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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 3

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	Lifestyles and Sustainability: The “Dollar Street” Perspective
Type	Web platform and interactive analysis
Short description (max 200 words)	This activity harnesses the power of visual data to confront students with socio-economic inequalities both globally and within the European Union. Using the “Dollar Street” platform, learners can look into the homes of real families, organized by income levels. The focus is on the basic necessities of daily life, with a particular emphasis on water usage and nutrition. During the task, students select three families from different income brackets (one from the EU and two from other parts of the world) and compare their access to clean water and the quality of food they consume. This exercise helps students understand how income levels (SDG 1 and 10) directly determine access to basic hygiene (SDG 6) and a healthy lifestyle. At the end of the process, students critically analyze their own prejudices regarding the differences between European and global living standards.
Learning objectives (2-3)	Develop awareness of socio-economic diversity within and outside the European Union using visual qualitative data. Identify the correlations between SDG 1 (No Poverty) and SDG 6 (Clean Water and Sanitation) through concrete family examples. Foster critical thinking regarding the discrepancies between stereotypes and real-life conditions.
Format/Source link (if external)	Interactive platform: https://www.gapminder.org/dollar-street
Recommended use	Step 1: Explore the gallery and use the filters (e.g., "water source", "toothbrushes", "hands", "toilets") to investigate access to water. Step 2: Select one EU family and two families from other regions belonging to different income brackets

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Title	“Too Expensive to Be Green?”
Type	case study
Short description (max 200 words)	This case study explores the social challenges connected to environmental sustainability and the European Green Deal. Students examine a local debate about reducing car traffic near schools and introducing greener transport solutions. While some citizens support cleaner air and safer streets, others worry that climate policies may place a heavier burden on lower-income families. Through classroom discussion, students analyse how environmental protection, economic fairness, and social inclusion can sometimes come into conflict. The activity encourages learners to move beyond simple “for or against” positions and instead explore balanced, realistic solutions that combine sustainability with solidarity. The case study also introduces the idea that European citizenship involves shared responsibility for common challenges such as climate change, while recognising that different communities may experience these policies differently. Students reflect on how cooperation between citizens, local governments, and the European Union can support a fair transition toward a more sustainable future..
Learning objectives (2-3)	Understand the relationship between environmental sustainability and social fairness. Reflect on how European climate policies affect different social groups. Develop critical thinking and problem-solving skills through discussion of real-life dilemmas.
Format/Source link (if external)	See below

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Recommended use

Suitable for civics, geography, sustainability, or European studies lessons as a discussion starter, debate activity, or group problem-solving exercise connected to the European Green Deal and SDGs.

“Too Expensive to Be Green?”

When the city council announces a plan to reduce car traffic near the school and create more bicycle lanes, reactions are immediate. Some students are excited. They like the idea of cleaner air and safer streets. Others are less enthusiastic.

“My parents can’t just buy an electric car,” one student says during class discussion.

Another adds: “Green policies are easier for rich families.”

Soon, social media posts begin spreading criticism of the project:

“Climate policies punish ordinary people while politicians fly around the world.”

In geography class, students examine the issue more carefully. They discover that air pollution in their city has increased, especially near schools, and that EU climate policies aim to improve public health as well as reduce emissions.

The teacher asks students to identify the real dilemma:

- Can environmental protection feel unfair to some people?
- Who should pay for the green transition?
- How can climate action remain socially fair?

The class is divided into small groups to think about practical solutions. Instead of arguing only “for” or “against,” they explore compromises:

- cheaper public transport for students,
- safer cycling infrastructure,

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- subsidies for lower-income families,
- school campaigns encouraging walking or car-sharing.

One student concludes:

“Maybe the question isn’t whether we go green—but how we do it fairly.” The discussion helps students understand that sustainability is not only about the environment, but also about solidarity, inclusion, and shared responsibility within Europe.

Reflective questions

- Why do some people see climate policies as unfair?
- How can environmental protection and social fairness work together?
- What responsibilities belong to citizens, local governments, and the EU?
- Which solutions in the case seem the most realistic?
- How can young people contribute to greener communities?

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Title	“The Video Everyone Shared”
Type	case study
Short description (max 200 words)	This case study focuses on misinformation, digital responsibility, and democratic citizenship in the European context. Students analyse how a misleading social media video spreads rapidly among young people and influences opinions before facts are verified. The activity highlights how emotional content, manipulated headlines, and online echo chambers can contribute to confusion, polarisation, and mistrust. Through investigation and classroom discussion, students learn how to critically evaluate online information, identify reliable sources, and understand the social impact of misinformation. The case study encourages students to reflect on the role of media literacy in protecting democratic dialogue and respectful public debate. Students also explore how digital citizenship is connected to European values such as democracy, responsibility, inclusion, and critical thinking. Rather than simply identifying “true” or “false” information, the activity helps learners understand why misinformation spreads and how citizens can respond responsibly in online environments.
Learning objectives (2-3)	Develop media literacy and critical evaluation skills. Understand how misinformation can influence democratic discussions and public opinion. Reflect on responsible digital behavior and active citizenship.
Format/Source link (if external)	See below

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Recommended use

Suitable for civics, media literacy, ICT, or social studies lessons as a discussion starter, fact-checking activity, or group reflection task connected to democracy, digital citizenship, and European values.

“The Video Everyone Shared”

One evening, a short video spreads rapidly among students through social media.

The video claims that the European Union plans to ban traditional national celebrations because they are “not inclusive enough.” Within hours, students begin arguing in group chats. Some are angry. Others immediately believe the story because the video looks professional and includes emotional music and dramatic subtitles.

The next day, the topic enters the classroom. A few students insist:

“The EU always wants to control everything.”

Others are unsure but admit they shared the video without checking whether it was true. Instead of giving the answer immediately, the teacher asks students to investigate:

- Who created the video?
- Are there trustworthy sources confirming the claim?
- Why do emotional posts spread so quickly online?

Working in teams, students discover that the video used manipulated headlines and clips taken out of context. The original EU document was actually about reducing hate speech at public events—not banning traditions.

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The class discusses why misinformation spreads easily when topics involve identity, culture, or fear. They also reflect on how digital responsibility is part of democratic citizenship. By the end of the lesson, students create a simple “fact-check checklist” for their school community:

- verify the source,
- compare information,
- avoid sharing emotional content immediately,
- ask who benefits from misinformation.

One student reflects:

“Fake news spreads faster when people stop asking questions.”

The class realises that protecting democracy also means protecting truthful and respectful public discussion.

Reflective questions

- Why did the video seem believable at first?
- How do emotions influence the spread of misinformation?
- What responsibilities do citizens have online?
- Why is media literacy important for democracy?
- What can schools do to encourage critical thinking?

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Title	Data Detectives: Our Digital Rights Workshop
Type	Collaborative project idea
Short description (max 200 words)	In this workshop, students become 'Data Detectives' — peer educators who research a digital rights topic and teach their classmates through a short campaign presentation. Each group is assigned one of five real-world themes that mirror EU policy priorities: privacy and data protection, misinformation and fake news, cyberbullying and hate speech, screen time and digital wellbeing, or digital inclusion and the digital divide. Rather than receiving information passively, students must make sense of a topic, decide what matters most, and communicate it creatively to peers. This mirrors the real work of civic activists, NGOs, and EU institutions, turning complex rights into understandable, actionable messages. The activity leads to a co-created 'Class Digital Charter' — a shared commitment that belongs to the whole group and can be displayed in the classroom or published on the school website.
Learning objectives (2-3)	1. Identify key risks and rights in the digital world (privacy, consent, misinformation, cyberbullying). 2. Understand how EU legislation (GDPR, Digital Services Act) protects citizens online. 3. Collaborate to research, design, and present a digital rights awareness campaign.
Format/Source link (if external)	See below
Recommended use	Group activity

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"Data Detectives: Our Digital Rights Workshop"

Activity Title: "Data Detectives: Our Digital Rights Workshop"	
Learning Objectives	➤ Identify key risks and rights in the digital world (privacy, consent, misinformation, cyberbullying). ➤ Understand how EU legislation (GDPR, Digital Services Act) protects citizens online. ➤ Collaborate to research, design, and present a digital rights awareness campaign. ➤ Reflect on personal digital habits and their impact on self and community. ➤ Practice public speaking, visual communication, and peer feedback.
SDG Alignment	Primary SDG: ➤ SDG 4 – Quality Education: digital literacy as a core skill. Linked SDGs: ➤ SDG 10 – Reduced Inequalities: bridging the digital divide. ➤ SDG 16 – Peace, Justice & Strong Institutions: protecting rights online. ➤ SDG 17 – Partnerships: collaboration within and across groups.
EU Values & Identity Link	➤ Freedom & Responsibility – being free online comes with duties to others. ➤ Human Dignity – combating cyberbullying and hate speech. ➤ Democracy – fighting misinformation protects democratic participation.

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	➤ Solidarity – supporting peers who face digital harm.
Age/Level	Lower secondary – 13 to 15 years
Prior Knowledge/Prerequisites	Basic experience with social media and internet use. Awareness of concepts such as privacy, passwords, and online safety.
Duration	Total: 90 minutes
Group Size & Grouping	20–30 students divided into 4–5 groups of 4–6. Each group receives a different digital rights theme.
Setting	Classroom or computer lab. Desks arranged for group work. A projector or smartboard for presentations.
Materials & Resources	Theme Cards (one per group) EU Digital Rights Fact Sheet A3 poster paper Markers and colored pens Presentation feedback cards (peer review)
Community / Stakeholder Involvement (optional)	Invite a local cybersecurity professional, NGO representative (e.g. digital rights org), or Europe Direct contact to observe or give a 5-minute expert introduction.
Accessibility & Inclusion	➤ Sentence starters provided on cards for lower-level learners. ➤ Students choose their role: researcher, designer, speaker, or timekeeper. ➤ Option to present via recorded video instead of live speech. ➤ Simplified vocabulary sheet available on request.

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Description	
In this workshop, students become 'Data Detectives' — peer educators who research a digital rights topic and teach their classmates through a short campaign presentation. Each group is assigned one of five real-world themes that mirror EU policy priorities: privacy and data protection, misinformation and fake news, cyberbullying and hate speech, screen time and digital wellbeing, or digital inclusion and the digital divide. Rather than receiving information passively, students must make sense of a topic, decide what matters most, and communicate it creatively to peers. This mirrors the real work of civic activists, NGOs, and EU institutions, turning complex rights into understandable, actionable messages. The activity leads to a co-created 'Class Digital Charter' — a shared commitment that belongs to the whole group and can be displayed in the classroom or published on the school website.	
Assessment	
Formative Assessment	Teacher observes group cooperation, accuracy of content, creativity, and use of EU references during preparation and presentations.
Summative Assessment (if applicable)	Groups submit their poster or slide deck with a short-written justification (5–8 sentences) explaining their key message and how it connects to EU values.
Student Self-Assessment	'One digital right I did not know I had before this workshop is...' 'One thing I will change about my online behaviour is...'
Peer Feedback	Each student completes a Feedback Card for another group: • One strong point: 'Your presentation was effective because...' • One suggestion: 'You could improve by...' • One question: 'I would like to know more about...'

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Documentation, Evidence & Follow-Up	
Evidence to Collect	➤ Photos of group posters and presentations (with permissions) ➤ Completed peer feedback cards ➤ Written self-assessment exit tickets ➤ Optional short video recording of presentations
Impact Tracking	➤ Note increases in student-led conversations about digital rights in later lessons. ➤ Track whether the Class Digital Charter is referenced or acted upon. ➤ Run a quick follow-up quiz 2 weeks later to measure retention.
Dissemination	➤ Display the Class Digital Charter and group posters on the school noticeboard or website. ➤ Share a summary with the EuroCivic Lab Project (eurociviclub.eu). ➤ Organise a 'Digital Rights Day' for other classes to attend.
Next Steps	Challenge groups to turn their poster into a 60-second social media campaign video. Invite a digital rights NGO for a follow-up Q&A. Connect to ICT, ethics, or social studies classes for cross-curricular extension.
Teacher Reflection Which group produced the most creative and accurate campaign? What made it work? Did all students feel confident participating? Who may have needed more support? Were EU references (GDPR, DSA, Digital Decade) used accurately by students? How could this activity link to ICT, citizenship, ethics, or language lessons for cross-curricular depth? Did the Class Digital Charter feel meaningful to students? Will it be followed up?	

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Title	Community Solidarity Campaign: Together in Times of Crisis
Type	Collaborative project idea
Short description (max 200 words)	Students work collaboratively to create a “Solidarity Campaign” responding to a crisis scenario such as pandemics, floods, migration, or food shortages. Groups research how European communities showed resilience and civic responsibility during emergencies. Each group develops: • Awareness posters • Short presentations • Community support ideas • School-based action proposals The activity ends with a “Solidarity Fair” where groups present their campaign materials to classmates.
Learning objectives (2-3)	Understand the importance of solidarity during crises. Identify ways European citizens support vulnerable groups. Collaborate to design a civic awareness campaign.
Format/Source link (if external)	See below
Recommended use	Group activity

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Activity Title: Activity 2: Community Solidarity Campaign: Together in Times of Crisis Community Solidarity Campaign: Together in Times of Crisis	
Learning Objectives	Understand the importance of solidarity during crises. Identify ways European citizens support vulnerable groups. Collaborate to design a civic awareness campaign.
SDG Alignment	Primary SDG • SDG 11 – Sustainable Cities and Communities Linked SDGs • SDG 3 – Good Health and Well-being • SDG 10 – Reduced Inequalities • SDG 16 – Peace, Justice and Strong Institutions
EU Values & Identity Link	Solidarity and unity during difficult times Respect for human dignity Active democratic participation Inclusion and support for vulnerable citizens.
Age/Level	Lower secondary – 13 to 16 years
Prior Knowledge/ Prerequisites	Basic understanding of citizenship, teamwork, and community support systems.
Duration	Total: 90-120 minutes
Group Size & Grouping	20–30 students divided into 4–5 groups of 4–6
Setting	Classroom or computer lab or school compound

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Materials & Resources	☐ Poster papers ☐ Markers and coloured pens ☐ Internet access (optional) ☐ Printed crisis-response examples ☐ Projector or smartboard
Community/ Stakeholder Involvement (optional)	Invite a local NGO representative, Red Cross volunteer, or community leader to discuss community resilience.
Accessibility & Inclusion	☐ Mixed-ability groupings ☐ Students assigned different roles (speaker, designer, researcher, writer) ☐ Simplified instruction sheets provided ☐ Visual aids for learners requiring additional support
Description	
Students work collaboratively to create a “Solidarity Campaign” responding to a crisis scenario such as pandemics, floods, migration, or food shortages. Groups research how European communities showed resilience and civic responsibility during emergencies. Each group develops: • Awareness posters • Short presentations • Community support ideas • School-based action proposals The activity ends with a “Solidarity Fair” where groups present their campaign materials to classmates.	
Assessment	
Formative Assessment	Teacher observes: • Group collaboration • Participation • Creativity • Accuracy of civic concepts

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Summative Assessment (if applicable)	Groups submit: • Campaign poster or slide presentation • Short reflection report (5–8 sentences)
Student Self-Assessment	One thing I learned about solidarity is...” ☐ “One action I can take in my community is...” ...
Peer Feedback	Students complete feedback cards: • One strong point • One suggestion for improvement • One question about the project
Documentation, Evidence & Follow-Up	
Evidence to Collect	☐ Photos of campaign posters ☐ Group presentations ☐ Reflection sheets ☐ Peer feedback cards
Impact Tracking	Observe student participation in later civic activities Monitor awareness of solidarity and resilience themes
Dissemination	☐ Display posters on school noticeboards ☐ Share outcomes during assembly ☐ Publish selected projects on school social media pages
Next Steps	Students create: • A short awareness video • A school “Solidarity Charter” • A fundraising or donation initiative
Teacher Reflection	

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- Did students understand the importance of solidarity?
- Which activities generated the most engagement?
- Were all students actively involved?
- How can this project connect with social studies or ICT lessons?

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Title	How to spot fake news online
Type	Video
Short description (max 200 words)	This educational video helps students recognise misinformation and fake news appearing on social media and online platforms. Through practical examples, learners explore how manipulated content, misleading headlines, and emotional messages can influence public opinion and democratic discussions. Students are encouraged to observe how information spreads online and how critical thinking can help protect democratic values and responsible digital citizenship in Europe. While watching the video, students should pay attention to: • how fake or misleading information is presented, • what emotional techniques are used to influence viewers, • whether sources and evidence are trustworthy, • how social media can amplify misinformation quickly, • what strategies can help identify reliable information. Suggested observation questions: • Which examples in the video seemed trustworthy at first and why? • What warning signs helped identify misinformation? • How can young people verify online information before sharing it? • Why is critical thinking important for democracy and European citizenship? • What responsibilities do citizens have in the digital world? The activity supports media literacy, responsible online behaviour, and awareness of democratic participation in the European digital environment.
Learning objectives (2-3)	Identify common signs of misinformation and fake news. Practice critical thinking and source verification. Understand why digital responsibility matters for democracy.
Format/Source link (if external)	https://euvsdisinfo.eu/learn

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Recommended use

Suitable for ICT, civics, or social studies lessons. Can be combined with group fact-checking activities or digital safety discussions.

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Title	Migration in Europe – causes and challenges
Type	Infographic
Short description (max 200 words)	This infographic explores the complex relationship between economic development and migration. It explains that migration is not caused by a single factor, but by a combination of economic opportunities, education, safety, social networks, and personal aspirations. The visual material helps students understand that migration often increases during periods of development because more people gain the resources and opportunities to move abroad. The infographic also presents the importance of remittances and international connections between countries. While analysing the infographic, students should pay attention to: • how development and migration are connected, • why people migrate even from developing countries, • the role of education, income, and opportunities in migration decisions, • how money sent home by migrants supports families and local economies, • differences between migration myths and real statistical trends. Suggested observation questions: • Why can economic development sometimes increase migration? • What factors besides poverty influence migration decisions? • How do migrants contribute to their home countries? • Which information in the infographic surprised you most? • How can European cooperation support fair and humane migration policies? The activity supports critical thinking, global awareness, and understanding of migration as a complex social and economic phenomenon connected to European and global development.

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Learning objectives (2-3)	Understand the relationship between development and migration. Identify different social and economic factors influencing migration. Reflect on how migration affects both origin and destination countries.
Format/Source link (if external)	https://knowledge4policy.ec.europa.eu/publication/development-migration-theory-reality-infographic_en
Recommended use	Suitable for geography, civics, or social studies lessons as a discussion starter, infographic analysis task, or preparation for debates on migration and European solidarity.

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Title	Europe's living conditions – regional inequalities in the EU
Type	Infographic
Short description (max 200 words)	Students analyse a Eurostat infographic about living conditions and regional inequalities across Europe. Working in small groups, they compare differences in income, employment, housing, and quality of life between EU regions, then discuss how these inequalities affect citizens' opportunities and wellbeing. While analysing the infographic, students should pay attention to: • which regions face greater social or economic challenges, • possible reasons behind regional inequalities, • how inequalities affect young people's opportunities, • how EU solidarity and cohesion policies may help reduce disparities. Suggested observation questions: • Which differences surprised you most? • Why do some regions have better living conditions than others? • How can the EU support less developed regions? • Why is solidarity important in Europe? The activity develops critical thinking, data interpretation, and understanding of European solidarity and social cohesion..
Learning objectives (2-3)	Interpret basic social and economic data from an infographic. Understand regional inequalities within the EU. Reflect on the importance of solidarity and cohesion in Europe.
Format/Source link (if external)	https://www.esap.online/news/112/eurostat-living-conditions-statistics-at-regional-level
Recommended use	Suitable as a short classroom discussion starter, group analysis activity, or introduction to topics such as inequality, cohesion policy, and European solidarity.

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