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EuroCivic Lab

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

WP4

Critical Thinking 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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Multiple-Choice Quiz: Critical Thinking on European Identity & Living Labs

1. Which of the following best describes “European identity”?

- A. A concept limited to EU political elites
- B. A layered sense of belonging combining national, regional, and European values
- C. The legal requirement to identify as European
- D. A single uniform culture shared by all EU citizens

2. Critical thinking helps us understand European identity by...

- A. Rejecting all notions of shared identity
- B. Avoiding discussions on diversity
- C. Examining assumptions about what it means to belong in Europe
- D. Accepting cultural narratives without questioning them

3. What is a “living lab”?

- A. A real-life environment where users co-create, test, and evaluate innovations
- B. A virtual simulation used only for academic purposes
- C. A government office for EU policymaking
- D. A traditional scientific laboratory

4. Which principle is central to living lab methodology?

- A. Co-creation with stakeholders and end users
- B. Minimal transparency

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- C. Trial-and-error testing with no user feedback
- D. Exclusive expert control

5. How can living labs support European identity?

- A. By reducing dialogue between different communities
- B. By promoting uniform cultural norms across Europe
- C. By creating collaborative projects that highlight shared challenges and values
- D. By limiting participation to citizens of one country

6. Critical thinking is important in living labs because it helps participants...

- A. Evaluate evidence and challenge assumptions during the co-creation process
- B. Ignore conflicting perspectives
- C. Ensure only experts make decisions
- D. Speed through innovation without reflection

7. A common challenge when exploring European identity is that...

- A. Europeans share identical historical experiences
- B. It involves diverse cultures, histories, and perspectives
- C. There is no debate about what it means to be European
- D. European identity is completely separate from national identities

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8. Which of the following exemplifies critical thinking in discussions about Europe's future?

- A. Accepting political slogans without analysis
- B. Evaluating different sources, arguments, and viewpoints
- C. Rejecting policy proposals without review
- D. Relying on stereotypes

9. In the context of living labs, “user-centered innovation” means...

- A. Allowing users to influence development through real-life experimentation
- B. Excluding citizens from the design process
- C. Creating technology without considering its impact
- D. Designing solutions only based on expert assumptions

10. What type of skill is most necessary for bridging diverse perspectives on European identity within a living lab?

- A. Multilingual technical reporting
- B. Memorization
- C. Avoidance of conflict
- D. Critical and reflective dialogue

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Answer Key

1. B
2. C
3. A
4. A
5. C
6. A
7. B
8. B
9. A
10. D

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True or False	T	F
1. Critical thinking helps citizens analyze how European identity relates to SDG 16 (Peace, Justice, and Strong Institutions).		
2. Living labs support the SDGs by testing solutions only in laboratory environments, not in real-life settings.		
3. A strong European identity can promote SDG 10 (Reduced Inequalities) by encouraging inclusiveness across cultures and regions.		
4. Critical thinking discourages questioning how policies related to sustainability affect communities across Europe.		
5. Living labs can contribute to SDG 11 (Sustainable Cities and Communities) by involving citizens directly in designing urban innovations.		
6. European identity is unrelated to SDG 4 (Quality Education) because identity-building has no link to learning or civic understanding.		
7. Critical thinking helps identify bias or misinformation about sustainability initiatives within the EU.		
8. Living labs can support SDG 13 (Climate Action) by enabling real-world testing of community-based climate solutions.		
9. European identity can strengthen SDG 17 (Partnerships for the Goals) by encouraging cooperation between EU Member States.		
10. Critical thinking is not needed when evaluating the impact of living lab projects on SDG-related outcomes.		
11. Living labs encourage co-creation between citizens, researchers, and policymakers, which aligns with SDG 9 (Industry, Innovation, and Infrastructure).		

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12. Stereotypes and assumptions about European countries help achieve SDG 5 (Gender Equality).		
13. A reflective understanding of European identity can support SDG 6 (Clean Water and Sanitation) when communities collaborate on shared environmental challenges.		
14. Critical thinking involves comparing evidence from multiple sources, which is essential for SDG-informed decision-making.		
15. Living labs do not contribute to SDG 12 (Responsible Consumption and Production) because users cannot influence sustainability practices.		

Answer Key

1. True
2. False
3. True
4. False
5. True
6. False
7. True
8. True
9. True
10. False
11. True
12. False

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13. True

14. True

15. False

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Matching Pair Exercise: Critical Thinking, European Identity & Living Labs

Match each concept (A1–A10) with the correct description from Column B.

Column A — Concepts	Column B — Descriptions
A1. Critical thinking	B1. Considering different viewpoints before forming a conclusion.
A2. Open-mindedness	B2. Shared sense of belonging influenced by European values, history, and cooperation.
A3. Evidence-based reasoning	B3. Creating solutions with participants rather than for them.
A4. European identity	B4. Actively examining assumptions, arguments, and sources of information.
A5. Cultural diversity in Europe	B5. Incorporating users' real-world experiences and behaviors into testing.
A6. Co-creation (Living Labs)	B6. Combining ideas from citizens, researchers, and stakeholders to develop new solutions.
A7. User-centered experimentation	B7. Using credible information and data to support decisions.
A8. Real-life testing (Living Labs)	B8. Engaging in thoughtful exchange to understand perspectives more deeply.
A9. Collaborative innovation	B9. Testing innovations in authentic, everyday environments rather than laboratories.
A10. Reflective dialogue	B10. Recognizing and valuing the varied languages, traditions, and identities within Europe.

Answer Key

A1 → B4

A2 → B1

A3 → B7

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A4 → B2

A5 → B10

A6 → B3

A7 → B5

A8 → B9

A9 → B6

A10 → B8

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Drag-and-Drop Exercise: Critical Thinking, European Identity & Living Labs

Drag each **Term** into the correct **Definition** box (or write the matching number if on paper).

Terms to Drag

1. Critical thinking
2. European identity
3. Co-creation
4. Cultural diversity
5. User-centered design
6. Real-life experimentation
7. Reflective dialogue
8. Collaboration
9. Shared European values
10. Innovation testing

Definitions (Drop Zones)	Terms to Drag
A. Understanding, questioning, and evaluating information before accepting it.	
B. Feeling of belonging shaped by common heritage, values, and cooperation across Europe.	
C. Designing solutions with participants, not for them.	

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D. Recognizing differences in traditions, languages, and cultural perspectives.	
E. Creating solutions based on the needs and experiences of real users.	
F. Testing new ideas in daily-life contexts instead of laboratory settings.	
G. Thinking together to explore perspectives and improve ideas.	
H. Working with others toward a shared goal or outcome.	
I. Principles such as democracy, human rights, and cooperation within the EU.	
J. Assessing how well new solutions work before large-scale implementation.	

Answer Key

- A → 1
- B → 2
- C → 3
- D → 4
- E → 5
- F → 6
- G → 7
- H → 8
- I → 9
- J → 10

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Scenario-Based Questions: Critical Thinking, European Identity & Living Labs

Scenario 1 — Designing a Community Space

A European city launches a *living lab* where residents, architects, and students work together to redesign a public square. The participants come from different European backgrounds and have conflicting ideas about how the space should reflect local culture while still representing broader European values such as inclusiveness.

Questions:

1. How can critical thinking help the group evaluate which design features best represent shared European values?
2. What strategies can participants use to respect cultural differences while collaborating?
3. How can the living lab process ensure all voices—including minority communities—are included?

Scenario 2 — Tackling Misinformation About Europe

A youth living lab is created to help teenagers identify misinformation about the EU and European identity. Some participants strongly believe stereotypes they found online, while others express doubts about the credibility of certain sources.

Questions:

1. What critical-thinking steps should participants use to assess the reliability of information?
2. How might exploring European identity help them understand why stereotypes persist?

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3. What living lab activities could help them test and challenge online narratives?

Scenario 3 — Sustainable Mobility Project

A city's living lab is experimenting with a shared electric-bike system. Participants from different European countries test the system and provide feedback. Some users argue that the project supports European goals on sustainability and mobility, while others worry it excludes older or rural citizens.

Questions:

1. How can critical thinking help participants weigh the benefits and limitations of the system?
2. How does considering European identity shape the discussion about who should benefit from sustainable mobility?
3. What adjustments could the living lab make to ensure inclusiveness in real-life testing?

Scenario 4 — Intercultural Dialogue Workshop

A living lab organizes a workshop where young Europeans share stories of their identity, migration history, and cultural traditions. Conflicting viewpoints emerge over what values should be considered “European.”

Questions:

1. How can reflective dialogue help participants understand diverse perspectives on identity?

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2. What role does critical thinking play in evaluating personal biases during the discussion?
 3. How can the living lab environment support respectful and productive exchanges?
-

Scenario 5 — Digital Citizenship Innovation

A tech-focused living lab is developing an app that helps young Europeans learn about democratic participation. Some testers argue the app should focus on local issues; others believe it should emphasize EU-wide decision-making.

Questions:

1. What critical-thinking methods can help determine which approach better serves users?
 2. How does European identity influence what people expect from a digital citizenship tool?
 3. How can the living lab's user-centered design approach resolve the disagreement?
-

Scenario 6 — Climate Action Across Borders

A cross-country living lab brings together students from different EU nations to design educational materials about climate change. Each group has a different view on their country's responsibility and contribution.

Questions:

1. How can critical thinking help the group analyze climate data objectively?

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2. How might European identity support collaboration on shared environmental challenges?
3. What living lab activities could help participants merge their ideas into one coherent project?

Scenario 7 — Youth Participation in Policy Making

A regional government invites a living lab of teenagers to co-create a policy proposal on mental health services. Participants from multiple European cultural backgrounds express different expectations for government support.

Questions:

1. How can critical thinking help the group compare different national approaches to mental health?
2. How does European identity help frame the idea of “shared values” in public services?
3. How might the living lab format encourage equal participation in decision-making?

Scenario 8 — Inclusive Technology Development

A living lab is testing a new multilingual communication app meant to support collaboration across Europe. Some participants feel their languages or cultural expressions are not well represented.

Questions:

1. How can critical thinking help analyze whether the app reflects linguistic and cultural diversity?

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2. How do concepts of European identity relate to fair representation in digital tools?
3. What user-centered improvements could the living lab introduce?

Scenario 9 — Conflict Over Symbols

In a school living lab project, students are asked to design posters representing European identity. A disagreement emerges about which symbols (flags, heritage sites, cultural icons) should be included.

Questions:

1. How can critical thinking help identify biases behind symbol choices?
2. How might students negotiate between national pride and shared European identity?
3. What role does co-creation play in resolving the conflict?

Scenario 10 — Food and Identity Project

A living lab on sustainable food practices invites participants to present dishes from their home regions. Some participants argue that food traditions define European identity, while others say identity goes beyond cultural products.

Questions:

1. How can critical thinking help analyze the connection between food, culture, and identity?
2. What does this scenario reveal about the diversity of European experiences?
3. How could the living lab use this activity to foster shared understanding?

Scenario 1 — Designing a Community Space

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Key Points:

1. Critical thinking strategies

- Compare benefits/limitations of each design idea
- Evaluate evidence: environmental, social, cultural impact
- Question assumptions about “European values”

2. Respecting cultural differences

- Active listening
- Finding common ground (e.g., accessibility, sustainability)
- Ensuring diverse representation in discussions

3. Ensuring inclusion

- Use surveys, workshops, focus groups
- Invite minority community representatives
- Transparent decision-making

Scenario 2 — Tackling Misinformation About Europe

Key Points:

1. Assessing reliability

- Check author, date, purpose, evidence
- Identify bias and source credibility
- Cross-check with multiple sources

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2. Understanding stereotypes

- Examine historical and social origins
- Recognize media influence

3. Living lab activities

- Fact-checking experiments
- Creating counter-narratives
- Testing educational materials with real users

Scenario 3 — Sustainable Mobility Project

Key Points:

1. Critical evaluation

- Analyze data on accessibility, cost, environmental benefits
- Consider different user needs (elderly, rural, disabled)

2. Role of European identity

- Shared sustainability goals
- Ensuring fairness across regions

3. Improving inclusiveness

- Add more rental stations
- Offer adapted bikes or digital help
- Pilot in rural and low-income areas

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Scenario 4 — Intercultural Dialogue Workshop

Key Points:

1. Reflective dialogue

- Ask clarifying questions
- Share personal experiences respectfully

2. Critical thinking in bias evaluation

- Identify stereotypes
- Reflect on one's own cultural assumptions

3. Supportive living lab environment

- Safe space rules
 - Facilitated discussions
 - Mixed-group activities
-

Scenario 5 — Digital Citizenship Innovation

Key Points:

1. Critical-thinking methods

- User surveys, needs analysis
- Compare pros/cons of local vs. EU-wide focus

2. European identity influence

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- Understanding rights at local, national, and EU levels
- Belonging to multiple political communities

3. Resolving disagreement

- Hybrid design option (local + EU modules)
- User testing with different age groups

Scenario 6 — Climate Action Across Borders

Key Points:

1. Objective data analysis

- Examine scientific evidence
- Compare national data without bias

2. Role of European identity

- Shared responsibility across borders
- Collective problem-solving

3. Useful living lab activities

- Prototyping shared educational tools
- Cross-country interviews
- Co-design workshops

Scenario 7 — Youth Participation in Policy Making

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Key Points:

1. Comparing national approaches

- Research policies across EU
- Identify strengths, weaknesses

2. Shared values in public services

- Openness, dignity, equity

3. Living lab participation

- Equal speaking time
- Rotating roles
- Voting on proposals

Scenario 8 — Inclusive Technology Development

Key Points:

1. Analyzing diversity representation

- Check language options
- Evaluate cultural inclusiveness in content

2. European identity connection

- Respect for multilingualism
- Inclusiveness and accessibility

3. User-centered improvements

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- Add more languages
- Include cultural references in UI
- Create feedback loops

Scenario 9 — Conflict Over Symbols

Key Points:

1. Identifying biases

- Why certain symbols feel “more European”
- Recognizing national vs. supranational preferences

2. Negotiating identity

- Combine national and European symbols
- Use themes (unity, cultural diversity) rather than flags only

3. Role of co-creation

- Joint decision-making
- Prototype multiple poster versions

Scenario 10 — Food and Identity Project

Key Points:

1. Analyzing food’s role in identity

- Cultural heritage, history, migration
- Limits of defining identity through food alone

2. Diversity of European experiences

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- Many influences: Mediterranean, Nordic, Eastern European, etc.
- Identity is multi-layered

3. Living lab community building

- Shared cooking sessions
- Storytelling
- Cultural exchange workshops

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CO-CREATING SUSTAINABLE FUTURES IN EUROPE

Read each scenario carefully. Choose the **best answer** that reflects **critical thinking**, **SDGs**, and **EU values**.

Question 1 – SDG 1 & 10 (No Poverty & Reduced Inequalities)

A city Living Lab is designing a digital welfare platform. Some vulnerable groups lack digital skills.

What is the **most sustainable EU-aligned solution**?

- A) Make the platform fully digital to reduce costs
- B) Exclude users who cannot access technology
- C) Combine digital services with local support centers
- D) Delay the project until full digital literacy is achieved

Question 2 – SDG 3 (Good Health and Well-being)

Citizens report increased stress due to urban noise pollution.

Which Living Lab action best reflects **preventive healthcare and participation**?

- A) Build more hospitals
- B) Introduce green zones with citizen co-design
- C) Ignore complaints due to budget limits
- D) Relocate residents outside the city

Question 3 – SDG 4 (Quality Education)

A Living Lab focuses on lifelong learning for migrants.

Which approach aligns best with **EU inclusion and human rights values**?

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- A) Offer education only in the national language
- B) Limit access to working-age adults
- C) Co-create multilingual learning programs with NGOs
- D) Focus only on online courses

Question 4 – SDG 5 (Gender Equality)

Data shows women are underrepresented in local innovation projects.

What is the **most critical-thinking-based response**?

- A) Assume lack of interest
- B) Set quotas without further analysis
- C) Identify structural barriers with stakeholders
- D) Cancel innovation projects

Question 5 – SDG 7 & 13 (Clean Energy & Climate Action)

A community resists renewable energy installations.

What should a Living Lab prioritize?

- A) Force implementation through regulation
- B) Ignore public opinion
- C) Engage citizens in co-design and impact assessment
- D) Postpone climate action

Question 6 – SDG 8 & 9 (Decent Work & Innovation)

Automation may reduce local employment.

Which solution best reflects **EU social market economy principles**?

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- A) Replace workers immediately
- B) Provide reskilling through public-private partnerships
- C) Stop innovation
- D) Outsource jobs outside the EU

Question 7 – SDG 11 (Sustainable Cities)

Urban mobility causes air pollution and exclusion.

What is the **most inclusive solution**?

- A) Promote private electric cars only
- B) Invest in affordable public transport co-designed with users
- C) Increase parking spaces
- D) Ban city access entirely

Question 8 – SDG 12 (Responsible Consumption)

A Living Lab tests circular economy models.

Which decision supports **long-term sustainability**?

- A) Focus only on short-term profit
- B) Encourage repair, reuse, and local production
- C) Increase single-use products
- D) Export waste abroad

Question 9 – SDG 16 (Peace, Justice & Strong Institutions)

Citizens distrust local decision-making.

What reflects **EU democratic values**?

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- A) Closed-door policymaking
- B) Transparent governance and citizen assemblies
- C) Ignoring public feedback
- D) Centralizing all decisions

Question 10 – SDG 17 (Partnerships for the Goals)

A regional Living Lab wants scalable impact.

What is the **most effective strategy**?

- A) Work alone
- B) Compete with other regions
- C) Build cross-sector EU partnerships
- D) Focus only on local actors

 Answer Key

- 1. C
- 2. B
- 3. C
- 4. C
- 5. C
- 6. B
- 7. B
- 8. B

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9. B

10. C

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CO-CREATING SUSTAINABLE AND INCLUSIVE SOLUTIONS IN EUROPE

Read each statement carefully. Decide whether it is **True (T)** or **False (F)**.

Think critically about **sustainability, inclusion, participation, and EU values**.

True / False Statements

1. (SDG 1 – No Poverty)

In a Living Lab, solutions to poverty should be designed *with* affected communities, not *for* them.

☐ True ☐ False

2. (SDG 2 – Zero Hunger)

Ensuring food security in urban Living Labs can include supporting local and sustainable food systems.

☐ True ☐ False

3. (SDG 3 – Good Health and Well-being)

Living Labs focusing on health should prioritize prevention and citizen well-being, not only medical treatment.

☐ True ☐ False

4. (SDG 4 – Quality Education)

According to EU values, access to quality education should be limited to citizens only.

☐ True ☐ False

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5. (SDG 5 – Gender Equality)

Gender equality in Living Labs requires identifying and addressing structural barriers to participation.

☐ True ☐ False

6. (SDG 6 – Clean Water and Sanitation)

Citizen involvement in water management decisions can increase trust and sustainability.

☐ True ☐ False

7. (SDG 7 – Affordable and Clean Energy)

Imposing clean energy solutions without public consultation reflects the Living Lab approach.

☐ True ☐ False

8. (SDG 8 – Decent Work and Economic Growth)

Reskilling and lifelong learning support decent work in times of technological change.

☐ True ☐ False

9. (SDG 9 – Industry, Innovation and Infrastructure)

Innovation in Living Labs should balance technological progress with social

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responsibility.

☐ True ☐ False

10. (SDG 10 – Reduced Inequalities)

EU values promote inclusive participation of vulnerable and marginalized groups in decision-making.

☐ True ☐ False

11. (SDG 11 – Sustainable Cities and Communities)

Sustainable urban solutions should consider environmental, social, and economic impacts together.

☐ True ☐ False

12. (SDG 12 – Responsible Consumption and Production)

Circular economy practices such as reuse and repair support long-term sustainability.

☐ True ☐ False

13. (SDG 13 – Climate Action)

Climate action in Living Labs benefits from co-creation and shared responsibility.

☐ True ☐ False

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14. (SDG 14 – Life Below Water)

Protecting marine ecosystems has no connection to local communities or EU policies.

☐ True ☐ False

15. (SDG 15 – Life on Land)

Biodiversity protection can be integrated into urban and regional Living Lab initiatives.

☐ True ☐ False

16. (SDG 16 – Peace, Justice and Strong Institutions)

Transparency and citizen participation strengthen trust in public institutions.

☐ True ☐ False

17. (SDG 17 – Partnerships for the Goals)

Cross-sector and cross-border cooperation enhances the impact of Living Lab solutions in the EU.

☐ True ☐ False

 Answer Key

1. True
2. True
3. True
4. False

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5. True
6. True
7. False
8. True
9. True
10. True
11. True
12. True
13. True
14. False
15. True
16. True
17. True

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CO-CREATING SUSTAINABLE SOLUTIONS IN EUROPE

Match each SDG-based Living Lab challenge (A–Q) with the most appropriate EU-value-based action (1–17). Think critically about participation, inclusion, sustainability, and long-term impact.

Column A – Living Lab Challenges (SDGs)	Column B – EU Values & Living Lab Actions
A. A community struggles with long-term unemployment and poverty.	1. Promote co-designed employment programs with vulnerable groups.
B. Urban areas lack access to affordable and healthy food.	2. Support local, sustainable food systems through citizen participation.
C. Citizens report rising mental health issues due to city stress.	3. Create green and quiet spaces with community input.
D. Adults need new skills to adapt to digital transformation.	4. Develop inclusive lifelong learning programs.
E. Women are underrepresented in local innovation projects.	5. Identify and remove structural barriers to gender equality.
F. Rural regions lack access to clean drinking water.	6. Involve citizens in transparent water governance.
G. Residents resist renewable energy projects.	7. Engage residents in renewable energy co-design and dialogue.
H. Automation threatens decent work opportunities.	8. Offer reskilling programs via social partnerships.
I. New technologies are developed without social impact analysis.	9. Balance innovation with ethical and social responsibility.
J. Migrants and people with disabilities feel excluded from decision-making.	10. Ensure inclusive participation and equal access for all.
K. Traffic congestion increases pollution and social exclusion.	11. Invest in accessible public transport solutions.

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L. High levels of waste and overconsumption are reported.	12. Encourage circular economy practices such as reuse and repair.
M. Local communities are vulnerable to climate-related risks.	13. Co-create climate adaptation strategies with local stakeholders.
N. Marine ecosystems are affected by pollution.	14. Combine environmental protection with community awareness.
O. Urban expansion threatens biodiversity.	15. Integrate biodiversity protection into regional planning.
P. Citizens distrust public institutions and local authorities.	16. Strengthen transparency, participation, and trust in institutions.
Q. Regional initiatives lack cooperation and scalability.	17. Build cross-sector and cross-border EU partnerships.

✓ **Answer Key (Matching)**

A – 1

B – 2

C – 3

D – 4

E – 5

F – 6

G – 7

H – 8

I – 9

J – 10

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K – 11

L – 12

M – 13

N – 14

O – 15

P – 16

Q – 17

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CO-CREATING SUSTAINABLE SOLUTIONS IN EUROPE

Drag each **Living Lab** action to the **correct SDG & EU value** area.

Think critically about **participation, inclusion, sustainability, and long-term impact**.

◇ Drag Items (Living Lab Actions)	◆ Drop Zones (SDGs & EU Values)
1. Co-designing social support services with people experiencing poverty	A. SDG 1 – No Poverty EU Value: Social inclusion
2. Supporting local farmers and urban gardens through citizen initiatives.	B. SDG 2 – Zero Hunger EU Value: Solidarity
3. Creating quiet green spaces to improve mental well-being	C. SDG 3 – Good Health & Well-being EU Value: Human dignity
4. Providing inclusive lifelong learning for adults and migrants	D. SDG 4 – Quality Education EU Value: Equality of opportunity
5. Removing barriers to women's participation in innovation	E. SDG 5 – Gender Equality EU Value: Equality
6. Involving communities in water management decisions.	F. SDG 6 – Clean Water & Sanitation EU Value: Participation
7. Co-creating renewable energy projects with residents	G. SDG 7 – Affordable & Clean Energy EU Value: Sustainability
8. Offering reskilling programs for workers affected by automation	H. SDG 8 – Decent Work & Economic Growth EU Value: Social market economy
9. Developing ethical and socially responsible digital innovation	I. SDG 9 – Industry, Innovation & Infrastructure EU Value: Responsibility
10. Ensuring participation of vulnerable groups in local decision-making.	J. SDG 10 – Reduced Inequalities EU Value: Inclusion
11. Designing accessible and affordable public transport	K. SDG 11 – Sustainable Cities & Communities EU Value: Accessibility

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12. Promoting reuse, repair, and circular economy practices	L. SDG 12 – Responsible Consumption & Production EU Value: Sustainability
13. Co-developing climate adaptation plans with local actors	M. SDG 13 – Climate Action EU Value: Shared responsibility
14. Protecting marine ecosystems through community awareness.	N. SDG 14 – Life Below Water EU Value: Environmental protection
15. Integrating biodiversity protection into urban planning	O. SDG 15 – Life on Land EU Value: Biodiversity protection
16. Increasing transparency and citizen participation in governance	P. SDG 16 – Peace, Justice & Strong Institutions EU Value: Democracy & rule of law
17. Building cross-sector and cross-border EU partnerships	Q. SDG 17 – Partnerships for the Goals EU Value: Cooperation

 Correct Drag & Drop Answers

- 1 → A
- 2 → B
- 3 → C
- 4 → D
- 5 → E
- 6 → F
- 7 → G
- 8 → H
- 9 → I
- 10 → J
- 11 → K
- 12 → L

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13 → M

14 → N

15 → O

16 → P

17 → Q

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CO-CREATING SUSTAINABLE SOLUTIONS IN EUROPE

Read each scenario carefully. Answer the question by choosing or explaining the **most sustainable, inclusive, and EU-value-aligned action**.

Focus on **who is involved, long-term impact, and shared responsibility**.

● Scenario-Based Questions (SDGs 1–17)

Scenario 1 – SDG 1: No Poverty

A city Living Lab is developing a social support app. People experiencing poverty say the app does not reflect their real needs.

Question:

What should be the next step?

→ How does citizen co-creation reflect EU social inclusion values?

Scenario 2 – SDG 2: Zero Hunger

Urban residents depend heavily on imported food, while local farmers struggle.

Question:

What Living Lab action best supports sustainability and solidarity?

Scenario 3 – SDG 3: Good Health & Well-being

Stress and anxiety increase due to limited green spaces.

Question:

How can co-designed urban planning improve well-being?

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Scenario 4 – SDG 4: Quality Education

Adult migrants lack access to lifelong learning.

Question:

Which inclusive approach aligns with EU equality of opportunity?

Scenario 5 – SDG 5: Gender Equality

Women rarely participate in innovation projects.

Question:

What critical analysis should be done before designing solutions?

Scenario 6 – SDG 6: Clean Water & Sanitation

Residents distrust water quality decisions made by authorities.

Question:

How can participation improve trust and sustainability?

Scenario 7 – SDG 7: Affordable & Clean Energy

A renewable energy project faces strong local opposition.

Question:

Why is dialogue more effective than top-down decisions?

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Scenario 8 – SDG 8: Decent Work & Economic Growth

Automation threatens local jobs.

Question:

How can reskilling reflect the EU social market economy model?

Scenario 9 – SDG 9: Industry, Innovation & Infrastructure

A smart city tool increases efficiency but raises privacy concerns.

Question:

How should innovation be balanced with EU fundamental rights?

Scenario 10 – SDG 10: Reduced Inequalities

People with disabilities feel excluded from city planning.

Question:

What inclusive Living Lab practice should be adopted?

Scenario 11 – SDG 11: Sustainable Cities & Communities

Public transport is expensive and inaccessible.

Question:

How can co-design improve accessibility and sustainability?

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Scenario 12 – SDG 12: Responsible Consumption & Production

High levels of waste are reported in the city.

Question:

What Living Lab solution encourages responsible consumption?

Scenario 13 – SDG 13: Climate Action

Local communities feel disconnected from climate policies.

Question:

How does shared responsibility strengthen climate action?

Scenario 14 – SDG 14: Life Below Water

Coastal pollution affects marine life and local livelihoods.

Question:

Why should local communities be involved in marine protection?

Scenario 15 – SDG 15: Life on Land

Urban expansion threatens green areas.

Question:

How can biodiversity protection be integrated into planning?

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Scenario 16 – SDG 16: Peace, Justice & Strong Institutions

Citizens distrust public decision-making.

Question:

How do transparency and participation support democracy?

Scenario 17 – SDG 17: Partnerships for the Goals

A local Living Lab wants to scale its impact.

Question:

Why are EU-level partnerships essential for sustainability?

Assessment Focus (Critical Thinking)

Learners should demonstrate:

- Problem analysis
- Stakeholder awareness
- EU values alignment
- Long-term and systemic thinking

Optional Reflection Task

Choose **one scenario** and explain:

Who benefits? Who might be excluded? What are the long-term impacts?

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