



Citizen Empowerment Course

Lesson Plan | Module 4



Module Title	Understanding Active Citizenship & Civic Engagement
Module Learning Objectives	<p>Upon completion of this module, learners should be able to:</p> <ul style="list-style-type: none"> ▪ Discuss and explain key concepts related to citizenship, active citizenship and civic engagement ▪ Exploring active citizenship features and characteristics ▪ Identify the motivations of active citizenship ▪ Assess the importance of being an active learners in the democratic system
Module Duration	≈ 4 Hours (230 minutes)
Materials/ Equipment	<ul style="list-style-type: none"> ▪ Training venue with IT equipment including laptop and projector ▪ Internet connection ▪ Flipchart and markers ▪ Electronic device (mobile or computer) for each learners (optional) ▪ A notebook and a pen for each learners
Resources/ References	<ul style="list-style-type: none"> ▪ Beiner, R. (1995). Theorizing Citizenship. Albany: State University of New York Press. ▪ Bellamy, R. (2008). Citizenship: A Very Short Introduction. OUP Oxford. ▪ Black, G. A. (2010). Active Citizenship. Retrieved from Slideshare.net: https://www.slideshare.net/blackimoto/efdn-active-citizenship ▪ Bratitsis, T., Tsolopani, I., Ioannou, M., Nedelkou, O., Meireles, G., Neto, C., & Bartzakli, M. (2016). Primary school students as EU citizens: designing a theoretical framework and an online educational game. Συνέδρια της Ελληνικής Επιστημονικής Ένωσης Τεχνολογιών Πληροφορίας & Επικοινωνιών στην Εκπαίδευση, 263-271. ▪ Britannica. (n.d.). Citizenship. Retrieved from https://www.britannica.com/topic/citizenship ▪ Civic Participation [Video file]. (n.d.). Retrieved from https://www.youtube.com/watch?v=SfI35O6WtXE ▪ Cogan, J. J., & Derricott, R. (Eds.). (1998). Citizenship for the 21st Century: An International Perspective on Education. London: Kogan Page.

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Unit 1					
Citizenship and Key Citizenship Competences					
	Learning Activities	Duration	Training methods	Materials	Handouts and Activity sheets
	<p>Introduction to the Module Briefly go over the slide regarding Unit 1.</p>	5 min	<ul style="list-style-type: none"> ▪ Presentation 	<ul style="list-style-type: none"> ▪ Computer/Laptop ▪ Internet connection ▪ Projector 	Presentation (PPT_Module 4_Unit 1)
	<p>Activity: What is Citizenship? <i>Steps</i></p> <ul style="list-style-type: none"> ▪ Begin the session by asking learners, "What is citizenship?" ▪ Ask learners to use their devices (laptop or mobile) to access the internet and research the term 'Citizenship.' This will engage them in initial exploration and bring varied perspectives to the discussion. ▪ Once learners have had a chance to review, engage in a whole group discussion on their findings. 	10 min	<ul style="list-style-type: none"> ▪ Discussion ▪ Reflection ▪ Team discussion 	<ul style="list-style-type: none"> ▪ Internet Connection ▪ Electronic device with access to the internet for each learners ▪ Projector 	Presentation (PPT_Module 4_Unit 1)
	<p>Introduction to the Concept</p> <ul style="list-style-type: none"> ▪ After the initial research, introduce the concept of citizenship more formally. Explain its relevance in the context of individual identity, social responsibilities, and legal status. ▪ Provide a concise historical overview of the concept of 'Citizenship.' Highlight key developments and shifts in its definition and significance over time. 	20 min	<ul style="list-style-type: none"> ▪ Presentation 	<ul style="list-style-type: none"> ▪ Computer/Laptop ▪ Internet connection ▪ Projector 	Presentation (PPT_Module 4_Unit 1)

	<p>Interactive Learning Activity <i>Steps</i></p> <ul style="list-style-type: none"> Encourage learners to define ‘Citizenship’ in their own words based on their research and understanding. Facilitate a discussion among the learners about the different definitions they have found or formulated, highlighting the diversity and complexity of the concept. 	10 min	<ul style="list-style-type: none"> Discussion Reflection Team discussion 	<ul style="list-style-type: none"> Internet Connection Electronic device with access to the internet for each learners Projector 	Presentation (PPT_Module 4_Unit 1)
	<p>Activity: Exploring Citizen Competences <i>Steps</i></p> <ul style="list-style-type: none"> Instruct learners to reflect on what they believe are essential citizen competences. They may use the internet for research to enhance their understanding. Facilitate a discussion with the learners about the key citizen competences they have identified or learned about. Encourage sharing of different views and insights. 	10 min	<ul style="list-style-type: none"> Discussion Reflection Team discussion 	<ul style="list-style-type: none"> Internet Connection Electronic device with access to the internet for each learners Projector 	Presentation (PPT_Module 4_Unit 1)
	<p>RFDCDC</p> <ul style="list-style-type: none"> Present the Council of Europe’s Reference Framework of Competences for Democratic Culture (RFDCDC). Explain that it outlines a set of 20 key citizenship competences. Provide summary descriptions of the 20 citizenship competences as specified by the RFDCDC. Ensure each competence is briefly explained to give learners a comprehensive overview. Present the concept of Citizen Competence as defined by the Council of the European Union, focusing on its role in lifelong learning. This should include 	20 min	<ul style="list-style-type: none"> Presentation 	<ul style="list-style-type: none"> Internet Connection Projector 	Presentation (PPT_Module 4_Unit 1)

	an explanation of how these competences are relevant and applicable in various aspects of life and citizenship.				
	<p>Activity: Identify Citizens' Competences</p> <p><i>Steps</i></p> <ul style="list-style-type: none"> Direct each learners to individually choose two competences from each category: Values, Attitudes, Skills, Knowledge, and Critical Understanding, aimed at personal improvement. Provide learners with the Worksheet (Module 4_Unit 1). Set a timer for 10 minutes during which they should select a total of eight competences and note their reasons for choosing each. After the selection process, offer learners the opportunity to present their choices in a two-minute presentation, emphasizing this is optional. Manage the presentation time and facilitate if anyone chooses to present. 	15 min	<ul style="list-style-type: none"> Presentation Team discussion Problem-solving Reflection 	<ul style="list-style-type: none"> Internet Connection Electronic device with access to the internet for each learners Pen and notebook for learners 	Worksheet 1 (Module 4_Worksheet_Unit 1)
Unit 2	Active Citizenship and Civic Engagement (Meanings - Forms - Features - Benefits)				
	Learning Activities	Duration	Training methods	Materials	Handouts and Activity sheets
	<p>Introduction to the Module</p> <p>Briefly go over the slide introducing Unit 2.</p>	5 min	<ul style="list-style-type: none"> Presentation 	<ul style="list-style-type: none"> Computer/ Laptop Internet connection Projector 	PPT_Module 4_Unit 2
	<p>Activity: Active Citizenship and Civic Engagement</p> <p><i>Steps</i></p>	15 min	<ul style="list-style-type: none"> Presentation Team discussion 	<ul style="list-style-type: none"> Internet Connection 	PPT_Module 4_Unit 2

	<ul style="list-style-type: none"> ▪ Begin the activity by asking the learners to get their devices (laptop or mobile) and access the internet. ▪ Set up a Padlet account in advance and create a wall for the activity. Provide learners with the link or code for access. ▪ Explain to learners how Padlet works, emphasizing its use for learners and teachers to post notes on a common page. ▪ Ask learners to write their definitions of Active Citizenship and Civic Engagement on the Padlet wall. After everyone has posted, lead a group discussion based on these definitions. 		<ul style="list-style-type: none"> ▪ Problem-solving ▪ Reflection 	<ul style="list-style-type: none"> ▪ Electronic device with access to the internet for each learners 	
	<p>Defining Active Citizenship and Civic Engagement</p> <ul style="list-style-type: none"> ▪ Present a video for reflection to the learners. ▪ Conclude by presenting some established definitions of Active Citizenship and Civic Engagement to the learners, fostering a deeper understanding of the concepts. 	15 min	<ul style="list-style-type: none"> ▪ Presentation 	<ul style="list-style-type: none"> ▪ Computer/ Laptop ▪ Internet connection ▪ Projector 	PPT_Module 4_Unit 2
	<p>Activity: Forms of Active Citizenship and Civic Engagement</p> <p><i>Steps</i></p> <ul style="list-style-type: none"> ▪ Initiate the discussion by asking, "What are the different forms of Active Citizenship and Civic Engagement? Besides voting, how can citizens actively participate and engage?" ▪ Encourage learners to brainstorm. ▪ Arrange learners into groups and assign one representative for each team. ▪ Once the group exercise concludes, invite each representative to present their group's findings (this is optional). 	30 min	<ul style="list-style-type: none"> ▪ Presentation ▪ Team discussion ▪ Problem-solving ▪ Reflection 	<ul style="list-style-type: none"> ▪ Internet Connection ▪ Electronic device with access to the internet for each learners 	PPT_Module 4_Unit 2

	<p>Forms of Active Citizenship and Civic Engagement</p> <ul style="list-style-type: none"> Present several examples of active citizenship to the learners, discussing what constitutes Active Citizenship. Present Hoskins and Mascherini's Active Citizenship Operational Model, explaining its relevance and application in the context of civic engagement. Conclude by going over examples of active citizenship. 	15 min	<ul style="list-style-type: none"> Presentation 	<ul style="list-style-type: none"> Computer/Laptop Internet connection Projector 	PPT_Module 4_Unit 2
	<p>Benefits from Active Citizenship</p> <ul style="list-style-type: none"> Direct learners to revisit the Padlet wall using the same link provided earlier. Pose a question on the Padlet wall: "How could becoming an active citizen benefit your community and your personality? Briefly state four (4) benefits for active citizenship and civic engagement." Once the learners have posted their responses, lead a discussion to review and analyse the results. Encourage learners to share insights and reflections on the benefits listed by others, fostering a comprehensive understanding of the impact of active citizenship Conclude the activity by reflecting on the benefits of active citizenship. 	20 min	<ul style="list-style-type: none"> Presentation Team discussion Problem-solving Reflection 	<ul style="list-style-type: none"> Internet Connection Electronic device with access to the internet for each learners Pen and notebook for learners 	PPT_Module 4_Unit 2
	<p>Activity: Constraints and Motivations for Active Citizenship and Engagement</p> <ul style="list-style-type: none"> Begin the activity by arranging learners into groups and distribute Worksheets to learners. Instruct groups to identify a case where people are not actively participating in their community or society. Encourage groups to discuss the reasons behind the lack of involvement in their chosen case. 	20 min	<ul style="list-style-type: none"> Group activity Discussion Problem-solving 	<ul style="list-style-type: none"> Internet Connection Electronic device with access to the internet for each learners 	Worksheet 2 (Module 4_Worksheet_Unit 2)

	<ul style="list-style-type: none"> ▪ Guide them to brainstorm potential strategies that could encourage involvement in such situations. ▪ Direct each group to brainstorm and list reasons that prevent people from being socially engaged. ▪ Groups should then brainstorm and list ways to motivate people to engage in social and civic issues, focusing on both theoretical and practical approaches. ▪ Go over the final slides to see if the learners identified all motivations. 			<ul style="list-style-type: none"> ▪ Pen and notebook for learners 	
<p>Module Assessment Exercise</p>					
<p>Duration: 20 Minutes</p>					



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