TEACHING COMPETENCES FOR DEMOCRATIC CULTURE ONLINE

Teachers' Manual

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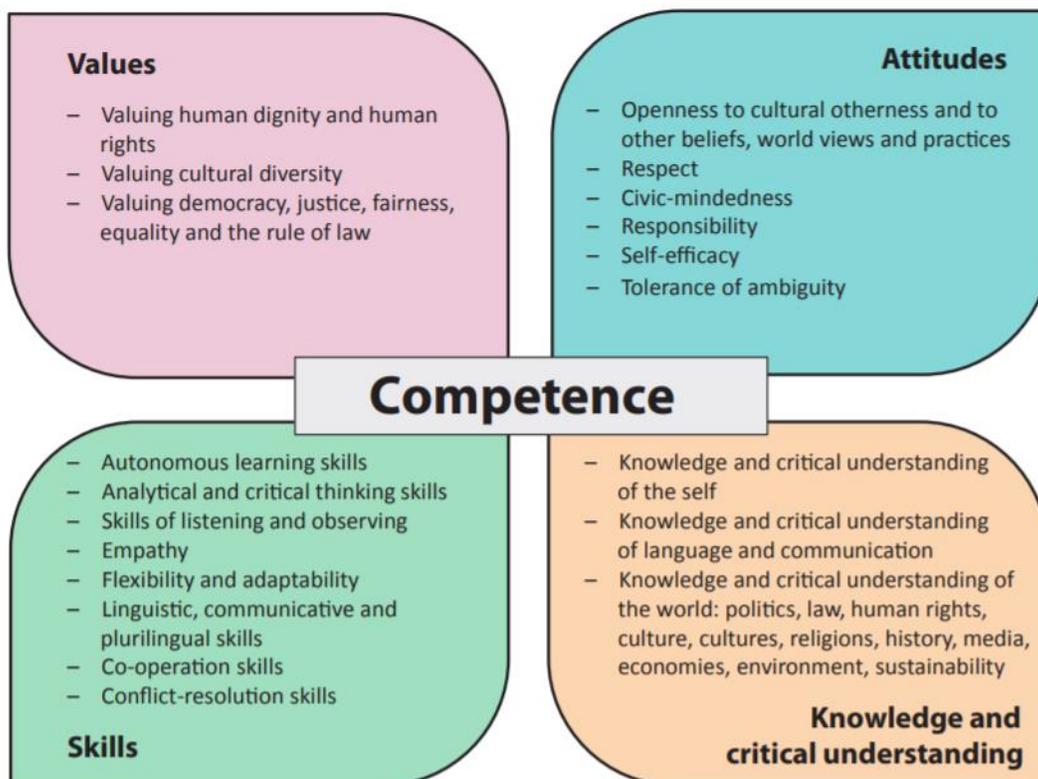by the Council of Europe

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ABOUT THE MANUAL AND COMPETENCES

This manual was created at a time unlike any that we or our children have known, at a time when the streets and school buildings have emptied out, when life has been filled with fear and uncertainty, and our gazes have focused on television screens and social networks. Concurrently, this is the time when, more than ever before, a great many people are reexamining their attitudes and values, as well as their knowledge and skills.

This is what this manual is all about - the **attitudes and values** that we need to keep this world a place in which we all belong equally, in which we are respected and protected, and in which we connect together in strong communities, ready to tackle the challenges before us. But we also need **different types of knowledge, critical understanding of the world, and skills**.

All of this together requires a set of competences we are not born with, but which are acquired and developed, changed, re-examined and updated throughout our lives.

The Reference Framework of Competences for Democratic Culture[1] was developed by a large number of experts and practitioners to provide a framework and guidance within which to navigate, reflecting, above all, about the way we raise and teach our children, whether in a family environment, at school or in the community.

Values
- Valuing human dignity and human rights
- Valuing cultural diversity
- Valuing democracy, justice, fairness, equality and the rule of law

Attitudes
- Openness to cultural otherness and to other beliefs, world views and practices
- Respect
- Civic-mindedness
- Responsibility
- Self-efficacy
- Tolerance of ambiguity

Competence

Skills
- Autonomous learning skills
- Analytical and critical thinking skills
- Skills of listening and observing
- Empathy
- Flexibility and adaptability
- Linguistic, communicative and plurilingual skills
- Co-operation skills
- Conflict-resolution skills

Knowledge and critical understanding
- Knowledge and critical understanding of the self
- Knowledge and critical understanding of language and communication
- Knowledge and critical understanding of the world: politics, law, human rights, culture, cultures, religions, history, media, economies, environment, sustainability

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[1] https://www.coe.int/en/web/campaign-free-to-speak-safe-to-learn/reference-framework-of-competences-for-democratic-culture

Remote learning and teaching in emergency situations

Learning and teaching are complex processes that require good knowledge of the developmental characteristics of learners. Learning is an active process of constructing an understanding of the world, and involves many different approaches, methods and strategies for effective learning.

Remote learning has its own peculiarities and, in a time of rapid technological development, it is becoming increasingly present in our educational systems. It is difficult to say whether we have yet found the most efficient use of information and communication technologies, or the balance between the use of technology and the irreplaceable live interaction between stakeholders in learning and teaching.

While debates about the use of technology are still very much alive, the entire world has found itself in a whole new situation. With schools closures, bans on gatherings and face-to-face communication, it was necessary to quickly find a solution to the new challenge - how to keep up the teaching process, how to enable students to continue learning, and how to protect students' mental health.

Different countries have found different solutions, either by broadcasting school programmes on television, reducing communication with students to a minimum, by completely suspending the teaching process or organising daily lessons via various online platforms and tools. There is no one ideal solution, because we do not even know what it could be. The results of different approaches will be shown through analyses that will undoubtedly be conducted after this crisis is over.

On the other hand, parents have taken on the role of teachers. They are often unprepared to cope with the challenges they are presented with, whether because they are busy with their own jobs, do not possess sufficient knowledge to help students, or are preoccupied with social and economic problems affecting their own livelihoods.

What has certainly emerged is that the various tools or platforms for online teaching cannot completely replace, especially not overnight, the regular teaching process, and that quality teachers are the cornerstones of a good education system. Education is not only about learning, but also about socialising and interaction.

Introduction of new teaching models has given rise to a number of problems, "beginners' mistakes", such as:
- Assigning the same work or lesson schedule as if the students were at school, which overburdened the students, parents and teachers alike.
- For the sake of speed and efficiency, identical work materials and tasks were assigned to all students, despite the differences among them;
- Over-reliance on technology and online lessons, which caused students to spend too much time in front of the screens;
- Being unable to find their way about and ineffective approaches to monitoring and evaluating

students' progress added to frustration, without reflecting their actual competences;

- Reduced or excessively high expectations from students – from content overload to oversimplifying assignments;
- Unrealistic expectations of parents and teachers to be available at all times;
- Lack of sensitivity and concern regarding the mental health of students, families and teachers;
- Exclusion of students who do not have adequate home conditions for studying or access to technology;
- Not taking into consideration family status and dynamics.

The purpose of this manual is not to respond to emerging problems or add more new content for teachers in their already busy schedule and workload. It aims to assist teachers (as well as parents) by supplying concrete ideas and examples of activities to support the development of students' competences and to help them better understand the world around them, as well as preserve hope and belief that they can build a better world for themselves, the whole of society and the planet. We must not miss this opportunity to discuss these and similar topics with students. On the one hand, they are genuinely interested in them, and on the other hand, this is an ideal opportunity to question our own attitudes and values in real time and gain new knowledge and skills.

The manual is based on the following principles and assumptions:

1. Learning, including remote learning, requires activities that will enable students to independently research information, reflect and solve problems;

2. Each child is unique – each one has different dynamics and pace of work, interests and abilities, as well as personal circumstances, so learning should be differentiated and individualised;

3. Learning depends not only on cognitive abilities, but also on motivation, perseverance, self-regulation and home environment, which are greatly influenced by the current situation, thus requiring a considerable amount of flexibility;

4. The acquisition of competences for democratic culture is a process that takes time to reflect, explore, examine and is not part of only one specific subject or lesson;

5. The acquisition of these competences requires the support of teachers and family, as well as other people in the community. This process takes place daily and in different ways - every life situation represents an opportunity to learn.

REMOTE LEARNING REQUIRES ACTIVITIES THAT WILL ENABLE STUDENTS TO INDEPENDENTLY RESEARCH INFORMATION, REFLECT, AND SOLVE PROBLEMS - apply what they have learned, not just reproduce!

YES	NO
o Transform the learning material into broader integrated thematic units - focus on main outcomes	o New learning material or assignment every day
o Create project assignments to be implemented over a longer period of time	o Classic lessons with assignments that require only memorising and reproduction - relying solely on the teacher
o Train students how to use different learning strategies and monitor their own progress	o Multiple unrelated subjects and assignment every day
o Provide online resources (web sites, links, different platforms)	
o Encourage safe internet browsing	

STUDENTS HAVE DIFFERENT PERSONAL CIRCUMSTANCES, DYNAMICS AND PACE OF WORK AND UNDERSTANDING OF THE CONTENT - APPROACH AND ASSIGNMENTS CANNOT BE THE SAME FOR EVERYONE

YES	NO
o Knowledge of the circumstances in which students live and adapting to their needs	o The same assignments, pace and dynamics for all students
o Weekly assignments divided into smaller steps - written instructions for each step and clear examples and success criteria	o Video (TV) with assignments and explanations that are the same for everyone and cannot be played back and played again
o Regular monitoring and feedback	o Unclear assignments that require a lot of parental support
o Additional assignments for those who finish faster	o Technical or material requirements that not all students are able to meet
o Customised assignments for children with disabilities	

CHILDREN TOLERATE ISOLATION DIFFERENTLY, BUT ALL STUDENTS ARE AFFECTED BY EXTERNAL CIRCUMSTANCES SO THEY MAY HAVE A SHORTER ATTENTION SPAN, REDUCED ABILITY TO CONCENTRATE AND SELF-REGULATE, INCREASED STRESS AND THE NEED FOR CLOSENESS

YES

o Provide support to students and give them space so that they can always talk about everything that matters to them - keep them informed about what is happening in an appropriate manner

o Be flexible – don't expect the same things from all students

o Present topics that talk about emotions and how to handle stress; encourage students to freely express their concerns and fears

o Help them to be proud of themselves and to see the positive side

o Start the activity – peer support partner, I need help ... today I am worried about...

o Establish a system for monitoring the work dynamics - reporting after each completed step; sending work to peers by a set deadline; reminding them of the set deadlines

o Introduce a tracking system – a tracking checklist for students; badges for each completed step, smilies, stars ...

o Help students establish a good pace, routines, and work schedules adapted to them and their life circumstances

o Encourage their interests in creative activities, reading, art, film ...

o Do not lower your expectations from students - they need to feel that you believe in them and their abilities and that they can always achieve more

o Explain to students the criteria for performance monitoring - let them evaluate their own performance

o Keep track of their progress and send them additional instructions on how they can improve their work

o Instruct students how to seek specific help

o Help them make their work portfolio

HOW IS THIS MANUAL ORGANIZED?

This manual consists of four chapters dedicated to values, attitudes, skills and knowledge and critical understanding. Each chapter contains different ideas for activities with students that can help you strengthen their competences for democratic culture.

Although the competences organised across these four chapters are strongly intertwined and complementary, activities will focus on one of them, with notes on what other competences can be developed alongside.

CHAPTER 1: VALUES

WHY IS IT IMPORTANT TO TALK ABOUT VALUES?

Democracy and democratic environment in each country rest on certain values, the absence of which directly threatens the essence of democracy. Here we are talking about core values, such as human life, dignity, equality and social justice.

Values
- Valuing human dignity and human rights
- Valuing cultural diversity
- Valuing democracy, justice, fairness, equality and the rule of law

Therefore, every democratic society must constantly work on developing and fostering these values, and we must not forget that we have come a long way to enjoy these rights and values today. **Democracy and democratic values** are often challenged, and in order to enjoy rights and freedoms most of which we are not even aware of, there is a need for meaningful actions that defend, question and ultimately establish them as important.

We believe that school, as a place of nurturing of the heart and education of the mind, has an obligation and a duty to open dialogue, question and teach values that underpin democratic societies, especially values as a competence, because only when fully understood and internalised do they make sense. To teachers this should be presented as a natural upgrade of existing activities with students. Most teachers knowingly or unknowingly already teach, model, and question values. However, we must always reiterate the need for a **planned and structured way** in which values are to be taught or discussed.

Valuing human dignity and human rights
We believe that everybody agrees that every human being is of equal worth, has equal dignity and the right to equal respect, and is entitled to the same set of human rights and fundamental freedoms, and therefore ought to be treated accordingly. This belief assumes: that human rights are universal, inalienable and indivisible, and that they apply to everyone without distinction; that human rights provide a minimum set of protections which are essential for human beings to live a dignified life; and that human rights provide an essential foundation for freedom, equality, justice and peace.

Valuing cultural diversity
The second set of values is based on the general belief that other cultural affiliations, cultural variability and diversity and plurality of views, opinions and practices ought to be positively regarded, appreciated and cherished. This belief assumes: that cultural diversity is an asset for society; that people can learn and benefit from the diversity of other people's perspectives; that

cultural diversity should be promoted and protected; that people should be encouraged to interact with one another, regardless of their perceived cultural differences; that intercultural dialogue should serve to develop a democratic culture of living together as equals in society.

Valuing democracy, justice, fairness, equality and the rule of law

The third set of values is based on a set of beliefs about how societies ought to operate and be governed including the beliefs that: all citizens ought be able to participate equally (either directly or indirectly through elected representatives) in the drafting and passing of laws that are used to regulate society; all citizens ought to be actively involved in democratic procedures which operate within their society (allowing this might also mean not engaging on certain occasions, for reasons of conscientious objection or circumstance); although decisions ought to be made by majorities, the just and fair treatment, of minorities and persons belonging to minorities should be ensured; social justice, fairness and equality ought to operate at all levels of society; and the rule of law must exist so that everyone in society is treated justly, fairly, impartially and equally in accordance with laws that are shared by all.

WHY IS THIS IMPORTANT RIGHT NOW?

This pandemic has brought about a new set of social rules and has completely changed the way most of us live. In times of crisis, societies tend to resort to self-protection, which is thoroughly understandable at the individual level as well. At this point in time it is important to us to be safe, including having a roof over our head, food, guaranteed income, etc. At the same time, it is important for us to belong to something greater than ourselves and to feel protected, and in this case, all the attention is focused on the system and the state. Democratic institutions remain democratic in the face of any kind of challenge. But in the equation of democracy, the individual must also remain within the scope of the democratic idea. During various crises, including during a pandemic, it is crucial not to forget all the achievements of mankind, including the level of human rights and freedoms achieved for all, indiscriminately and without distinction, based on specific circumstances or characteristics of individuals. We are witnesses to being obliged to restrict some rights and freedoms and to "unlock" some other rights or give them priority over others.

But we also need to reflect on the fact that some of these restrictions have a greater impact on some individuals (e.g. isolation and a ban on physical contact may be unacceptable for people with disabilities who need specific kinds of help) the same measures do not affect all individuals in the same way. This is a perfect opportunity, as well as an obligation of educators, to discuss these important issues with their students. It falls within the scope of responsibility as an integral part of democratic competences.. We will find ourselves in a dual role - protectors of democracy, as well as educators.

ACTIVITY IDEAS

We bring you a series of different ideas that should be adapted to students' age and context. These ideas stemmed from the belief that it is important to talk about values, especially at this

time. You can and ought to adapt all these ideas to students' ages, your own manner and style of work, circumstances, and the subject you teach, etc.

Talking about values - Start a series of conversations about values with your students. Start on the premise that students already come with value references that have already been established within their families. So do the teachers. To begin with, it is very important that values and their meaning are not implied. You will notice that everyone has their own understanding of certain values. It is very important to learn that values have their own specific meaning, that they are reflected in one's behaviour, because this is the way one materialises a certain value, and that there are consequences or reactions to behaviours in accordance with certain values. For starters, talk about their own values and what they mean to them. Try to determine common values while respecting all the individual ones.

Democratic values - The pandemic can be an occasion for discussing democratic values. To begin with, it is important not to prejudice or restrict students. First, discuss the concept of democracy and allow students to determine important democratic values for each society. The next step would be to deconstruct individual values and their importance in the time of pandemic. How to sustain society's democratic spirit? What values should be fostered and focused on (e.g. caring for others, responsibility, health and similar)? What is our personal role in this and how can we contribute to the democratic spirit through living intensely and emphasising democratic values?

The values challenge - After an initial discussion about values, you can very naturally move on to the next phase, which, in the value internalisation theory, comes after the conceptual definition – and that is modelling. Together make a selection of 20-25 values. Have each student randomly select one on which they will work intensively over the future period (a week or a month). Assignments can consist of trying to observe the frequency of presence of the given value in the media, how it looks and how students perceive it on a daily basis in the family and society. During this period, the student should also try to do as many things as possible that reflect the value they have chosen. Have them make a presentation at the end of that period and present it to the other students.

Working on their own values – Values also have a motivational role. They drive the person to be just the way they want to be. Be that as it may, we often notice that we do not live by some of the values that we deem important on a daily basis because they are constantly challenged by our environment, other people, and various situations. Arrange with students to reflect and choose one value for themselves they will work diligently on. The scheme may look like this. Share with one other what you have decided to work on.

THIS VALUE IS IMPORTANT TO ME

....

MY GOAL IS

....

THIS IS WHAT I AM GOING TO DO

....

Human rights during the pandemic - Human rights are justifiably protected by various conventions and declarations, constitutions and laws, because they are under constant threat. These rights, among others, include freedom and the right to freedom of movement, as well as many others. However, during the pandemic, human rights and freedoms are restricted for many people. Talk to students about this topic. They should try to identify all human rights and freedoms that are being threatened and try to find the grounds for such decisions. Discuss with them whether such decisions make sense. Have they preserved any other human rights? Put it in context together with values. Democracy also implies compulsory criticism. That is why we are democratic citizens, questioning for the sake of the greater good.

Regional and global comparisons of human rights and freedoms – Comparisons are made in order to find effective factors and consequently replicate best practices. Have students compare human rights and freedoms in their own country and countries in the region, in their own country and globally. It will be noted that some countries such as Sweden have had a completely different response to the pandemic. Again, put the situation into context with the values. Have students analyse the question, "Why do some democratic societies respond without putting in place restrictive legal measures?" One of the most important issues is that of everyone's health (for all generations – there have been more deaths over the age of 65 - why is it important that young people remain in isolation), the issue of the state's responsibility to protect health, and the issue of economic and social human rights.

Stereotypes and prejudices - At the beginning of the pandemic, China and other Asian countries were the primary hotspots. Racial profiling was evident at airports around the world, as well as in other places – and conclusions were drawn based on one's race. Is it democratic and helpful to profile people based on the colour of their skin or race? This is a great occasion to talk about stereotypes and prejudices against others, who are different from us. Cultural diversity is always a fertile ground for developing stereotypes and prejudices. This usually happens when we know little or nothing about somebody else, or about whole cultures. Let's ask students what we know about Eastern cultures and behaviour

patterns. This is a great occasion to start talking about different cultures at an in-depth level, as well as the stereotypes and prejudices that most often lead to discrimination. It is not a democratic value, is it?

Let's get to know others - Sometimes others live just streets away from us. There are large Roma communities and minority cultures in the areas as affected by the pandemic just as everyone else. However, little attention is paid to minority communities and cultures, especially in times of crisis. With students, you can explore which minorities and vulnerable groups live in your community. How are they affected by the pandemic, and at the end, what can you do to remedy this situation? Do you have such members in your school?

Get to know your school - This pandemic has greatly changed the whole world, including the education system. School has moved onto screens, and while we perhaps do not even think about it, some students do not have internet access and the necessary technical equipment for online classes. Do research at your school about students who are the most affected by this situation. What kind of act of solidarity can you do so that no child is left behind? If not all students can have computers, tablets and phones, is there a way to share such equipment? Is there equipment in your computer lab that you can lend them during the pandemic? Be careful though. Do not publicly expose students who need equipment. You can conduct certain activities as a "super-secret mission" to make everyone feel good.

Outside contacts – Digital technologies provide us with an indescribable repertoire of possibilities. As most students and the school are bound to them, here is an opportunity to get to know others in a completely different way. Choose a school in the region or anywhere in the world to connect with online. You can also do these activities in collaboration with them. You can have joint online classes to discuss your own cultures and cultural patterns, carry out science and other projects. When children connect in a meaningful way, such relationships are maintained almost permanently.

CHAPTER 2: ATTITUDES

WHY IS IT IMPORTANT TO TALK ABOUT ATTITUDES?

Democratic attitudes include belief and opinion about something, feeling, assessment, and ultimately a willingness to act in a certain way. Therefore, attitudes shape our behaviour and are closely related to values. Democracy cannot survive on its own. In addition to democratic institutions, democracy is built and maintained by citizens who form an integral part of it. They give legitimacy and legality and are directly

Attitudes

– Openness to cultural otherness and to other beliefs, world views and practices
– Respect
– Civic-mindedness
– Responsibility
– Self-efficacy
– Tolerance of ambiguity

responsible for the state of democracy. In this reciprocal equation of democracy, democratic institutions guarantee democratic rules and a democratic environment, and citizens guarantee democracy on a daily basis through their behaviour, their contribution and their criticism of the situation. Democratic societies are also pluralistic societies that guarantee human rights and freedoms to all their citizens, regardless of the person's determinant. However, attitudes must be well thought out and then internalised for the behaviours that result from them to be wholly authentic and, in the case of democratic competence, to be a reflection of the democratic spirit, much needed by the whole world.

It is vital that education systems, schools and teachers promote democratic attitudes. Moreover, such attitudes ought to be deeply embedded in education policies and daily educational work with students. Respect, civic spirit, responsibility and self-efficacy are basic postulates of every democratic society. Ought not educational practices be exactly in the spirit of these attitudes? By upbringing and educating such generations, we create the foundation for future democratic societies that should build new democratic achievements and successfully overcome any potential challenges to the democratic spirit. Our students need to be able to build a society that empowers everyone with human rights and freedoms, without exception, that creates positive structural bonds among people, responsible citizens who build their small and large communities in the best possible way. Responsibility and moral responsibility, specifically with regards to this competence, can be an energetic driver of the minds and hearts of your students.

Attitude has multiple components - a belief or opinion about something, emotions or feelings, assessment, and finally, willingness to act in a certain way. The six positions defined in the Reference Framework of Competences for Democratic Culture are as follows:

- Openness to cultural otherness and to other beliefs, world views and practices
- Respect
- Civic-mindedness
- Responsibility
- Self-efficacy
- Tolerance of ambiguity

Here are their meanings:

Openness to cultural otherness and to other beliefs, world views and practices

It is an attitude towards people who are perceived to have different cultural affiliations from oneself or towards beliefs, world views and practices which differ from one's own. It involves sensitivity towards, curiosity about and willingness to engage with other people and other perspectives on the world.

Respect

Respect means the ability to have a positive regard and esteem for someone or something based on the judgment that they have intrinsic importance, worth or value. Having respect for other people who are perceived to have different cultural affiliations or different beliefs, opinions or practices from one's own is vital for effective intercultural dialogue and a culture of democracy.

Civic-mindedness

This competence is an attitude towards a community or social group to which one belongs that is larger than one's immediate circle of family and friends. It involves a sense of belonging to that community, an awareness of other people in the community, an awareness of the effects of one's actions on those people, solidarity with other members of the community and a sense of civic duty towards the community.

Responsibility

The term "responsibility" has several meanings. Two meanings that specifically relate to a culture of democracy are role responsibility and moral responsibility. The former is an aspect of civic-mindedness, while we are herewith concerned with the latter. Moral responsibility is an attitude towards one's own actions. It arises when a person has an obligation to act in a particular way and deserves praise or blame for either performing that act or failing to act in that way. Necessary conditions for individuals to be judged as being either praiseworthy or blameworthy are that they are able to reflect on their own actions, are able to form intentions about how they will act, and are able to execute their chosen actions (hence, when a lack of resources or structural conditions conspire to prevent a person from performing

an action, it is inappropriate to ascribe either praise or blame to them). Responsibility may require courage to the extent that taking a principled stance may entail acting alone, taking action against community norms, or challenging a collective decision that is judged to be wrong. Therefore, there can sometimes be tension between civic-mindedness (construed as solidarity with and loyalty towards other people) and moral responsibility.

Self-efficacy

Self-efficacy is an attitude towards the self. It involves a positive belief in one's own ability to undertake the actions which are required to achieve particular goals. This belief commonly entails the further beliefs that one can understand what is required, can make appropriate judgments, can select appropriate methods for accomplishing tasks, can navigate obstacles successfully, can influence what happens, and can make a difference to the events that affect one's own and other people's lives. Thus, self-efficacy is associated with feelings of self-confidence in one's own abilities. Low self-efficacy can discourage democratic and intercultural behaviour even when there is a high level of ability, while unrealistically high self-efficacy can lead to frustration and disappointment. An optimal attitude is relatively high self-efficacy combined with a realistically estimated high level of ability, which encourages individuals to tackle new challenges and enables them to take action on matters of concern.

Tolerance of ambiguity

Tolerance of ambiguity is an attitude towards objects, events and situations which are perceived to be uncertain and subject to multiple conflicting or incompatible interpretations. People who have high tolerance for ambiguity evaluate these kinds of objects, events and situations in a positive manner, willingly accept their inherent lack of clarity, are willing to admit that other people's perspectives may be just as adequate as their own perspectives, and deal with ambiguity in a constructive way. Hence, the term "tolerance" should be understood here in its positive sense of accepting and embracing ambiguity (rather than in its negative sense of enduring or tolerating ambiguity). People with low ambiguity tolerance instead adopt a single perspective on unclear situations and issues, hold closed-minded attitudes towards unfamiliar situations and issues, and think about the world in terms of fixed and inflexible categories.

WHY IS THIS IMPORTANT RIGHT NOW?

Attitudes are not just beliefs or opinions about something, feelings, evaluations, and, ultimately, a tendency to behave in a particular way towards someone else. Additionally, when we talk about competences, in this case democratic competences, it implies **our own** set of values, attitudes, skills and critical knowledge and understanding. So, attitudes **towards the self**, not just the others. They are important because a citizen, as a lever of democracy, can significantly contribute to or endanger the spirit of democracy. In this epochal period of the pandemic, attitudes towards the self are of

immense importance. Saving lives depends on our responsibility and decision to stay in our own homes. Self-efficacy, but also tolerance for ambiguity, implies that we have quickly and clearly transformed our work and life duties and tasks into new media or other ways of meeting basic needs. It also helps us to make the most of this experience and gain new skills and knowledge. Especially at a time of the pandemic, certain job occupations, which did not enjoy a special social status, are now coming to the forefront.

Our respect for extremely important occupations, such as teaching, medical, journalism, and service industry, reveals the true values of various assets and, in this case, human assets. Suddenly, our cultural matrices and learned patterns of behaviour are undergoing a dramatic change. It is no longer socially acceptable to extend a hand in greeting, or to engage in group activities. It is particularly important in these times that we speak, learn, question and emphasize the attitudes towards one's self since it is from them that behavioural patterns are derived. This is a time of common goals, solidarity and very understandable attitudes in support of the common good. It is up to the educators to broach such topics and concepts with their students, like never before, for the sake of the future and the spirit of democracy.

ACTIVITY IDEAS

Below is a set of different ideas that need to be adapted to learners' age groups and context. The ideas derived from the belief that it is important to talk about attitudes, especially in the present circumstances. You can customise all the ideas to your teaching manner, style, method, etc.

Me first - You can start the topic of self-efficacy with the students. Self-efficacy implies a positive belief in one's own ability to take the actions necessary to achieve particular goals. This is especially important considering that the routines in our lives have changed on an unimaginable scale, and that everyone is under a lot of pressure, bordering on a situation of chaos. Now is the right time to turn inward, to arrange our lives to be useful members of our society and make a direct contribution to improve the situation. Assign the students the task of making a list of all their duties and a daily schedule with all their activities and routines, but also to become aware of their own abilities and strengths that help them accomplish these tasks. The result should be a clear schedule with all their duties, but also wishes and things that they have long wanted to do, but never found the time for. Talk about it together. Don't forget to include important tasks such as chores to be done in the home or for the family.

Time for me to learn something new – A lot of free time has its advantages. Give your students a list of challenges such as *learn to make contact in a foreign language, start learning a musical instrument, read,* etc. When you have set the challenges (to which they can contribute), let everyone choose or draw one for themselves. By the end of a certain period (a semester, a month), have the students prepare a performance for the assigned challenge. If you have the possibility, a couple of students could do something together on the internet, because young people miss being in company and socialising. Be creative with challenges. New hobbies, knowledge and skills are a great way to spend your free time. The online world is full of free courses, seminars and training. Don't forget about internet safety.

Analyse and take action –- It is time to critically reflect on the world around you with your students. Unfortunately, many things are not functioning, and they are very important to others' lives. Analyse together the problems you may be experiencing or that you can identify. These can be various challenges, from lack of technical equipment for students to delivering necessary items to elderly people in the community. Once you have identified the problems, start analysing them. You can use the **problem tree** as a technique to map out causes and consequences. This technique is also available online. Following that, choose one problem to which the students can give their own contribution.

I am taking action – In most communities, there are numerous volunteer organisations doing heroic work during the pandemic. If they are of an appropriate age, encourage them to explore what opportunities there are for them to volunteer and embark on this humanitarian adventure. Young people are privileged and less susceptible to the virus, so this valuable mobility can save and make thousands of lives easier. The Red Cross is ubiquitous in the absence of local organisations. Lastly, encourage them to start their own informal group that cares for their community.

Dealing with the unknown – You can broach many topics with older students, as well as younger ones, because the world should be not be an unknown factor for students of any age if presented in a developmentally appropriate way. The topic concerning the virus should not be avoided even with younger students as they are very aware of their environment, and it is the responsibility of adults to model safety and send positive messages. With older students, however, you can broaden the scope for discussion. Deal with the unknown. In addition to existential problems, society also faces other issues for which it has no solutions. Some factories have continued to operate and workers were forced to stay indoors in close proximity to one other. Challenge your students to think of all possible creative solutions to improve workplace safety and health. This is not the only example. Talk about holding elections, the functioning of institutions and similar. Look for solutions. At the end, try creating a solution-based campaign with

your students that goes beyond the boundaries of your school and community.

Be responsible – What does it mean to be responsible in this moment? Talk to students about why it is responsible to stay home, and why it is important to follow all the rules. Have them create a chart comprising strengths/weaknesses and analyse the benefits of respecting the rules and consequences of breaking the rules. Using these conclusions, they can make a poster, marketing campaign or advertisement.

New threat – Ever since schools transferred to online channels, the negative side of the internet has largely emerged. There has long been talk of internet safety, but now more than ever, one has to be cautious. Start discussing this topic with your students. Research the possible downsides of the internet and make a plan of action accordingly, at least in your class. It can be either different safety apps, etiquette for online behaviour (*netiquette*) - use your imagination. Remember to share your results with others. Connect with other classes in your school and become an online safety expert. You can also make a short *webinar* for your students' parents as well as those from other classes.

Picture your own kind of school – Students are not physically together and the *modus operandi* has changed. The attitude towards education and its questioning is a serious precondition for democracy. It enables students to understand and examine the world around them. What is more important than ones' own lives?! Teachers should embark on this courageous adventure and start a conversation with their students about the current education system and one that the students would like to be a part of. Ask them as many questions as possible about "The school I imagine." Start them off with several questions such as "*What kind of knowledge and skills should the school teach?*", "*Is attending school the only way of learning and getting an education?*" "What needs to change at school when the pandemic is over?"
These questions should serve the purpose of hearing the views of the students, as well as their thoughts about alternative ways of teaching.

Fake news – It is absolutely clear that it is irresponsible to spread fake news. It can trigger a panic response from society and cause incalculable harm. Every day there are news stories that give fake and dangerous health tips, offer fake tests, medicines, etc. Media literacy is very important for a healthy democracy. Turn media literacy and tools for recognising fake news into your classroom project. Of course, not everything is in the tools because critical thinking is a necessary prerequisite, but don't take this topic for granted. Start an activity with students to find as much fake news as possible and explain eventual consequences. Another activity may be to make a template for recognising

fake news for yourself and others at school. Is there a signed author? Is the source visible? Are these scientific arguments? Facts or opinions? Where was it posted - on Facebook or on a media portal? What are journalistic standards? What does responsible, independent journalism mean? These are all interesting questions for media literacy.

Civic-mindedness – Thousands of people are exposed to risk at the moment because of their jobs, and they are of crucial importance to society and, ultimately, to democracy. There are medical workers, grocery stores workers, goods carriers and passenger transport personnel, firefighters, police and military, and many others. With students you can not only send a thank you note to these people, but very clearly explain to them what you are thankful for. So, students should first and foremost explore what these workers are doing and why they are important in this moment. Along with this letter, you can also make symbolic gifts with your students that will show them that they are not alone and encourage them to continue doing their very important jobs.

Topics awaiting us – This too will pass. The world will certainly not be the same, but along with the return to our learned routines and reality, the topics that we were focused on previously will also return. Inequality that existed is very likely to be more visible after the devastating effects of the pandemic. Not just inequality, but all the "*isms*" that existed before, such as racism, classism, nationalism, etc. Explore with the students the interesting topic of "*isms in a time of pandemic*". The virus simply does not choose, so everyone is affected regardless of their race, gender, religion, or other orientation. Have the students investigate what "*isms*" may have been fallen into the background during the pandemic, and how that momentum can be used to maintain the newly gained perspectives once the pandemic ends. How can we ensure that solidarity and openness to others endures and is more prevailing in this world.

CHAPTER 3: SKILLS

WHY IS IT IMPORTANT TO TALK ABOUT SKILLS?

If we were to describe a person with all the skills needed to create, actively participate and contribute to the development of a democratic society, the list would be quite long, and from the first glance it would be clear to us that the development of these skills requires daily work and lifelong learning. Some of these skills are the ability to learn, think critically and analytically, to be able to empathise with and understand others, adapt

- Autonomous learning skills
- Analytical and critical thinking skills
- Skills of listening and observing
- Empathy
- Flexibility and adaptability
- Linguistic, communicative and plurilingual skills
- Co-operation skills
- Conflict-resolution skills

Skills

to new situations, successfully cooperate, communicate and resolve conflicts. However complex and difficult, without these skills life in a democratic society and building a culture of democracy would not be entirely possible. Teaching these skills, however, requires teachers and other professionals to serve as a model, and possess competencies to teach others about this. This is not always the case, so working with teachers and providing professional support is a priority. Additionally, while these skills are at least declaratively part of almost all curricula, in practice it is often unclear when and how to teach and develop them most effectively with students. However, opportunities for teaching skills are not and may not always be explicitly stated. They can be taught and practiced on a daily basis by asking questions, role-playing, debate and discussion, research and projects, teamwork, through experience and reflection on experience. This means always - in class, extracurricular activities, in informal situations and communications, in the family, among peers, through community engagement and more.

Autonomous learning skills

Autonomous learning skills allow us to organise and evaluate our own learning in accordance with our needs, in a self-directed and self-regulated way, without being prompted by others. These skills imply that we are aware of our own ignorance, so we do not take any positions lightly, know how to get verified and relevant information, and how to evaluate the information. At the same time, learning skills require us to know different learning strategies, ways in which information can be organised, compared, analysed and linked to our own experience. Finally, by reflecting on the learning process itself, we learn how we can improve our learning, thinking and reasoning.

Analytical and critical thinking skills

Analytical and critical thinking skills allow us to analyse, evaluate and reach a conclusion or opinion on something in a systematic and logical manner.

These skills are interrelated and complex, and they contain a number of other skills that allow us to look at the components of a particular phenomenon and their relationship (analysis), to see the cause and effect relationships and factors affecting them, to analyse causes and effects, to look at different perspectives, and draw conclusions guided by logical reasoning. These skills allow us to argue our judgment and views using reliable data, proven facts, with an understanding of the context and other factors that affect it, including our own prejudices.

Skills of listening and observing

Skills of listening and observing are the skills required to understand what other people are saying and to learn from other people's behaviour. Understanding what other people are saying requires active listening - closely following not only what is being said, but also how it is being said, following the logic of the judgments and arguments made, and understanding the social and cultural context in which something is being said.

Empathy

Empathy is the set of skills required to understand other people and relate to their feelings, thoughts and beliefs, and view the world from their perspective.

Flexibility and adaptability

Flexibility and adaptability are the skills required to adjust one's thoughts or way of thinking, feelings or behaviour in a principled manner to new contexts and situations in order to respond appropriately and effectively to new challenges, demands or opportunities. To be able to do this, we need to be willing to reconsider our opinions, be open to new insights, and ready to change in line with new information and arguments. Being open to novelty requires us to adapt and successfully overcome states of mind and emotions that cause us discomfort or fear.

Linguistic, communicative and plurilingual skills

Linguistic, communicative and plurilingual skills are skills that are required to communicate effectively and appropriately with other people in different situations, contexts and cultures; to express one's thoughts, beliefs and needs, use good arguments in discussions, debates, negotiate, etc., without imposing one's views or entering into conflicts. These skills include the ability to adapt to different linguistic and cultural contexts, ask questions for clarification, paraphrasing, and other skills required to achieve mutual understanding, including mediation. One ought to focus on the power of argument, not arguments of power.

Cooperation skills

Co-operation skills are those skills that are required to participate successfully with others in shared activities, tasks and ventures. In order to successfully cooperate with other people, one needs to be able to express one's opinions and listen to different opinions, make and accept the rules of group work and dynamic, be willing to help others, make compromises and work for the benefit of the whole group.

Conflict-resolution skills

Conflict-resolution skills are those skills that are required to effectively prevent or address, manage and resolve conflicts in a peaceful way. They allow to create an environment where everyone feels safe to express their own ideas and thoughts, to constantly advance mutual understanding and trust, and to create a closer and better connection after a disagreement. In order to do this, we need to be able to listen and understand different points of view on the conflict, analyse the causes and context in which the conflict arose, and find a common starting point and options to resolve the conflict to the satisfaction of all parties involved. We should point out that differing opinions are acceptable, that more people know more, and that good ideas are created on the basis of different experiences, opinions, ideas. It is not necessary to always agree on everything, but rather not to argue, to respect one another and listen to different opinions and critically analyse them.

WHY IS THIS IMPORTANT RIGHT NOW?

The transition to remote teaching and learning from the direct face-to-face approach, whether through the use of web-based tools, television, or simply by sending assignments via e-mail or Viber, significantly influences the preparation and the way in which this process is structured. Perhaps even more so when it comes to acquiring skills. Skills are acquired through modeling, trial and error, reflection, practice and constant support. Online communication can have the opposite effect, simply because the media through which we communicate do not allow for a timely response via dialogues, discussions, etc. However, students need these skills now more than ever to be able to find their way around the sea of available information, media releases and to critically reflect on them, but also to understand other contexts, people, their emotional states, and to effectively communicate with their family members through online tools.

This view is supported by the observation that teachers who have previously made significant efforts to develop these skills in their students find it much easier to organise the remote learning process. Students who are autonomous and able to find, select and analyse information will use available online tools and the internet much faster and more efficiently. Learning this way will reduce the need for ongoing support from teachers or parents, thus students' understanding of what is going on around them will also be more based on scientific facts and reliable sources.

Online communication has its own rules that not all students are acquainted with or skilled at, which can easily cause misunderstandings and conflicts. Teachers ought to take this into account and help students establish certain communication rules, express themselves clearly, and ask good questions. They should not all be involved at once, but a rule should be established to take turns in the discussion and to take breaks because online teaching is not the same as classroom-based teaching. It should also be explained to them that this is formal teaching that ought to be approached as such (and not lying in bed or such like).

ACTIVITY IDEAS

Below, we are providing instructions or ideas for activities facilitating the development of these skills. You will probably find that in many activities it is often impossible to separate these skills, that they support and strengthen one another.

I can learn on my own - Instead of just sending out lectures or lessons to read, it is important to refer students to strategies for independent learning. If the students do not possess these skills, you need to proceed gradually and in smaller steps:

➢ Help students set up their daily and weekly work plan. In this situation, establishing any kind of routine is essential because it gives students a sense of security. All the family members can make a daily plan, decorate it or illustrate it, and place it in a prominent place in the house. Many parents go to work or work from home, so everyone needs to set aside time for independent work, meals, and joint activities. Encourage students to try to stick to the plan they have set up, but not mandatorily, taking into account the emotional states and needs of students and adults alike; also make sure to tell them that they ought to have some free time, that it is okay to spend some time alone, doing what they like to do, or doing nothing at all.

➢ Teachers should start the week with clear expectations, sending a plan for the whole week, so that students (as well as parents) have a sense of control and certainty, and can schedule their time. The plan should include the learning outcomes presented in the student-appropriate language such as: *this week our goal is to master, develop* ... The goals can be expressed differently - *at the end of this week you will…, be able to…, have a better understanding of* ... The work schedule should include deadlines for various phases, in order to teach students to keep up with the work pace independently;

➢ It is very important that the student, in addition to the activity plan, set his or her own goals and, at the end of the week, evaluate his or her achievements, or what else remains to work on;

➢ The strategies offered should encourage students to conduct research, question, compare, and ask questions, so that the acquisition of knowledge makes sense for them. Ask them what they are interested in, what they would like to learn or do research on. Perhaps they could research certain things, problems or events together with their friends, if online options allow it.

I believe that you can be the best version of yourself - In situations of restricted communication, but also of concern for student's mental health, we are inclined to fall into a trap of simplifying things and assigning students simple tasks that they can easily accomplish. This should not be done. While it is essential to take into account students' individual abilities, needs and interests, you should keep high expectations and give them a sense of confidence in their abilities. Leave room for their growth and advancement. Assignments need not rely directly on the content, but rather be designed around the interests the students expressed in particular topics or parts of lessons. Encourage children to work on their own projects: monitor the growth of a plant over time and record it; take a photo every day from the same place to monitor the change process; keep their own picture diary or write a journal or a blog; make their own cookbook containing the dishes they have made themselves; keep the statistics and make more complex statistical calculations associated with the number of persons infected with coronavirus ... This will motivate them to learn independently without fear of making a mistake.

I use trusted sources - For many tasks, we will ask students to research information on the internet. Each time ask them to: check the source; author's competence or background; compare multiple sources; provide statistical indicators, facts, quotes...

I use arguments - Assign tasks/claims that require taking and expressing a point of view and its argumentation and/or logical reasoning: *What is your point of view?; How did you get to that conclusion?; Explain the process of drawing your conclusion* ... Claims can be: *Human behaviour during the pandemic will have a positive impact on the natural environment…* or… *What impact does the pandemic have on the environment, whether it has anything to do with climate change, human rights, etc.*

I think on a higher level - Encourage and give assignments that will require students to search for answers, but also to ask higher-order questions: *why do you think that…; how will it… affect…; what does it… relate to; … what are the similarities and differences …; where can I find a similar example …; what is the cause … consequence …; what would happen if …;*

I cooperate with others - Encourage children to pose questions to one another, or to jointly find solutions to given problems. Although it is difficult to communicate, mutual collaboration among students is necessary so that they can feel that they are still part of their peer group. Encourage them to think who else they could ask questions to, not just teachers. Have students think about who they would like to talk to, what about, and how they can contact that person. Have them try to think outside the box.

I use facts - Help students distinguish between facts and opinions. Send them a text or an article with a task to find statements that reflect someone's opinion and those that are based on facts. They can then research media reports and extract examples of opinions and facts. Have them write a media article themselves and send it to one another for analysis and checking.

Online teaching in other countries - Ask students to research how students learn in other countries. Have everyone pick a country that interests him/her, research what is going on there, and find their way around using *Google Translate*. Based on the data I have obtained, I can try to conclude how students live in that country now. If you have the opportunity, contact teachers in another country and send them a letter of support or exchange some information. Now more than ever, students should realise that we are all inhabitants of the same planet Earth.

Different perspectives - Ask students to examine a problem or current situation from the point of view of people of different ages, occupations, genders, places, and ways of living. I can do an online interview with a grandmother, someone who works in a store, with a teacher. They can edit and publish the interview, or they can write a story in the first person about how a person feels, what s/he thinks, what s/he cares about, what s/he likes to do, etc.

Research - Ask students to do a survey to find out more, for example, how their peers, older and younger children live in their city or across the country. They can make an electronic questionnaire after carefully crafting questions and testing them in their class, then ask teachers or parents to post it on social networks or send it by e-mail to various addresses. Older students can learn how to develop hypotheses and formulate research questions.

We communicate - Create your own symbol communication system with your students – ask them to suggest different new symbols or emoticons, even words, which will have a particular meaning only for them. Send fun and nice messages to each other using words and agreed symbols.

Rules - Make common rules for online communication - the words we use, how we address each other, when, how and how much we write. You can also talk about the consequences of breaking these rules - *how it affects others; why; what can we do?* This communication can also include some fun activities - for example, we can dress thematically or disguise during an online meeting once a week.

Our emotions - Talk to students about emotions. They can be expressed in colours: *what colour is their present emotion; what part of the body do they feel it on; what are their ways of dealing with them; what would they advise one other when they are having a difficult time. They can draw a body shape and mark with colours where they feel a certain colour/emotion, then you can talk about it.* Set a day for nice messages - let them draw a schoolmate's name to send messages to that week.

CHAPTER 4: KNOWLEDGE AND CRITICAL UNDERSTANDING

WHY IS IT IMPORTANT TO TALK ABOUT KNOWLEDGE AND CRITICAL UNDERSTANDING?

The term knowledge, embedded in our everyday speech, can be defined and understood in different ways. Most often, it is understood as possessing certain information and facts, sometimes referring to practical and not just theoretical knowledge, or it may

- Knowledge and critical understanding of the self
- Knowledge and critical understanding of language and communication
- Knowledge and critical understanding of the world: politics, law, human rights, culture, cultures, religions, history, media, economies, environment, sustainability

Knowledge and critical understanding

be a sublimation of the two in terms of knowing and understanding data, information, descriptions, concepts, etc. acquired through learning and experience. In order to define this term more clearly, in addition to knowledge, we are also talking about critical understanding, which implies a critical attitude toward the data we receive and acquire, reflection and evaluation.

Knowledge and critical understanding of the self

This competence includes knowledge and critical understanding of one's own thoughts, beliefs, feelings and motivations, and of one's own cultural affiliations and perspective on the world. In order to be an active participant and creator of the culture of democracy, we need to know and understand everything that shapes our identities and the ways in which they are shaped. This includes, but is not limited to, being affiliated to a particular culture, experience, inherited or acquired beliefs and assumptions, our knowledge, as well as limitations.

Knowledge and critical understanding of language and communication

This competence includes knowledge and critical understanding of the socially appropriate verbal and nonverbal communication conventions that operate in the language(s) which one speaks, of the effects that different communication styles can have on other people, and of how every language expresses culturally shared meanings in a unique way.

This entails openness to different conventions in communication and the reasons for it, understanding that they exist in a particular culture as a specific way of sharing information, but also that they can cause conflicts due to misunderstandings, and that language is a powerful tool that influences how we shape our thoughts.

Knowledge and critical understanding of the world (including politics, law, human rights, cultures, religions, history, media, economies, the environment and sustainability)

This competence includes a large and complex range of knowledge and understanding in a variety of domains, including politics, law, human rights, cultures, religions, history, media,

economies, the environment and sustainability.

Knowledge of politics and law includes many concepts such as democracy, freedom, justice, equality, and the like, and how democratic processes and institutions work. There is also the role of citizens and civil society, current affairs and world relations, power relations and obstacles on the path of building a democratic society.

When it comes to human rights and freedoms, it is necessary to understand how they function within societies and states, the obligations of the State parties, what human rights imply, how they are protected or violated, what the tasks of the state and of all of us are, the limits of our rights, as well as understanding that human rights belong to people because they are human, that they belong to everyone regardless of differences among us (without discrimination) but that certain rights belong only to some individuals (for example, children's rights, rights of persons with disabilities, rights of members of national minorities) so that they can achieve their equality.

Knowledge of cultures involves understanding how they affect our behaviour, shape our beliefs and values. Studying this area should also teach us that each person is unique and special, and that their being affiliated to a particular culture does not fully define them, but that learning about other cultures is an important prerequisite for enhancing mutual understanding. This is similar to the situation with knowledge and critical understanding of different religions, religious traditions, symbols, rituals, texts and documents, as well as languages.

The study of history should help us understand various factors and events that have shaped the contemporary world, but with access to various sources of information, different perspectives, and with an awareness of the existence of different interpretations of historical events.

The media play a particularly important role in the contemporary world, so it is necessary to gain as much knowledge and critical understanding about the ways different media operate, the effects they have on us and society, the manipulation and misuse of the media, as well as the importance of public, independent media.

Economy is the driving force of society, and for the democracy to function it is necessary to know the way it works, its key principles, the way global economy works, its impacts on the environment now and in the future, its impact on differences among people.

WHY IS THIS ESPECIALLY IMPORTANT RIGHT NOW?

Every situation represents an opportunity for learning, and the emergence of the pandemic is an opportunity to help students understand how the whole world is connected and organised,

and why it is important to know and think critically about different aspects and ways of functioning of the world. This is especially important so that we can equip students with the tools, but also with a sense that the world has changed and that their generations too have the opportunity to make the world a better place.

In order to think critically, question, analyse and solve problems, we must possess knowledge. The transition to modern learning approaches has sometimes been misinterpreted by emphasising the acquisition of skills without the need of in-depth examination of facts. Although we cannot acquire all the knowledge of this world, the first step to obtaining answers to specific questions is to acquire and critically understand data, facts and information. Even during a global pandemic, it is evident how well-founded scientific knowledge is, but it is also evident how it is manipulated or used for specific political and economic interests. Willingness to learn and seek reliable information, along with an understanding of how the media and societies and economies work, is increasingly gaining importance.

ACTIVITY IDEAS

As already mentioned above, quality teaching involves an almost parallel process of acquiring knowledge, developing skills, adopting values and attitudes. Here are some ideas for activities that are focused on acquiring knowledge and critical understanding:

Reflection questions - Learning does not occur as a product of reading lessons and texts that the teacher assigns as an obligation. Learning is a process that occurs naturally as a need to find an answer to a question, or to solve a particular problem. Therefore, in order to acquire knowledge, it is necessary to help students define the problem for which they want to find a solution. For example, the problem might be: *In some countries, students are totally prohibited from leaving the house. They have decided to appoint you as their lawyer to invalidate this provision. What would your arguments be? Who would you contact? Are there any grounds for this in international documents? How would you solve the problem?* This requires students to examine e.g. the Declaration on the Rights of the Child, relevant institutions involved in protecting children's rights, as well as draw logical conclusions.

What is the role of international organisations - This is the right time for students to learn about how organisations operate globally, their function and their role. You can start by researching the World Health Organisation (WHO), United Nations (UN), Council of Europe, or the European Union. Ask students to find out who can declare a pandemic and what it means. How does this affect the world? Who can help deal with the economic consequences of a pandemic? Why do we need organisations at a global level?

Me as a member of an Emergency team - Encourage students to imagine that they are a member of an Emergency team for combating the pandemic. Who appointed them to this role, what are their powers, who do they report to? Have them make up the emergency team activity plan for their neighbourhood. Who would you include in it and why? How can they safeguard the interests of various people (women, the young, the elderly ...)? What actions would you take? What is needed to carry out these actions? How would you provide everything you need? How would you decide to implement the plan?

About the Constitution - It could recently be heard that banning the movement of citizens is an unconstitutional decision - what does that mean? Examine the articles of the Constitution and give your legal reasoning.

Law and Justice - Send a photo to your students of the Lady Justice statue (Lat. Justitia) and ask them to have a good look at it. What's on it, what items does she hold? How can they relate to the notion of justice? Talk about the blindfold, the sword and the scales - what do they represent and why? What symbol would they use to depict justice? Create your own symbol for justice.

➢ Why is the statue of justice a woman? Write an essay about what you think.

➢ In your opinion, are law and justice synonymous? Compare the two terms, and in the two overlapping circles (a Venn diagram), write down the similarities and the differences between these two terms. Find a real life example when something was lawful (done according to law/justice) but it might not have been just/fair. What would have been just/fair?

➢ How are laws made? Formulate several legislative provisions you would like to enact after the pandemic is over, taking your experiences into account. Explore how laws are made and written. Find a legislative provision that you deem interesting and explain why. Think about what in the law should be changed and why.

What if - Instead of teaching about systems of government, ask students to choose one institution and write about what would happen if that institution did not exist. What would the consequences be?

Imagine – Ask them to translate / look at John Lennon's song "Imagine" – ask them to write a (translation of) the lyrics on the left-hand side of a notebook or piece of paper, draw a vertical line, and on the right-hand side write what they think of each single verse, what thoughts they inspire. Do they agree or disagree with John Lennon? Ask them to explain their point of view.

What about economy – Encourage students to examine the possible economic consequences of the pandemic on one branch of the economy - e.g. tourism or air transport, agriculture or transport. Connect all other branches of the economy that are interconnected with the selected one, followed by the other branches that in turn interconnect with the latter. Explore how far-reaching the consequences and impacts can be. How could this branch be adapted to the new situation?
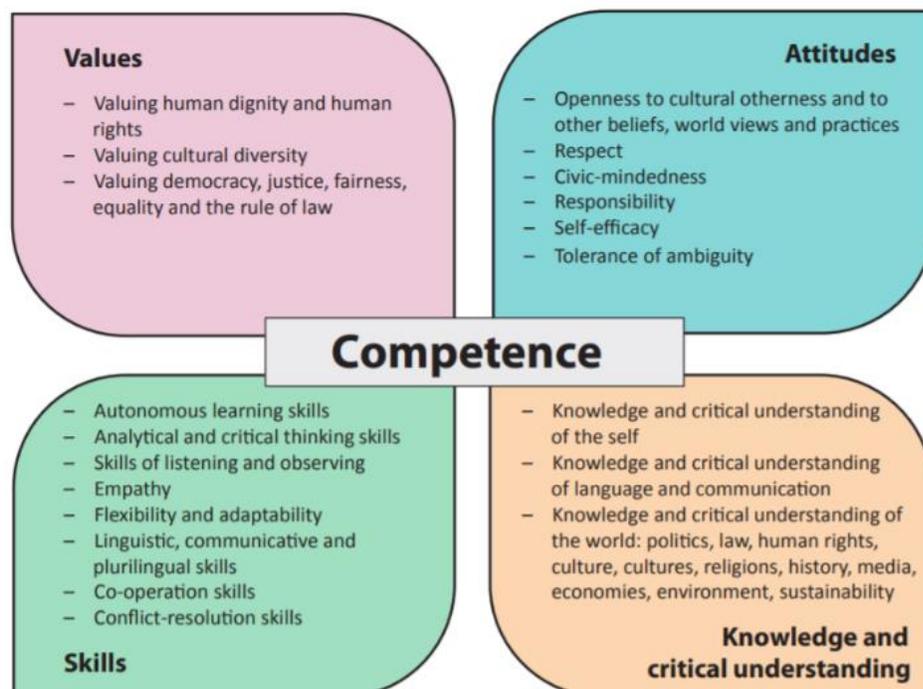
Pandemics through history - Encourage students to explore the most notable pandemics in human history. Have them pick one and present key information - the distribution on the map, the number of infected people, the impact on society, and the scientific breakthroughs that helped stop it.

Who is changing the world? - Encourage students to delegate people they believe have changed the world for the better and ensured that certain human rights were respected. The goal is for your class to select the top 50 personalities! Create a committee and set your selection criteria. Ask everyone to make a profile of one or two people and explain why she/he should be on the list. Take into account gender equality and ensure that men and women are equally represented on the list.

About religious holidays - During the pandemic, several religious holidays will be celebrated across the globe. Find out which holidays these are and write something about each one. Explain its name, message, traditions, etc. Make an overview of religious holidays in the time of the pandemic, not just focusing on the major religions in the country and environment in which you live.

Values
- Valuing human dignity and human rights
- Valuing cultural diversity
- Valuing democracy, justice, fairness, equality and the rule of law

Attitudes
- Openness to cultural otherness and to other beliefs, world views and practices
- Respect
- Civic-mindedness
- Responsibility
- Self-efficacy
- Tolerance of ambiguity

Competence

- Autonomous learning skills
- Analytical and critical thinking skills
- Skills of listening and observing
- Empathy
- Flexibility and adaptability
- Linguistic, communicative and plurilingual skills
- Co-operation skills
- Conflict-resolution skills

Skills

- Knowledge and critical understanding of the self
- Knowledge and critical understanding of language and communication
- Knowledge and critical understanding of the world: politics, law, human rights, culture, cultures, religions, history, media, economies, environment, sustainability

Knowledge and critical understanding

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This manual was created at a time unlike any that we or our children have known, at a time when the streets and school buildings have emptied out, when life has been filled with fear and uncertainty, and our gazes have focused on television screens and social networks. Concurrently, this is the time when, more than ever before, a great many people are reexamining their attitudes and values, as well as their knowledge and skills.

This is what this manual is all about - the attitudes and values we need to keep this world a place in which we all belong equally, in which we are respected and protected, and in which we connect together in strong communities, ready to tackle the challenges before us.