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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 6

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

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Type: Multiple-choice quiz

Question 1: What is a Living Lab?

- A. A science classroom only
- B. A way of solving real problems with the people affected by them
- C. A project designed only by teachers
- D. A competition between students

Correct answer: B

Question 2: Where can a Living Lab happen?

- A. Only in universities
- B. Only online
- C. In real-life settings such as schools, communities or public spaces
- D. Only in laboratories

Correct answer: C

Question 3: What is the main idea of the Living Lab cycle?

- A. Try once and stop
- B. Guess a solution and apply it everywhere
- C. Discover, prototype, pilot, gather evidence and improve
- D. Avoid feedback

Correct answer: C

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M6 – Exercise 2: Matching Pairs

Title: Living Lab Key Terms

Type: Matching pairs

Term	Match with
Prototype	A quick, low-cost first version of an idea
Pilot	A small-scale test of an idea
Metric	A simple way to measure whether change happened
Iteration	Repeating and improving after feedback
Living Lab	Co-creating and testing solutions in real-life settings

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M6 – Exercise 3: Drag-and-Drop Sequencing

Title: The Living Lab Cycle

Type: Drag-and-drop ordering

Put the steps in the correct order:

1. Discover the need
2. Prototype an idea
3. Pilot it in a small way
4. Collect evidence and feedback
5. Reflect and adapt
6. Repeat or scale

Correct order: 1 → 2 → 3 → 4 → 5 → 6

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M6 – Exercise 4: True / False

Title: Living Lab Mindset

Type: True/False

Statement

Correct Answer

Living Labs work best when students and stakeholders co-create solutions.

True

The first idea is always the best idea.

False

A prototype should be small and easy to test.

True

Failure in a Living Lab means the project is useless.

False

Evidence helps teams make better decisions.

True

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M6 – Exercise 5: Multiple Choice Quiz

Title: Discovery, Prototype or Pilot?

Type: Multiple-choice quiz

Question 1: Students interview classmates about why the cafeteria is noisy. Which phase is this?

- A. Discovery
- B. Scaling
- C. Dissemination
- D. Celebration

Correct answer: A

Question 2: Students create a simple paper sign to test new corridor rules. Which phase is this?

- A. Discovery
- B. Prototype
- C. Final policy
- D. Evaluation report

Correct answer: B

Question 3: Students test the new sign in one hallway for one week and count incidents. Which phase is this?

- A. Prototype
- B. Pilot
- C. Glossary
- D. Abbreviation

Correct answer: B

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M6 – Exercise 6: Drag-and-Drop Categorisation

Title: Living Lab Patterns

Type: Drag-and-drop categorisation

Categories:

1. Eco-school pilot
2. Social justice pilot
3. Community-bridging pilot

Items:

- Redesigning recycling bin labels → **Eco-school pilot**
- Creating a buddy system for new students → **Social justice pilot**
- Working with a local garden club on a school vegetable patch → **Community-bridging pilot**
- Testing ways to reduce electricity use in the computer lab → **Eco-school pilot**
- Improving playground accessibility → **Social justice pilot**
- Creating a mini-exhibit with the town library → **Community-bridging pilot**

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M6 – Exercise 7: Matching Pairs

Title: Living Lab Do's and Don'ts

Type: Matching pairs

Don't / Mistake

Correct Do / Remedy

Try to solve every problem at once	Keep the project small and focused
Skip consent or privacy	Ask permission and protect personal data
Assume the first idea is best	Treat feedback as useful information
Forget evidence	Measure one simple thing
Forget maintenance	Decide who keeps the project going

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M6 – Exercise 8: Scenario-Based Reflection

Title: The Dull School Courtyard

Type: Scenario-based reflection

Scenario:

Students say the school courtyard feels dull and underused. Some adults suggest a full landscaping project, but it is too expensive.

Questions:

1. What could students do in the discovery phase?
2. Suggest one low-cost prototype.
3. What simple metric could measure success?
4. Which European value is practised through this project?
5. Which SDG could be linked to the project?

Suggested answer elements:

Discovery: observe how the courtyard is used and ask students what they need.

Prototype: pop-up seating, recycled planters, temporary mural or shade corner.

Metric: number of students using the space, short feedback survey.

European value: participation, solidarity, inclusion.

SDG: SDG 11 Sustainable Cities and Communities, SDG 3 Good Health and Well-being, or SDG 4 Quality Education.

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M6 – Exercise 9: Multiple Choice Quiz

Title: Evidence and Metrics

Type: Multiple-choice quiz

Question 1: Why do Living Labs use metrics?

- A. To make projects more complicated
- B. To prove change honestly instead of guessing
- C. To avoid student opinions
- D. To replace teamwork

Correct answer: B

Question 2: Which is a good simple metric for a food waste pilot?

- A. “We feel it worked”
- B. Number of trays with leftovers before and after the pilot
- C. Number of posters designed but never shown
- D. Teacher opinion only

Correct answer: B

Question 3: Why should a pilot be small?

- A. So it cannot make any impact
- B. So it can be tested safely and improved before scaling
- C. So nobody notices it
- D. So students do not participate

Correct answer: B

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M6 – Exercise 10: Scenario-Based Assessment

Title: Build a Mini Living Lab Plan

Type: Scenario-based reflection / short answer

Scenario:

Many students complain that the cafeteria is too noisy during lunch. Teachers want students to help design a solution.

Tasks:

1. Write one problem statement.
2. Identify three stakeholders.
3. Suggest one prototype.
4. Suggest one pilot plan.
5. Choose one metric.
6. Explain how the project connects to European identity.

Suggested answer example:

Problem statement: The cafeteria is too noisy at lunchtime, making students uncomfortable and stressed.

Stakeholders: students, teachers, cafeteria staff, school principal.

Prototype: a quiet-zone sign and seating map.

Pilot: test the quiet zone in one part of the cafeteria for one week.

Metric: average noise level or number of students using the quiet area.

European identity link: students practise participation, inclusion, democratic decision-making and shared responsibility.

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