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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	Student Council Elections
Type	Case Study
Short description (max 200 words)	Almost nobody wants to run for student council. A civic education class decides to do something about it. They create an anonymous survey to find out what problems students actually care about, put up posters, and meet with teachers and the school principal to show that the council can make a real difference. Their motto is: "Participation is the heart of democracy. Change happens when everyone's voice counts." The case shows, in a very concrete way, why voting and getting involved matters — and how students can inspire others to take part.
Learning objectives (2-3)	1. Understand why participation in school democracy matters and how it connects to bigger civic and European values. 2. Challenge the idea that student councils are just symbolic and explain why collective action can lead to real change. 3. Think through what makes a campaign effective at getting people engaged.
Format/Source link (if external)	See below
Recommended use	Works well as a role-play where groups design a mock campaign for a real issue in their school. Also, a great discussion starter before actual student council elections. For homework, students could look up one example of a student council that achieved a concrete change and share it with the class.

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Case study 1 “Student Council Elections”

There is an annual student council election at our school. Although every student has the right to be nominated as a candidate and to vote, very few students choose to run for the presidency. Many students believe that the position is merely a symbolic title and does not provide real power to address or change problems within the school.

A week after the election is announced, our teachers inform us that only one student has applied to be a candidate for the presidency this year. Similarly, the number of candidates for other positions, such as vice president, secretary, and treasurer, is also very low. This leaves the students who vote with not much choice! Some students do not pay much attention to this, while others laugh and say there is no need to vote because the winner is already obvious.

That same week, during our civic education class, we decide to run for different positions and commit ourselves to making a meaningful change in our school. We decide to work as a team, discuss the responsibilities of each role, and assign tasks according to the ones that suit us best. We started by creating a campaign to capture the other students’ attention.

- An online anonymous form asks students about the problems they face and the opportunities they could create.
- Flyers about the election are posted around the school,
- Based on the answers, posters and flyers outlining realistic and practical steps to address the problems and increase opportunities,
- Meeting with the teachers and the school principal to discuss how to implement our solutions

We also emphasize the importance of democratic participation in our campaign to raise awareness among students who don’t believe their votes and student council make a

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difference. Our motto is: **“Participation is the heart of democracy. Change happens when everyone’s voice counts.”**

Interest in the campaign grow day by day. From the responses we collect through the forms, we learn that we have various problems as students and that the student council is a meaningful initiative where students can directly share their problems and solutions with teachers and other school members.

Reflective Questions

- 1) At the beginning only one student wanted to run to become a president at school. Do you think that students should run to participate in student councils? Explain.
- 2) Do you think that it is important for all students to vote for student councils? Why?
- 3) What do you think about students’ perceptions of the meaning of a student council before the campaign?
- 4) Do you agree that student councils are merely symbolic? Please explain and give some reasons for your opinion.
- 5) What might be a democratic way to change people’s attitudes toward the significance of elections?
- 6) What does civic participation mean to you?

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Title	The School Canteen
Type	Case Study
Short description (max 200 words)	Linda is vegan and often can't find anything suitable to eat at the school canteen. Some classmates shrug it off, there aren't many vegan students after all. But others decide to do something. They talk to Linda to understand what she wants, survey the whole school about food preferences, and meet with canteen staff and school management. Their proposals end up helping not just vegan students but also those with food allergies. The case shows how listening, gathering evidence, and speaking up constructively can lead to real improvements for everyone.
Learning objectives (2-3)	1. Explain what inclusion really means in a school context, not just doing the minimum, but making sure everyone genuinely belongs. 2. Exploring civic skills like dialogue and presenting solutions to decision-makers. 3. Think about why it matters to meet minority needs even when only a small number of people are affected.
Format/Source link (if external)	See below
Recommended use	Works well as a group problem-solving task: each team designs their own action plan for Linda's situation, then compares approaches with the rest of the class. The reflective questions are also well suited to a written reflection or online forum post. Teachers can use it to open a broader conversation about other inclusion gaps students notice in their own school.

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Case Study 2: “The School Canteen”

At our school, we have a canteen where we have lunch. Many students like the daily menu. However, this is not the case for Linda, who is vegan! She might not find a vegan lunch in the canteen every day.

We share this situation with our friends: some of them tell Linda that since there are only a few vegan students, it is quite normal. Some say she could bring food from home. Others say that it shouldn't depend on numbers, we should respect different preferences and every student should have access to lunch at school. We decide to do something to change this situation.

First, we talk to Linda and ask what she needs and actually wants. She says: “I just want to have my lunch with everyone else in the canteen.”

We talk with the food service staff and get the monthly menu. We create a survey about students' food preferences and collect the number of vegan and vegetarian students. We learn that not only vegan students have some problems, but also students with food allergies, as the ingredients are not listed. We also talk to school management about the problem and present our solutions:

- A daily menu including vegan and vegetarian options.
- A clear chart showing the ingredients of foods in case of allergenic students.
- Post menus and ingredients online for parents and students to check ahead of time.

We also speak with other students and explain why our canteen should offer more options, even though the number of vegan and vegetarian students is small. We share our ideas and it leads to think about other issues we have in our school as well.

After these changes, we can choose meals that suits best our needs. We can eat all together without any confusion and we learn something important: improving inclusion isn't always

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about big announcements. Sometimes it's just making sure everyone can eat safely and enjoy their meal!

Reflective questions:

- 1) What was the problem in this school? Why?
- 2) What do you think about the suggestions some students gave to Linda, such as saying it's normal because there are only a few vegan students, or that she could bring food from home? Do you agree with these ideas? Why or why not?
- 3) What is a respectful way to communicate with a friend when you don't agree?
- 4) Please read this sentence again: "We share our ideas and it leads to think about other issues we have in our school." Then, please explain why sharing our ideas and creating solutions are important for citizens?
- 5) What does "inclusivity" mean in a school?

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Title	Choosing the European Capital of Culture
Type	Case Study
Short description (max 200 words)	Students take on the role of a selection committee for the European Capital of Culture. They look at which cities have held the title over the past five years, identify what they have in common, and then develop their own criteria — covering things like arts and events, cultural diversity, accessibility, and sustainability. Each group nominates a city, defends their choice, and presents to the class. It's a hands-on way to explore a real EU programme while also practising teamwork, debate, and decision-making. Students come away with a better sense of how culture connects people across Europe.
Learning objectives (2-3)	1. Identify what makes a city culturally, socially, and environmentally strong and connect those ideas to the values behind the EU's Capital of Culture programme. 2. Practise working together to reach a shared decision, experiencing what democratic deliberation looks like in action. 3. Reflect on how art, culture, and shared events can help people feel a sense of European identity and connection.
Format/Source link (if external)	See below
Recommended use	Best run across one or two lessons (one for research and group discussion, one for presentations and class voting). Teachers can extend it by asking students to research their chosen city in more depth for homework, or to compare their own criteria with the EU's official selection criteria. Particularly engaging in multicultural classrooms where students may have personal ties to different European countries and cities.

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Case Study 3: “Choosing European Capital of Culture”

This week, we took part in a very interesting activity in class. Our teacher told us that we would focus on the European Capitals of Culture, and we spent the week exploring what the European Capitals of Culture mean.

First, we chose a selection committee with four students. The rest of the class was divided into groups with three students, and each group had to nominate one European city for the next selection.

We were group 2 and our group had Linda, Jose, and me. We started by looking at the European Capitals of Culture from the last five years and we tried to find their shared characteristics:

- 2021: Elefsina (Greece), Timișoara (Romania), and Novi Sad (Serbia)
- 2022: Kaunas (Lithuania) and Esch-sur-Alzette (Luxembourg)
- 2023: Veszprém (Hungary)
- 2024: Tartu (Estonia), Bad Ischl (Austria), and Bodø (Norway)
- 2025: Chemnitz (Germany) and Nova Gorica (Slovenia)
- 2026: Oulu (Finland) and Trenčín (Slovakia)

Linda said a European Capital of Culture should have many artistic and sports events. Jose said the city should respect local traditions and include different cultures. I said it was important to think about accessibility and well-established infrastructure, like cultural centers, easy public transport, and enough hotels for visitors. Finally, we agreed that the city should care about the environment and sustainability.

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After we decided what was important for a European Capital of Culture, we each suggested some cities we liked. We also thought about which cities would be fun to visit and easy for people to get around.

Finally, we voted as a group and agreed on one city that met most of our ideas. We presented our city and discussed the reasons for our choice with the other groups. In the end, it felt great to work together and make decisions as a team. We learned a lot about different European cities, their culture, and how important it is to think about art, people, and the planet when choosing a Capital of Culture!

Reflective Questions

- 1) Why might having a European Capital of Culture be important for people in Europe?
- 2) In this case study, what were Group 2's criteria for selecting a city? Do you agree with these criteria? Why or why not?
- 3) What other points could you consider when choosing a city?
- 4) How can art, culture, and events help people in a city feel connected?
- 5) How do cities show respect for their local traditions and different cultures?

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Title	Leading Change!
Type	Collaborative project idea
Short description (max 200 words)	Students are encouraged to organise a presentation in groups to deliver in their classroom (and in school) about a topic that is relevant to their context. The aim of the presentation is to highlight the issue and create a plan for action. The group will present some ideas but collaborate with others from the school to enrich these, before they present a plan for action. Students in a group prepare a plan for action and think of ways to disseminate and implement these recommendations. Leading Change! Identify an issue in our school that concerns you (e.g. it may be related to the school yard which is not always clean or that students do not always respect each other). With a group of classmates, prepare a presentation and try to persuade other members of the school community that the topic matters and explain what actions they could do in the local community to support this topic. Follow these steps: 1) Select the topic of the presentation. Discuss and decide this with other classmates. 2) Prepare the presentation material. Present clearly the issue and explain why it matters. Suggest next steps for action. 3) Plan the delivery of the presentation. Different members can present different parts of the presentation. 4) Deliver the presentation in your classroom. Discuss with the teacher and your classmates the next steps for action you suggested. Listen to their suggestions as well. 5) (optional) You may deliver the presentation to all the students of the school, if possible. In that way, you can

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	raise awareness of the topic, explain why it is important and discuss things that can be done. 6) After the presentation, prepare a short printed plan for action and share these suggestions with the others in the classroom and in the school. In this plan, you can include some suggestions that are practical and everyone can start implementing immediately to improve this aspect in the school. 7) Now that you have the plan and specific suggestions, discuss with other members in your team about additional ways you can lead change in your school. How can you inform the others? How can you help towards the implementation? What actions can be taken?
Learning objectives (2-3)	The activities must be able to: 1. Be ready to collaborate with their classmates, other members of their school community and local community to suggest solutions for important topics 2. Plan and organise events and other actions in topics that matter to them!
Format/Source link (if external)	
Recommended use	The students can use this resource in groups in the classroom and in the school. Teachers can facilitate the process.

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Title	An exhibition for European Identity!
Type	Collaborative project idea
Short description (max 200 words)	Students are encouraged to plan an exhibition and an interactive space within the school to express their European identity via different creative ways. The exhibition is going to be open to the parents and the local community. An exhibition for European Identity! Having learnt all these things about European identity, you and your class can now organise (in collaboration with your teachers) a school exhibition. Plan an exhibition in your school to express your European identity. The teachers can help you identify an area in the school where the exhibition can take place and a date/dates and times that people could visit your exhibition. Teachers from school can also set up in collaboration with the students in classes some rules of how the objects are going to be protected. Some students of the classroom can create (e.g. draw) some exhibition signs to remind everyone how we act when we are in museums and exhibition areas. ● We don't touch the objects. ● We walk calmly. ● We do not drink or eat. ● We make sure nothing is destroyed. ● Anything else?

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	For this exhibition, each student can bring something that is linked for them to their European identity. It can be a photo, a painting, an object from their house or something else. You can be creative! At home, you can spend some time creating something new. You have learnt all these things about European Identity. What comes to mind now? Draw something or build something! After bringing these at school, you can organise these in categories e.g. those that relate to European institutions and symbols, those that relate to the culture and so on. Other members of the school can also contribute with their own objects. Students from other classes or even the teachers themselves! When the exhibition is ready, it will be open to parents and other members of the local community. You may invite your younger or older siblings or friends from other schools. The exhibition can be combined with other events, such as talks or music or video elements. You can discuss with your teacher about additional elements. Be creative!
Learning objectives (2-3)	1. Express a personal and creative understanding of what European identity means, drawing on what was explored throughout the module. 2. Practise collaboration and organisation by working together to plan, categorise, and present a public event. 3. Build a sense of shared identity and community by inviting others (including families and neighbours) into the conversation about what it means to be European.
Format/Source link (if external)	

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Recommended use

Works best as a culminating project at the end of the module, bringing together everything students have learnt. Teachers should help identify a venue and dates early and involve students in setting up the exhibition rules (some groups may enjoy designing the signs themselves). Encouraging contributions from other classes and staff broadens the sense of community. Opening the exhibition to parents and the local community makes it feel meaningful and real, rather than just a classroom exercise.

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Title	What is Child Participation?
Type	Multimedia resource: Podcast
Short description (max 200 words)	In this episode of The Eurochild Podcast, Communications Coordinator Davide Rambaldi speaks with Children's Council members Georgios Efrem and Rhythm about what genuine child participation means. They explore how children and young people can be actively involved in decisions that affect their lives, going beyond symbolic or tokenistic gestures. The discussion includes real-world examples from Cyprus and Malta, where young people have contributed to policy-making, submitted proposals to government bodies and even participated in staff recruitment processes. A key takeaway is the importance of involving children from the very start of projects and using language they can genuinely understand. The episode emphasises that children are active contributors today, not just citizens of the future and highlights how meaningful participation empowers them to shape their communities.
Learning objectives (2-3)	• Learners understand the concept of genuine child participation beyond tokenism. • Learners recognise practical ways children can influence decisions in schools, communities and policy-making. • Learners reflect on the importance of inclusive communication and early involvement in projects.
Format/Source link (if external)	https://eurochild.org/news/podcast-what-is-child-participation/
Recommended use	Use this podcast to spark class discussion or group activities. Students can analyse examples of child participation, brainstorm ways they could contribute to decisions at school or in their local community and reflect on why their voices matter.

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Title	Students see the world through Model United Nations
Type	Multimedia: Video
Short description (max 200 words)	This excerpt provides an overview of the Model United Nations (MUN) programme, a simulated political environment where students assume the roles of United Nations representatives. Participants engage in debating, drafting resolutions and voting, often within the General Assembly or Security Council. The programme offers practical experience of democratic processes, international diplomacy and conflict resolution. A key lesson emphasised is that effective leadership focuses on serving others rather than exerting authority. Students learn the value of listening, compromise and collaboration, which encourages dialogue over polarisation. Overall, MUN fosters informed, engaged and hopeful young citizens who are aware of global challenges and motivated to take positive action in their communities and beyond.
Learning objectives (2-3)	• Learners understand democratic processes and the basics of international diplomacy. • Learners recognise the importance of collaboration, compromise and listening in effective leadership. • Learners reflect on their potential as active, responsible citizens aware of global issues.
Format/Source link (if external)	https://youtu.be/17g_3qcBoE8?si=2nAmtUem8CBT8rG
Recommended use	Use this video to introduce students to practical civic engagement. After viewing, students can simulate debates on local or global issues, draft mock resolutions and reflect on the skills needed for collaborative decision-making.

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Title	Wellbeing For Children: Identity And Values
Type	Multimedia resource: Video
Short description (max 200 words)	This video explores the concept of identity and its many components, including ethnicity, language, hobbies and personal values. It emphasises that a strong sense of identity and self-confidence is essential for personal wellbeing and success. Learners are encouraged to recognise, accept and take pride in who they are and what they value. The resource defines values as guiding beliefs or qualities and offers practical tips, such as creating a list of personal interests, to help children identify their core values. Additionally, the video encourages celebrating one's culture and language and being authentic, which contributes to a diverse and engaging society. The message reinforces that identity is dynamic and evolves over time, but staying true to core values builds confidence and resilience.
Learning objectives (2-3)	• Learners identify elements that make up their personal identity, including culture, language and hobbies which reflect in their sense of nationality. • Learners understand the role of values in guiding behaviour and decision-making. • Learners reflect on the importance of authenticity and taking pride in their evolving identity.
Format/Source link (if external)	https://youtu.be/om3INBWfoxY?si=dwQZagF4pYjixzx8
Recommended use	Use this video to initiate discussions about personal identity, diversity, and values. Students can create personal value lists, share aspects of their culture, or engage in reflective exercises on how their identity shapes their choices and actions.

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