



## P.B.L Lesson Plan

### Title

Smalls Steps Towards Democracy

### School

Name: “Alexandru Stefulescu” General Secondary School

Country: Romania

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### Subjectsinvolved/potentiallyinvolved

| Subjectscurrentlyinvolved                               | Subjectspotentiallyinvolved             |
|---|---|
| English, History, French, Romanian, ICT, Home Economics | Philosophy, Citizenship/Civic Education |

### Description of how the lesson plan was designed and implemented

In approaching this very complex and constantly changing topic, we started from the idea that learning about democracy and practicing it are in a bilateral relationship; on the one hand, democracy depends on education to be put into practice, and on the other hand, practicing democracy is the key to learning about democracy. Therefore, within education, young people must learn about democracy if a society wants to remain or become democratic. Since schools are officially responsible for the education of the younger generation, they must practice democracy to encourage students to learn about democracy.

The lesson plan was designed by the team of teachers who also worked on the first lesson plan on the topic established by the Erasmus+ project working group, “Democratic and Intercultural Dialogue.” Due to the fact that we have already in





the school curriculum the Civic Education subjectm we introduced an optional subject that should deepen the students' knowlegde about democracy and media literacy. Our students are not the age of voting but given the fact that this year foare coming the European elections, that was the first step for them , to find out more things about elections, democracy and media.

As the title suggests , small steps need to be taken first, since our students are still under the voting age.

We chose different classes in which the students can study, in history, social education, biology, technological education classes, with the aim of training and developing skills that will allow them to carry out an investigative approach, carry out team activities, investigate the social and civic norms of the groups they are part of in order to identify the problems these communities face and consequently participate responsibly in decision-making by exercising the spirit of initiative, the entrepreneurial spirit, respectively by demonstrating active social, civic and economic behavior

The society in which they will live depends largely on the conception they form now, during their school years, about the value, nature and functioning model of democracy and human rights.

The Romanian and English classes were used to have the students write an essay on the topic “What would the world look like if from tomorrow children had neither rights nor responsibilities?” and “From today I am obliged to live in country X”

In ICT and Art the students designed the banner that reflects the activities. In Civic Education they created a set of norms /rules at the class level. Also an analysis of case studies/cases was set, taken from the media, regarding juvenile delinquency and presentation of intervention measures by state institutions

The project team set the PBL activity, shared the performance task, working collaboratively to establish and coordinate timelines. In June, the students were presented the tasks and shared the responsibilities.

## Competencies and knowledge

### Development of prerequisite competencies and/or knowledge

Understanding of Basic Political Concepts.

Awareness of National Government Structures.

Basic Knowledge of specific vocabulary related to the topic in Romanian,





English and French.

Understanding of Civic Responsibilities and Rights.

Basic Knowledge of Human Rights Principles.

Ability to Evaluate Sources.

Basic Research Skills.

**Development of competencies and/or knowledge the experience aims to create**

Familiarization with democratic citizenship, respect for the values, principles and norms imposed by living in a democratic society

Implementation of projects through which students are involved in finding and implementing measures to influence local authorities' decisions regarding environmental protection

The need to respect democratic values and norms in exercising citizenship

Developing Empathy and Perspective-Taking.

Understanding Digital Policies and improving students' digital literacy.

Developing research and information literacy

Team work and tolerance.

The students will be able to :

- obtain information that will give them the opportunity to critically relate to different facts, events, ideas, processes in their personal or community life;
- carry out, in teams, activities that will lead to the investigation of specific problems of different social groups and to the assumption by students of the values and norms specific to the group they belong to;
- responsible participate in decision-making by exercising the spirit of initiative, respectively by demonstrating an active social, civic and economic behavior.

### **Topicsinvolved/potentiallyinvolved**

#### **Topicsactuallyinvolved**

History and formation of the EU.

EU institutions and their roles.

EU citizenship and rights protection.

European elections and democratic participation.

The Eu and global issues.

Challenges and EU future directions





Fake news and media literacy

### Topics additionally involved

Impact of EU on people's lives  
Awareness of the European values

### Authors

Teachers who worked on the design and implementation

| Name           | Class  | Subject         |
|----------------|--------|-----------------|
| Adela Malaescu | 8 B    | History         |
| Vasile Udroi   | 8 A    | History         |
| Sorin Balutoiu | 7 D    | Civic Education |
| Adela Balosin  | 8 A, B | English         |
| Anca Bouleanu  | 1 D    | Civic education |
| Ileana Troi    | 8 B    | Home Economics  |

### PBL methodology: groupwork

The teachers were chosen based on the subjects they teach and the motivation they have to take part in the project activities. We chose the classes in which we teach and where the students are old enough to understand the notions which are really new for them, also we take into consideration the level of involvement, motivation to participate in the project activities.

### Tools and applications

EX:

- *Learning Apps*
- *Canva*
- *picsart*





### **Pedagogical Impact - Feedback**

Education for democracy has achieved its goal if it has prepared the active citizen, who participates in democratic action guided by democratic values and principles. From the point of view of the proposed teaching strategy, of the pedagogical methods that were used, all the disciplines involved in the implementation of the lesson plan achieved an integrated teaching - learning, because they all put the student at the center of the action, as a discoverer of the real world. So personal experience, learning through discovery, are the ways of forming his cognitive and affective horizon. In all these disciplines, the student and the teacher investigate together a very complex and dynamic socio-political reality.

### **Student Involvement in Pathway Development**

Given the fact that it was a very new topic for our students, it seemed also attractive and they got soon interested and motivated in working on it. They also had witnessed discussions in their families or in their groups of older students about this topic, elections, candidates, European Parliament and they were really curious about that. They learned how to work in teams, how to search for information, how to issue ideas and put each one's work together.

The students also broadened their horizons, became more aware about the surrounding world, developed solution-oriented thinking. They also gained ICT skills, they learned how to use different apps and web.2.0 tools.

They enjoyed working in groups and solving different tasks, find solutions and bring up ideas

### **Critical elements**

It was more difficult for our students to produce and provide solutions in the beginning since they had enough little information about this topic.

Most of the students involved are in the final year and they dedicate their time mostly for preparing the final exams, that is why they had difficulty in managing the time for this extra work.

### **Produced materials**

Type of produced material





|   |               |   |               |
|---|---------------|---|---------------|
| x | <i>Slides</i> | x | <i>Moovie</i> |
|   | <i>Comics</i> | x |               |
|   | Essays        |   | ... ..        |
|   | PPTs          | x | ... ..        |
|   | ... ..        |   | ... ..        |

Other .....

**Links to the resource(s)**

*Lesson plans in pdf format + any useful material ( ex: worksheets)*

<https://quizizz.com/admin/quiz/5e651e29527677001b6a4b91/educatie-pentru-cetatenie-democratica-i>

[https://learning-corner.learning.europa.eu/play-games/quiz\\_ro#/dashboard](https://learning-corner.learning.europa.eu/play-games/quiz_ro#/dashboard)

<https://prezi.com/ibb4ivu-mhvk/educatia-interculturala/>

<https://wordwall.net/ro/resource/9143832/test-la-educatie-pentru-cetatenie-democratica>

**Evaluation method and tools ( grading rubrics etc)**

Post-tasks survey

