

Iceland
Liechtenstein
Norway grants



Supporting Active Citizenship

EHP-CZ-ICP-007

Best practice examples

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A. Introduction

At the beginning of August 2019 ANGEL Elementary School and Kindergarten in Prague 12 started participating in a two-year project called Supporting Active Citizenship. The project has been financed from EEA (European Economic Area) funds. The funds support study visits and project coordination with Norway, Iceland, and Liechtenstein, which leads to a decrease in economic as well as social difference in the European Economic Area. The project partner is Røsvik Skole in Norway. Unlike Elementary School and Kindergarten ANGEL in Prague 12, it is a small community school connecting students' active participation with educational goals. The project aims to strengthen innovative cooperation at several levels of education. We aim to adjust and modernize the school curriculum in the form of systematic support for democratic values and civic engagement. We place a great emphasis on involving our students in the real world with a focus on democracy and active citizenship.

The publication shares sixteen best practice examples from ANGEL Elementary School and Kindergarten in Prague 12 and Rosvik Skole in Norway to support the project goals. Their description will help teachers to implement new strategies into the school curriculum to support active citizenship.

1. Modřany teenage sessions



Aims of this activity

- to involve the younger generation in municipal decisions
- to build good cooperation between all schools involved and local authorities
- to make young people think about municipal problems and suggest solutions

Description



This project started in 2018 and is organised by the local authorities. It follows the Local Action Programme (MAP).

Representatives (aged 10 to 16) from all elementary schools in Prague 12 gather together with the coordinators from each school on the premises of the municipal office. Local authority members are present at every session. Each session is a simulation of a local authority meeting (with microphones, discussions, voting, refreshments...). The children are encouraged to participate in municipal decisions and actions. The topics are also chosen by the children according to their interest (e.g. ecology, climate change, recycling, safety in our district, foreign language learning, financial literacy etc.). The participants also need to be active in monitoring the environment in Prague 12 and come up with ideas for improvement

that are discussed at the following meeting. The representatives of each school also share good practice examples with the others who can implement the ideas in their schools.

The supervisors should:

- carefully choose the coordinators and children representing each school
- cooperate with local representatives closely
- encourage the children to take an active part in the discussions and come up with their own ideas where changes are needed in our district
- make sure that at least some of the children’s ideas and suggestions are put into practice
- monitor the progress the children make

Photo



Evaluation

Coordinator’s feedback:

“The Teenage Sessions are still quite new, so we are still trying to improve it according to the feedback we get. The good thing about them is that children get in touch with the local authority members who are always present at the sessions. All the meetings take place in a

friendly atmosphere and the children are on the same level as the local representatives in the discussions. I wish the students' suggestions were put into practice more often."

Student's feedback:

"I like the idea. I finally feel that I can influence the decisions in our county and suggest some changes."

Teacher's feedback:

"The idea of young people being involved in county decisions is great. This way the children will pay closer attention to the affairs in the neighbourhood."

2. Meeting with witnesses



Aims of this activity:

- to raise students' interest in modern history
- to involve senior citizens in cooperation with the younger generation by sharing senior citizens' memories
- to commemorate the most important events in 20th century history

The goal is realised in History and Social Studies.

The meetings are realised regularly to commemorate the most important days in our history, for example the end of World War II, the remembrance day of holocaust victims, days referring to anti-communist resistance from 1950's to 1980's or the events connected with the Velvet revolution and the fall of communism in 1989.

The supervisors should:

- contact the witnesses of important events in our history, agree on the situations or moments in history the senior citizens are willing to share
- inform the students about the era the witnesses will be talking about
- be aware of possible input of irrelevant stories based on the specific situations described by the witnesses

Photo



Evaluation

Coordinator's feedback:

"I find the meeting with witnesses useful for both the audience and the witnesses. The witnesses feel helpful for the younger generation in terms of sharing their own experience and life stories. Children can learn by listening to real-life situations connected to history"

Student's feedback:

"I was amazed by the narration about real life during World War II. I am glad I don't live in wartime."

Teacher's feedback:

"The method of oral history when the students have the opportunity to hear about selected historical events from people who lived at that time is a highly effective method of learning. Students will never forget it"

3. Garden Party



Aim of this activity:

- to conclude the school year by showing the children's work
- to connect with the local people, especially parents
- to raise the awareness of being part of our district, Prague 12

The goal is realized across all school subjects as well as children's interests.

The event is held in our school garden at the end of the school year. It consists of shows and performances prepared by the children. Each year there is a theme for the celebration, for example when our republic was celebrating 100 years of existence, our topic was: Our School One Hundred Years Ago. There is also a competition for the classes mostly to produce art projects. The classes can compete during the party as well. It is organized and evaluated solely by our school's parents. The local authorities are invited to visit and say a few words of encouragement.

The supervisors should:

- make sure all the safety and hygienic policies are kept during this great event

- distribute all the necessary information among teacher staff and school club leaders as well as among parents of all classes and grades for the successful release of the project

Photos



Evaluation

Coordinator's feedback:

"Every year, our school is getting bigger and so is our garden party. I am proud to say, we manage organizing the event very well, even though it's becoming a very complex thing."

Student's feedback:

"For me this party means saying goodbye to my friends before the holiday. It's great we have an opportunity to meet here and have fun. Also, we like to show our parents what we have been up to. They love to come, they feel like a real part of the school."

Teacher's feedback:

"We have fun competing with other classes. I also like chatting to the parents informally during the party, it feels much better than official meetings. And since I live in this district, it's good to see the authorities care about our school."

4. Let's Clean the Czech Republic



Aim of this activity:

- to raise the awareness of mismanaged waste
- to give every individual and institution a chance to get involved in creating a healthier environment

The goal is realized in Biology and Social Studies.

The event is held in the whole Czech Republic. In our district it is organized by the local authorities, specifically the Department of the Environment. Our contribution was coordinated by the Head of our Community Center.

The supervisors should:

- make sure they have enough cleaning tools and protective equipment for the children, such as high-visibility vests, gloves, plastic bags etc.
- inform the students about the strict safety rules (for example avoid touching any sharp objects, especially needles, wires...)

Photo:



Evaluation

Coordinator's feedback:

"It was a great and useful event, appreciated by both teachers and students. The realisation of the event helped to improve our neighbourhood."

Student's feedback:

"It was fun. I like it when it is clean here. I feel good."

Teacher's feedback:

"It was a good way of engaging children in a meaningful activity which helped our community."

5. Community centre at Elementary school ANGEL



Aim of the activity:

- contributing to the quality of leisure time of children and adults of the local community
- developing and enriching their social and cultural life
- helping with the exchange of information between the school and the public

The goal is realized through regular courses and individual events of different focus, where children, their parents, school supporters and school staff meet together.

The community centre is open Monday to Thursday from afternoon to evening or whenever necessary, even during summer holidays. It is open to all good and useful ideas that can enrich the life of the local community. Everybody who is interested in various educational, sports and leisure activities is welcome.

The coordinator should:

- be communicative, creative and enthusiastic about the job
- perceive the needs of the school and individuals (children and adults)
- search for able tutors of the courses and coordinate and monitor all the activities
- publish operating rules
- regularly present the activities to the public



Evaluation:

Coordinator's feedback:

"People like to come here. They feel good here. No matter their level of education or profession, they come because of their interests. They want to be useful to the school and the community".

Student's feedback:

"I attend two courses and enjoy it very much. I learn new things and meet my friends here. It's fun here".

Head of School's feedback:

"I see the community dimension as a great education to citizenship both for children and adults. We should be interested in public affairs and school is a public affair, where not only „my child“ is concerned".

6. Fairy tale forest



Aims of this activity:

- to establish a relationship between kindergarten and school children of various ages
- to make the transition from kindergarten to elementary school easier for kindergarten children
- to involve kindergarten children in an event organized by the school parliament

Description

The project is organized by the school parliament members for kindergarten children. The Fairy Tale Forest usually has a set topic (fairy tales, fables, legends..., the organizers dress up as the characters). All elementary school children want to participate. Each organizer from

elementary school thinks of a task that the kindergarten children should fulfill at their stand (there is a wide range of tasks developing knowledge, senses, art skills, some are adventurous and all of them differ according to the age and ability of kindergarten participants). The marked trail usually takes the children to the forest near the school, there are usually about 20 stands. Refreshments (snacks, warm tea, and some sweets) are provided for the children. In return, the kindergarten children draw a banner as a thank you for a great adventure.

The supervisors should:

- carefully choose the organizers
- pick a topic that is easy to prepare costumes and tasks for
- make sure the trail is safe
- organize snacks
- cooperate with the school parliament and kindergarten teachers closely

Photos





Evaluation

Coordinator's feedback:

"It is a great project. We have quite a lot of experience organizing it. It has always been a success and the children love it. It is always highly appreciated by the little ones and their teachers. Often very positive feedback comes from the parents, too. The elementary school children never underestimate the preparation and take good care of the little ones. I like especially the fact that new friendships are often established and the little ones are not afraid of the transition to elementary school."

Student's feedback:

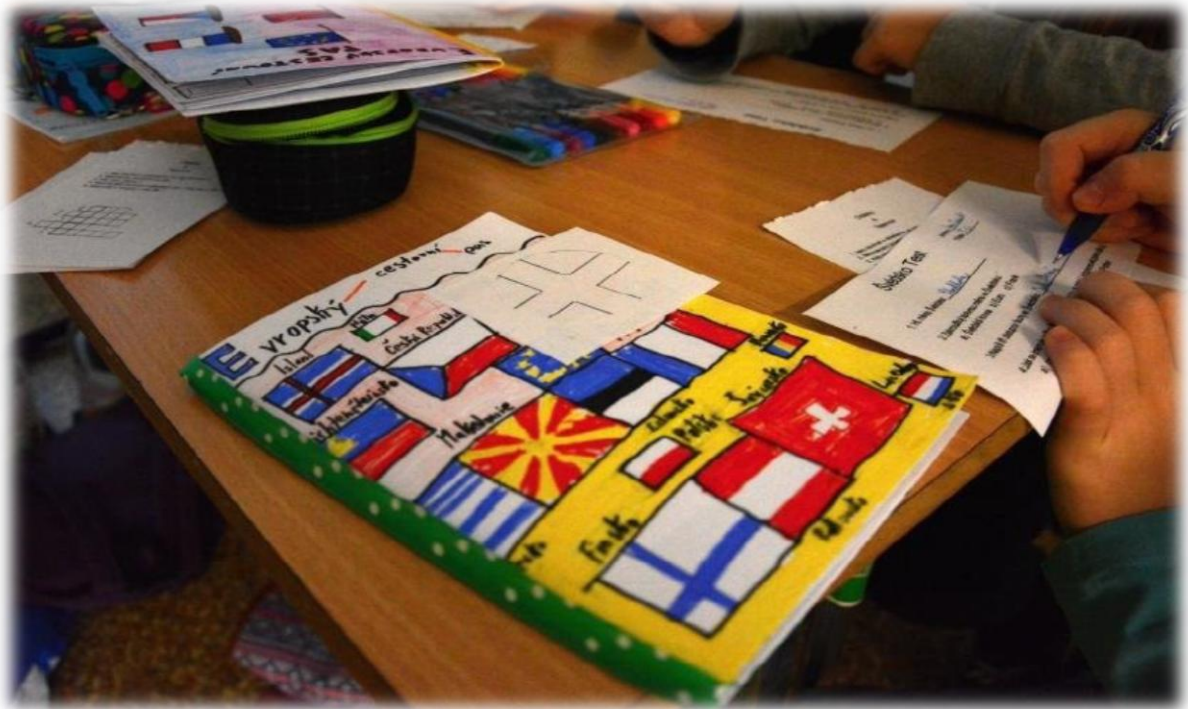
"I have been one of the organizers in the last two years and I really like it. I like the way we prepare the costumes and think of the task suitable for our characters and for the kindergarten children. I love seeing the excitement in their eyes when they see us dressed up as some fairy tale characters. I was a bandit this year."

Kindergarten teacher's feedback:

"The organizers are great. We are very thankful for everything they have been doing for our children, the Fairy Tale Forest is not the only project. Our kids are always excited to participate in the actions organized by the school parliament. The banner our children make

is the least we can do to say thank you to all the people involved. I am really looking forward to mutual projects in the future.”

7. We are travelling around Europe



Aims of this activity:

- the goal is realised in Geography (8th grade) and Humans and the World (5th grade) and spreads awareness about different European regions
- to support peer learning among classes of the same age and between students of different ages
- to improve presentation skills of the students

Description

The activity is held every year at the end of January and at the beginning of February. In the first stage, children from all the classes in 8th grade make mixed groups among the classes. They prepare a presentation dealing with selected European countries. The content of the presentations is targeted not only at basic facts and information about the country but also at traditions, habits, cuisine and famous citizens as well. In those groups, the presentations are created - both at school during Geography lessons and after school. Meanwhile, children from 5th grade create a „virtual passport“ where the children will make notes during the presentation. In the following stage, a project day is set. During the project day, the groups of 8th grade students invite the classes of 5th grade students to watch the presentation. During

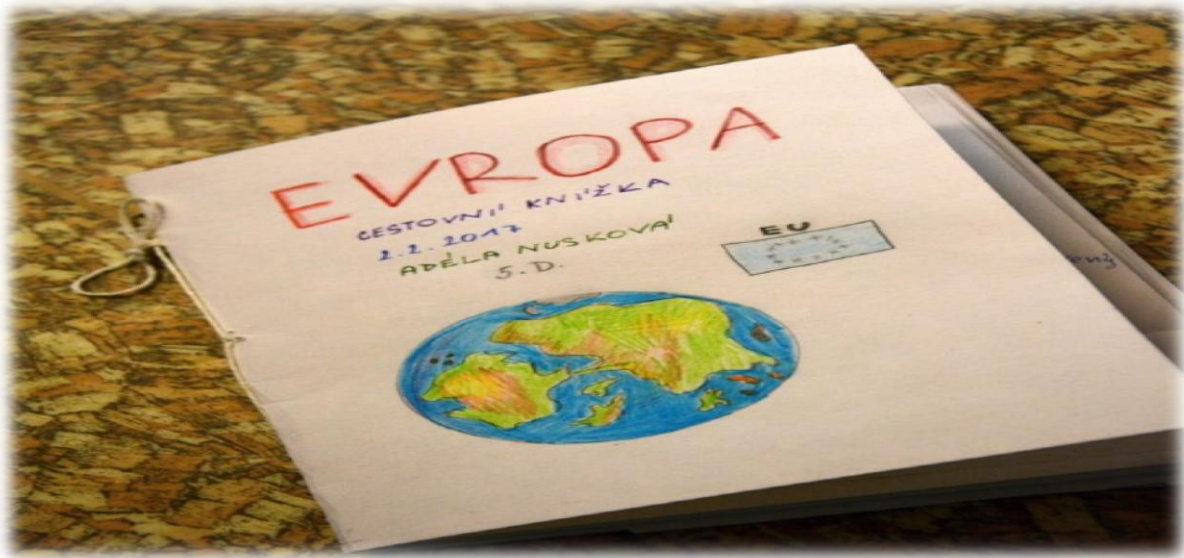
each presentation, 8th grade students present the countries and hold quizzes and short competitions for the 5th grade students. Traditional costumes and local cuisine are presented as well. Next, the class of 5th grade students move to the following group of 8th grade students. In the final step, the students reflect on their work and 5th grade students make notes in the virtual passports and share the information with their classmates and the teacher.

The supervisors should:

- make sure that the content of the presentation is appropriate and useful
- coordinate the transfer of the 5th grade students among the outposts
- provide the material students need for the presentation
- cooperate with each other (5th grade X 8th grade teachers)

Photos





Evaluation

Coordinator's feedback:

"I find the project useful in many ways. The method of peer learning in mixed age groups is a very effective and interesting way of engaging students in the learning process. The peer learning process creates an enthusiastic atmosphere for both age groups involved."

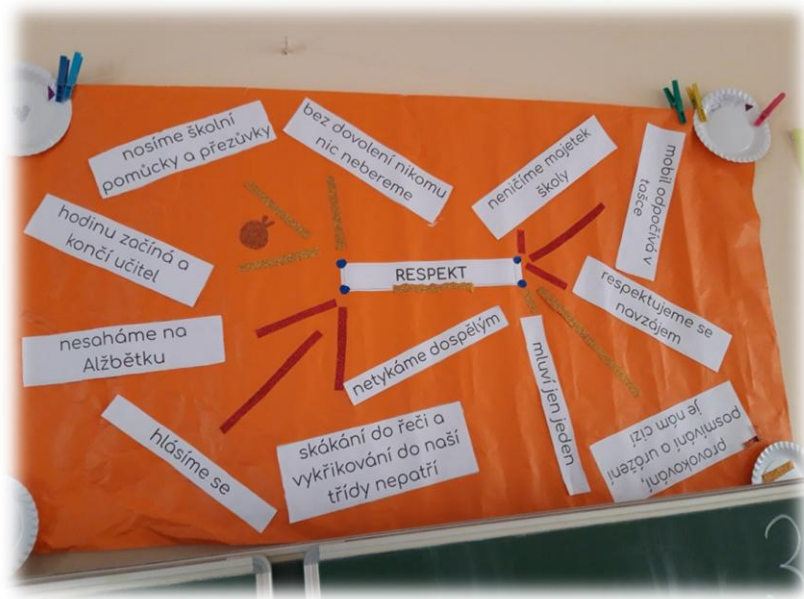
Student's feedback:

"I was excited to try presenting my knowledge to younger students. I also wanted to put myself in the teacher's shoes and find out what a teacher's job is like. In the future, I would like to be a teacher." (8th grade student)

Teacher's feedback:

"The 5th grade students were surprised when their older schoolmates prepared and presented information about other countries. They enjoyed real souvenirs, costumes and the traditional folk songs and dances the older students presented. At the end, 5th grade students asked a lot of questions and in the reflection part we all realised that the children were learning with fun in a natural environment." (5th grade teacher)

8. Class Rules and Class Meetings



Aims of the activity:

- to give every individual in the class a chance to feel respected, regardless of people's differences
- to make sure the class environment is healthy and the class is a friendly place
- for children to learn to discuss issues and deal with problems
- for children to learn to work in groups and teams, especially as a whole class

The goal is realized outside the curriculum; however parts of it are realised in Civics, History, Geography and even in Czech Literature.

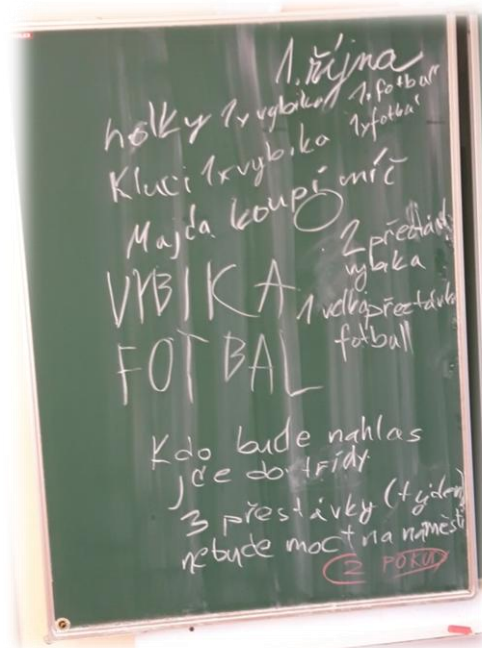
Every school year, the first activity our children do at school either when they come as first graders or after the summer holiday is making their own class rules. Children make their own class rules in order that their classes become places of tolerance and respect, a safe and friendly place. This clarifies what is expected of them and also what children can expect and furthermore it prevents future classroom management or behavioural problems. Each class has a different set of rules since every class and even each child is unique. The upper classes follow up with monthly meetings held outside of study time. The lower classes have these meetings too, indeed, when the situation requires it. This is usually due to some conflict needing to be worked out and talked about or a simple classroom management problem that

teachers often come across in their line of work. Or, on the other hand, it is done simply to share.

The class teachers should:

- make sure children understand every rule and that the rules are put in a visible place in the classroom
- hold regular meetings where issues are addressed or an emergency meeting where latest problems are discussed, or just to share
- organize entertaining activities which strengthen class teamwork, such as class games or art and drama projects

Photo:



Evaluation:

Substituting teacher's feedback:

"I like working with classes that keep rules and where children have respect for each other. We have a very friendly environment in our class."

Student's feedback:

"I want to feel safe and respected in my class. These meetings help us "clear the air". Our class meets regularly and if there is no problem we just talk and share."

Teacher's feedback:

"I have experienced crises that could have developed into real issues if it wasn't for the classes sitting down and talking it out and in a civilised way, too."

9. Morning Meeting, years 1- 4



Aims of this activity:

- listen, retell, explain and reflect on the content of spoken texts
- interact with each other through conversations and discussions
- discuss and elaborate on opinions about justice and equality
- design and practice rules for interacting with each other and participate in making democratic decisions in the school community

Description

Every morning students meet in our amfi, which is placed in the corner of the classroom. This lesson starts with a song. The teacher and students say «Good morning» to each other in several languages.

One student sits in a «Hot Spot». This student states the current day, date, season, weather, temperature and which clothes to wear during recess. The same student tells the group, which is seated in a circle, about something from his or her life. Often students talk about what they did yesterday. Sometimes they talk about something they are looking forward to. Then the person sitting next to the Hot Spot responds to what has been said, before he/she makes a rather brief comment on his/her own life.

At the end of this lesson the teacher can pass on messages and discussions on relevant topics can take place.

Every morning students move one seat to the left. By doing this, everybody takes turn sitting in the «Hot spot».

The supervisors should:

- help shy students to talk by asking questions
- encourage older students to help younger students

Photos



Evaluation

Coordinator's feedback:

"It's important that students learn to speak in public."

Student's feedback:

"I like to talk."

"I like to put the cards on the board."

"I like to listen to what my friends from class have to say."

Teacher's feedback:

"It is important to learn how to listen and wait for your turn to talk."

10. The TV campaign



Aims of this activity:

- to contribute and act together in order to raise money
- to raise money for a nonprofit organization
- to learn about a nonprofit organization and its work
- to learn how to tell others about this year's theme, make a big event/ arrangement for an audience that includes entertainment, information about the theme, selling food and different sale products made by the pupils and to be responsible for the whole arrangement
- to have a disciplinary project for all the pupils at schools

Description

The TV campaign is an annual national fundraising campaign for charity, which has been organized since 1974. It is organized by The Norwegian Broadcasting Cooperation (NRK) in collaboration with selected organizations. The collection takes place in several ways. Central to the campaign is the door-to-door campaign of approximately 100000 volunteers servicing 1,8 million households, but gifts from companies and individuals are also donated directly to the collection, as well as the tradition of having a live auction in NRK's broadcasts. The purpose is determined by a collection council in NRK.

At Røsvik school we organize a full evening for the school's students, parents, relatives and family in addition to the rest of the village population. We teach students about the topic, about the organization of the year, they write about the topic and work on assignments on it, we teach the students to plan an event with both entertainment, student products for sale and food sales. The students are involved in the choice of entertainment, what food to sell and what products to sell. They also prepare themselves for the venue the event will be held in.

They carry chairs and tables, they set up the stage, they set up audio and lighting equipment and decorate the hall. They make sales stalls and put their sales products nicely in the stalls. The students bake everything to be sold in the kitchen at school. In the evening, students are in charge of entertainment, they arrange sound and light, they sell tickets, they sell food and they sell student products. All students are involved. All profits are given to the TV campaign.

The supervisors should:

- make sure that all of the students at school are participants in the project in several ways
- make sure that every student has learnt about this year's topic and the organization

Photos



Evaluation

Coordinator's feedback:

"It was a great and informative event. The pupils had done a great job and they collected a big amount of money to the organization."

Student's feedback:

"We love to help other people. We like to learn about equality"

"We like that we can decide what to do on stage, what products we can make and what cakes we can bake."

"We like that the products are sustainable."

"We like to fix and decide everything according to this evening by ourselves"

“We like practical work.”

Teacher’s feedback:

“It was a good way of engaging children in a meaningful activity that helps this year organization.”

“Many learning goals from several subjects are included“

“It is a good method of working with interdisciplinary and mixed ages.”

11. Fruit dish



Aims of this activity:

- design products from a requirements specification for form and function
- describe different solution options in designing of a product by using sketches
- discuss how native people and other cultures have influenced and inspired different design expressions
- describe the lifecycle to a product and consider consequence for sustainable development, environment and wealth creation
- make functional artefacts and evaluate the quality of their own craft

Description

The students are going to make a fruit dish with their own chosen clay and in their own chosen shape, with a minimum of 30 cm diameter, maximum 45 cm. The fruit dish must have a minimum depth of 2 cm.

The students are going to make sketches and write a log. They can choose their design freely, but they must justify their choice in the report.

The students are going to sell their fruit dish in the TV-appeal evening.

The supervisors should:

- make sure they have enough clay and tools for making a fruit dish

- inform the students about the safety rules in the art and craft room
- help the students to fire their fruit dish in the kiln

Photos



Evaluation

Coordinator's feedback:

"This was a great event to collect money for charity. This arrangement draws the community together in the school."

Student's feedback:

"They thought that this was a great event to collect money for the TV-appeal Care, and that they could show their products that they had made at school. "

Teacher's feedback:

"It was a good way of engaging children in a meaningful activity which helped Care Norway in the Tv-appeal 2019. They are going to help vulnerable women all over the world."

12. Hiking



Aims of this activity:

- learn respect and tolerance
- achieve engagement/commitment and motivation to participate
- practice methods of how to deal with conflicts/disagreements
- take part in discussions and argue your standpoint
- practice democracy
- take care of nature (sustainability)
- plan and practice outdoor life in different seasons and in different environments
- plan dinner for two days on the trip, evaluate and choose food on an open market (internet)
- make dinner on a bonfire or on a cooking apparatus

The aims are implemented in these subjects: Gymnastics, Nature Studies, Social Studies, Norwegian and Home Economics.

Description

Each autumn years 8, 9 and 10 go hiking in the wild in the region. This year we went to Sjunghatten National Park, on a trip that lasted three days. The students have to carry their own backpack.

The students participate in planning in different ways:

Each group plans a social activity.

They get an amount of money and plan dinner for two days, choose food and calculate the cost.

What kind of equipment they need to prepare their food (cooking apparatus or bonfire).

What kind of clothes they need, food, drink, tent, sleeping bags, backpack etc.

During this trip they develop both individual skills and responsibility for the whole group.

They get to know each other better and hopefully make good relations (social skills). They also experience management and learn to enjoy activities in nature.

The supervisors should:

- prepare parts of the trip
- check that it is safe
- inform both students and parents in good time
- plan where to go and how to get there

Photos





Evaluation

Coordinator's feedback:

"We build lifelong relations between our students and between our students and colleagues. Nature is a great classroom."

Student's feedback:

„I like that we can work together and decide what to do."

"I like group work and planning things."

"I like to plan and make food."

"I like to work together and discuss."

"I like social activities."

"We learn a lot when we are hiking/staying in the wild."

Teacher's feedback:

“The best citizens to take care of nature and to understand nature, are those who love being there (sustainability). So it is important to go hiking with the students.”

13. First Lego League - FLL



Aims of this activity:

- defining a problem
- sharing innovative solutions
- designing and programming a robot to complete an assignment
- making a strategy on how to complete assignments
- marketing strategies
- using the core values
- discovery, innovation, effect, inclusion, teamwork and having fun

Aims from other subjects:

Science, Mathematics, Norwegian, Art & Craft, Social Studies.

Description

FIRST LEGO League is a competition in knowledge and innovation for children and young people between the ages of 10 and 16. It aims to inspire children and young people to become tomorrow's engineers, researchers and problem solvers. The students should research and propose a solution to a societal challenge. During the work period, the students will experience exploratory and creative pleasure, they will put their ideas into practice, and they will have to program a lego robot to complete different assignments. The students have 8 weeks to research, programme, do marketing and work on core values before the competition starts. During this work, they will work on many aims, both academic and social.

FLL's goal is to help increase interest in science and technology by challenging participants through real-world issues with a working method under which they work in real life. FLL

includes personal and professional development through collaboration and practical learning towards a common goal. This way of learning, and this knowledge of science and technology, will hopefully help them when they later have to make their choice about education.

The supervisors should:

- prepare the theme from the assignment
- work on creative exercises
- sign up for the team
- order a challenge set which contains the robot assignment
- plan the use of time and the involvement of other subjects in the assignment

Photos



Evaluation

Coordinator's feedback:

"We want to give the pupils a good experience with technology and project-work early on."

Student's feedback:

"We learn to work better together, and we use our creativity to solve different tasks. Working away from the books is fun, and we get different areas that we are responsible for."

Teacher's feedback:

“The students learn to take responsibility, they show great creativity and work hard and purposefully. This way of working also creates very good relationships between the students and creates a good learning environment.”

14. Outdoor education



Aims of this activity:

- get to know the local community, nature and the ocean
- learn how to behave in a boat
- visit a fish farm
- learn about salmon
- learn about the fish industries in Norway
- grilling and eating salmon
- get to know each other better and have fun together

Description

The goals are from Nature and Social Sciences and the general curriculum.

These activities are done in the local community on a school day. The activities have been organized by cooperation between our school and a local fish farm. The students are going to visit a local fish farm and learn about how to behave in a boat. They will learn about salmon and some other fish. They will eat grilled salmon and get to know each other better.

The supervisors should:

- be sure that there are enough life jackets for the participants
- teach the students more about the community, nature and the ocean
- inform the students how to behave in a boat

Photos:



Evaluation:

Coordinator's feedback:

"It was a nice occasion for teachers and students to learn what they do in a fish farm. The visit to the fish farm made us more familiar with our community, nature and the ocean."

Student's feedback:

"It was very nice. It was fun to go on a boat trip and watch and feed the salmon."

Teacher's feedback:

“It was a nice way to let the students learn about fish farms, teach them rules about how to behave onboard a boat and let them know more about their community. This was a nice way to be social and get common experiences.”

15. Student company



Aims of this activity:

- students will start and run their own business
- students will work within the business
- students should close down the business
- students will work on entrepreneurial traits such as creativity, collaboration, innovative thinking, taking responsibility and showing initiative

Description

A student company is about having an idea and working to bring it into fruition.

The students will start their own business, work together with other pupils and run the business over a period of time. In the end they must close down the company.

This is an educational project where students are very free to choose for themselves what they want to do in relation to creating a business.

It all starts with lots of creativity exercises. We then have a brainstorming session – an ideas circle. What can we create? What is needed here? Can we create something completely new? What do we want?

When the students find a good idea, they start working on a business idea, a vision and a progression plan. They then have to write a CV and a job application. Some years we had job interviews. Students are assigned positions in the company. One is the General Manager. Others are given jobs such as Finance Manager, Marketing Manager, Sales Manager and so on.

They carry out market research, create a budget, and they provide investors if needed. They have to procure raw materials and they have to produce the goods that are to be sold. They have to market their products and sell them either at Christmas fairs, outside stores or at

school. The profits should go to something for the common good, either for the group or for something charitable. Finally, they close down the business.

Pupils will learn how to start, run and close a business.

The supervisors should:

- guide and help students to come up with ideas for new products
- make sure the entire group is included in the work
- facilitate learning for all

Photos



Evaluation

Coordinator's feedback:

“Using Student Business as a method gives students a different learning experience and brings other sides of the individual student that we do not see in regular teaching. That is why we have chosen to use Student Business as a method.” “Student Business is a teaching that is relevant and practical.”

Student's feedback:

“We enjoy working practically and with something that is relevant.”

“We like to create something meaningful and meet people in different situations when we sell our products.”

“We like to know how to master something.”

“We like to talk to people.”

“We think this is good because many of us are going to create our own jobs, and now we have tried the different phases of starting a business.”

Teacher’s feedback:

“The pupils are learning something they actually can use in their professional life. They write applications, CVs, attend job interviews and work in different positions in the company. They learn to take responsibility and a lot about budgets and accounting.”

16. Elections - democracy and citizenship - Years 8.-10.



Aims of this activity:

- learn about political parties and how they promote different values and interests
- learn about political institutions
- compare political institutions in Norway to other countries
- stimulate the students to participate in politics, cooperate and to develop democratic values and abilities
- take part in discussions, give reasons for your opinions and stick to the point

Description

In Norway we have elections every second year (election of parliament/government and local elections). We believe that it is important to stimulate our students to use their right to vote when they get old enough (18 years). Being a good citizen means taking part in society, and to vote in free elections is essential in a democracy. It is important to have a heavy poll in elections.

How can we achieve these ambitious goals?

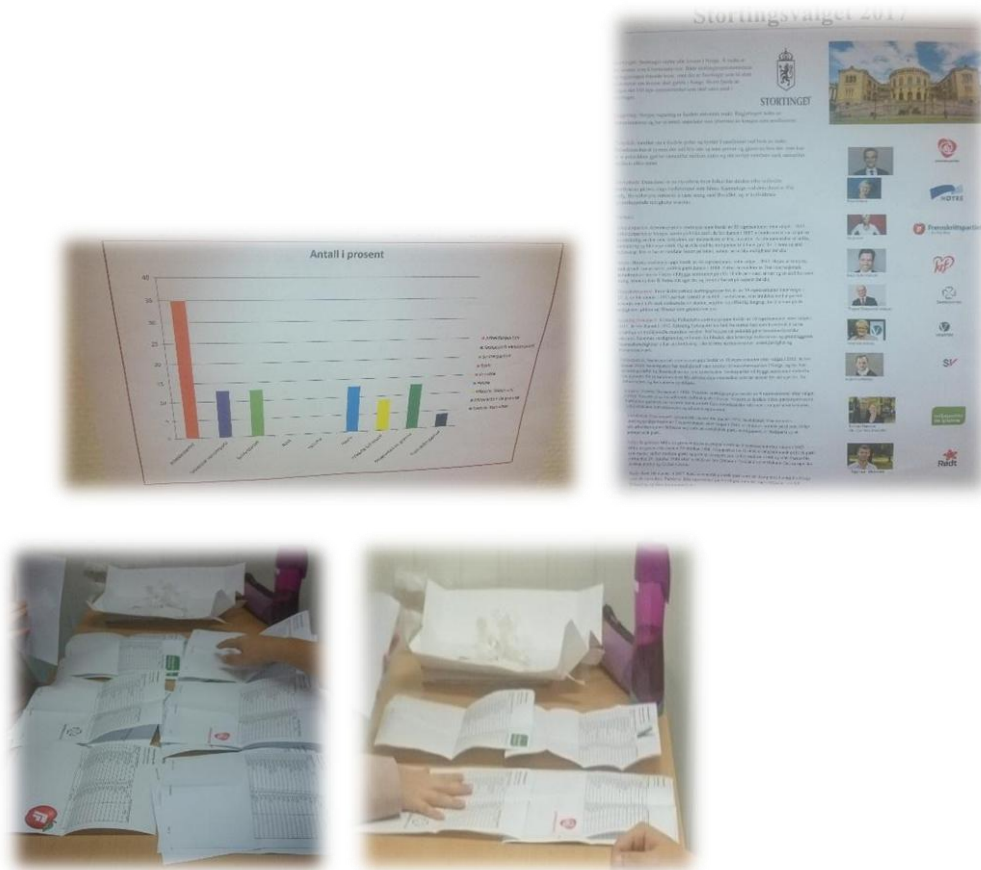
Teach our students about our political history, including the struggle for the right to vote and the constitution from the 17.th of May 1814. Learn about political institutions and the first

political parties. Make a poster presenting political parties. Group work. Present a political party to the class. Make a «polling station» and have a school-election. The results are presented in diagrams.

The supervisors should:

- plan how to work with this theme
- inform and motivate the students
- make an appointment with the persons who lead the polling station, so that the students can come and see for themselves how it works
- plan the use of time and the involvement of other subjects in the assignment

Photos



Evaluation

Coordinator’s feedback:

“It is important that the new generations learn about our history, how Norway became a democracy, and what is expected of them as good citizens.”

Student's feedback:

“It was really interesting/I learnt a lot/I liked working together with other students/I did my best working on this project/I am certain that I will use my right to vote when I am 18.”

Teacher's feedback:

“Democratic values like freedom and the right to vote are very important and they are not a matter of course.”