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EuroCivic Lab

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

WP4

Assessment Exercises – Module 4

The EuroCivic Lab project: Strengthening European Identity and Citizenship through SDGs, Social Activism and Living Lab methodology in School Education

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1. Multiple-Choice Quiz

Quiz 1: Young People and a Sustainable Future

1) Why can it be important for young people to care about the Sustainable Development Goals?

- A. Because they are only decisions made by international organisations.
- B. Because they are connected to problems that affect young people's future.
- C. Because they only belong to adults' workplace responsibilities.
- D. Because sustainability is only the job of environmental experts.

Correct answer: B

2) Which example best shows that a student can take action for a more sustainable future?

- A. Taking part in a school energy-saving challenge.
- B. Thinking that global problems have nothing to do with everyday life.
- C. Acting only when someone gives a direct order.
- D. Avoiding group projects because they seem too complicated.

Correct answer: A

3) Which idea best connects the SDGs with European citizenship?

- A. Taking action for the SDGs can be part of responsible European citizenship.
- B. The SDGs only belong to the United Nations and have no connection to Europe.
- C. Being European only means knowing the flag and the anthem.
- D. Young people do not need to care about community issues.

Correct answer: A

4) A class starts a project to improve selective waste collection at school. Why is this more than a simple cleaning activity?

- A. Because it connects everyday school life with responsible consumption and sustainability.
- B. Because it replaces the work of the school cleaning staff.
- C. Because it has no connection to social or environmental questions.
- D. Because it only creates competition between classes.

Correct answer: A

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2. Multiple-Choice Quiz

Quiz 2: European Values in Everyday Life

1) Which situation best shows solidarity?

- A. A group makes sure that a quieter student also has a role in the shared task.
- B. The strongest students make all decisions alone.
- C. Students only work with classmates who are easy to communicate with.
- D. A new student is left out because they understand the task more slowly.

Correct answer: A

2) Which decision best shows respect for human rights at school?

- A. Every student's opinion is heard, and nobody is excluded because of their background.
- B. Only students who speak quickly and confidently are allowed to contribute.
- C. Students' personal data is shared without permission.
- D. Differences between students are treated as a problem.

Correct answer: A

3) A class decides together which sustainability project to start. Before voting, each group presents its idea. Which European value is shown most clearly?

- A. Democracy
- B. Isolation
- C. Competition
- D. Indifference

Correct answer: A

4) What can “unity in diversity” mean during a school project?

- A. Students with different ideas, backgrounds and perspectives work together towards a shared goal.
- B. Everyone must think the same way so the work can be finished faster.
- C. Only students who would solve the problem in the same way can participate.
- D. Different opinions should be avoided because they slow down the work.

Correct answer: A

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3. True/False Statements

True or False: Action and Responsibility

Decide whether each statement is true or false.

1) A school environmental project can be connected to European values even if it starts from a local problem.

Correct answer: True

2) Sustainability is only about protecting nature and has no connection to social or economic questions.

Correct answer: False

3) Solidarity can mean practical action, such as helping, including others or sharing responsibility.

Correct answer: True

4) A young person can only be an active citizen after they are old enough to vote.

Correct answer: False

5) When a class investigates the causes of a problem, plans a solution and evaluates the result, real action-based learning can happen.

Correct answer: True

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4. True/False Statements

True or False: Local Problems, Shared Solutions

Decide whether each statement is true or false.

1) A local school problem, such as producing too much waste, can be connected to wider European and global sustainability goals.

Correct answer: True

2) Involving community partners is unnecessary because a school can solve every sustainability problem alone.

Correct answer: False

3) In a Living Lab-style project, students, teachers and local actors can work together to find solutions to real problems.

Correct answer: True

4) Measuring impact can help students understand whether a project has created real change.

Correct answer: True

5) A project is successful if it looks impressive, even when nobody reflects on its real impact.

Correct answer: False

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5. Matching Pairs

Match the European Value with the School Situation

European Value		School Situation
Solidarity	*	* Students help a classmate take part in group work.
Human dignity	*	* Students speak respectfully to each other, even when they disagree.
Democracy	*	* The group listens to different opinions before making a decision.
Diversity	*	* Students treat different experiences and perspectives as valuable.
Sustainability	*	* The class chooses a solution that also considers future generations.

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6. Matching Pairs

Match the Student “Superpower” with the Practical Example

Superpower		Practical Example
Agency	*	* A student suggests starting a “Green School” project instead of waiting for others.
Collaboration	*	* Group members divide tasks and listen to each other’s ideas.
Global awareness	*	* Students investigate where the materials in everyday objects come from.
Systems thinking	*	* Students connect overconsumption, waste production and climate change.
Value-based decision-making	*	* The group chooses a solution that is fair, sustainable and inclusive.

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7. Drag-and-Drop Categorisation

What Type of Student Action Is It?

Drag and drop each example into the correct category.

Categories

- School sustainability project
- Creative awareness campaign
- Connecting with other communities
- Impact monitoring and reflection

Items

- Energy-saving challenge
- Selective waste collection competition
- Creating a community garden
- Creating an SDG poster and organising a discussion afternoon
- Performing slam poetry about climate change
- Making a podcast about diversity
- Taking part in an Erasmus+ or eTwinning project
- Joining a youth SDG club
- Sharing good practices with other groups
- Keeping a reflective journal
- Creating a community survey
- Building a digital portfolio

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Answer Key

School Sustainability Project	Creative Awareness Campaign	Connecting with Other Communities	Impact Monitoring and Reflection
Energy-saving challenge	Creating an SDG poster and organising a discussion afternoon	Taking part in an Erasmus+ or eTwinning project	Keeping a reflective journal
Selective waste collection competition	Performing slam poetry about climate change	Joining a youth SDG club	Creating a community survey
Creating a community garden	Making a podcast about diversity	Sharing good practices with other groups	Building a digital portfolio

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8. Drag-and-Drop Categorisation

How Can a Big Goal Become Local Action?

Drag and drop each item into the correct category.

Categories

- Wider European or global framework
- Local / school action
- Possible partner
- Way to measure change

Items

- European Green Deal
- GreenComp sustainability competence framework
- Global Gateway
- School waste reduction project
- Community garden
- Energy-saving challenge
- Local government
- Environmental organisation
- Youth centre
- Measuring the amount of waste
- Student well-being survey
- Digital portfolio

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Answer Key

Wider European or Global Framework	Local / School Action	Possible Partner	Way to Measure Change
<i>European Green Deal</i>	<i>School waste reduction project</i>	<i>Local government</i>	<i>Measuring the amount of waste</i>
<i>GreenComp sustainability competence framework</i>	<i>Community garden</i>	<i>Environmental organisation</i>	<i>Student well-being survey</i>
<i>Global Gateway</i>	<i>Energy-saving challenge</i>	<i>Youth centre</i>	<i>Digital portfolio</i>

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9. Scenario-Based Reflection Question

Scenario: A New Student in a Shared Project

A new student joins the class from another country. They are still unsure when speaking the local language. The class is working on a sustainability project, but some students do not include the new student in the group work because they think the task will be finished faster without them.

Questions

1. Why is this situation problematic for the quality of group work?
2. What could the group do to help the new student take part meaningfully?
3. How could solidarity be shown in this situation?
4. Why is it important that students with different backgrounds can also contribute to shared decisions?
5. What concrete rule or habit could the class introduce to make sure everyone has an active role next time?

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10. Scenario-Based Reflection Question

Scenario: Too Much Waste at School

A class notices that the school produces too much waste. The students do not want to simply complain. They want to start a real project: investigate where most of the waste comes from, identify which habits cause the problem, find partners to work with and measure whether their actions create real change.

Questions

1. What first steps could help students understand the causes of the waste problem?
2. Who could be useful partners in this school project?
3. What solutions would you suggest to reduce waste?
4. How could students check whether the project has had a real impact?
5. How does this local school problem connect to responsibility, cooperation and a more sustainable European future?

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