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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 5

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

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Authors	Project Partner
Panagiota Digkoglou	Social Nebula

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Type: Multiple-choice quiz

Question 1: What is the main idea of social activism in this module?

- A. Winning arguments online
- B. Noticing something unfair or unsafe and working with others to improve it
- C. Waiting for adults to solve school problems
- D. Organising only large public protests

Correct answer: B

Question 2: Why is the word “social” important in social activism?

- A. Because activism only happens on social media
- B. Because activism is about working with others for the common good
- C. Because activism must always be public
- D. Because activism is only about friendships

Correct answer: B

Question 3: Which of the following is an example of school-based activism?

- A. Ignoring litter in the playground
- B. Complaining privately without acting
- C. Designing a short campaign to reduce food waste
- D. Posting rumours in a class chat

Correct answer: C

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M5 – Exercise 2: True / False

Title: Responsible Activism

Type: True/False

Statement

Correct

Answer

Good activism should be informed and responsible.

True

It is acceptable to share someone's photo in a campaign without asking first.

False

Checking facts before acting helps make activism more trustworthy.

True

Activism should focus only on personal benefit.

False

Protecting privacy is part of ethical activism.

True

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M5 – Exercise 3: Matching Pairs

Title: European Values in Action

Type: Matching pairs

Concept	Match with
Dignity	Treating every person with respect
Solidarity	Supporting others when they face difficulties
Democracy	Listening, discussing and deciding fairly
Inclusion	Making sure everyone can participate
Common good	Benefits that help the whole community

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M5 – Exercise 4: Drag-and-Drop Categorisation

Title: Safe, Ethical or Inclusive?

Type: Drag-and-drop categorisation

Categories:

1. Safety
2. Ethics
3. Inclusion

Items to categorise:

- Asking permission before taking photos → **Safety / Ethics**
- Avoiding rumours and checking facts → **Ethics**
- Giving different roles so all students can contribute → **Inclusion**
- Keeping contact details private → **Safety**
- Using readable colours and large text on posters → **Inclusion**
- Listening respectfully to people who disagree → **Ethics**

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M5 – Exercise 5: Multiple Choice Quiz

Title: From Problem to Pilot

Type: Multiple-choice quiz

Question 1: What should students do first when they notice a problem?

- A. Immediately publish a campaign online
- B. Blame someone publicly
- C. Understand the problem and listen to those affected
- D. Wait until the problem disappears

Correct answer: C

Question 2: What is a pilot project?

- A. A small test of an idea before applying it more widely
- B. A final solution that cannot be changed
- C. A project only adults can run
- D. A school exam

Correct answer: A

Question 3: Why is reflection important after an activism activity?

- A. To decide who is guilty
- B. To understand what worked, what did not, and what can improve
- C. To stop the project immediately
- D. To avoid collecting evidence

Correct answer: B

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M5 – Exercise 6: Scenario-Based Reflection

Title: The Rumour in the Class Chat

Type: Scenario-based reflection

Scenario:

A class chat spreads a rumour that a new school accessibility measure is “unfair” because it helps only one student. Some students forward the message without checking whether it is true.

Questions:

1. What is the ethical problem in this situation?
2. What should students do before reacting or sharing the message?
3. How could the class respond in a respectful and inclusive way?
4. Which European values are involved?

Suggested answer elements:

Students should identify misinformation, lack of respect, exclusion and privacy concerns. They should check facts, listen to the affected student if appropriate, avoid public humiliation and create a respectful message explaining fairness and inclusion. Relevant values include dignity, equality, solidarity and participation.

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M5 – Exercise 7: Matching Pairs

Title: Activism Tools and Their Purpose

Type: Matching pairs

Activism Tool	Purpose
Poster campaign	Raise awareness quickly
Mini-survey	Collect evidence from students
Pledge wall	Collect commitments
Letter to school leadership	Request a concrete change
Class debate	Explore different viewpoints respectfully
Short video/reel	Communicate a message creatively

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M5 – Exercise 8: True / False

Title: European Identity Is a Practice

Type: True/False

Statement

Correct

Answer

European identity becomes real when people act together for the common good.

True

Small school projects cannot connect to European values.

False

A recycling station can express care for the shared environment.

True

Solidarity means helping only people from your own group.

False

Democratic trust grows when actions are transparent and promises are kept.

True

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M5 – Exercise 9: Drag-and-Drop Sequencing

Title: The Change Cycle

Type: Drag-and-drop ordering

Put the steps in the correct order:

1. Define the vision
2. Plan and carry out the action
3. Collect evidence of impact
4. Decide how to sustain the change
5. Reflect and improve

Correct order: 1 → 2 → 3 → 4 → 5

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M5 – Exercise 10: Scenario-Based Assessment

Title: Design a Responsible Mini-Action

Type: Scenario-based reflection / short answer

Scenario:

Students notice that the school courtyard has too much litter after lunch. They want to create a quick campaign.

Tasks:

1. Write one realistic goal.
2. Choose one action method.
3. Identify one European value and one SDG connected to the action.
4. Suggest one safety or inclusion rule.
5. Suggest one simple indicator to measure success.

Suggested answer example:

Goal: Reduce litter in the courtyard after lunch for two weeks.

Action: Poster campaign and clean-up rota.

European value: Solidarity / care for shared spaces.

SDG: SDG 12 Responsible Consumption and Production or SDG 11 Sustainable Cities and Communities.

Safety/inclusion rule: Everyone can choose a role; gloves are provided; no shaming students.

Indicator: Number of bags of litter collected before and after the campaign.

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