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EuroCivic Lab

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

WP4

Critical Thinking Exercises – 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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Case Study 1: Eurostat Data Visualisations

Learning Objectives:

- 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.

Question: When using Eurostat's visual tools to compare two EU countries on a social indicator, what should be the primary concern of an informed citizen to build a valid argument?

- A)** Use only personal intuition to decide which country is doing better.
- B)** Ignore official data if it does not match their previous opinion.
- C)** Base their argument on reliable evidence and data, linking observed trends to real European or local challenges.
- D)** Choose the country with the most attractive graph, regardless of what the data means.

Solutions:

- C)** Base their argument on reliable evidence and data, linking observed trends to real European or local challenges.

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Case Study 2: EU Barcode — Decoding European Identity

Learning objectives:

- 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.

Instructions: Match the elements of the "EU Barcode" project with the identity concepts they symbolise.

A1. Barcode format	B1. Represent the flags and the plurality of each Member State.
A2. United coloured lines	B2. Symbolises a common identity built by the fusion of distinct elements.
A3. Variety of colours and thicknesses	B3. Reflects modernity and the idea of a "coded" but integrated Europe.

Answer Key:

A1 → B3;

A2 → B2;

A3 → B1

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Case Study 3: (An) European Heritage Label

Learning Objectives:

- Explore and identify European heritage diversity and the role of Member States in building the EU network of identities;
- Reflect on the coexistence and cooperation between different traditions and communities, highlighting the motto "United in Diversity".

Analyze the statements about European Heritage and mark them as **True (T)** or **False (F)**:

1. The European Heritage Label is only meant to classify old monuments, with no connection to current citizenship values. ()
2. Analysing different heritage sites helps to understand how the traditions of various countries can coexist and enrich the European Union. ()
3. The objective of the project is to compare the heritage of different countries to decide which one is culturally superior. ()
4. Cultural diversity is seen as a network of identities that converge in the European Union through the sharing of common values. ()

Answer Key:

False (F) The label is connected to current citizenship values, not just old monuments.

True (T) Heritage helps understand how traditions enrich the EU.

False (F) The objective is not cultural superiority, but plural identity.

True (T) Diversity is seen as a network of identities converging through common values.

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Multimedia Resource 1: Aljube Museum Testimonies

Learning objectives:

- 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.

Scenario: You are watching a video of a former political prisoner on the Aljube Museum website who recounts how freedom of expression was repressed during the dictatorship in Portugal.

Reflection Question: Based on this testimony, how does the memory of resistance to authoritarianism help define your identity as a European citizen today? What responsibility do you feel you have in protecting democratic freedoms in your current community?

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Multimedia Resource 2: Gender Equality

Learning objectives:

- Recognise how gender roles and stereotypes influence personal choices and social expectations;
- Analyse data and media related to gender equality;
- Identify actions that students can take to foster gender equality in their communities.

Organise the following situations into two categories: "**Gender Stereotype**" or "**Action for Equality**".

A) Stating that certain professions are exclusive to men or women: _____.

B) Encouraging a classmate to follow their favourite field of study, regardless of social expectations: _____.

C) Critically analysing how advertisements treat boys and girls differently: _____.

D) Assuming that caregiving and domestic tasks are the natural responsibility of women: _____.

Solutions:

Gender Stereotype: Stating professions are exclusive to one gender; Assuming caregiving is a woman's natural responsibility

Action for Equality: Encouraging classmates regardless of expectations; Critically analysing media/advertisements

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Multimedia Resource 3: Choices for Our Common Future

Learning objectives:

- Understand that the SDGs can involve tensions, trade-offs, and conflicting interests;
- Develop critical thinking by analysing dilemmas related to sustainability and decision-making.

Question: According to the "Dilemmas" resource, why do sustainable solutions for Europe's common future often require a "trade-off"?

- A)** Because it is impossible to achieve any of the Sustainable Development Goals.
- B)** Because decisions that help achieve one goal can sometimes create tensions or negatively affect another goal.
- C)** Because European values are not related to global sustainability. **D)** Because all environmental solutions are simple and do not require discussion of interests.

Solutions:

- B)** Because decisions that help achieve one goal can sometimes create tensions or negatively affect another goal.

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Collaboration Project 1: What does EU mean to you?

Learning objectives:

- Use interviews to understand diverse perspectives on identity and citizenship;
- Connect personal stories to European values, rights, and responsibilities.

Scenario: For your school exhibition, you interviewed a migrant citizen in your community who feels very connected to Europe because of human rights but feels a lack of being heard in local decisions.

Reflection Question: How can you use this testimony to explain to exhibition visitors that European identity is plural and depends on the inclusion of all voices in democratic life?

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Collaboration Project 2: We-Europeans (Countering Populism)

Learning objectives:

- Understand populism and its impact on European identities.
- Develop communication and argumentation skills to respond to populist messages in an informed manner.
- Strengthen the pluralism of European identity by promoting informed participation.

Match the populism response strategy with its practical objective.

A1. Use of verified facts	B1. Create alternative messages that promote inclusion and respect for human rights.
A2. Development of counter-narratives	B2. Combat simplistic or false arguments with concrete data and reliable EU information.
A3. Informed participation (MOOC)	B3. Empower citizens with tools for argumentation and constructive communication.

Answer Key:

A1 → B2;

A2 → B1;

A3 → B3

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