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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 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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Case Study: “The Library Steps”

At our school, the library is up a few steps. For most students, it’s nothing. For Nadia, who uses a wheelchair, it means she can’t go in by herself. She has to wait for someone to carry her chair or bring books down. Nobody says “you don’t belong,” but the building kind of does.

That same week, a rumour spreads in class group chats:

“Why does the school spend money on *special* students instead of everyone else?”

Some students forward it without thinking. Others get angry. A few stay quiet, because arguing online feels like walking into a storm with an umbrella made of paper.

In citizenship class, we decide to do something real—and respectful.

First, we talk to Nadia and ask what she actually wants. She says: “I just want to choose my own books, like everyone else.”

Then we check facts instead of vibes. We measure the steps, look at the entrance, and ask the librarian what’s possible right now. A permanent ramp will take time and paperwork, but we can start with a simple plan:

- a mobile book cart downstairs during specific hours,
- a clear sign saying when the cart is available,
- a request to the school council for a proper ramp proposal.

We also deal with the rumour. Not by attacking people, but by answering it. We create a small poster series around the school with one message:

“Fair isn’t everyone getting the same thing. Fair is everyone being able to participate.”

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After two weeks, Nadia can borrow books independently during the cart hours. The chat drama calms down. And we learn something important: European values aren't only big speeches. Sometimes they're just making sure a door is a door for everyone.

Reflective questions

1. What was the bigger problem here: the steps, the rumour, or the reactions to it? Why?
2. Is it “unfair” when someone gets support to access something others already access easily? Explain.
3. What is a respectful way to correct misinformation without humiliating people?
4. If a permanent ramp takes months, what actions can keep the community engaged in the meantime?
5. What does “belonging” mean in a school—and who decides it?

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Title	Democracy Toolkit – Become Democracy Champions
Type	Collaborative Project / Teaching Toolkit
Short description (max 200 words)	A child-friendly EU Learning Corner resource for ages 9–13, co-created with children, including activities on misinformation, environmental rights, advocacy materials and democratic participation.
Learning objectives (2-3)	● identify democratic behaviours; ● practise critical thinking; ● transform abstract values into concrete classroom/community actions.
Format/Source link (if external)	Link
Recommended use	Use selected activities as warm-ups before a mini-action activity or school campaign.

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Title	European Youth Portal: Volunteering Activities
Type	Collaborative Project
Short description (max 200 words)	EU Youth Portal resource presenting volunteering as a way to help communities, create positive impact, develop skills and engage with others.
Learning objectives (2-3)	● identify volunteering as active citizenship; ● explore community needs; ● reflect on skills developed through service.
Format/Source link (if external)	Link
Recommended use	Use as a starting point for a class discussion: “What would volunteering look like in our school/community?”

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Title	Your Digital Principles
Type	Brochure
Short description (max 200 words)	A guide explaining European digital rights and principles for young people aged 12–15 and 15+. It helps learners understand that rights should be protected online as well as offline.
Learning objectives (2-3)	● recognise digital rights; ● connect online behaviour with citizenship; reflect on safety, privacy and participation.
Format/Source link (if external)	Link
Recommended use	Use as a short reading before a classroom debate on responsible digital citizenship or online activism.

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Title	EU Democracy in Action: Have Your Say with the European Citizens' Initiative
Type	Multimedia / Teaching Toolkit
Short description (max 200 words)	Interactive learning toolkit on EU democracy and the European Citizens' Initiative. It includes four lessons that help students understand how citizens can influence EU issues and participate in democratic life.
Learning objectives (2-3)	● understand the ECI as a participation tool ● connect EU citizenship with democratic action ● practise proposing an issue for collective change
Format/Source link (if external)	Link
Recommended use	Use as a mini-module before students design their own "citizens' initiative" on a school or community issue.

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Title	Digital Citizenship Education Handbook
Type	Teacher Toolkit
Short description (max 200 words)	Council of Europe handbook with information, tools and good practices to help educators develop digital citizenship competences, supporting children to participate actively and safely in democratic societies online and offline.
Learning objectives (2-3)	● understand online participation; ● recognise digital responsibilities; ● practise respectful and safe online engagement..
Format/Source link (if external)	Link
Recommended use	Extract one activity or concept and adapt it into a student-facing worksheet or reflection exercise.

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Title	How Kids Can Change the World By Virginia Keister
Type	video
Short description (max 200 words)	In this TED talk, Virginia Keister, a young speaker, explains how children can help change the world starting from their own community. She shares simple, real-life examples of kids who noticed a problem, cared about it, and took small but concrete steps to improve things – from helping lonely classmates to supporting people in need or protecting the environment. Throughout the talk, she highlights that children do not have to wait until they are adults to take action: their ideas, voices and everyday choices already matter. The video encourages learners to see themselves as active citizens who can show kindness, organise small projects and inspire others around them. It supports the module’s learning goals by connecting social activism with real stories that are easy for young learners to understand, making “changing the world” feel realistic, local and achievable.
Learning objectives (2-3)	• Learners recognise that children can be active citizens and influence positive change in their schools and communities. • Learners identify small, practical actions they can take to support others or improve a local issue. • Learners reflect on how empathy and teamwork are important parts of social activism.
Format/Source link (if external)	TED Link
Recommended use	Use the talk as a warm-up for class discussion or group work. Students can watch the video, then brainstorm local problems and design one small “change-making” action they can implement together or at home.

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