



Enhancing the social inclusion
of low income single parents

Social and Civic Competences

Practical Exercises

Elaborated by Asociația Habilitas – Centru de Resurse
și Formare Profesională



ASOCIAȚIA HABILITAS
Centru de resurse și formare profesională



KINDLING A BETTER WORLD



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There are six demonstrated practices in civic learning:

1. Classroom instruction in government, history, law, vote-based system and economics
2. Discussion of current occasions and questionable issues
3. Service learning tied to educational modules and instruction
4. Extracurricular exercises connected to school, community and neighbourhood government;
5. Student interest in school administration, and
6. Simulations of majority rule processes.

Project based learning is a fundamental component of great civics instruction for a number of reasons. To begin with, ventures are an incredible way for understudies to become great citizens. They can create arrangements, inquire about issues, and meet open officials.



Exercise 1. Global Classroom

Aim: To introduce the participants in Global problems and how difficult is to find a solution that fits all the contexts.

Duration: 2-3 hours

Materials: General training materials, chairs, enough space, mobile phones or laptops and internet connection

Description: Demonstrate United Nations is a true recreation of the UN Common Get together, UN Security Chamber, or other multilateral body, which presents understudies to the world of strategy, negotiation, and decision making. (https://en.wikipedia.org/wiki/Global_Classrooms)

Students step into the shoes of ministers of nations that are individuals of the UN, from Mexico to Australia. The “delegates” talk about current issues on the organization’s endless plan. They get ready draft resolutions, plot techniques, arrange with supporters and enemies, resolve clashes, and explore the UN’s rules of method – all within the intrigue of settling issues that influence the world. Before playing out their parts in the exercise, students investigate the specific worldwide issue to be tended to. The issues are drawn from today’s features. Show UN delegates how the worldwide community acts on its concerns around human rights, the environment, peace and security, nourishment and starvation, financial improvement, and globalization.



Exercise 2. Planners

Aim: To introduce the participants in different templates that can be used in different context.

Duration: 1-2 hours

Materials: General training materials, mobile phones or laptops and internet connection.

(<https://www.communityplanningtoolkit.org/sites/default/files/Engagement.pdf>)

Description: The Planner is a collection of documents that direct participants through the processes of choosing an issue, taking public action, and preparing a project report.

Plan: The participants write a plan to persuade you that a long-term project is worthy of the problem / issue they want to focus on. **Thinking it Through:** Participants evaluate causes / effects and propose your approval for their first civic action.

Civic Action: Participants reflect on their last civic action, track their acquired knowledge, skills and attitudes and suggest their next civic action. **Report:** The participants address the civic activities they have taken and the impact they have had on their chosen issue / problem, focus on their own learning. For example, a group of citizens from the same neighbourhood can use the planner method to solve a common problem from their area. A group has chosen the problem regarding air pollution. After this stage, all groups must analyse the causes of the air pollution from their area and to find some solutions (such as planting trees). They must pick a solution and do that civic action. In the end we will have the entire group involved in planting trees in their common space they share.



Exercise 3. Project Based Learning – Project Citizen

(<http://civiceducator.org/what-is-project-citizen-civics-education/>)

Aim: It teaches students about public policy. It does so by leading them through the process of researching a problem and developing a proposal for the government to address that problem.

Duration: 2-3 hours

Materials: General training materials, mobile phones or laptops and internet connection

Description:

An Overview of How Project Citizen Works

The Citizen Project starts with an introduction to democracy and civics. Students learn the fundamental values of our democratic system over a few lectures, the distinction between public policy and private business, and a little bit about what the government should do to solve problems.

Step 1: Identify the issue

The next phase of the project is to identify a problem. You may also be able to focus on problems at home, local or regional or European level.

Such examples of problems can be:

- At local level: the refurbishment of a playground in the community or the lack of involvement of young people in volunteering actions
- At country level: the situation of young carers or the loneliness of the older population
- At European level: the unemployment of young people, the migration that EU countries are facing or the climate change crisis.

This is a group project, so you need to come up with a way for the entire group to consent on a single subject. At the end of the day, the students will break down the presentation into simple fragments and groups, so your optimal group is around 16 to 20.

Step 2: Research and Define the Problem



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Once the students have decided on the subject, some work needs to be done. This would involve any conventional analysis and data gathering. But in your community, you should also do data collection-surveys, interviews, desk research, etc. Such work will help to identify the problem, and prove that it needs to be solved.

Step 3: Find possible solutions to the issue in public policy

Students will then begin work on possible solutions to the problem.

They should be doing some research on them once they have narrowed things down to two or three solutions. Have you ever tried such ideas before? Is there proof of their effectiveness? What do people think of them? What are the advantages and the disadvantages? When the approach has been proposed by a lawmaker, ask them to get their perspective.

Step 4: Choose a Solution and Make the Case

When the group has analysed the possible solutions to the problem in detail, they need to choose one. We may not consider a perfect solution, but they need to decide on one to help and promote. It is also the public-policy obstacle – choosing an incomplete approach that enhances a difficult situation.

Step 5: A Plan of Action

The penultimate step is to decide how to campaign for the approach you have selected. This is where it becomes important to know the political and policy process. Students need to find out who the actors with the power to tackle the problem are and what levers will pull people to inspire them to act.

There could be a campaign on writing emails, speeches at Education board meetings, activism on social media, and more. Yet it will explain in some depth how the stakeholders can be inspired to take action.

Step 6: Deliver Stakeholder Presentation

Project Citizen's final piece is to incorporate it into a document and move it on to a collective with the power to act. You may submit this to the Board of Education or the City Council for a local question. You may be putting a state-wide issue before your state legislators or a legislative committee. But you can start also with a small NGO from your area.



Participants develop knowledge and skills by working to explore and respond to an interesting or complex question, problem, or challenge over a longer period of time. PBL develops life skills. Lifetime success requires more than just knowledge and skills. Participants learn how to take initiative, be accountable and build a good attitude with PBL. We learn to create trust, to solve problems, to work in teams and to share ideas. Project-based learning also gives participants the opportunity to explore problems and challenges with real-world applications, increasing the potential for skills and concepts to be retained over the long term.

