



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 5

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
	Torbali

Project Partners



universität
wien



Title	Case Study: The Olive Grove Clean-Up
Type	Case study (written scenario with reflective questions)
Short description	A short written case study in which three students turn an everyday observation — litter in a local olive grove — into an informed, responsible, community-backed action. It illustrates Module 5's understanding of activism as noticing something unfair or unsafe and working with others to change it. The story In many Mediterranean and southern European regions, olive groves are woven into daily life — tied to family income, local tradition, and the landscape itself. On a Monday morning, three students walk past a grove on the edge of town and notice something that ruins the view: plastic bags, drink bottles, and picnic leftovers scattered between the trees from the weekend. At first it feels like someone else's problem — the local council's, maybe, or the landowner's. But one student says, “If we leave it, it stays. If a few of us go, it's one afternoon. If a hundred of us go, it's twenty minutes.” That's the whole idea of activism in one sentence: noticing something unfair or unsafe, and working with others to change it. The class doesn't stop at collecting rubbish. They talk to the local council and a nearby agricultural cooperative, and learn that litter left among the trees can attract pests and even become a fire risk in the dry summer months — so this isn't only about looks, it's about protecting a shared resource that the whole community depends on. They organise a Saturday clean-up, but they also design something that will last longer than one clean afternoon: simple, multilingual signs asking visitors to ‘leave the grove as you found it’, and a short informational card explaining why the trees matter — economically, culturally, and environmentally. Two weeks later, a local newspaper mentions the initiative, and the cooperative offers to place a rubbish bin at the entrance to the grove. Nobody expected a full national campaign; what happened instead is smaller and more durable — a place looked after by the people who use it. Reflective questions

Project Partners



	1. What made this a case of 'activism' rather than just tidying up? 2. Why did the students choose to talk to the council and the cooperative instead of acting alone? 3. The module says activism should be 'informed and responsible'. Which parts of this story show the students being informed? Which parts show them being responsible? 4. Is there a place near your own home or school that could use a similar small, community-led project? What is the very first step you would take?
Learning objectives	• Recognise that activism can start from something as ordinary as a walk to school. • Connect a shared natural resource to European values such as solidarity and collective responsibility. • Understand how small, repeatable actions (a clean-up, a sign, a conversation with local authorities) build into lasting change.
Format/Source link (if external)	
Recommended use	Read the case study aloud or in pairs, then work through the reflective questions in small groups (4–5 students) before a short whole-class discussion. Allow 30–40 minutes total. Can be used as a warm-up before the module's assessment exercises, or as a stand-alone citizenship lesson.

Project Partners



universität
wien



Title	Case Study: The Uneven Court
Type	Case study (written scenario with reflective questions)
Short description	A short written case study about accidental exclusion in a school sports space, and about a class that responds with evidence, consultation and an immediate low-cost fix. It puts Module 5's three foundations of responsible activism — safety, ethics, inclusion — into a situation students recognise instantly. The story The basketball court behind the school has a section where the concrete has cracked and lifted since last winter. For most students it's just something to step around. For Sam, who is using crutches for a few months after a leg injury, it means the court is simply off-limits — one wrong step and they could fall. Nobody excluded Sam on purpose. But when the class organises a lunchtime 3-on-3 tournament, Sam is the only one left standing on the side, holding the scoreboard instead of playing. A classmate notices and asks directly: “What would actually help — not what we assume would help?” Sam's answer is simple: “Let me play the corner games near the flat part, and fix the cracked part when you can.” The class does three things. First, they measure the damaged area and take photos, so their request to the school administration is based on facts, not just an impression. Second, they redesign the tournament bracket so that games needing the full court are scheduled on the safe side, while smaller games rotate through the flat area — a small, immediate fix that costs nothing. Third, they write a short, polite request to the school administration, co-signed by the class, asking for the court to be repaired before the next term. The repair takes a few weeks to arrange. In the meantime, Sam plays in every match. The case shows something the module calls the three foundations of responsible activism: safety (no one is asked to play somewhere unsafe), ethics (the class listens to Sam instead of guessing what's needed), and inclusion (everyone still gets to take part, just in a way that works for now). Reflective questions

Project Partners



universität
wien



	1. Was anyone in this story acting unfairly on purpose? Why does that distinction matter when we think about activism? 2. Why did the class ask Sam what was needed, instead of deciding for them? 3. The class used photos and measurements when writing to the school administration. Why might evidence make a request more likely to succeed? 4. Think of one piece of your own school environment (a doorway, a noisy room, a broken light) that might quietly exclude someone. What would a fair, evidence-based first step look like?
Learning objectives	• Identify the difference between excluding someone on purpose and excluding someone through an oversight in the environment. • Apply the 'Safety – Ethics – Inclusion' framework from Module 5 to a concrete, everyday school situation. • Practise designing a fair, evidence-based request to a school authority.
Format/Source link (if external)	
Recommended use	Read the case study aloud or in pairs, then work through the reflective questions in small groups (4–5 students) before a short whole-class discussion. Allow 30–40 minutes total. Can be used as a warm-up before the module's assessment exercises, or as a stand-alone citizenship lesson.

Project Partners



Title	Case Study: Whose Idea Wins?
Type	Case study (written scenario with reflective questions)
Short description	A short written case study about a student council vote that is technically democratic but structurally unfair, and about how redesigning the process changes who gets heard. It gives students a concrete, school-sized entry point into European debates about democracy, equality and participation. The story Every year, the student council collects ideas for how to spend a small budget on the schoolyard — new benches, shade sails, a ping-pong table, more plants. This year, the council decides to make the process ‘more democratic’ by asking students to shout out ideas in a single noisy assembly and vote by applause for the loudest one. By the end, the winning idea is a football goal — proposed by the loudest group in the room. A few days later, a teacher notices that almost no girls' ideas made it into the shortlist, and several quieter students say they never even got the chance to speak. One student, Mia, had wanted to propose a reading nook with shade and seating, but the applause-vote format meant her idea was never even heard. The student council decides to try again — differently. This time, every class submits written suggestions anonymously in advance. A shortlist of five ideas is displayed with a short explanation of each. Voting happens by secret ballot over three days, so students who don't like speaking up in a crowd still have an equal voice. Mia's reading-nook idea makes the final shortlist and wins second place; the council commits to funding it the following term. The case is a small, local example of a much bigger idea in European civic life: that a democratic process is only fair if it actually gives everyone — not just the loudest — a genuine chance to be heard. Reflective questions 1. Why did the applause-vote system fail to represent the whole class, even though ‘everyone got to vote’?

Project Partners



universität
wien



	- What specific changes made the second process fairer? Which of these could you apply to a decision in your own class? - Is a majority vote always the fairest outcome? Can you think of a situation where it might not be? - How does this case connect to the module's idea that 'democracy' means listening, discussing, and deciding fairly — not just counting the loudest voices?
Learning objectives	- Distinguish between a process that looks democratic (a vote) and one that is genuinely fair and inclusive. - Connect this school-level example to European values of democracy, equality, and participation. - Practise designing a decision-making process that gives quieter voices a fair chance.
Format/Source link (if external)	
Recommended use	Read the case study aloud or in pairs, then work through the reflective questions in small groups (4–5 students) before a short whole-class discussion. Allow 30–40 minutes total. Can be used as a warm-up before the module's assessment exercises, or as a stand-alone citizenship lesson.

Project Partners



universität
wien



Title	Do You Know All 17 SDGs?
Type	Multimedia resource (short video)
Short description	About this resource A short, accessible video that introduces all 17 UN Sustainable Development Goals in plain language, using simple icons and everyday examples. It is a useful refresher before students design activism projects that should be explicitly linked to one or more SDGs, as required by the module. Classroom activity Before viewing: ask students to predict, in one sentence, what the resource will be about based on its title. After viewing: students complete a short 'One thing I learned / one question I still have' exit ticket, then share in pairs. Reflection prompts • What is the single most surprising fact or idea from this resource? • How does it connect to something in your own school or town? • What would you tell a friend who has 3 minutes to understand this topic?
Learning objectives	• Name and briefly describe the 17 Sustainable Development Goals. • Identify which SDGs are most relevant to activism happening in their own town or school. • Practise linking a concrete local action to a specific global goal.
Format/Source link (if external)	Source: Do you know all 17 SDGs? (YouTube) https://www.youtube.com/watch?v=0XTBYMfZyrM
Recommended use	Show at the start of a lesson as a 5-minute refresher before students choose which SDG(s) their own activism project (e.g. the Green Corridor Challenge or Fair Say Campaign resources) will support.

Project Partners



universität
wien



Title	Erasmus+ Virtual Exchange
Type	Multimedia resource (online platform / web page)
Short description	About this resource An official European Commission programme that lets young people aged 18–30 in Europe and the Southern Mediterranean take part in structured online intercultural dialogues, as part of formal or non-formal education. Introducing it to younger students previews the kind of cross-border collaboration they can join once they are old enough, and shows that European identity is something actively practised, not just studied. Classroom activity Before reading: ask students to predict, in one sentence, what the resource will be about based on its title. After reading: students complete a short ‘One thing I learned / one question I still have’ exit ticket, then share in pairs. Reflection prompts • What is the single most surprising fact or idea from this resource? • How does it connect to something in your own school or town? • What would you tell a friend who has 3 minutes to understand this topic?
Learning objectives	• Understand that European identity includes real opportunities for cross-border dialogue, not only shared history or symbols. • Recognise that schools across many European countries take part in Erasmus+ programmes. • Reflect on what skills (curiosity, empathy, listening across differences) are needed for meaningful intercultural dialogue.
Format/Source link (if external)	Source: Erasmus+ Virtual Exchange — European Youth Portal https://youth.europa.eu/erasmusvirtual_en
Recommended use	Present as a ‘preview’ of future opportunities: students read the page in pairs, then discuss what topic they would want to talk about with a peer from another country if they could join a virtual exchange today.

Project Partners



universität
wien



Title	European Toolkit for Schools — Inclusion and Wellbeing
Type	Multimedia resource (online resource collection)
Short description	About this resource A European Commission resource collection with over 150 practical materials on inclusive education, wellbeing, and reducing early school leaving, organised by theme (e.g. migrant students, digital skills, wellbeing). It gives teachers ready-made ideas that connect directly to Module 5's emphasis on inclusion as a foundation of responsible activism. Classroom activity Before reading: ask students to predict, in one sentence, what the resource will be about based on its title. After reading: students complete a short 'One thing I learned / one question I still have' exit ticket, then share in pairs. Reflection prompts • What is the single most surprising fact or idea from this resource? • How does it connect to something in your own school or town? • What would you tell a friend who has 3 minutes to understand this topic?
Learning objectives	• Explore practical, ready-to-use ideas for building a more inclusive classroom. • Connect the module's 'Safety – Ethics – Inclusion' framework to concrete European teaching practice. • Identify one small classroom change inspired by the toolkit that could be piloted this term.
Format/Source link (if external)	Source: European Toolkit for Schools (European Agency for Special Needs and Inclusive Education) https://www.european-agency.org/news/european-toolkit
Recommended use	For teacher preparation: browse the toolkit before planning the module's activism activities, and select one practical tool to adapt as a warm-up or follow-up activity.

Project Partners



Title	Collaborative Project: The Green Corridor Challenge
Type	Collaborative project suggestion (two-week team pilot)
Short description	Project overview Small teams choose one visible, fixable problem related to green space, litter, or shared outdoor areas — in the schoolyard, on the walk to school, or in a nearby public spot such as a park or green corridor. Each team commits to a small, two-week pilot: something realistic enough to actually finish, and specific enough that the class can measure whether it worked. The scale is deliberately modest, so the learning comes from completing a full cycle rather than from planning a large project that never starts. Step-by-step instructions 1. Notice: each team identifies one specific spot and problem (e.g. ‘the corner by the gym gate always has litter after break’). 2. Listen: interview 5–8 students or staff about the problem and what a realistic fix could look like. 3. Plan: choose one small, two-week pilot action (a planted corner, a labelled recycling point, a weekly clean-up rota) and list what it needs (materials, permission, people). 4. Act: run the pilot for two weeks, taking a ‘before’ and ‘after’ photo. 5. Reflect: as a team, discuss what changed, what didn't, and what you would do differently next time. 6. Share: present a two-minute ‘before/after’ pitch to the class, including one European value (e.g. solidarity, shared responsibility) that your project reflects. Suggested team roles • Coordinator — keeps the team on schedule and liaises with the teacher. • Community liaison — talks to staff, shopkeepers, or the local council if needed. • Documenter — takes before/after photos and keeps a short project diary. • Presenter — prepares and delivers the final class pitch.

Project Partners



universität
wien



	Deliverable A short ‘before/after’ presentation (2 minutes, with photos) plus a one-page project diary showing what was tried, what changed, and what the team learned. Reflection prompts 1. What was the hardest part of moving from ‘noticing’ a problem to actually doing something about it? 2. Did listening to others change your original plan? How? 3. Which European value did your project best reflect, and why? 4. If you had one more month, what would you improve or scale up?
Learning objectives	• Practise the full activism cycle: notice a problem, listen to people affected by it, choose a realistic goal, run a small pilot, and reflect. • Link a concrete local action to at least one relevant SDG (e.g. SDG 11 Sustainable Cities and Communities, SDG 15 Life on Land). • Build experience working respectfully with a shared budget, timeline, and outside stakeholders (e.g. school staff, a shopkeeper, the local council).
Format/Source link (if external)	
Recommended use	Best run over 2–3 class sessions (or as a 2-week mini-project). Group size: 3–5 students. Teachers should agree the topic/location with school administration before students approach any outside partner (local council, shopkeepers, families).

Project Partners



universität
wien



Title	Collaborative Project: The Fair Say Campaign
Type	Collaborative project suggestion (short communication campaign)
Short description	Project overview Building on the ‘Whose Idea Wins?’ case study, teams choose one small fairness issue in their own school life — for example, uneven access to the library, an unclear process for club funding, or a canteen queue that always favours the same group. The goal is not to ‘win’ an argument, but to design a campaign that is informed (based on facts, not rumours) and responsible (respectful of people who disagree). Step-by-step instructions 1. Choose one fairness issue and write it as a single, clear sentence. 2. Collect evidence: a short survey (8–10 classmates) or a simple observation log (e.g. timing the canteen queue for three days). 3. Design one communication piece: a poster, a one-page petition, or a 90-second pitch script. 4. Check your campaign against the module's three foundations: is it safe, ethical (fact-based and respectful of disagreement), and inclusive of different viewpoints? 5. Deliver the campaign to the intended audience (e.g. present to the student council or submit the petition to school administration). 6. Write a short reflection on the response you received. Suggested team roles • Researcher — designs and runs the short survey or observation log. • Writer/Designer — creates the poster, petition, or pitch script. • Spokesperson — delivers the pitch or presents the petition. • Fact-checker — reviews the campaign for accuracy and respectful tone before it is shared. Deliverable

Project Partners



	One completed campaign artefact (poster, petition with signatures, or recorded/delivered pitch) plus a one-paragraph summary of the evidence collected and the response received. Reflection prompts 1. How did collecting evidence change the way you talked about the issue, compared to just complaining about it? 2. Was it hard to stay respectful toward people who disagreed with your campaign? How did you handle that? 3. Which part of the process felt most like ‘real’ activism, and why? 4. What would you do differently if you ran this campaign again?
Learning objectives	• Practise distinguishing an informed, evidence-based claim from an assumption or rumour. • Design a short, respectful communication campaign (poster, petition, or short pitch) aimed at a real school decision-maker. • Reflect on how European democratic values (equality, participation, rule of law) apply to everyday school decisions.
Format/Source link (if external)	
Recommended use	Best run over 2–3 class sessions (or as a 2-week mini-project). Group size: 3–5 students. Teachers should agree the topic/audience with school administration in advance.

Project Partners



universität
wien

