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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

2024-1-HU01-KA220-SCH-000251467

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Title	Safe or welcome?
Type	Case Study
Short description (max 200 words)	A refugee student named Amir joins a class mid-year. When a social media post criticising the presence of refugee children in schools starts circulating among students, the teacher uses it as a starting point for an honest classroom conversation — not to decide who is right, but to explore the real questions underneath. Students eventually speak directly with Amir, listen to what he actually needs, and come up with practical ideas like a buddy system and multilingual school guides. Along the way, they learn about who is responsible for migration decisions at different levels: the school, the country, and the EU.
Learning objectives (2-3)	1. Think critically about how fear and misinformation can shape the way people react to refugees and newcomers. 2. Explore what "belonging" in Europe really looks like day to day, and practise ways to have difficult conversations respectfully.
Format/Source link (if external)	See below
Recommended use	Works well as a whole-class discussion, where students first talk in small groups before sharing with everyone. The reflective questions are a starting point. Teachers can also set the story as homework reading and ask students to come prepared with one thing they agreed with, one thing they questioned, and one action they would suggest.

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Case study 1 “Safe or welcome?”

When Amir joins the class in the middle of the school year, most students know only two things about him: he came from another country, and he doesn’t speak much yet.

Some teachers explain that his family fled a war and applied for asylum. A few students help him find classrooms and translate when they can. Others keep their distance, not out of cruelty, but uncertainty.

Then a post appears in a local parents’ social media group and quickly reaches students’ phones:

“Schools are already overcrowded. Why should our children lose resources for newcomers?”

Screenshots circulate. Some comments are angry. Some are polite but firm. A few students forward them without adding anything. Others feel uncomfortable but don’t know how to respond.

In class, the topic comes up during a lesson on EU citizenship and migration.

The teacher doesn’t ask, “Who is right?”

Instead, they ask: “What are the real questions behind this situation?”

The class lists them:

- Who is responsible for welcoming refugees: schools, countries, or the EU?
- Is safety more important than solidarity?
- Can something feel unfair and still be right?

Rather than speaking about Amir, the class decides to speak with him, carefully and respectfully.

He shares that his biggest worry isn’t schoolwork, but feeling invisible.

“I don’t want special treatment,” he says. “I just don’t want to be a problem.”

The students look at what is actually possible inside their school:

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- creating a buddy system for new students who don't speak the language yet,
- preparing short multilingual guides for school routines,
- organising an information evening where facts about migration replace rumours.

They also discuss what the school **cannot** decide alone, such as asylum laws or borders, and how those responsibilities are shared at national and EU level.

Nothing is “solved” overnight. Some parents remain sceptical. Some students are still unsure. But something changes: Amir is no longer a topic. He is a classmate.

And the class understands that European values are tested not only at borders, but also in classrooms.

Reflective questions

1. What fears or concerns are visible in this case—and which of them are based on facts, opinions, or misinformation?
2. Is it possible to support refugees and address concerns about limited resources? How?
3. Who is responsible for migration decisions at different levels (school, local community, national government, EU)?
4. What does “belonging” mean in practice—not in theory?
5. When people feel uncomfortable speaking up, what helps create respectful dialogue instead of conflict?

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Title	Access, skills and fairness
Type	Case Study
Short description (max 200 words)	A school introduces an AI learning platform, but not everyone benefits equally. One student shares a laptop with siblings, another has no reliable internet, and a third has access to everything but feels too nervous to use it. The class quickly notices that the platform is helping students who were already doing well, while leaving others behind. Through a digital citizenship lesson, they map out what "digital access" really means (it's not just about having a device) and come up with realistic ideas like shared library hours and peer support groups. The case connects their school experience to bigger questions about technology and fairness in the EU.
Learning objectives (2-3)	1. Recognise what digital access means. 2. Think about who should be responsible for closing the digital gap: students, schools, governments or the EU. 3. Come up with and justify practical ideas for making digital learning fairer for everyone in the class.
Format/Source link (if external)	See below
Recommended use	Great for a group activity where students first identify the different types of disadvantage in the story, then work together to rank possible solutions. Can also be set as a homework reflection before a class debate on whether it's fair to introduce new technology when not everyone can use it equally. Teachers could pair it with a quick look at the EU's Digital Education Action Plan for some real-world context.

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Case Study 2 “Access, skills and fairness”

When the school announces a new learning platform powered by AI, reactions are mixed.

Some students are excited. The system helps organise notes, suggests revision plans, and even explains difficult topics in simpler language. For them, homework suddenly feels more manageable.

For others, it’s stressful.

Lina shares a laptop with two siblings.

Mark has a phone, but no stable internet at home.

Eva has access to all the tools, but feels overwhelmed and avoids using them because she’s afraid of “doing it wrong.”

During the first weeks, teachers notice a pattern: students who already had good access and confidence move faster, while others fall behind quietly.

No one is excluded on purpose. No rule says “You don’t belong.” But the system seems to reward those who are already ahead.

In a digital citizenship lesson, the class talks about what “digital access” really means.

Not just devices—but skills, confidence, and support.

The students list the differences they see:

- who has reliable internet and who doesn’t,
- who knows how to use AI tools and who is guessing,
- who benefits from digitalisation and who feels lost.

Instead of blaming technology or teachers, they focus on solutions that are realistic for their school:

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- shared device hours in the library after classes,
- peer-support groups where students explain tools to each other,
- clear rules on when AI can be used—and when it shouldn't.

They also discuss bigger questions:

Why does the EU invest in digital transformation?

And what happens if innovation moves faster than fairness?

Nothing changes instantly. The platform stays. AI doesn't disappear. But the class learns that digital progress without inclusion can deepen inequality and that fairness means more than "everyone gets the same login."

European values, they realise, must exist not only online, but for everyone trying to get there.

Reflective questions

1. What kinds of "digital access" appear in this case (devices, skills, confidence, support)?
2. Is it fair to introduce advanced digital tools if not everyone can benefit from them equally? Why or why not?
3. Who should be responsible for reducing digital inequality: schools, governments, the EU, or all of them?
4. How can students support each other without creating stigma or pressure?
5. What does a fair digital future look like from a young person's perspective?

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Title	Breaking News!
Type	Collaborative Project
Short description (max 200 words)	Students become journalists and investigate a local issue connected to an EU challenge — such as climate change. Working in groups of eight, they pick a specific topic in their community (for example, recycling, flooding, or high energy use) and dig into it: gathering data, looking at reports, and interviewing local people who are connected to the issue. Collaborative project: Breaking news! The students will work as journalists and create a newspaper article or video for a local newspaper. 1. The teacher will assign the students a topic related to an EU challenge e.g. climate change and green transition. 2. Working in groups of eight people, each team will search about a topic related to the climate change in their local community (e.g. recycling, batteries in the garbage, flooding, high energy consumption). 3. Students will collect information, statistical data from reports and conduct interviews with people from the neighbourhood who are involved in the topic they research. 4. Students will have two alternatives to present their results. Either they could write a newspaper article and send it to a local newspaper or they could make a video with their research process and results for the newspaper's social media. 5. Students either will vote for the best final product to be published from the newspaper
Learning objectives (2-3)	1. Understand how big EU challenges like climate change show up in local communities, and why that local connection matters.

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	2. Develop research and communication skills (gathering evidence, interviewing people, and presenting findings clearly for a real audience). 3. Experience what it means to be an active, informed citizen by creating content that contributes to public awareness.
Format/Source link (if external)	
Recommended use	Works best as a longer project spread across several lessons — one for planning, one or two for research and interviews, and one for producing and presenting the final piece. Teachers can set the EU challenge theme in advance and let groups choose their specific local angle. Submitting work to a real local newspaper or posting the video publicly adds a motivating sense of purpose. A class vote on the best piece works well as a closing activity.

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Title	Digital and technological divide
Type	Collaborative Project
Short description (max 200 words)	Students take on the role of digital skills teachers for senior citizens. The class organises a seminar for people aged 65 and over, helping them learn how to use digital media. They prepare a simple, clear presentation covering how to sign up, share content, make stories, connect with others, and chat. On the day of the seminar, students guide seniors through the platform and answer their questions. The project brings two generations together while tackling a real EU challenge: making sure all ages can take part in the digital world. Collaborative project: Digital and technological divide The students can provide an introduction course to seniors who are interested in learning about social media platforms. The teacher will assign the students a topic related to the EU challenge: Digital and technological divide. For this purpose, the class will organise a seminar at school for senior people. The teacher will assign the class students to prepare a presentation for old people on how to use social media. 1. Students will work in teams of 5 people. 2. Each team will be responsible to present a social media platform. 3. Each team will gather information about: - how to sign up - how to share content - how to make stories - how to connect with other people - how to chat 4. The class will organise a seminar for senior people 65+ at school. Each team will present their social media platforms

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	and will support older people to enhance their digital literacy skills.
Learning objectives (2-3)	1. Understand what the digital divide means in practice, especially for older people, and why digital inclusion is an EU priority. 2. Build communication and teaching skills by explaining technology in a clear, patient, and accessible way to a non-expert audience. 3. Reflect on intergenerational connection and what it means to be a responsible digital citizen who supports others.
Format/Source link (if external)	
Recommended use	Best run as a full project with a real event at the end: the seminar itself is the final event. Teachers should contact a local senior centre or community group early to ensure attendance. Preparation sessions work well as group work in class, with students testing their presentations on each other first. A short debrief afterwards(asking students what surprised them and what they learned from the seniors) can be a rich reflection activity.

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Title	Climate change: Youth leading the way- action now!
Type	Multimedia Resource: Video
Short description (max 200 words)	In this TEDx talk, Anh Phan, student in class 1B at Sydney International School System (SISS), addresses the urgent issue of climate change and explains why it affects everyone. The talk opens with personal experiences related to air pollution and extreme heat, helping the audience connect the topic to everyday life. Anh explains climate change as the rapid warming of the Earth caused by human activities such as burning fossil fuels and destroying natural habitats. She highlights the serious consequences of climate change, including wildfires, floods, rising sea levels and extreme weather events in different parts of the world, such as Vietnam. Throughout the talk, she emphasises that children and young people are not powerless when facing global challenges. Instead, she stresses that they have the ability to make a difference. The talk concludes by presenting clear and practical actions that children can take to help combat climate change, including planting trees, choosing environmentally friendly transport, recycling, saving energy and reducing overall consumption. The video makes climate action feel achievable and relevant for young audiences.
Learning objectives (2-3)	• Learners understand the basic causes and consequences of climate change. • Learners recognise that children and young people can play an active role in environmental protection. • Learners identify simple, everyday actions they can take to reduce their environmental impact.
Format/Source link (if external)	https://www.youtube.com/watch?v=ttbjt-csl0o (https://www.youtube.com/watch?v=ttbjt-csl0o)

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Recommended use

Use the video as an introduction to a lesson on climate change or sustainability. After watching, learners can discuss how climate change affects their own lives and brainstorm realistic actions they could take at home or at school to help protect the environment.

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Title	Thoughts about peace
Type	Multimedia resource: Video/Exhibition documentation
Short description (max 200 words)	Moving On – Voices from Children in Migration is an exhibition and contemporary documentation project developed by Kulturen in Lund. It centres on the voices and experiences of children who have been forced to migrate due to war and conflict. The video introduces viewers to children who fled the ongoing war in Ukraine, as well as children who arrived in Sweden during the refugee movements of 2015–2016. Through their stories, the project explores the meaning of peace as the absence of war and violence, where everyday life can continue safely and homes are not destroyed. Peace is presented as a condition that allows stability, normal routines and a sense of tranquillity. At the same time, the project acknowledges how difficult peace is to achieve, emphasising the need for social cohesion, self-awareness and mutual understanding. Despite addressing themes of trauma, fear and loss, the work conveys hope and belief in the future. By foregrounding children’s perspectives, the project highlights their resilience and capacity to reflect on peace, security and belonging. It supports the module’s aim of empowering children to see themselves as active citizens whose voices and experiences matter in discussions about migration and security.
Learning objectives (2-3)	• Learners understand the impact of war and migration on children’s lives. • Learners reflect on the meaning of peace, security and coexistence. • Learners recognise that children’s voices are important in civic and social discussions

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Format/Source link (if external)	https://youtu.be/yllVqg21ho0?si=FdMyZl-DoJzuc2Dt [(https://youtu.be/yllVqg21ho0?si=FdMyZl-DoJzuc2Dt
Recommended use	Use the video as a starting point for discussions on migration, peace and security. Learners can reflect on what peace means to them, discuss how societies can support displaced children and explore ways children can participate actively and empathetically in their communities.

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Title	Message from Ella: Without consent
Type	Multimedia resource: Video
Short description (max 200 words)	This video, produced by Deutsche Telekom and presented through a digital avatar named Ella, highlights the risks children face in the digital world. Ella speaks directly to her parents, warning that images and personal data shared online can be used to create digital replicas, potentially leading to identity theft, financial harm or damage to credit scores. She also explains the dangers of voice cloning, cyberbullying and the misuse of personal images for humiliating memes. The core message is an appeal to parental responsibility: children's digital privacy must be protected and adults must understand that online activity leaves a permanent digital footprint. This resource supports the module's learning goals by demonstrating the importance of safe technology use, encouraging reflection on privacy and showing how children's online data can impact their present and future.
Learning objectives (2-3)	• Learners understand the concept of a digital footprint and how online sharing can have long-term consequences. • Learners recognise the importance of protecting personal information and respecting others' digital privacy. • Learners reflect on how adults and children can work together to ensure ethical and safe technology use.
Format/Source link (if external)	English Version: https://www.youtube.com/watch?v=F4WZ_k0vUDM German version: https://www.youtube.com/watch?v=bu-fR8nrwjs

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Recommended use

Use the video as a discussion starter about online safety and digital ethics. Students can analyse potential risks of sharing personal data, brainstorm ways to protect themselves online, and design a “digital safety plan” for their personal devices and social media use.

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