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EuroCivic Lab

**Strengthening European Identity
and Citizenship through
SDGs, Social Activism and
Living Labs Methodology in
School Education**

WP4

Complementary Resources – Module 1

The EuroCivic Lab project: Strengthening European Identity and Citizenship through SDGs, Social Activism and Living Lab methodology in School Education

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Title	Rumour, fear and facts
Type	External link and screen shot
Short description (max 200 words)	A post is circulating in students' online groups claiming that immigrant children have priority over Portuguese children when enrolling at school. A screen shot of a TV channel news has been also attached. Some families become angry, classmates repeat the claim, and two newly arrived students start to feel unsafe and uncomfortable. Students must verify what is true: Who sets enrolment rules? What do official sources say? What evidence is missing? The class then designs a response that protects rights, reduces conflict, and promotes respect.
Learning objectives (2-3)	- Identify manipulation tactics used in misinformation (fear, fake documents, false urgency). - Practice verification (source checking, cross-checking with official information and data...). - Propose respectful citizen responses that support inclusion and democratic culture at school.
Format/Source link (if external)	https://guides.library.cornell.edu/evaluate_news/infographic Image (Sic notícias)
Recommended use	- Module 1 - Migration and Democracy sections. - Debate the difference between opinions and fact; check at least two reliable sources; produce a short statement for the school.

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Title	European Union Citizens in Perspective: “Dollar Street”
Type	Web platform
Short description (max 200 words)	This activity invites students to explore the diversity of lifestyles around the world and within the European Union through the “Dollar Street” platform. The tool presents photographs and videos of real families, organised by income, allowing for analysis of their housing, food, transport, education and other aspects of their daily lives. The proposal encourages reflection on prejudices, stereotypes and the complexity of defining what it means to be a European citizen, highlighting the variety of life experiences that coexist within the bloc. By combining visual information with data, students understand how creative tools can reveal meaningful stories, developing critical thinking about the construction and interpretation of information.
Learning objectives (2-3)	- Develop awareness of socio-economic and cultural diversity within the European Union; - Analyse and compare real-life contexts using visual qualitative data; - Reflect on stereotypes and perceptions of European citizens;
Format/Source link (if external)	Interactive platform: https://www.gapminder.org/dollar-street?regions=eu&p=1

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Recommended use

- Explore the gallery on the Dollar Street platform;
- Promote debate on the different socio-economic conditions in Europe;
- Explore two questions through collaborative work in small groups: a) If the reality of European Union citizens is so diverse, to what extent is it possible to construct an idea of common values, and who decides how these values are represented?; b) How can projects that combine data with visual narratives transform information into tools for imagining, questioning and reinterpreting the world around us?

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Title	Climate Change and Migration
Type	Youtube Video
Short description (max 200 words)	Migrants is an animated film about climate change and migration. Two polar bears lose their home in the Arctic, because of environmental problems, and reach a forest where brown bears already live. Coexistence becomes difficult, raising questions about belonging, solidarity and fear. The film opens a discussion about migration, climate change and territory
Learning objectives (2-3)	- Identify major challenges currently faced by Europe, such as migration, climate change, social cohesion... - Understand the connection between global challenges and local and daily realities. - Reflect on the role of young people, in responding those challenges.
Format/Source link (if external)	https://www.youtube.com/watch?v=ugPji8kMK8Q
Recommended use	- Introduction to the Current EU challenges section of Module 1 (Who are the EU citizens?). - Guided class discussion, linking the issues presented in the video to students' own experiences or recent news.

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Title	Learning Corner - Virtual role play game of the European Parliament
Type	Multimedia (interactive online game)
Short description (max 200 words)	This Interactive game allows students to act as Members of the European Parliament. They can debate a proposal, negotiate, compromise and vote, learning how EU legislation is shaped through dialogue and agreements, listening, argumentation, and decision-making.
Learning objectives (2-3)	- Describe key steps of EU decision-making in the European Parliament. - Practise negotiation, compromise and respectful debate. - Reflect on how laws shape citizens lives.
Format/Source link (if external)	https://learning-corner.learning.europa.eu/learning-materials/virtual-role-play-game-european-parliament_en
Recommended use	- Use after the Democracy/Participation section (module 1), to connect institutions to students' lived experience. - Reflection prompt: my position, one argument I used, one compromise I accepted, what I learned about EU democracy.

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Title	Bad News: Online Game
Type	Interactive online game
Short description (max 200 words)	Bad News is an interactive game where students take on the role of fake news creators. By “producing” misinformation, students learn the most common strategies used to manipulate opinions, such as polarisation and conspiracy theories.
Learning objectives (2-3)	- Understanding how disinformation works. - Developing resistance to media manipulation. - Reflecting on digital ethics and responsibility when sharing information.
Format/Source link (if external)	https://www.getbadnews.com/esp/
Recommended use	It can be used before or after debates on democracy, social media or civic participation (Modules 1).

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Title	Participatory budgeting (school democracy process)
Type	Web platform
Short description (max 200 words)	OPEscolas is a portuguese participatory budgeting initiative that gives students a real democratic process to improve their school. Students can identify needs in their school, develop project proposals, campaigns, vote and implement the winning idea. The programme has clear steps, timelines and guidance, making it ideal for experiential civic learning including budgeting.
Learning objectives (2-3)	- Come up with a feasible project (identify needs, budget, benefits...). - Participate responsibly in a project that requires decision-making (campaigning, voting, accountability...). - Collaborate to implement a real improvement in the school community.
Format/Source link (if external)	https://opescolas.pt/
Recommended use	Module 1- Use as the action framework for a Living Lab method introduction.

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Title	MyPolis - local participation
Type	Digital participation tool
Short description (max 200 words)	MyPolis connects citizens (including young people) with local decision-makers. Students can map issues that matter to them, discuss solutions, gather community feedback and communicate proposals to municipal actors, youth councils or associations.
Learning objectives (2-3)	-Identify local problems and map stakeholders affected by them. -Practice responsible for digital participation and civic dialogue. -Design or co-design solutions and communicate proposals to locals.
Format/Source link (if external)	https://www.mypolis.eu/pt
Recommended use	Use as a channel to connect student proposals to local institutions (municipality, youth council, associations).

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