



Co-funded by
the European Union



EuroCivic Lab

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

WP4

Complementary Resources – Module 4

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

2024-1-HU01-KA220-SCH-000251467

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the Erasmus+ National Agency. Neither the European Union nor the administering body can be held responsible for them.

Creative Commons License



CC BY-NC 4.0

Creative Commons Attribution-NonCommercial 4.0 International

This license requires that reusers give credit to the creator. It allows reusers to distribute, remix, adapt, and build upon the material in any medium or format, for noncommercial purposes only.

Project Partners



universität
wien



Authors	Project Partner
	EKCU

Project Partners



universität
wien



Title	Neighbourhood food support during COVID-19
Type	Case Study
Short description (max 200 words)	Students examine how neighbourhood groups and volunteers across Europe supported elderly and vulnerable citizens during COVID-19 lockdowns. Learners analyse food delivery systems, volunteer networks, and emotional support programs. Groups discuss: • Why solidarity became important during the pandemic • How communities solved challenges together • What lessons can be applied in their own communities Students create a “Community Support Action Poster” showing ways citizens can help during crises.
Learning objectives (2-3)	Understand how communities responded during the COVID-19 crisis. Identify examples of solidarity and resilience in Europe. Analyse the importance of community support systems.
Format/Source link (if external)	See below
Recommended use	Group activity

Project Partners



universität
wien



Activity Title:

“Neighbourhood Food Support Duri Neighbourhood Food Support During COVID-19ng COVID-19”

Learning Objectives	☑ Understand how communities responded during the COVID-19 crisis. ☑ Identify examples of solidarity and resilience in Europe. ☑ Analyse the importance of community support systems.
SDG Alignment	Primary SDG • SDG 3 – Good Health and Well-being Linked SDGs • SDG 10 – Reduced Inequalities • SDG 11 – Sustainable Cities and Communities
EU Values & Identity Link	☑ Solidarity and unity ☑ Respect for human dignity ☑ Community responsibility ☑ Social inclusion
Age/Level	Lower secondary – 13 to 16 years
Prior Knowledge/ Prerequisites	Basic understanding of COVID-19 and community support activities.
Duration	Total: 60-90 minutes
Group Size & Grouping	Students divided into groups of 4–5

Project Partners



universität
wien



Setting	Classroom or computer lab
Materials & Resources	☐ Printed case study sheets ☐ Short video clips or news extracts ☐ Poster paper and markers ☐ Reflection worksheets
Community/ Stakeholder Involvement (optional)	Invite a healthcare worker or community volunteer to discuss local experiences during the pandemic.
Accessibility & Inclusion	☐ Simplified reading materials available ☐ Visual aids and images included ☐ Mixed-ability grouping encouraged
Description	
Students examine how neighbourhood groups and volunteers across Europe supported elderly and vulnerable citizens during COVID-19 lockdowns. Learners analyse food delivery systems, volunteer networks, and emotional support programs Useful links: https://www.who.int/news-room/feature-stories/detail/city-volunteering-service-keeps-older-people-safe-in-%C5%82%C3%B3d%C5%BA-poland?utm_source=chatgpt.com https://www.local.gov.uk/our-support/coronavirus-council-information-and-support/covid-19-good-council-practice/covid-19?utm_source=chatgpt.com https://www.unesco.org/en/articles/caregiving-elderly-during-covid-19-crisis-youthofunesco-story-olga?utm_source=chatgpt.com https://time.com/5816650/italy-solidarity-coronavirus/?utm_source=chatgpt.com Groups discuss: • Why solidarity became important during the pandemic • How communities solved challenges together • What lessons can be applied in their own communities Students create a “Community Support Action Poster” showing ways citizens can help during crises.	

Project Partners



universität
wien



Assessment	
Formative Assessment	Teacher observes participation, group discussions, and understanding of solidarity concepts.
Summative Assessment (if applicable)	Groups submit: • A short summary of the case study • Their support action poster
Student Self-Assessment	☐ “One lesson I learned about solidarity is...” ☐ “One way I can help others during crises is...”
Peer Feedback	Students comment on: • Strengths of presentations • Creative ideas shared • Suggestions for improvement
Documentation, Evidence & Follow-Up	
Evidence to Collect	☐ Posters ☐ Reflection sheets ☐ Group presentation notes
Impact Tracking	➤ Monitor student participation in future community-support activities.
Dissemination	Display posters on classroom noticeboards or school social media platforms.
Next Steps	Organise a school-based support or donation campaign.

Project Partners



universität
wien



Teacher Reflection

- Did students understand the role of solidarity?
- Which discussions were most engaging?
- Were students able to connect lessons to their own community?

Project Partners



universität
wien



Title	Refugee welcome centres across Europe
Type	Case Study
Short description (max 200 words)	Students analyse examples of refugee welcome centres established in several European countries during humanitarian crises. They explore how schools, NGOs, and volunteers provided housing, education, food, and emotional support for displaced families. Groups prepare: • A “Welcome Guide” for new students • Posters promoting inclusion and tolerance Short presentations on how schools can support newcomers
Learning objectives (2-3)	Understand challenges faced by refugees and displaced persons. Examine how European citizens supported refugee communities. Promote empathy, tolerance, and inclusion.
Format/Source link (if external)	See below
Recommended use	Group activity

Project Partners



universität
wien



Activity Title:
“Refugee Welcome Centres Across Europe”

Learning Objectives	☑ Understand challenges faced by refugees and displaced persons. ☑ Examine how European citizens supported refugee communities. ☑ Promote empathy, tolerance, and inclusion.
SDG Alignment	Primary SDG • SDG 10 – Reduced Inequalities Linked SDGs • SDG 4 – Quality Education • SDG 16 – Peace, Justice and Strong Institutions
EU Values & Identity Link	➤ Human rights and dignity ➤ Equality and inclusion ➤ Respect for diversity ➤ Solidarity with vulnerable populations
Age/Level	Lower secondary – 13 to 16 years
Prior Knowledge/ Prerequisites	Basic understanding of migration and human rights.
Duration	Total: 90 minutes
Group Size & Grouping	Students divided groups of 4–6
Setting	Classroom or social studies laboratory.

Project Partners



Materials & Resources	☐ Refugee stories and interviews ☐ Printed maps and photographs ☐ Flipcharts and markers ☐ Internet access (optional)
Community/ Stakeholder Involvement (optional)	Invite an NGO representative or migrant support worker to speak with students.
Accessibility & Inclusion	☐ Visual resources included for comprehension support ☐ Students choose flexible presentation roles ☐ Simplified vocabulary sheets available
Description	
Students analyse examples of refugee welcome centres established in several European countries during humanitarian crises. They explore how schools, NGOs, and volunteers provided housing, education, food, and emotional support for displaced families. Useful link: https://hias.org/hias-eu/welcome-circles-europe/?utm_source=chatgpt.com https://european-social-fund-plus.ec.europa.eu/en/social-innovation-match/case-study/garden-encounter?utm_source=chatgpt.com https://home-affairs.ec.europa.eu/projects/nicolina-humanitarian-and-social-assistance-centre_en?utm_source=chatgpt.com Groups prepare: • A “Welcome Guide” for new students • Posters promoting inclusion and tolerance • Short presentations on how schools can support newcomers	
Assessment	
Formative Assessment	Teacher evaluates participation, empathy shown in discussions, and collaboration.

Project Partners



universität
wien



Summative Assessment (if applicable)	Groups submit: • Inclusion posters • Short written reflections
Student Self-Assessment	☐ “One thing I learned about inclusion is...” ☐ “How can schools become more welcoming?”
Peer Feedback	Students provide positive comments and suggestions to classmates.
Documentation, Evidence & Follow-Up	
Evidence to Collect	☐ Posters and presentations ☐ Reflection notes ☐ Group activity photos
Impact Tracking	Observe improvements in inclusive behaviour and classroom cooperation.
Dissemination	Display inclusion messages around the school environment.
Next Steps	Organise an “Inclusion Day” or multicultural event in school.
Teacher Reflection	
• Did students demonstrate empathy and understanding? • Were learners able to connect migration issues to citizenship values?	

Project Partners



universität
wien



Title	The Museum of Future Europe
Type	collaborative project idea
Short description (max 200 words)	In this activity, students imagine that they are museum curators in the year 2100. Their task is to create a small exhibition about how Europe solved important social and environmental challenges in the 21st century. Each group chooses one SDG and connects it to an European value, such as solidarity, equality, democracy, inclusion, responsibility or sustainability. Students then design a fictional museum object that represents a successful European action related to the chosen SDG. The object can be drawing, a recycled item, a digital image, a symbolic artefact, a poster, a newspaper article from the future, or a short exhibition and presents the objects to each other.
Learning objectives (2-3)	- reflect on how present-day choices can shape Europe's future - use creativity and visual communication to express civic and sustainability-related ideas - cooperate in groups and present their ideas clearly to others
Format/Source link (if external)	The final student products can be uploaded as photos, posters, digital slides or short descriptions
Recommended use	This activity can be used after students have learned about the 17 SDG and basic European values. It works well as a group activity in class, but it can also be adapted for online learning. Suggested lesson structure:

Project Partners



universität
wien



1. **Introduction:** the teacher briefly explains that the class will create a fictional museum from the year 2100.
2. **Groupwork:** students form small groups. Each group chooses one SDG and one European value.
3. **Object design:** each group creates a museum object that symbolizes a future European success story.
4. **Museum label:** students write a short label for their object, explaining: what the object is; which SDG it represents; which European value is connected to it; what problem Europe solved; what message the object gives to future generations.
5. **Exhibition and presentation:** groups display their objects and present them to the class.
6. **Reflection:** students discuss what kind of Europe they would like to help build

Project Partners



universität
wien



Title	Mapping air pollution
Type	Collaborative project idea
Short description (max 200 words)	This activity introduces students to the concept of air pollution through a place-based, inquiry-driven approach. Its main focus is to help students identify and understand potential air pollution hotspots in their immediate school environment by formulating and discussing hypotheses about pollution sources, such as traffic or heating. Working in small groups, students analyze their surroundings, select possible monitoring locations, and justify their choices using basic environmental reasoning. The activity also integrates simple calculations related to the energy consumption of a sensor device, linking environmental awareness with resource efficiency and mathematical skills. This resource supports the module’s learning goals by fostering critical thinking, collaborative problem-solving, and early scientific reasoning. It encourages students to connect local observations with broader environmental and sustainability challenges, aligning with key competencies such as systems thinking and evidence-based decision-making. Additionally, it lays the foundation for subsequent activities by preparing students for hands-on experimentation, data collection, and deeper engagement in a Living Lab learning process.
Learning objectives (2-3)	Students will: ● understand basic concepts of air pollution ● formulate hypotheses about local environmental issues ● identify potential air pollution hotspots ● estimate energy consumption of a simple monitoring device

Project Partners



Format/Source link (if external)	See below
Recommended use	Group activity

Project Partners



universität
wien



Activity Title:

Mapping Air Pollution Hotspots Around Our School

Learning Objectives	Students will: • understand basic concepts of air pollution • formulate hypotheses about local environmental issues • identify potential air pollution hotspots • estimate energy consumption of a simple monitoring device
SDG Alignment	• SDG 3 – Good Health and Well-being • SDG 11 – Sustainable Cities and Communities • SDG 13 – Climate Action
EU Values & Identity Link	• environmental responsibility • active citizenship • evidence-based decision making
Age/Level	13–15 years (lower secondary)
Prior Knowledge/Prerequisites	• basic understanding of pollution • simple math (multiplication, units)
Duration	45 minutes
Group Size & Grouping	3–4 students per group
Setting	classroom

Project Partners



universität
wien



Materials & Resources	• worksheet • map (digital or printed) • calculator
Community/Stakeholder Involvement (optional)	Involvement of school management or local municipality
Accessibility & Inclusion	• mixed-ability grouping • visual + verbal instruction • optional simplified worksheet
Description	
Students identify potential air pollution hotspots around their school and justify their choices. They develop hypotheses about pollution sources (traffic, heating, etc.) and select potential monitoring locations. They also calculate the annual energy consumption of a sensor device, linking environmental awareness with resource use.	
Assessment	
Formative Assessment	• group discussion quality • justification of chosen locations
Summative Assessment (if applicable)	short written explanation of the chosen site
Student Self-Assessment	“One thing I learned about air pollution is...”
Peer Feedback	“One strong point you made was...” / “One thing I’d like to know more about is...”

Project Partners



universität
wien



Documentation, Evidence & Follow-Up	
Evidence to Collect	- maps with marked locations - group worksheets
Impact Tracking	- number of identified hotspots - quality of hypotheses
Dissemination	Post class summary on a school wall or website. The summary can be sent to the EuroCivic Lab Project Website (eurociviclab.eu) and social media pages for publication through the email foldrajz@uni-eszterhazy.hu.
Next Steps	- selection of final monitoring location - introduction of real sensor
Teacher Reflection	
Were students able to connect local issues to broader environmental challenges?	

Project Partners



universität
wien



Title	European SDG Exhibition: Youth for a Sustainable Future
Type	Collaborative project idea
Short description (max 200 words)	Students work together to create an exhibition connecting European citizenship with the Sustainable Development Goals. Each group focuses on one SDG and explores: • Challenges related to the SDG • European actions supporting sustainability • Local solutions students can promote Groups prepare: • Posters • Models or charts • Short presentations • Awareness messages The activity concludes with an exhibition walk where students explain their work to visitors.
Learning objectives (2-3)	Understand the connection between European citizenship and SDGs. Explore sustainability, equality, and inclusion issues. Collaboratively create educational exhibition materials.
Format/Source link (if external)	See below
Recommended use	Group activity

Project Partners



universität
wien



Activity Title:
“European SDG Exhibition: Youth for a Sustainable Future”

Learning Objectives	☐ Understand the connection between European citizenship and SDGs. ☐ Explore sustainability, equality, and inclusion issues. ☐ Collaboratively create educational exhibition materials.
SDG Alignment	Primary SDG • SDG 13 – Climate Action Linked SDGs • SDG 4 – Quality Education • SDG 10 – Reduced Inequalities • SDG 17 – Partnerships for the Goals
EU Values & Identity Link	☐ Sustainability and environmental responsibility ☐ Equality and inclusion ☐ Democratic participation ☐ Cooperation among European citizens
Age/Level	Lower secondary – 13 to 16 years
Prior Knowledge/ Prerequisites	Basic understanding of environmental issues and citizenship education.
Duration	2 classroom sessions, Total: 120 minutes
Group Size & Grouping	Students work in groups of 4–6.
Setting	Classroom, exhibition hall, or school assembly area.

Project Partners



universität
wien



Materials & Resources	☐ Chart papers and markers ☐ Printed SDG icons ☐ Laptops/tablets (optional) ☐ Glue, scissors, coloured pencils ☐ Presentation boards
Community/ Stakeholder Involvement (optional)	Invite environmental activists, local government officers, or sustainability clubs to attend the exhibition.
Accessibility & Inclusion	☐ Flexible presentation options (oral, poster, digital slides) ☐ Role-sharing for different learner strengths ☐ Simplified SDG fact sheets available
Description	
Students work together to create an exhibition connecting European citizenship with the Sustainable Development Goals. Each group focuses on one SDG and explores: • Challenges related to the SDG • European actions supporting sustainability • Local solutions students can promote Groups prepare: • Posters • Models or charts • Short presentations • Awareness messages The activity concludes with an exhibition walk where students explain their work to visitors.	
Assessment	
Formative Assessment	Teacher evaluates: • Participation • Collaboration • Creativity • Understanding of SDGs

Project Partners



universität
wien



Summative Assessment (if applicable)	Groups submit: • Exhibition materials • Short written explanation of their SDG project
Student Self-Assessment	☐ “One sustainability action I can practice is...” ☐ “The SDG I connect with most is...”
Peer Feedback	Students provide: • Positive comments • Improvement suggestions • Questions for presenters
Documentation, Evidence & Follow-Up	
Evidence to Collect	➤ Photos of exhibition displays ➤ Presentation recordings ➤ Student reflection sheets
Impact Tracking	☐ Observe environmental practices in school ☐ Monitor participation in sustainability clubs or activities
Dissemination	☐ Display projects during school open day ☐ Share exhibition photos on school platforms ☐ Present selected projects during assemblies
Next Steps	☐ Launch a school recycling campaign ☐ Start a sustainability club ☐ Organise a tree-planting activity
Teacher Reflection	

Project Partners



- ❓ Did students connect SDGs with citizenship effectively?
- ❓ Which SDGs generated the most interest?
- ❓ How can future projects become more community-based?

Project Partners



universität
wien



Title	Mapping an Inclusive City
Type	Infographic-based group activity
Short description (max 200 words)	In this activity, students design a fictional European city that welcomes newcomers, such as refugees or migrant families. The city should help people integrate, strengthen the local community, and remain supportive and resilient in times of crisis. Students use selected data from the OECD infographic International Migration Outlook 2025 – Key facts and figures as a starting point. The teacher chooses 2–3 simple pieces of data from the infographic, for example about migration flows, labour market participation, or the need for support in education, health care and community life. After a short discussion, students work in groups to create a visual or digital map of an inclusive European city. Their city map must include at least five inclusive places or services, such as a welcoming school, a language club, a community centre, a health support point, a youth club, a volunteer centre or an intercultural festival space. Each group presents its city and explains how the planned places support solidarity, inclusion and resilience.
Learning objectives (2-3)	By the end of the activity, students will be able to: - interpret selected migration-related data from an infographic in a simple and age-appropriate way; - identify the needs of newcomers, refugees and migrant families in a local community; - connect migration, solidarity and resilience to European values and the Sustainable Development Goals

Project Partners



**universität
wien**



Format/Source link (if external)	OECD infographic: International Migration Outlook 2025 – Key facts and figures link: https://www.oecd.org/en/publications/international-migration-outlook-2025_ae26c893-en/full-report/key-facts-and-figures-infographic_a72f6c50.html
Recommended use	This activity is recommended as a group-based classroom activity after introducing the topics of migration, refugees, solidarity and resilience in crisis situations. It can also be used in online or blended learning if students create their maps digitally. The teacher first asks students: “What might someone need when arriving in a new country or city?” Students brainstorm possible needs, such as school, friends, language support, health care, safety, housing, work, community activities and reliable information. The teacher then presents 2–3 selected data points from the OECD infographic. Students discuss what the data shows, why it may be important for a European city, and how a community can respond in a supportive and inclusive way. In groups, students design their own fictional European city. Their map should include: • the name of the city; • at least five inclusive places or services; • short explanations of who each place supports and how; • at least one or two references to the OECD data; • related SDGs; • related European values; • a short message completing the sentence: “An inclusive European city is strong because...”

Project Partners



universität
wien



The activity encourages students to understand migration not as a source of fear, but as a community challenge that can be addressed through solidarity, cooperation and creative local solutions

Project Partners



**universität
wien**



Title	The Journey of a Plastic Bottle: From Waste to Responsibility
Type	Multimedia resource idea
Short description (max 200 words)	In this activity, students watch the TED-Ed video “What really happens to the plastic you throw away” by Emma Bryce. The video follows the possible journeys of three plastic bottles after they are thrown away: one ends up in a landfill, one reaches the ocean, and one is recycled. After watching the video, students work in small groups to explore how everyday consumption choices are connected to the Sustainable Development Goals and European values. Each group chooses one plastic object, such as a bottle, a food package or a plastic bag, and creates a visual or digital “life journey” of that object. Students show what can happen to the object after use, what environmental problems it may cause, and what more responsible alternatives young Europeans can choose. The activity encourages students to think critically about waste, recycling, responsible consumption and their own role in building a more sustainable Europe.
Learning objectives (2-3)	By the end of the activity, students will be able to: • understand the environmental impact of plastic waste; • explain different possible outcomes of plastic waste, such as landfill, pollution or recycling; • connect plastic pollution to the Sustainable Development Goals
Format/Source link (if external)	Existing online video resource: TED-Ed – “What really happens to the plastic you throw away” by Emma Bryce link: https://www.youtube.com/watch?v=6xINyWPpB8

Project Partners

**universität
wien**


Recommended use

This activity can be used after introducing the Sustainable Development Goals, especially SDG 12, SDG 13 and SDG 14. It works well in classroom teaching, project-based learning or online learning environments.

Suggested lesson structure:

1. Warm-up discussion: the teacher asks students what plastic objects they use every day and what they think happens to them after they are thrown away.

2. Video watching: students watch the TED-Ed video and take notes on the three possible journeys of a plastic bottle.

3. Group discussion: in small groups, students discuss the environmental consequences shown in the video and identify the related SDGs.

4. Creative task: each group chooses one plastic object and creates its “life journey” as a visual or digital product. They show at least three possible paths:

- landfill;
- pollution in nature or water;
- recycling or reuse.

5. European responsibility connection: students add one section explaining what young Europeans, schools or local communities can do to reduce plastic waste.

6. Presentation: groups present their work to the class.

7. Reflection: the class discusses how responsible consumption can become part of European identity and active citizenship.

Project Partners



universität
wien



Title	“Europe and the SDGs”
Type	educational video
Short description (max 200 words)	This short educational video introduces the 17 Sustainable Development Goals (SDGs) and explains how they connect to European values such as solidarity, equality, democracy, and sustainability. Students explore how the European Union supports climate action, quality education, social inclusion, and responsible consumption through cooperation between countries and citizens. While watching the video, students should pay attention to: • which SDGs are most visible in everyday life, • how EU cooperation supports sustainable development, • examples of actions young people can take locally, • links between European identity and global responsibility. Suggested observation questions: • Which SDGs seem most important for Europe’s future? • How can students contribute to sustainable development? • Why is cooperation necessary for solving global challenges? The activity develops sustainability awareness, active citizenship, and understanding of shared European responsibility.
Learning objectives (2-3)	Identify the main Sustainable Development Goals. Understand the connection between EU values and sustainability. Reflect on personal and community responsibility.
Format/Source link (if external)	https://www.un.org/sustainabledevelopment/sustainable-development-goals
Recommended use	Suitable as an introductory classroom activity, discussion starter, or homework reflection task connected to European identity and sustainability.

Project Partners



Title	European Green Deal
Type	Infographic
Short description (max 200 words)	Students analyse an infographic about the European Green Deal and the circular economy. The visual material introduces how composting, recycling, and waste reduction contribute to sustainability and climate protection in Europe. By interpreting the infographic, students explore the connection between everyday environmental actions and broader European sustainability goals. While analysing the infographic, students should pay attention to: - the main environmental challenges presented, - how composting and recycling reduce waste, - connections between individual behaviour and climate action, - how circular economy solutions support a greener Europe. Suggested observation questions: - What environmental problems are highlighted in the infographic? - Which solutions seem the most effective and why? - How can young people contribute to reducing waste? - What does the infographic suggest about the importance of cooperation in environmental protection? The activity develops visual interpretation, critical thinking, and sustainability awareness while strengthening understanding of European environmental responsibility.
Learning objectives (2-3)	Understand the basic principles of the circular economy. Identify connections between the EU Green Deal and sustainability goals. Reflect on personal responsibility in environmental protection.
Format/Source link (if external)	https://www.compostnetwork.info/eu-green-deal/

Project Partners

**universität
wien**


Recommended use

Suitable as a short classroom discussion activity, sustainability project starter, or introduction to SDGs related to climate action and responsible consumption.

Project Partners



universität
wien



Title	“European Green Deal”
Type	educational video
Short description (max 200 words)	This short animated video introduces the main goals of the European Green Deal and explains how the European Union aims to achieve climate neutrality by 2050. Students explore topics such as renewable energy, cleaner transport, biodiversity protection, and sustainable lifestyles while reflecting on how environmental responsibility connects to European cooperation and citizenship. While watching the video, students should pay attention to: • the environmental challenges highlighted in the video, • how EU countries cooperate on climate action, • examples of sustainable solutions in everyday life, • how citizens and young people can contribute to greener communities. Suggested observation questions: • Why is climate action important for Europe’s future? • Which solutions presented in the video seem the most effective? • How can young people support sustainability locally? The activity develops environmental awareness, critical thinking, and understanding of sustainability as a shared European responsibility.
Learning objectives (2-3)	Understand the main aims of the European Green Deal. Identify links between sustainability and European cooperation. Reflect on personal responsibility in environmental protection.
Format/Source link (if external)	https://www.youtube.com/watch?v=9GorgroiggM
Recommended use	Suitable as an introductory classroom activity, discussion starter, or preparation for lessons connected to SDGs and climate action.

Project Partners

