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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 2

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	Eurostat Data Visualisations
Type	Multimedia (interactive data visualisations / dashboards)
Short description (max 200 words)	Eurostat Data Visualisations provides interactive dashboards and visual tools that let students explore EU statistics by theme (e.g., SDGs, economy, energy, society, regions). Students can compare countries and use reliable data to support classroom debates, grounded in real European challenges and for linking the issues to local contexts.
Learning objectives (2-3)	- Interpret and compare EU data (countries/regions, trends, indicators). -Use evidence to support arguments about civic, social or environmental issues. -Connect European challenges to local realities and relevant SDGs.
Format/Source link (if external)	https://ec.europa.eu/eurostat/web/main/data/data-visualisations
Recommended use	-Each group selects an indicator, compares 2–3 countries, and prepares an evidence-based statement. - Module 2- use findings to identify also a local issue linked to european identity values.

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Title	EU Barcode — Decoding European Identity
Type	Visual learning activity (Visual arts + citizenship education)
Short description (max 200 words)	This activity uses the EU Barcode image as a starting point for critical observation and discussion. Students are first shown the image without any contextual information. Through guided questions, they are encouraged to analyse the visual elements, identify patterns, colours and structures, and formulate hypotheses about what the image might represent. Students must decode the image by reflecting on the idea of symbols and visual codes, considering why a barcode format is used and what the coloured lines could signify. Only after this collective exploration is the project revealed as a visual identity proposal for the European Union.
Learning objectives (2-3)	- Reflect on European Union citizenship as unity built from diversity; - Understand how symbols and codes can represent social and political ideas; - Develop skills of visual analysis, interpretation and hypothesis-building.
Format/Source link (if external)	https://www.oma.com/projects/eu-barcode
Recommended use	- Students must observe the image and propose meanings before receiving any contextual explanation; - Group discussion focused on symbols, codes, abstraction and decoding; - Introduction to the concept of European Union identity and citizenship; - Follow-up creative activity: students design their own barcode to represent their class, school or idea of unity;

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Title	(An) European Heritage Label
Type	Web platform
Short description (max 200 words)	In this project, students explore the European Heritage Label to understand how heritage diversity enriches Europe. Working in groups, they research different sites across the EU, analysing the history, culture, traditions and impact of each site on local communities. Each student or group focuses on two specific sites: - One from their own country, close to their cultural experience; - Another from a different Member State, to discover and reflect on European diversity; Through this proposal, students explore the cultural functions, traditions and social meanings of each heritage site, avoiding comparisons between the two. This analysis allows them to reflect on how different cultures contribute to the network of identities that converge in the European Union, balanced by the sharing of common values. The exercise promotes understanding of how heritage and citizenship are interlinked, showing how Member States collaborate in building a plural European identity and how cultural projects and synergies between countries strengthen the union.
Learning objectives (2-3)	- Explore and identify European heritage diversity and the role of each Member State in building the network of identities that converge in the European Union; - Encourage initial questions about identity, diversity and the meaning of heritage. - Reflect on the coexistence and cooperation between different traditions and communities, highlighting the motto 'United in Diversity'.
Format/Source link (if external)	https://www.europeanheritagehub.eu/

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Recommended use

- Present the European Heritage Label and briefly explain its function, as well as what is meant by “heritage” at different levels;
- Invite students to explore the European Heritage Hub platform and reflect on the following questions: How does this heritage contribute to a plural European identity? How can the traditions of different countries coexist and enrich the European Union?
- Share and discuss the ideas generated in groups.

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Title	Democracy, rights, memory: Aljube Museum Testimonies
Type	Museum education and oral history archive (video testimonies)
Short description (max 200 words)	The Aljube Museum collects and preserves testimonial memories from members of the resistance and former political prisoners (as well as relatives and community members) connected to the Portuguese dictatorship period that ended in 1974, with the april revolution. Through the Documentation Centre and its testimony collections, educators can access first-person narratives that support learning about human rights, democratic freedoms, civic courage and the consequences of repression. Students can use testimonies to explore ethical dilemmas, forms of resistance and the meaning of freedom and democracy today.
Learning objectives (2-3)	-Analyse testimonies as primary sources and identify key civic/human rights themes. -Connect personal narratives to democratic values, rights, and responsibilities. -Critical reflection and dialogue about sensitive historical and civic issues.
Format/Source link (if external)	https://www.museudoaljube.pt/en/documentation-center/testimonies/
Recommended use	- Module 2: Inquiry starter: What happened? Which rights/freedoms are at stake? What choices did people face? How do you feel about it and what can we do in this kind of situations? - Group task: build a rights-and-values map of the neighbourhood.

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Title	Gender Equality: an Urgent Challenge
Type	Digital learning resource
Short description (max 200 words)	This educational lesson helps students explore how gender roles and stereotypes influence everyday life, learning choices and future opportunities. Through guided discussion and practical activities supported by data and visual materials, learners reflect on the causes and impacts of gender inequality and consider how young people can contribute to a more equal and inclusive world, starting in their community.
Learning objectives (2-3)	- Recognise how gender roles and stereotypes influence personal choices and social expectations. - Analyse data and media related to gender equality and promote dialogue. - Identify actions that students can take to foster gender equality in their communities.
Format/Source link (if external)	https://sbrb.eu/lessons/gender-equality-an-urgent-and-shared-challenge/
Recommended use	Use in identity/values units to connect personal experience with European rights and equality principles (module 2)

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Title	Choices for Our Common Future
Type	Educational resource on a digital platform – ESD
Short description (max 200 words)	This resource explores the complex trade-offs involved in achieving the Sustainable Development Goals (SDGs). Through interactive stories and guided activities, students examine how actions supporting one goal can affect others. It fosters an understanding of sustainability, connecting global challenges to local realities and encouraging reflection on values and responsibility.
Learning objectives (2-3)	- Understand that the Sustainable Development Goals can involve tensions, trade-offs and conflict interests. - Develop critical thinking by analysing dilemmas related to sustainability and decision-making. - Recognise that sustainable solutions also require compromises.
Format/Source link (if external)	https://digital-esd.eu/en/teaching-material/DILEMMAS
Recommended use	Module 2- Helps students to understand that sustainability requires informed choices, not simple solutions and to link european identity with SDGs.

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Title	What does EU mean to you?
Type	Exhibition
Short description (max 200 words)	Students interview a group of people in their community (family members, teachers, local workers, migrants, older citizens) asking: What does Europe mean to you? Which EU value matters most? When did you feel connected to Europe? When you did not? They collect audio clips, quotes, photos (with consent), then curate an exhibition at school or town hall with posters, QR codes and portraits.
Learning objectives (2-3)	- Use interviews to understand diverse perspectives on identity and citizenship. - Connect personal stories to European values, rights and responsibilities.
Format/Source link (if external)	https://www.qr-code-generator.com/ and https://www.audacityteam.org/
Recommended use	Use as a culminating activity for Module 2. Connect to democratic memory and inclusion themes.

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Title	We-Europeans – Countering Populism through Active European Citizenship
Type	Project that aims to combat populism with the values of European citizenship.
Short description (max 200 words)	“We-Europeans” is a project that brings together various partners with the aim of countering the rise of populism across Europe, which threatens to distort the pluralistic identity of the European Union. At the same time, it promotes the values of active citizenship, such as respect for human rights, freedom, democracy, equality and the rule of law. The proposal combines educational content, reflection and tools that help to better understand the phenomenon of populism, reflect critically on it and respond constructively in everyday life. It provides a range of online resources, including thematic articles, verified facts, informative videos about the EU, argumentation tools and a free MOOC with several modules on communication, counter-narrative strategies and civic capacity building.
Learning objectives (2-3)	- Understand populism and its impact on European identities; - Develop communication and argumentation skills that help to confront and respond to populist messages in a constructive and informed manner; - Strengthen the pluralism of European identity by promoting informed participation;
Format/Source link (if external)	Web platform with multimedia resources: https://we-europeans.eu/
Recommended use	The MOOC can be used as independent work or in a flipped classroom, serving as a starting point for classroom discussion: a) Analysis of populist narratives versus factual data; b) Creation of creative counter-narratives (short videos, argumentative texts);

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