the environment in another way. Economic gains motivate the destruction of forests and the displacement of tribal communities and the maximal exploitation of natural resources. Industrialization pollutes the air, water and atmosphere through toxic and chemical discharges during production and consumption, all in the name of development

In 1989, the Brundtland Report sought to dissolve the inherent contradictions between environment and development through the principle of sustainable development, which it defined as “development that meets the needs of the present without compromising the ability of future generations to meet their own needs”. The report was the background for the 1992 UN Conference on Environment and Development (also known as the Earth Summit), which produced the Rio Declaration on Environment and Development. The declaration (also called Agenda 21) was a plan of action to be taken on globally, nationally and locally by governments, organizations and individuals in every area in which human beings impact on the environment. Another outcome of the Rio meeting was the United Nations Framework Convention on Climate Change (UNFCCC). The UNFCCC provides an overall framework for intergovernmental efforts to tackle the challenges of climate change.



The Århus Convention on Access to Information, Public Participation in Decision-Making and Access to Justice in Environmental Matters was agreed by the UN Economic Commission for Europe in 1998. The convention has been ratified by 40 countries and also by the European Union. It is the first international treaty to recognize “the right of every person of present and future generations to live in an environment adequate to his or her health and being”. It also recognizes the right to public information on environmental issues, to participation in environmental decision making and access to independent courts in relation to environmental decisions. Despite having been ratified mostly by European and Central Asian countries only and having a very weak monitoring mechanism, the convention is of global relevance by its combination of environmental and human rights.

The human rights approach based on equity and justice, rights and responsibilities are seen by many as the way forward to protecting the environment. However, for many years activists and others in the environmental movement have argued that this premise is not enough. Their point is that if human life and health are the aims of environmental protection, then the environment will only be protected as a consequence of, and to the extent needed to protect human well-being. In 2009 at the end of the World People’s Conference on Climate Change and the Rights of Mother Earth in Bolivia, the Universal Declaration of Mother Earth (2010) was sent to the UN for consideration. Article 2 states that “Mother Earth has the right to exist, to persist and to continue the vital cycles, structures, functions and processes that sustain all beings”.

**Discussion**

- What is the objective of the international environmental protection documents?
- What human rights are described in the documents?
- Identify the three conditions necessary for the implementation of these documents?
- Presentation of the work in teams.

**Summary**

**Raise awareness of the fact that protection of environment is effective and efficient only through close cooperation at all levels (from local to global) and with different levels of responsibility (individual, collective, state, regional, and international).**

Grade	Topic	Expected result. A student:	Components of civic competences that can be developed by using the suggested exercise
9	Food chain, energy flows and circuits of substance in ecosystems.	<ul style="list-style-type: none"> <li>• <b>Understands</b> the necessity to occupy an active civic position in the field of environmental protection;</li> <li>• <b>Is aware</b> of the relationship between the ecosystem and human activity and its role in preserving the ecosystem;</li> <li>• <b>Is able</b> to work in a team.</li> </ul>	<ul style="list-style-type: none"> <li>• cooperation skills;</li> <li>• analytical and critical thinking skills;</li> <li>• civic participation and responsibility.</li> </ul>

**Web of life, 9 the grade**

**Time: 15 min.**

**Literature used**

Compass. Manual for human rights education with young people (Web of life exercise, pages 228–232).

### Objective

Explain that everything is interrelated in nature, the role of the humanity is to preserve the nature through cooperation and solidarity.

### Instructions

1. Ask participants to stand in a circle.
2. Explain that they are to build a model of the web of life.
3. You start. Hold the ball of string in your hand and name a green plant, for instance, a cabbage.
4. Hold onto the end of the string and throw the ball to someone across the circle. They catch it! There is now a straight line of string between the two of you.
5. This person has to name an animal that eats cabbages, for instance, a caterpillar. They then hold onto the string and throw the ball to a third person across the circle.
6. This third person has to think of an animal that feeds off caterpillars, for instance, a bird, or if they know one, they can say a species of bird, such as a thrush. They then throw the ball to a fourth person.
7. Continue the game so that the ball of string passes back and forth across the circle until you have created a crisscross mesh that represents the "web of life".
8. Now ask each participant in turn to give a specific example of what is damaging this web of life, then take the scissors and make a slit in the spider web for each example. The web will be broken step by step, and at your feet, there will be tangled threads lying uselessly on the floor. The destroyed web is an illustrative example.

### Discussion

- What can we do to save the web of life?
- What concrete steps can you personally take to preserve the nature?

### Summary

**Raise awareness of the fact that active civic participation contributes to preserving of the ecosystem, and that successful results depend on cooperation and responsibility of everyone.**

Grade	Topic	Expected result. A student:	Components of civic competences that can be developed by using the suggested exercise
5	<b>Coexistence of organisms</b>	<ul style="list-style-type: none"> <li>• Demonstrates a responsible attitude to life</li> <li>• Understands that all organisms in their diversity are valuable</li> </ul>	<ul style="list-style-type: none"> <li>• cooperation skills</li> <li>• responsibility</li> <li>• knowledge and critical understanding of the world</li> <li>• attentive and impartial attitude to the opinions and statements of others</li> </ul>

## Differences and similarities, 5th grade

**Time: 15–20 min.**

### Literature used

Living in democracy: EDC/HRE lesson plans for lower secondary level

### Objective

The students can explain equalities and differences between people. The students appreciate equality and difference.

### Instructions

Students shape groups of four or five. Each group needs a piece of paper and a pen. The teacher explains that he/she is going to ask a number of questions to which the students must respond yes or no. In preparation for this, the students are asked to write down the letters A to R horizontally, in alphabetical order, leaving enough room underneath. The teacher can do the same on the blackboard.

Example Questions: A B C D E F .....

Answers: 1 0 1 0 1.....

The teacher then asks a series of questions (from A to R) from List A, and the students note their answers individually in the form of 1 ("yes") or 0 ("no"). The teacher invites one representative from each group to write their answers in the A list on the blackboard. Then the teacher asks the students to look at the answers on the blackboard and compare them with their own. Do they see discrepancies in the answers? Can they summarize the differences between the answers?

The teacher invites the students to answer a series of questions from the list B. Again, the representatives from each group should write their answers on the blackboard opposite the alphabetical letters. Why is there almost no discrepancy between the groups? The teacher asks the students whether they can highlight common aspects in the answers.

### Handouts

#### List A

- A. Are you a woman?
- B. Have you visited more than one foreign country?
- C. Do you like playing some sports?
- D. Do you play a musical instrument?
- E. Do you have brown eyes?
- F. Are both of your grandmothers still alive?
- G. Do you wear glasses?
- H. Do you like being out in the countryside?
- I. Are you a rather quiet person?
- J. Are you rather tall (more than average)?
- K. Are you a rather sad person (more than average)?
- L. Do you easily get cold?
- M. Do you like travelling?
- N. Do you like going to the hairdresser's?
- O. Do you like working with computers?
- P. Are you afraid of heights?
- Q. Do you prefer brown to blue?
- R. Do you like drawing/painting?

#### List B

- A. Do you always feel happy?
- B. Do you have nails on your fingers?
- C. Are you able to think a little bit?
- D. Did a mother give birth to you?
- E. Can you fly without using any equipment (like a bird can)?
- F. Can you live without drinking anything?
- G. Do you breathe?
- H. Do you live constantly under water?
- I. Do you have feelings of any kind?
- J. Is your blood green?
- K. Have you ever fallen down?
- L. Can you look through walls?
- M. Can you communicate with others?
- N. Do you like nice weather?
- O. Would you prefer not having to meet people?
- P. Do you have a tongue?
- Q. Can you walk on water (as some insects do)?
- R. Do you sometimes feel tired?

**The teacher offers the students a large sheet of paper and a marker. Their task is:**

1. Find three examples of situations, in which it's nice to be like other people. Explain why, in your opinion, people are fond of similarity?
2. Find three examples of situations, in which it's nice to be different from other people. Explain why, in your opinion, people are fond of being different?
3. Find three examples of situations, in which it is unpleasant to be different from others. Again, they should explain, why they believe that these are good examples. What feelings are they experiencing?

# EXERCISES & METHODOLOGICAL RECOMMENDATIONS

## Physical training



Physical  
training

# Methodological Recommendations and Subject's Characteristics

Development of civic responsibility ensures fostering active citizens who understand the principles and mechanisms of democracy, are able to effectively co-operate with others, show solidarity and interest in a common solution of problems, as well as perform critical and practical reflection on common decisions.

Development of social and civic competence can take place at three levels: learning about democratic citizenship; studying for the development of understanding and attitudes towards democratic citizenship; learning through practical experience of democratic citizenship.

## Teaching about:

- physical training as a component of the general culture of a society;
- healthy lifestyle and health as one of the main assets in life.

## Teaching for:

- taking responsibility for myself, community and society in general;
- understanding the role of each individual in achieving success in a team;
- understanding the importance of communication for preventing and resolving conflicts;
- respect of alternative opinions and views;
- observance of democratic principles in physical activity;
- conscious attitude towards own health and health of others.

## Teaching through:

- group interaction, teamwork, work in groups, pairs;
- participation in team games;
- processes of common decision-making;
- open voting;
- finding a solution of problematic situations in an educational project;
- creation of a situation of choice;
- creating an atmosphere of openness, trust, free choice, tolerance, respect, equality, freedom, justice.

# Samples of exercises

Grade	Topic	Expected result. A student:	Components of civic competences that can be developed by using the suggested exercise
5	Team sports (basketball, volleyball, handball, etc.)	<ul style="list-style-type: none"> <li>• <b>Understands</b> what it means to depend on others, and when others depend on you;</li> <li>• <b>Knows</b> how to work in a team;</li> <li>• <b>Appreciates</b> and respects others;</li> <li>• <b>Realizes</b> the importance of sports for all.</li> </ul>	<ul style="list-style-type: none"> <li>• valuing equity and justice;</li> <li>• respect for diversity;</li> <li>• responsibility;</li> <li>• cooperation skills;</li> <li>• tolerance towards others.</li> </ul>

## Chopsticks, 5th grade

**Time: 15 min.**

### Literature used

Background materials on democratic citizenship and human rights education for teachers / R.Gollob, P. Krapf. — Translation from English and adaptation of N. G. Protasova. – K.: Osnova, 2016. – Vol. 6, p. 16.

### Objective

To develop group interaction and ability to work in a team.

### Instructions

1. The class is divided into groups of approximately eight students.
2. Groups shape rows at a distance of 1-1.5 meters from each other.
3. Students take chopsticks (or pens, pencils) and hold them with each other with the tips of index fingers so that the sticks join the rows of participants in the chain (the first and last student holds only one stick in a row).
4. Now the students should run to a predetermined purpose, for example, to another area of the gym (or school ground). If two participants drop their sticks, the whole team should return to the start and begin the move again. Teams can devise the best way and strategy for safe movement to the objective without dropping the sticks without any restrictions.
5. Depending on how complex this task is for the students, these rules can be applied more or less strictly. For example, teams can make one attempt and, if necessary, make suggestions to the rules. Children understand that rules need to be implemented, but they can be changed if necessary.

### Equipment

Chopsticks or pencils, ballpoint pens, etc. (about 15 cm long).

### Discussion

- What did you feel while performing the task?
- What is the role of each participant for the teamwork? What depends on it?

### Summary

**Each team player plays an equally important role; the participants are interdependent; the team wins from the united action of all the participants.**

Grade	Topic	Expected result. A student:	Components of civic competences that can be developed by using the suggested exercise
6	Team sports (basketball, volleyball, handball, etc.)	<ul style="list-style-type: none"> <li>• <b>Knows</b> that all people are different but equal;</li> <li>• <b>Understands</b> the importance of communication in conflict resolution;</li> <li>• <b>Respects</b> the opinion of others;</li> <li>• <b>Realizes</b> the importance of sports for all.</li> </ul>	<ul style="list-style-type: none"> <li>• valuing equity and justice;</li> <li>• respect for human dignity and human rights;</li> <li>• cooperation skills;</li> <li>• skills of working in a team;</li> <li>• ability to peacefully resolve conflicts;</li> <li>• flexibility and adaptability.</li> </ul>

## Battle for the orange, 6th grade

**Time: 15 min.**

### Literature used

Comasito. Manual on Human Rights Education for Children, pages 65–66.

### Objective

To develop group interaction and ability to work in a team.

### Instructions

*Problematic question: Are there win-win situations?*

Children are united into two teams of 5–6 people in each (team A and team B), if there are many children in the class, then there are three pairs of teams of 5–6 people (three teams A and three teams B). Each team receives a task that needs to be kept in secret.

Team A. «Your Objective is to get an orange to make orange juice from it».

Team B. «Your Objective is to get an orange because you need its zest to bake an orange muffin.»

Game conditions: Teams A and team B sit in a row face to face. On the teacher's signal, everyone has to complete the task for 3 minutes. It is prohibited to use force!

The teacher puts one orange between the two groups and says «Go!» The teacher does not interfere in the game. After 3 minutes he/she says «Stop!»

### Equipment

An orange (one for team A and team B).

### Discussion

- What was your team's goal? (Teacher asks team A and team B in turn).
- What was your team's result in 3 minutes?
- What helped you to complete the task? What interfered?
- What is important in the team sports?

### Summary

**The important thing about team sports is the ability to communicate, negotiate, and support one another, respect team members and rivals.**

Grade	Topic	Expected result. A student:	Components of civic competences that can be developed by using the suggested exercise
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7

**Volleyball.**  
**Interaction of players.**

- **Understands** the importance of interaction of players for achieving success of the team;
- **Appreciates** equality;
- **Respects** the opinion of others, takes responsibility for the decision;
- **Is aware** of the value of his or her

- respect for equity and justice;
- respect for diversity;
- cooperation skills;
- tolerance;
- ability to withstand prejudice;
- respect for human rights

## World Summer Camp, 7th grade

**Time: 15 min.**

### Literature used

Comas-Forgas. Manual on Human Rights Education for Children, 76–79.

### Objective

To develop respect for an individual, equality and freedom from discrimination.

### Instructions

The teacher explains that the children are in the World Summer Camp and have the opportunity to choose three children, with whom they will live in one tent (the children select them independently from the list).

The participants are united into teams of four. They need to place children in four tents for four persons (including those, whom they have selected from the list), by taking a group decision.

The teacher monitors so that exercising does not reinforce stereotypes in children. It is also worth adapting the offered list of children so that there is no similarity in children from the list with the children playing this game.

**Tools:** paper, pencils.

### List of children

- |   |   |   |
|---|---|---|
| 1. A child with a broken leg and crutches                   | 8. A child who uses sign language to communicate.                 | 14. A child that seems permanently to have hiccups.                               |
| 2. A Roma child from your own country with golden earrings. | 9. A child who listens to an MP3 all the time.                    | 15. A child dressed in a jacket just like yours.                                  |
| 3. A fat child from the USA.                                | 10. A child from Palestine with only one arm.                     | 16. A child who plays games on his phone all the time.                            |
| 4. An immigrant child from Africa                           | 11. A child from your country who doesn't seem to be very clever. | 17. A child from India dressed in national clothes.                               |
| 5. A blind child accompanied by a guide dog                 | 12. A child from Mongolia with very long black hair.              | 18. A child with bruise under the eye and in a T-shirt and a bandana with skulls. |
| 6. A child with thick glasses and a spotty face.            | 13. A child with blond hair who speaks very properly.             | 19. A child who reads all the time.   |
| 7. A child from the UK dressed in a school uniform          |   | 20. A shy child.  |

### Discussion

- What is the basis for choosing neighbours in the tent?
- What emotions overwhelm you when you are chosen? And when you are not chosen?
- How easy is it to make a choice?
- How did they make a common decision?
- What is important in team interaction?

### Summary

**In team interactions, players support equality and freedom from discrimination.**

**Next time, when children will have to choose partners or teams, the teacher reminds the children about this game.**



Grade	Topic	Expected result. A student:	Components of civic competences that can be developed by using the suggested exercise
8	Interaction of players	<ul style="list-style-type: none"> <li>• <b>Understands</b> the importance of justice;</li> <li>• <b>Appreciates</b> equality;</li> <li>• <b>Respects</b> the opinion of others, takes responsibility for the decision made;</li> <li>• <b>Realizes</b> the importance of sports for all.</li> </ul>	<ul style="list-style-type: none"> <li>• respect for human dignity and human rights;</li> <li>• skills of working in a team;</li> <li>• valuing equality and equity;</li> <li>• responsibility.</li> </ul>

## Every vote counts, 8th grade

**Time: 15 min.**

### Literature used

Comasito. Manual on Human Rights Education for Children, 100–105.

### Objective

To encourage group interaction, promote understanding of everyone’s participation in decision-making and responsibility for the implementation of the decisions made.

### Instructions

The teacher asks the children to recall their experience in discussing a certain issue or voting (for example, the election of a school president, monitor of the class, etc.).

For this exercise, you need to join a group of 5–6 people. Each group receives a card with the situation and has to offer its solution having made a group decision.

Groups shall present their results in turn.

**Situation A.** Your sports club needs a president. The club has 60 people. How can the president be selected in a democratic way?

**Situation B.** Schoolchildren in your school discuss whether to allow children to take mobile phones at school. Some want, others think that it distracts from studying, and this is unfair in relation to children, who do not have mobile phones. The director gives the children the opportunity to make decisions on their own. There are 350 students in the school. How can this be solved?

**Situation C.** Your volleyball team won the competition, receiving a prize of UAH 5,000. The coach gives you the opportunity to choose how to spend money on your own. Some want to go to a pizzeria, others -- an excursion and others want to buy new balls and volleyball net. The team has 20 people. How do you decide where to spend money?

### Discussion

- How are you satisfied with the decision made?
- How did you make a decision?
- To what extent was the opinion of each participant taken into account?
- How many participants were able to express their opinion during the discussion?
- What needs to be done to ensure democratic decision-making in your group/team?

### Summary

**Everyone has the opportunity to choose; every vote counts; we all have equal opportunities.**

Grade	Topic	Expected result. A student:	Components of civic competences that can be developed by using the suggested exercise
9	Olympic Games. Paralympic Games.	<ul style="list-style-type: none"> <li>• <b>Knows</b> that all people are different but equal;</li> <li>• <b>Respects</b> the opinion of others;</li> <li>• <b>Realizes</b> the importance of physical culture and sports for everyone.</li> </ul>	<ul style="list-style-type: none"> <li>• respect for diversity;</li> <li>• cooperation skills;</li> <li>• tolerance;</li> <li>• ability to withstand prejudice;</li> <li>• valuing equality and equity.</li> </ul>

## Sports without borders, 9th grade

**Time: 15 min.**

### Literature used

Compass. Manual for human rights education with young people, pages 280–284.

### Objective

To encourage teamwork, promote respect and participation.

### Instructions

*Problematic question: «Have you ever tried to play basketball in a wheel chair?»*

The teacher reports that the World Competition Day takes place on May 25 every year. The task of the participants is to invent a new game in the traditions of sports for all.

The students are united in small groups. Each group chooses a wheel chair and selects two persons to perform the roles of the disabled persons in their team.

The teacher explains that each group should come up with and demonstrate a game, in which everyone participates. Each participant in the group participates in planning and decision making, as well as in the demonstrating the game.

It is important to involve all children in the game!

Teams demonstrate the selected games in turn. At this time, other teams demonstrate how much this game is available to everyone by applauses.

### Equipment

Sports equipment, elastic bandages, bandages or dark glasses, ear protectors.

Role cards.

### Discussion

- Were you satisfied with the task?
- How did you make the decision: did everyone participate in the discussion?
- People playing the role of the disabled, was it difficult to play your role?
- What was to be done to make these sports for all?
- How are the disabled persons involved in sports? Provide examples of victories of the disabled people in sports.

### Summary

**All people have the right to respect and participation, as well as for self-expression. Emphasize how children co-operated during the exercise.**

**Handouts****Role cards**

A person with sight loss	A wheelchair user
A person with one arm	A person with no arms
A person with a limp	A person with one leg
A person with learning difficulties	A person with hearing loss
A person with hearing and sight loss	A person with no disabilities

# Instead of the Epilogue: From the Creative Teacher to a Responsible Citizen

*Khrystyna Chushak, PhD in Political Sciences, Senior Research Fellow at Ivan Krypnyakevych Institute of Ukrainian Studies of the National Academy of Science of Ukraine, National Coordinator of Schools for Democracy Programme*

Dear colleagues, the offered exercises are meant as examples of interactive activities that help master the content of specific subjects and, at the same time, develop the components of civic and social competences. The working group adapted the Council of Europe materials only for reference; this publication does not intend to limit the autonomy of the teacher, his/her academic freedom, which is referred to in the Concept of the New Ukrainian School. We are sure that teachers reviewing this manual are willing to pick up the call and effectively combine the content of their subjects with the transversal topic of «Civic Responsibility», using in particular the Council of Europe manuals<sup>1</sup>.

The experience of trainers working in the Schools for Democracy Program with schools in different parts of Ukraine, shows that the teacher community has a powerful creative and professional potential. During one and a half years in the Program, several schools have prepared their own education curricula introducing education for democratic citizenship and human rights into their subjects. A number of teachers have developed and published their own publications to this end.

For example, 14 teachers of the Nosachiv Primary and Secondary General School of the Smilyansk District Council of the Cherkasy region integrated the exercises contained in the Council of Europe manuals into lessons in Ukrainian and Russian languages, geography, mathematics (algebra, geometry), natural sciences, physics, biology, chemistry, physical training, labour training, technologies in 3-11th grades, and also used in extra-curricular work. Teachers in Poltava Primary and Secondary General School No. 5 and in Chernivtsi Primary and Secondary General School No. 38 have similar achievements. The experience of Nizhyn Primary and Secondary General School No. 17 is important, in which the pedagogical staff prepared and issued a number of methodological editions: «Education for democratic citizenship (EDC) and human rights education (HRE) by means of the subjects of the curriculum (From the experience of work of the Nizhyn Primary and Secondary General School No. 17)»; «Education for Democratic Citizenship (EDC) and Human Rights Education (HRE) during the educational process in school (From the experience of Primary and Secondary General School No. 17)»; Education for Democratic Citizenship (EDC) and Human Rights Education (HRE) at the lessons of Natural Science and Biology (From the experience of the Teacher of Biology at the Nizhyn Primary and Secondary General School No. 17, Tetyana Fedorivna Vlasenko). Mykolayiv Primary and Secondary General School No. 29 also published the work: a methodological manual «Development of lessons and educational measures for implementation of the EDC/HRE».

These examples give confidence that every school can succeed in preparing their own learning programs fostering democracy and human rights.

**From the experience of the School for Democracy Programme, we would like to offer some practical tips that can help to strengthen the development of civil and social competences within various subjects:**

1. Start working on the development of key competences together with all the teaching staff. Conduct a formal or informal teacher meeting to discuss experience of teachers of your educational institution in curriculum design, in particular, in civic education. Discuss opportunities for using more interactive teaching methods, effectiveness of additional learning materials. It may turn out that the integration of democracy learning in 5-9th grades is not at all so new for your teaching staff.

<sup>1</sup> For convenience, we have published materials available in Ukrainian, on the page of the European Wergeland Centre: <http://ukr.theewc.org/Content/What-we-do/Demokratichna-shkola/Navchal-ni-materiali>

2. Get acquainted with the manuals and other materials of the Council of Europe on Education for Democratic Citizenship and Human Rights Education. In the process of Ukrainian translation, their adaptation to the Ukrainian context was also carried out. These manuals include ready-made exercises (with instructions, handouts, questions for discussion, etc.). Perhaps someone from your colleagues has already used some materials and can hold master classes for the teaching staff. If not, the manuals are designed user friendly, and, in addition to practical lessons, contain necessary theoretical and reference materials.
3. Discuss topics fostering responsible democratic citizenship that are already covered by teachers of your school during their lessons. Mapping of elements of civic education across subjects and grades may help you to further analyse and make education for democratic citizenship and human rights more efficient.
4. Discuss with your colleagues how to encourage critical thinking, expressing own thoughts, active listening, empathizing, and developing other important civic skills in classroom. You may also identify topics where teachers can collaborate on different subjects and establish inter-subject cooperation.
5. We are sure that by analysing the curricula and existing learning materials, you will find your own ways of developing students' skills, attitudes and values, important for becoming active and responsible citizens.

**Moreover, the formation of the necessary skills, attitudes and values of the responsible citizens of our state will contribute to the creation of a space for students' cognitive activity in your teacher's activity, the application of methods that actively engage students, help them form, formulate and justify their own opinions. Experts and practitioners<sup>2</sup> recommend, in particular, the following teaching and learning methods:**

- brain storming;
- asking questions;
- study of specific situations (cases), in particular, through documentaries;
- creative and artistic tasks that would give students the opportunity to express themselves (in particular, storytelling);
- discussions on different topics (at the same time, it is not necessary to begin with a discussion of very touchy issues; students should be prepared for this)<sup>3</sup>;
- excursions and visits to organizations and institutions that operate in the area, where the school is located;
- conducting interviews and surveys at school and in the community;
- research projects;
- role-playing games and simulations;
- relying on specific local experiences and real community problems.

In addition, the establishment of feedback, discussion of options for homework or tasks for independent and test work may be applied to foster responsible attitude educating a reflected citizen who learns to make deliberate choices.

It will be interesting for us to find out about your experience with the exercises offered in this publication at your lessons, the creation of your own exercises, your remarks and comments to this selection of exercises. You can send them by e-mail to [sfd@theewc.org](mailto:sfd@theewc.org).

<sup>2</sup> ABC. Teaching human rights: practical activities for primary and secondary schools. – New York; Geneva: United Nations, 2004. – 163 p.; Exploring Sustainable Development: A Multiple-Perspective Approach. U N E S C O. Education for Sustainable Development in Action. Learning & Training Tools N°3. – 2012. – 35 p.

<sup>3</sup> See the EU training materials Teaching controversial issues (<http://pjp-eu.coe.int/en/web/charter-edc-hre-pilot-projects/teaching-controversial-issues-developing-effective-training-for-teachers-and-school-leaders>), the Ukrainian version is being prepared.