

Democratic Culture

# IN THE DIGITAL ENVIRONMENT

A Handbook for Schools



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Funded  
by the European Union  
and the Council of Europe



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Implemented  
by the Council of Europe

Democratic Culture

# IN THE DIGITAL ENVIRONMENT

A Handbook for Schools

Serbian edition: *Демократска култура у дигиталном окружењу*

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Republic of Serbia

MINISTRY OF EDUCATION, SCIENCE  
AND TECHNOLOGICAL DEVELOPMENT

Council of Europe

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All terms in the Manual using the grammatical masculine gender imply the natural masculine and feminine gender of the persons to whom they refer. The words "parent" or "parents" are used to mean the mother(s) father(s), legal guardian(s) and caregiver(s) who have taken or are taking primary care of the students.

## Abstract

The publication "Democratic Culture in the Digital Environment - A Handbook for Schools" is the result of the work of schools participating in the *Quality Education for All* project, implemented by the Council of Europe Office in Belgrade and funded by the European Union and the Council of Europe.

The project has been implemented in 60 primary and secondary schools throughout Serbia since 2019 and builds on the experiences of the previous project *Fostering a Democratic School Culture in Serbia* (2017–2019), which successfully introduced the Reference Framework of Competences for Democratic Culture defined by the Council of Europe. In the current project, the mentioned schools took over the role of mentoring schools, disseminating the acquired knowledge to the other 40 project schools.

As the implementation of the project *Quality Education for All* was accompanied by an unfavourable epidemiological situation caused by Covid-19, since the second half of the 2019/20 school year, schools have been conducting distance learning, and later on hybrid forms of teaching and learning, and developing competences for democratic culture in digital space, applying project-based whole-school approach. This entailed the development and organisation of various teaching and learning, extracurricular and local community activities, which were conducted online, with the help of digital platforms, tools, applications and digital materials.

For a period of a year and a half, project schools not only tried to foster the development of democratic culture in this crisis situation but also by implementing different activities of learning and mutual exchange further developed the competences of employees who managed to come up with best practice examples for fostering democratic culture in the digital environment.

This publication contains 56 examples of best practice created by the staff of project schools, with the support of local co-ordinators from the Centre for Education Policy.

The examples of best practice are designed with the intention of encouraging the simultaneous development of several competences out of a total of 20 from the Model of Competences for Democratic Culture. Therefore, the examples in the publication are grouped so as to refer to 1) values, 2) attitudes, 3) knowledge and critical understanding, and 4) skills, and these are the four key areas envisaged by the Council of Europe's Model of Competences for Democratic Culture.

Each example of best practice contains a title, a list of authors, a list of competences to which it refers, a brief description of the examples, a description of the preparatory and main steps to be implemented, and information on the digital platforms, tools and other materials used.

## Preface

### Competences for democratic culture and how to develop them in a digital world

The Council of Europe's 20 competences for democratic culture enable children to defend and promote human rights, democracy and the rule of law, and to participate constructively within their families and communities. These competences are not developed automatically but need to be learned and practised in both in-person and online environments.

”

*One of the main education lessons from the COVID-19 pandemic is the need to innovate in the way we teach and learn, including by blending face-to-face and online provisions in new ways that may require new pedagogical approaches. Teachers, students and other education staff in Serbia have put extraordinary efforts into adjusting teaching methods, tools and subject matters to respond to the challenges of the COVID-19 crisis. Sometimes learning new skills and digital tools in just days, they found innovative and creative ways to ensure the continuity of teaching and learning.*

**Sarah Keating,**  
Head, Division of Co-operation and Capacity Building,  
Education Department, Directorate General II  
– Democracy

Council of Europe

The Democratic Culture in the Digital Environment – A Handbook for Schools is a compilation of inspiring practices for teaching competences for democratic culture online geared towards students at primary and secondary level. The Handbook was created by school staff participating in the Council of Europe and European Union joint project Quality Education for All with the support of co-ordinators from the Centre for Education Policy. Student-centred teaching strategies – such as reflection, project learning and discussion – which are often more challenging to teach online lie at the core of many of the 56 good practices presented.

We hope that teachers of all subject matters and other education staff will find this handbook useful in developing competences for democratic culture in their classrooms and in equipping students with the values, attitudes, skills, and knowledge needed to flourish in our rapidly changing world. While written for the Serbian context, the activities are easily adaptable and can provide inspiration to education staff around the world.



## Ministry of Education, Science and Technological Development

In the Law on the Fundamentals of the Education System ("Official Gazette of the RS", No. 88/2017, 27/2018 - other law, 10/2019, 27/2018 - other law and 6 / 2020) the Ministry of Education, Science and Technological Development has prescribed in the part related to the general principles of education and upbringing (Article 7), among others, the principle of: *respect for human rights and the rights of every child, student and adult and appreciation for human dignity; education and upbringing in a democratically organised and socially responsible institution that fosters openness, co-operation, tolerance, awareness of cultural and civilisation connection in the world, commitment to basic moral values, values of justice, truth, solidarity, freedom, honesty, and responsibility, and in which full respect for the rights of the child, student and adult is ensured.*

Also, in the education system of the Republic of Serbia, general and cross-curricular competences are prescribed as the most relevant for adequate preparation of students for active participation in society and lifelong learning. General cross-curricular competences are based on key competences and are developed through the teaching and learning process of all subjects. They are applicable in different situations and contexts, in solving various problems and tasks, and are necessary to all students for personal achievement and development, as well as for participation in social processes and employment, and represent the foundation for lifelong learning.

The Rulebook on General Standards of Achievement for the End of General Secondary and Secondary Vocational Education ("Official Gazette of the RS", No. 117/2013) defines the mentioned cross-curricular competences, and one such cross-curricular competence that teachers of all subjects should foster in students is *Responsible participation in a democratic society*. This competence implies that the student is able to actively, competently, critically, and responsibly participate in the life of the school, in the communities to which he/she belongs, as well as in the wider democratic society.

In line with the above, the Council of Europe, together with the Ministry of Education, Science and Technological Development, implemented the project *Fostering a Democratic School Culture*, in the period 2017-2019, which promoted the concept of democratic culture in education that contributes to ensuring students exercise and defend their democratic rights and responsibilities in society, value diversity and play an active role

in democratic life. One of the results of this project was the handbook *Fostering a Democratic School Culture - How to Achieve a Democratic Culture in Schools*, based on the experiences of schools in applying the Reference Framework of Competences for Democratic Culture (RFCDC) through three pillars: teaching and learning activities, extracurricular activities and co-operation with the local community.

Building on the results of this project, a new project was created entitled *Quality Education for All*, a three-year activity jointly funded by the European Union and the Council of Europe, and implemented in co-operation with 60 schools, promoting quality education and supporting schools in their efforts to combat discrimination, eradicate prejudice and discriminatory approach to vulnerable groups, and reduce violence in schools. Through this project, we continue to implement the Reference Framework of Competences for Democratic Culture at two levels: school (including local communities) and at the level of educational policies.

The Ministry of Education, Science and Technological Development organised distance learning during the state of emergency, declared due to a pandemic caused by the Covid-19 virus, and organised the recording of TV lessons that were broadcast on the national frequency media as well as on local and minority media, from 17 March 2020 until the end of the 2020/21 school year. The national platform for online learning *My School* was established, and distance learning was supported by engaging students in online platforms, and through alternative forms of organising learning, in accordance with the needs of students and the possibilities of schools. Over 10,000 lessons were recorded in the Serbian language and in eight languages of national minorities in which education is provided.

In the conditions of the epidemic, every effort of the system and schools to include the prescribed competences for democratic culture in the online educational environment represents major progress and an example of commitment to democratic education. That is why we would like to express our gratitude to all the schools on the project, the Council of Europe, the project team, and the local co-ordinator of the Centre for Education Policy (CEP) for creating this handbook that will facilitate the application of competences for democratic culture in an online environment for all schools, and stands as evidence of the creativity of educational professionals even in these challenging and sensitive times.

## Introduction

# 1

The *Quality Education for All* project has been implemented by the Council of Europe Office in Belgrade since 2019, with the support of the Ministry of Education, Science and Technological Development of the Republic of Serbia, and the project is funded by the European Union and the Council of Europe.

The project builds on the experiences of the previous project *Fostering a Democratic School Culture in Serbia* (2017–2019), which successfully introduced the Reference Framework of Competences for Democratic Culture, defined by the Council of Europe, into the work of the original 20 pilot schools. In the current project, the mentioned schools took over the role of mentoring schools, disseminating the acquired knowledge to the other 40 project schools. The experiences of pilot (mentoring) schools are presented in the publication *“How to Achieve a Democratic Culture in Schools - Examples of Best Practice”*

The main goal of the *Quality Education for All* project is to promote quality education by supporting schools and their local communities in efforts to eradicate prejudice and discriminatory approaches to vulnerable groups, as well as violence in schools, by developing 1) school practices and 2) education policies.

The first component of the project (development of school practices) is aimed at developing competences for democratic culture in schools and is realised in partnership with the Centre for Education Policy, while the second component (developing educational policies) is aimed at introducing competences for democratic culture in the curriculum, and is implemented in partnership with the Institute for Improvement of Education.

The first component of the *Quality Education for All* project involves 60 primary and secondary schools throughout Serbia, that successfully started the project

in November 2019, organising visits to mentoring and new project schools and mutually transferring acquired knowledge, followed by planning activities that were carried out during 2019/20 school year.

Although the implementation of the project *Quality Education for All* in schools was accompanied by an unfavorable epidemiological situation caused by Covid-19, from the second half of the 2019/20 school year, the schools were simultaneously conducting distance and later hybrid teaching and learning, and developing competences for democratic culture in the digital space, applying a project-based whole-school approach<sup>1</sup>. This entailed the development and organisation of various teaching and learning, extracurricular and local community activities, which were carried out online, with the help of digital platforms, tools, applications, and digital materials.

In addition, during 2020, schools were very engaged in developing the competences of employees by participating in webinars conducted by local co-ordinators from the Centre for Education Policy on the topic of developing competences for democratic culture in the digital environment.

In other words, over a period of a year and a half, project schools not only attempted to foster the development of a democratic culture in a situation of crisis but also, by conducting various learning and mutual exchange activities, developed competences of employees who managed to produce best practice examples for developing democratic culture in the digital environment.

Therefore, the publication *“Democratic Culture in the Digital Environment - A Handbook for Schools”* (hereinafter: Handbook) is the result of the work of schools participating in the project *Quality Education for All*. The publication contains **56 examples of best practices**

<sup>1</sup> The whole-school approach implies the development of competences for democratic culture by applying various activities in the classroom, outside the classroom and in the local community.

created by project schools staff, with the support of local co-ordinators from the Centre for Education Policy.

The examples of best practice are designed with the intention of fostering the simultaneous development of several competences out of a total of 20 from the Model of Competences for Democratic Culture. Therefore, the examples in the publication are grouped so as to refer to 1) values, 2) attitudes, 3) knowledge and critical understanding, and 4) skills, which are the four key areas envisaged by the Council of Europe's Model of Competences for Democratic Culture.

Other schools, education practitioners, and the interested public will have the opportunity to find examples in the Handbook that describe the innovative use of modern technology to foster the development of students' (but also teachers') competences for democratic culture. The Handbook provides a variety of examples of best teaching and learning practice, some of which include, for example, the application of project-based teaching and learning and cross-curricular approach, as well as extracurricular activities related to various areas important for the development of democratic cul-

ture (for example, gender equality and environmental issues), and many of them are realised in co-operation with stakeholders from the schools' local communities.

In this way, in addition to the development of competences for democratic culture, the Handbook fosters the development of general cross-curricular competences for the end of compulsory primary and secondary education, which are defined by the Law on Fundamentals of Education (Official Gazette of RS, no. 88/2017, 27/2018 - other law, 10/2019, 27/2018 - other law and 6/2020).

Each of the best practice examples in the Handbook contains a title, a list of authors, a list of competences it refers to, a brief description, a description of the preparatory and main steps to be implemented, and information on the digital platforms, tools, and other materials used.

Before the example of best practice, the publication presents the role of the Council of Europe in fostering democratic school culture in Serbia and the concept of education for digital citizenship.

## The Role of the Council of Europe in Fostering Democratic School Culture in Serbia

2

The Council of Europe is the continent's leading human rights organisation. It comprises 47 member states, 28 of which are members of the European Union. All Council of Europe member states have signed up to the European Convention on Human Rights, a treaty designed to protect human rights, democracy and the rule of law.

In Recommendation 2006/962/EC of the European Parliament and of the Council of Europe of 18 December 2006 on key competences for lifelong learning, these competences are defined as a combination of knowledge, skills and attitudes appropriate to the environment. They are especially necessary for personal fulfillment and development, social inclusion, active citizenship and employment. This *Reference Framework of Key Competences for Lifelong Learning* includes eight competences: communication in the mother tongue, communication in foreign languages, mathematical competence and basic competences in science and technology, digital competence, learning to learn, social and civic competence, sense of initiative and entrepreneurship, cultural awareness and expression.

In line with the political context that indicated a considerable number of terrorist attacks across Europe, there was a need to intensify learning for democratic culture in society. Since education is a medium to long-term investment in preventing violent extremism and radicalisation, the Model of Competences was developed at the 25th session of the Standing Conference of Ministers of Education of the Council of Europe, held in 2016 in Brussels. The *Reference Framework of Competences for Democratic Culture (RFCDC)* is the result of consultations and testing in the Council of Europe member states and was developed on the basis of the common principles of democratic societies. RFCDC defines the tools and critical understanding that students at all

levels of education need to acquire in order to feel a sense of belonging and make their own positive contributions to the democratic societies in which we live. In doing so, it offers education systems a common focus for their action while respecting a diversity of pedagogical approaches. The purpose of the Reference Framework is to support the Member States in developing open, tolerant, and diverse societies through their education.<sup>2</sup>

The starting point for the development of the Council of Europe's Reference Framework of Competences for Democratic Culture was the belief that education systems, schools and universities should make preparation for democratic citizenship one of its key missions. This involves ensuring that students should know and understand the challenges they are faced with and the consequences of their decisions, what they are able to do and what they should refrain from doing. In order to do all this they need not only to have knowledge, but also the relevant competences – and the aim of the Framework is to define what those competences are.

In order to enable education authorities in the member states to use the RFCDC in accordance with their specific priorities, the *Education Policy Advisors Network (EPAN)* has been established to facilitate direct involvement of member states. EPAN met for the first time at the Council of Europe Conference of the Danish Chairmanship of the Committee of Ministers, "Democratic Culture – From Word to Action" in Copenhagen on 23-24 April 2018, marking the official launch of the Reference Framework of Competences for Democratic Culture.

<sup>2</sup> Thorbjørn Jagland, Council of Europe Secretary General (2009-2019).

## The tasks attributed to EPAN members in their first mandate include:



integrating RFDC into education systems,



improving co-operation between member states,



encouraging the national education authorities to support the implementation of the Charter on Education for Democratic Citizenship and Human Rights, thus supporting to the development of the Council of Europe's contribution to the United Nations 2030 Agenda for sustainable development (Target 4.7).

For the first mandate 2018-2019, EPAN members were invited to map and review the existing national (regional and/or local when appropriate) policies and regulations, teacher education, training programmes and courses, and assessment frameworks, and make proposals as to how they could be improved or enhanced with the use of the RFDC, followed by the establishment of three working groups.

EPAN working group on Curriculum considered the selection of examples of curriculum analysis in several countries, showing the different ways in which elements of the model of Competences for Democratic Culture (CDC) are reflected. It now focuses on the joint structure of the core part of the future publication on CDC and curriculum by making sure that all the elements of the CDC model are included, that all countries contribute and that all curricular areas are covered.

EPAN working group on Teaching and Learning is focused on the strategies for implementation of RFDC in the different member states and exchange of experiences concerning successful strategies and obstacles encountered.

EPAN working group on Assessment is devoted to a discussion on assessment methods. Specifically, it considers whether information about additional methods should still be collected, and makes a decision about evaluation and application options.

At the same time, the Council of Europe, together with the Serbian Ministry of Education, Science and Technological Development, launched the project *Fostering a Democratic School Culture*, with the participation of 20 schools from all parts of Serbia. These schools have fully

promoted the concept of democratic culture in education, training, awareness raising, information, practice and activities, with the aim to enable students to exercise and defend their democratic rights and responsibilities in society by providing knowledge, skills and understanding and enabling the development of attitudes and behaviours. They should learn to value diversity and to play an active role in democratic life, with the aim to promote and defend democracy and the rule of law. Due to the fact that schools have shown a readiness to work on promoting inclusiveness and expanding measures to eliminate prejudice and discriminatory approaches towards vulnerable groups and to address violence through strategic plans and policies containing specific anti-discrimination measures and mechanisms to monitor these measures, a handbook of examples of best practice was created entitled *Fostering a Democratic School Culture - How to Achieve democratic culture in Schools*, which was promoted by both the Ministry and the Council of Europe. The handbook is based on the experiences of these schools in the application of RFDC in three pillars: extracurricular activities, teaching and learning activities, and co-operation with the local community.

On the results of the project *Fostering a Democratic School Culture*, which was implemented in 2017-2019, in partnership with the Ministry of Education, Science and Technological Development, the Institute for Improvement of Education, the Institute for the Education Quality and Evaluation, the Centre for Education Policy and other partners, a new project was created entitled *Quality Education for All*, representing a three-year activity jointly funded by the European Union and the Council of Europe, within the programme *Horizontal Facility* for

*the Western Balkans and Turkey - 2019-2022*. The programme is implemented by the Council of Europe Education Department in co-operation with the Council of Europe Office in Belgrade.

The aim of the project is to promote quality education by supporting schools, their local community and relevant education institutions in their efforts to combat discrimination, eradicate prejudice and discriminatory approaches to vulnerable groups, and reduce violence in schools. The project continues to promote and implement the Reference Framework of Competences for Democratic Culture, defined by the Council of Europe. The project approach is systematic support at two levels - at the school level, including local communities, and at the level of educational policies. The project is built on three pillars on which its intervention is based.

- The level of **education policy** implies the implementation of specific recommendations from the document *Recommendations to Education Policy Makers*<sup>3</sup>, which was developed in co-operation with the main partners from the previous project. Implementation also includes the development of *Guidelines for the implementation of the CDC* in selected subjects, prepared by representatives of the Institute for Improvement of Education and the Ministry.
- **Capacity building** of schools and education professionals to be able to adopt the concept of democratic school culture and foster democratic competences of students, which includes a new accredited curriculum for teacher training in the field of competences for democratic culture, which will be available as online training on the portal of the Institute for Improvement of Education. Special handbooks have been developed for parents so that they too can improve their knowledge of democratic culture and apply them in synchrony with their children.
- **Raising awareness** of education professionals, schools and wider community about the values of democratic culture in education has already been achieved in the network of 60 schools, through mentorship provided by 20 schools that participated in the previous project and by local co-ordinators from the Centre for Education Policies.

The project lasts 36 months and is implemented in co-operation with the Ministry of Education, Science and Technological Development through activities involving a wider group of relevant participants, including the Institute for Improvement of Education, the Institute for Education Quality and Evaluation, University of Belgrade, research institutes, selected schools, local communities, media, NGOs, experts, academic and international organisations and donors in Serbia.

During the Covid-19 epidemic, teaching and learning were conducted remotely, through television channels, online or in combination, by working in small groups at school or by distance learning, or through distribution of printed materials (where there were no other technical possibilities). It became evident that education systems are facing numerous challenges.

Learning, even distance learning, requires activities that will enable students to independently search for information, think and solve problems. Moreover, each child has a different dynamics and pace of work, interests and abilities, but also living circumstances, so learning should be differentiated and individualised. We know that learning depends not only on cognitive abilities but also on motivation, perseverance, self-regulation, the domestic environment, which is also influenced by the epidemiological situation, and that is why a certain dose of flexibility is needed.

Acquiring competences for democratic culture is a process that requires time for reflection, research, questioning, and is not part of one, specific, subject or lesson. Acquiring these competences involves the support of teachers and family, but also other people in the community, which is why interaction is needed on a daily basis and in various ways, having in mind real-life situations that are learning opportunities.

The strategic document *Developing Competences for Democratic Culture in the Digital Era*, created in 2017 by the joint work of selected NGOs from Armenia, Belarus, Bulgaria, Croatia, Czech Republic, Romania, and Serbia, was the foundation for action in the digital environment for NGOs in the Council of Europe member states, but it also provided guidelines for decision makers. The Centre for Education Policy, in co-operation with the Ministry, contributed to that document on behalf of Serbia.

<sup>3</sup> <http://www.mpe.gov.rs/wp-content/uploads/2015/09/HF-27CivicEducation-RECOMMENDATIONS-TO-EDUCATION-POLICY-MAKERS-eng-Policy-Roadmap.pdf>





In 2020, the Council of Europe published the *Digital Citizenship Education Handbook*, which can be found on the Ministry's website, and the handbook *Teaching Competences for Democratic Culture Online*<sup>4</sup>, which serves as the basis for a teacher training programme, and an adapted version of the handbook is available on the online platforms of the Institute for Improvement of Education and the Ministry.

On the **website of the Ministry**, there are thematic workshops for *Teaching Competences for Democratic Culture Online*, including workshops dedicated to digital violence, fake news, life in quarantine, etc.

All these materials provide support and assistance to teachers, but also to parents, giving them specific ideas and examples of activities to support the development of students' competences and help them better understand the world in which they live, and to preserve hope and confidence that they can build a better world for themselves, the whole society and the planet. It is here and now that we must not miss the opportunity to discuss such issues with students. On the one hand, they are genuinely interested in them, but on the other hand, this is also an ideal opportunity to re-examine our own attitudes and values in real-time and acquire new knowledge and skills.

Therefore, the handbook that you have before you will enable teachers in Serbia to get examples of the application of RFCDC, which will facilitate implementation of competences for democratic culture for all schools, but also enable teachers to discover their creativity and with new ideas offer support to students in these challenging and sensitive times.

The Council of Europe will continue to support education systems and, together with ministries, create a democratic culture and environment for the application of competences for democratic culture, building tolerant and creative societies of the future.



<sup>4</sup> <http://www.mpn.gov.rs/wp-content/uploads/2015/09/Razvijanje-kompetencija-za-demokratsku-kulturu-u-digitalnom-dobu.pdf>

## 2.1. Digital Citizenship Education

Simultaneously with the projects related to the development of the concept of human rights education and education for democratic citizenship, specifically the development of competences for democratic culture, the Council of Europe was implementing projects aimed at empowering children and young people to become active digital citizens<sup>5</sup>.

What is a **digital citizen**? A digital citizen is someone who knows how to use the advantages of the Internet in line with democratic values – he/she knows how to protect his/her rights and information and take into account the rights of others with whom he/she interacts, knows how to co-operate online (and offline) so to make a positive contribution to the digital environment and is aware of the need for lifelong learning to keep up with the changes that digital technology brings<sup>6</sup>.

The development of digital citizenship today is especially important due to the wide availability of information technology, and the fact that people spend a significant amount of time online in various activities - learning activities, business activities, leisure time. And what is more - the coming generations are considered digital natives, individuals who accept the digital sphere as part of their existence, and are increasingly focused on the digital environment and are digitally connected from the earliest childhood. Finally, a situation such as the Covid-19 pandemic further fosters society's orientation towards the digital environment, namely for some it has accelerated the process of digital inclusion. Greater inclusion in the digital environment can bring benefits, but also challenges that children and young people, their families, schools, and society as a whole are facing.

To help develop digital citizenship, the Council of Europe has created a comprehensive model for the development of digital competence based on competences for democratic culture. Specifically, in order to place competences for democratic culture in a digital environment, a set of **ten digital domains** has been identified (shown below)<sup>7</sup>. These ten digital domains are divided into three areas: *Being Online*, *Wellbeing Online*, and *Rights Online*, and are described as follows:

- **Being Online** implies access to the digital environment, engagement in various forms of learning and

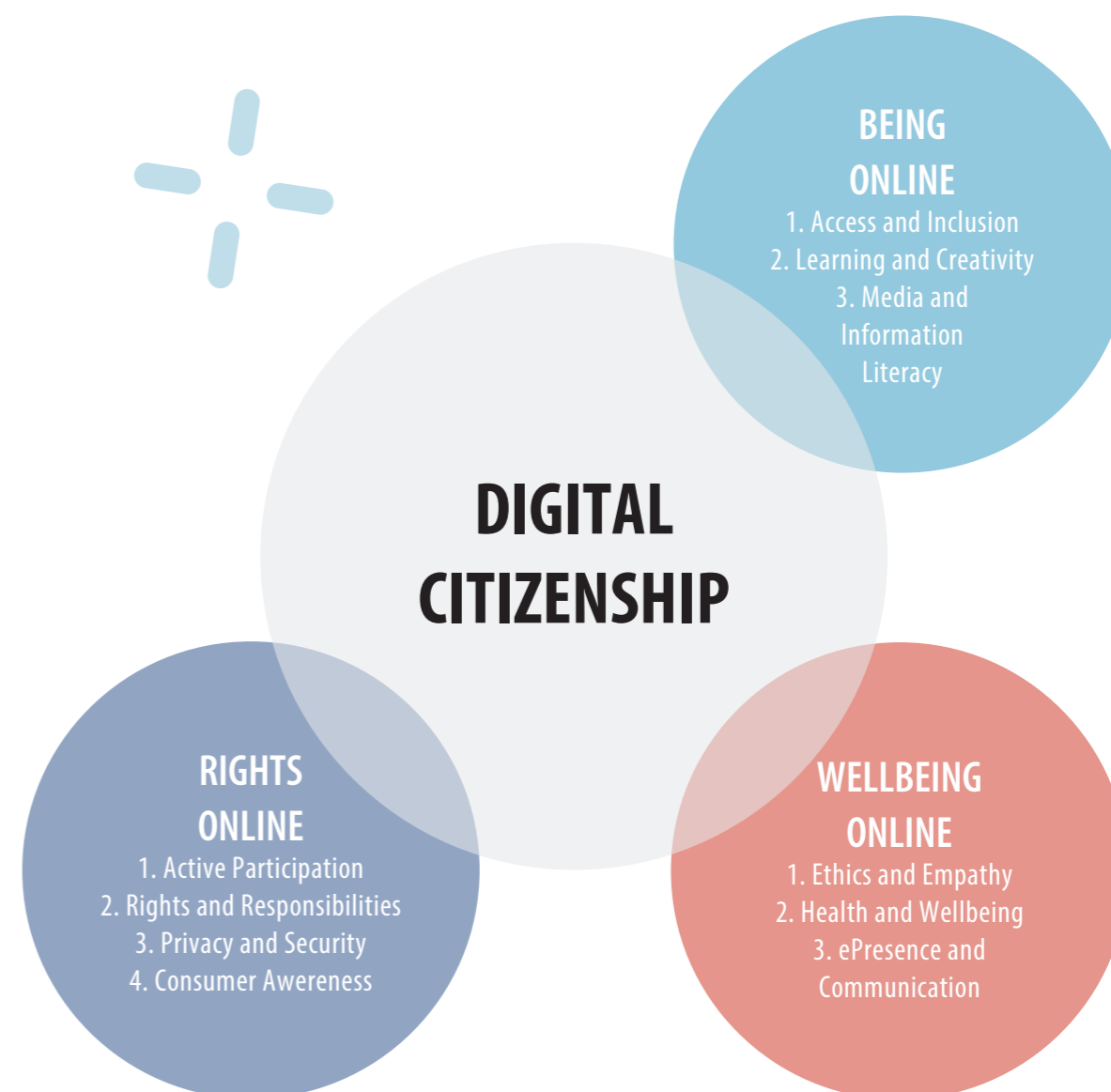
expressions of creativity, and a developed media and information literacy.

- **Wellbeing Online** implies a developed ethical behaviour and empathy, concerns about health, especially the protection against digital addiction, as well as developed competences for managing one's presence and identity in the online environment.
- **Rights online** mean that digital citizens know what their rights and responsibilities are when interacting with others, they know how to protect personal and other people's information and ensure the security of their online activities, well aware that digital citizens are also consumers of the Internet.

In conclusion, **digital citizenship education means empowering students through education activities aimed at developing competences for learning and active participation in the digital environment.** These are the competences needed to exercise and defend democratic rights and responsibilities, that is, to promote and protect human rights, democracy, and the rule of law in the digital space.

To help practitioners and the interested public, the Council of Europe has created the handbooks *Digital Citizenship Education*<sup>8</sup> and *Easy Steps to Help Your Child Become a Digital Citizen*<sup>9</sup>, which are also available in Serbian.

## TEN DIGITAL DOMAINS



<sup>5</sup> See project *Digital Citizenship Education*, launched in 2016. – <https://www.coe.int/en/web/digital-citizenship-education/digital-citizenship-education-project>.

<sup>6</sup> Richardson, Janice, Samara, Veronica (2020). *Easy Steps to Help Your Child Become a Digital Citizen*, Strasbourg: Council of Europe

<sup>7</sup> Richardson, Janice, Milovidov, Elisabeth (2020). *Digital Citizenship Education Handbook*, Strasbourg: Council of Europe

<sup>8</sup> Available at: <https://rm.coe.int/16809382f9>, accessed 21 June 2021

<sup>9</sup> Available at: <https://rm.coe.int/easy-steps-to-help-your-child-become-a-digital-citizen/16809e2d1d>, accessed 21 June 2021

## Examples of Best Practice

# 3

### VALUES

1. Primary School "Vuk Karadžić",  
Negotin  
**Valuing human dignity and human rights**
2. Primary School "Dragan Marinković",  
Adrani (Kraljevo)  
**Valuing cultural diversity**
3. Primary School "Žarko Zrenjanin",  
Banatsko Novo Selo (Pančevo)  
**Valuing human dignity and human rights**
4. Primary School "Jovan Cvijić",  
Kostolac  
**Valuing democracy, justice, fairness,  
equality and the rule of law**

5. Primary School "Čaki Lajoš",  
Bačka Topola  
**Valuing cultural diversity**
6. Primary School "Paja Jovanović",  
Vršac  
**Valuing cultural diversity**
7. Agricultural School with Dormitory  
"Sonja Marinković",  
Požarevac  
**Valuing democracy, justice, fairness,  
equality and the rule of law**

### SKILLS

1. Primary School "Bratstvo",  
Novi Pazar  
**Analytical and critical thinking skills**
2. Primary School "Veljko Dugošević",  
Turija (Kučevo)  
**Autonomous learning skills**
3. Primary School "Dositej Obradović",  
Vranovo (Smederevo)  
**Co-operation skills**
4. Primary School "Dragiša Luković Španac",  
Kragujevac  
**Co-operation skills**
5. Primary School "Ivan Vušović",  
Ražanj  
**Empathy**
6. Primary School "Jovan Jovanović Zmaj",  
Đurđevo (Žabalj)  
**Skills of listening and observing**
7. Primary School "Mito Igumanović",  
Kosjerić  
**Linguistic, communicative  
and plurilingual skills**
8. Primary School "Mića Stanojlović",  
Koceljeva  
**Skills of listening and observing**
9. Primary School "Mihailo Petrović Alas",  
Belgrade  
**Co-operation skills**
10. Primary School "N.H.Dušan Dugalić",  
Belgrade  
**Skills of listening and observing**
11. Primary School with Dormitory  
"Dobrinka Bogdanović",  
Strelac (Babušnica)  
**Analytical and critical thinking skills**
12. Dental School,  
Belgrade  
**Linguistic, communicative  
and plurilingual skills**
13. Medical School "7. april",  
Novi Sad  
**Co-operation skills**
14. Požarevac Gymnasium,  
Požarevac  
**Linguistic, communicative  
and plurilingual skills**
15. Polytechnic School,  
Subotica  
**Conflict-resolution skills**
16. Agricultural-chemical Secondary School  
"Dr Đorđe Radić",  
Kraljevo  
**Empathy**
17. Secondary Vocational School "4.juli",  
Vrbas  
**Analytical and critical thinking skills**
18. Technical School "23.maj",  
Pančevo  
**Autonomous learning skills**
19. Technical School,  
Ada  
**Co-operation skills**

## SKILLS

20. Technical School,  
Vlasotince  
Co-operation skills

22. School of Fashion and Beauty,  
Niš  
Conflict-resolution skills

21. School of Pharmacy and Physiotherapy,  
Belgrade  
Analytical and critical thinking skills

23. Primary School "Miroslav Mika Antić",  
Pančevo  
Co-operation skills

## KNOWLEDGE AND CRITICAL UNDERSTANDING

1. Primary School "Zdravko Gložanski",  
Bečej  
Knowledge and critical understanding  
of the world

5. School of Economics and Catering  
"Slobodan Minić",  
Arandelovac  
Knowledge and critical understanding  
of language and communication

2. Primary School "Jovan Jovanović Zmaj",  
Novi Kneževac  
Knowledge and critical understanding  
of the selfs

6. Electrical Engineering School  
"Mija Stanimirović",  
Niš  
Knowledge and critical understanding  
of the world

3. First Primary School,  
Valjevo  
Knowledge and critical understanding  
of the world

7. Secondary Vocational School  
"Miloš Crnjanski",  
Kikinda  
Knowledge and critical understanding  
of the world

4. Gymnasium "Jovan Jovanović Zmaj",  
Novi Sad  
Knowledge and critical understanding  
of language and communication

8. Secondary School "Miloje Vasić",  
Veliko Gradište,  
Knowledge and critical understanding  
of the world

## ATTITUDES

1. Primary School "8. septembar",  
Pirot  
Respect

10. Primary School "Svetozar Marković",  
Vranje  
Openness to cultural otherness and to other  
beliefs, world views and practices

2. Primary School "12. decembar",  
Sjenica  
Openness to cultural otherness and to other  
beliefs, world views and practices

11. Primary School "Sonja Marinković",  
Novi Sad  
Responsibility

3. Primary School "Dositej Obradović",  
Kruševac  
Self-efficacy

12. Primary School  
"Triva Vitasović Lebarnik",  
Lačarak (Sremska Mitrovica)  
Responsibility

4. Primary School "Jovan Jovanović Zmaj",  
Aleksinački Rudnik (Aleksinac)  
Openness to cultural otherness and to other  
beliefs, world views and practices

13. Primary School "Filip Filipović",  
Belgrade  
Civic-mindedness

5. Primary School "Majšanski put",  
Subotica  
Openness to cultural otherness and to other  
beliefs, world views and practices

14. School with Dormitory for Children with  
Impaired Hearing and Speech "11. maj",  
Jagodina  
Self-efficacy

6. Primary School "Matko Vuković",  
Subotica  
Self-efficacy

15. Seventh Belgrade Gymnasium,  
Belgrade  
Self-efficacy

7. Primary School "Moša Pijade",  
Debeljača (Kovačica)  
Openness to cultural otherness and to other  
beliefs, world views and practices

16. Technical School,  
Bor  
Responsibility

8. Primary School "Radoje Domanović",  
Niš  
Respect

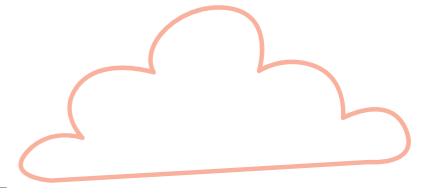
17. Technical School,  
Užice  
Responsibility

9. Primary School "Sveti Sava",  
Vladičin Han  
Responsibility

18. School for Tourism and Hospitality,  
Belgrade  
Self-efficacy



# VALUES



# Primary School "Vuk Karadžić" from Negotin

Example of best practice

## "Let's Learn About Children's Rights", Extracurricular Activity



### COMPETENCES FOR DEMOCRATIC CULTURE THAT ARE FOSTERED:

- Valuing human dignity and human rights
- Valuing democracy, justice, fairness, equality and the rule of law
- Co-operation skills

### AUTHORS:

- **Dejana Nikolić**, class teacher
- **Lidija Žikić**, class teacher
- **Ljubica Kojčinović**, biology teacher
- **Vesna Stanojević**, psychologist

### USED ONLINE PLATFORMS, TOOLS AND OTHER MATERIALS

1. Google Classroom
2. Google Meet
3. Viber
4. PPT presentations
5. Facebook page and school website
6. **Children's Rights Cards**

### Brief description of the example

The activity described below is a peer education conducted by students who are members of the Student Parliament. Students have the task to research the topic of children's rights working in groups, prepare a PPT presentation and present it to 1<sup>st</sup> grade students in the online form teacher class. After the presentation, the first graders are given the task to illustrate one children's right based on **Children's Rights Cards**. At the end, a panel discussion is organised by the Student Parliament on the topic of valuing democracy and human rights, and an exhibition of student works is organised on the school website and Facebook page.

### Description of implementation steps

#### PREPARATORY ACTIVITIES

1. Using Google Classroom, teachers provide instructions for creating a PPT presentation on children's rights to members of the Student Parliament and refer them to relevant sources for research on the topic of children's human rights.
2. Students are assigned to groups that will collaborate during the research and preparation of the PPT presentation using the Google classroom and/or Google Meet/ Viber group. Students are divided into groups according to the basic areas of study of children's rights:
  - **participation: the right to participate** - students explore the basic rights related to the freedom of the child, freedom of expression, freedom of assembly, etc.;
  - **best interest of the child: the right to personal development** - students explore the basic rights related to the child's personal development (education, leisure time, the standard of living, etc.);

- **the right to life, survival and development** – students explore the rights and responsibilities of parents, the right to health care and social security, protection from child labor, etc.;
  - **non-discrimination: the right to protection** - students explore the basic rights related to the prohibition of discrimination, the rights of refugee children and children with disabilities, the rights of children belonging to minorities, etc.
3. Students submit PPT presentations to teachers, who give them feedback.

#### MAIN ACTIVITIES

1. During the form teacher class, members of the Student Parliament show the PPT presentation to 1<sup>st</sup> grade students using Google Meet.
2. After the presentation, the teacher instructs the first graders to illustrate a children's right they choose based on the children's rights cards, which is delivered to them via the Google Classroom/Viber.
3. First graders have the task to illustrate a right of the child of their choice at home, in co-operation with family members, take a photo of the illustration and send it to the teacher via Google Classroom/Viber.
4. As a closing activity, the Student Parliament, in co-operation with teachers and the psychologist, organises an online panel discussion on the topic of valuing democracy and human rights, through Google Meet. All school students participate in the panel discussion. Among other topics, the following questions are discussed: *What are the basic rights of the child? How does society protect children's rights? How do the school and the Student Parliament support fostering children's rights?*
5. Examples of student illustrations are shown during the panel discussion and an exhibition is organised on the school website and Facebook page.



## Primary School "Dragan Marinković" from Adrani (Kraljevo)

Example of best practice

### "Cultural Customs - In the Target Culture and in Our Country", Extracurricular Activity



#### COMPETENCES FOR DEMOCRATIC CULTURE THAT ARE FOSTERED:

- Valuing cultural diversity
- Co-operation skills
- Analytical and critical thinking skills

#### AUTHORS:

- **Aleksandra Kostić**, English language teacher
- **Olivera Tijanić**, pedagogist
- **Jasna Savić**, class teacher
- **Slađana Milosavljević**, class teacher
- **Nataša Stepić**, school principal, biology teacher

#### USED ONLINE PLATFORMS, TOOLS AND OTHER MATERIALS

1. Google Drive
2. Google Classroom
3. Google Meet
4. Viber
5. PPT presentations

#### Brief description of the example

Students grades 5<sup>th</sup> to 8<sup>th</sup> are divided into mixed teams, and each team is given the opportunity to explore different aspects of one English-speaking country. Students have the task to first research the data on the countries using the Internet and then use the collected material to make a presentation. Following this, in the English class, the students compare the results of their work per groups/country and present the main research conclusions, using Google classroom. The last part of the assignment is writing essays, which are prepared by students who are not members of the abovementioned groups. The aim of the activity is for students to develop their co-operation skills, to value cultural diversity and to think analytically about the research task.

#### Description of implementation steps

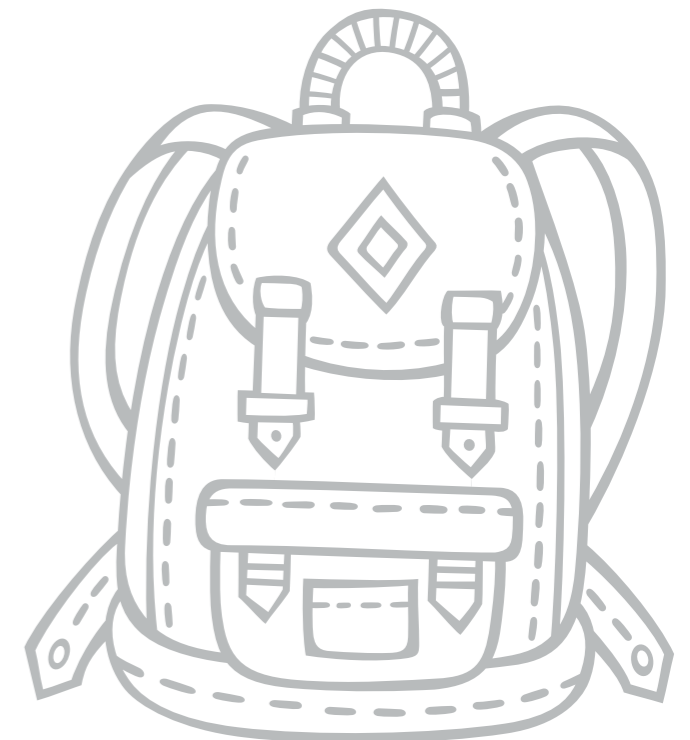
##### PREPARATORY ACTIVITIES

1. Assigning students grades 5<sup>th</sup> to 8<sup>th</sup> in mixed teams, so that a total of seven mixed teams of students are formed (5 students per grade, preferably from different classes).
2. Each team explores one English-speaking country (USA, Canada, Great Britain, Australia, India, or Ireland) and Serbia, by the following subtopics: education, holidays, sports and cuisine of one specific culture.
3. Students in the group are introduced to the tasks by areas of research, and divided into subgroups:
  - a. a part of the team explores education,
  - b. the other part researches the holidays,
  - c. the third part of the team focuses on sports
  - d. the fourth part explores the cuisine of the assigned country.
4. After agreeing on task assignments, students receive guidance from the teacher on how to do research via Google Classroom and/or Viber. Teachers point out to students to think critically about information when analysing collected material and to use evidence to support opinions and information about other cultures.

5. Students have a week to research and collect materials in the form of links, videos, excerpts from TV shows, written sources, photographs, recipes, etc.
6. Students store the collected material on Google Drive and share it with teachers for consultation and selection of key material and specific parts and characteristics of a particular country and its culture.

##### MAIN ACTIVITIES

1. After the final selection of materials, students in groups have three days deadline to prepare presentations.
2. Students share the presentations via Google Drive and post them in the Google classroom, where they will showcase their works and derive conclusions during the regular English class.
3. In English class, through Google Meet, representatives from each team show their PPT presentations, while other students have the opportunity to compare and comment on presentations and similarities and differences between countries.
4. Finally, students who did not participate in research or preparing presentations have the task to write an essay on their observations and conclusions, or to analyse the similarities and differences between all English-speaking countries and to compare them with Serbia.



## Primary School “Žarko Zrenjanin” from Banatsko Novo Selo (Pančevo)

Example of best practice

### “Women Who Changed Serbia”, Extracurricular Activity



#### COMPETENCES FOR DEMOCRATIC CULTURE THAT ARE FOSTERED:

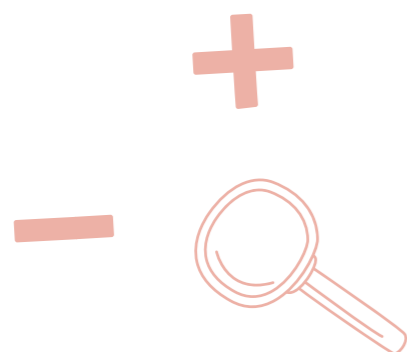
- Valuing human dignity and human rights
- Civic-mindedness
- Self-efficacy

#### AUTHORS:

- **Snežana Knežević**, art teacher
- **Branka Stjepanović**, geography teacher
- **Trezika Roškulec**, history teacher

#### USED ONLINE PLATFORMS, TOOLS AND OTHER MATERIALS

1. Google Meet
2. WeTransfer
3. Zoom platform
4. YouTube
5. Adobe Premiere 2020



#### Brief description of the example

The activity refers to the research work of 8<sup>th</sup> grade students about women who have contributed to the advancement of the rights and position of women in Serbia. The activity can also be realised in the framework of school subjects (civic education, Serbian language, history). Students explore the life stories of women who paved the way for future generations (Draga Dejanović, Ksenija Atanasijević, Katarina Ivanović, Milica Stojadinović Srpinkinja, Draga Ljočić Milošević, Jelisaveta Načić, Danica Tomić, Ljubinka Bobić, Soja Jovanović and Ljubica Marić) and record video works about them. At the end, there is a panel discussion with students grades 5<sup>th</sup> to 8<sup>th</sup>. The activity is focused on learning about women's rights throughout history, gender equality and active civic participation. The same approach can be used for countries, artists, musicians, athletes, etc.

#### Description of implementation steps

##### PREPARATORY ACTIVITIES

1. Teachers instruct students to find material on the Internet or in encyclopedias about women who were the first in Serbia to have particular occupations or interests, and who paved the way for other women in these areas and through their actions influenced education and emancipation of women. Everyone presents the summary of the research results in an online class.
2. Using previous research, students choose the personality they will present as per their preferences and interests.
3. The students prepare short biographical essays about chosen personalities writing in the first person, which they then submit to the teachers. Teachers provide feedback and then rehearse the text together with students via Google Meet.
4. The texts will be used to record individual videos.

5. A student is selected to write and record audio announcements that will connect stories about selected personalities in the video material.
6. A student is selected who, together with the teachers, will be in charge of compiling the material into a single video.
7. Students who are going to record videos design costumes and scenography based on the photographs they found during the research.

##### MAIN ACTIVITIES

1. Students prepare their video projects by speaking the text in the first person, as it is written, trying to portray and “defend” the person they are representing as faithfully as possible, and send them via the WeTransfer application to teachers and students who will compile them into a single video.
2. The student, in co-operation with the teacher, has the task to edit the video, technically process it and show it via Zoom platform to the 8<sup>th</sup> grade students who are the first to watch and comment on it.
3. The final version of the video material is posted on the school YouTube channel and shared on the school website and Facebook page.
4. Finally, through the Zoom platform, an open lesson is organised for students grades 5<sup>th</sup> to 8<sup>th</sup> in the form of a panel debate and discussion on women's rights today and in the past. The panel discussion is organised and led by students who did not participate in the making of the video. The main issues addressed at the panel discussion are: *What are the main characteristics of women who have contributed to the advancement of the rights and position of women in Serbia? What is the position of women today compared to the historical periods shown in the video? Do you know the parts of the world where women are still fighting for their rights? Are women really equal to men in our country today? Give examples from your environment, family... What needs to change in order to improve gender equality further?*





# Primary School "Jovan Cvijić" from Kostolac

Example of best practice

## "Democracy at School", Teaching/Learning Activity



### COMPETENCES FOR DEMOCRATIC CULTURE THAT ARE FOSTERED:

- Valuing democracy, justice, fairness, equality and the rule of law
- Knowledge and critical understanding of the world
- Co-operation skills

### AUTHORS:

- **Saša Cvetković**, team coordinator (informatics and computer science teacher)
- **Vesna Nikolić**, vice principal (pedagogue)
- **Rajko Pejović**, civic education teacher
- **Milena Vračar**, Serbian language and literature teacher

### USED ONLINE PLATFORMS, TOOLS AND OTHER MATERIALS

1. Google Classroom
2. PPT presentations
3. Linolt
4. Movie Maker

### Brief description of the example

The activity is realised by teachers and students of 7<sup>th</sup> grade who attend civic education classes, while the presentation is delivered in lower grades (5<sup>th</sup> and 6<sup>th</sup> grade). One group of students analyses materials on the concept and origin of democracy, and prepare a PPT presentation based on it; the second group finds and analyses materials on the rights, duties and freedoms of citizens, formulates them and presents them on stickers in the Linolt application; the third group surveys students about the importance of the Student Parliament and democratic processes in school and prepares video material in the Movie Maker program. The activity aims for students to get better acquainted with the concept of democracy and its significance in the past and present, and with the application of democratic principles in school.

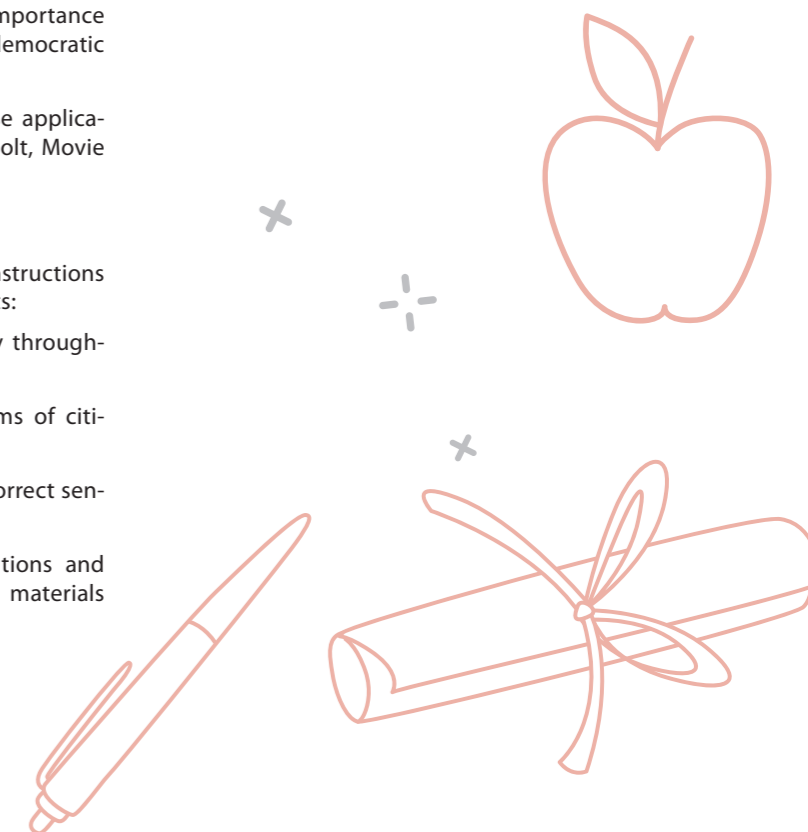
### Description of implementation steps

#### PREPARATORY ACTIVITIES

1. Using Google classroom, civic education teacher provides instructions to 7<sup>th</sup> grade students concerning planned activities, namely:
  - setting up of three groups of students;
  - assignment of tasks for each group - the first group conducts a research on the concept and the development of democracy throughout history. The second group is assigned a research task on the topic of rights, duties and freedoms of citizens. The third group has a research task to survey members of the Student Parliament (live or online) about the role and importance of the Student Parliament and the democratic processes at school;
  - providing instructions on how to use applications and programs (PowerPoint, Linolt, Movie Maker);
  - safe Internet browsing.
2. Subject teachers forward additional instructions and research tasks related to their subjects:
  - **history** (development of democracy throughout history);
  - **civic education** (rights and freedoms of citizens);
  - **Serbian language and literature** (correct sentence structure and spelling);
  - **informatics** (proper use of applications and programs, internet security, saving materials and data).

### MAIN ACTIVITIES

1. Students have a week to conduct research tasks and design the material in the applications and programs provided.
2. Using Google classroom, students present the research outputs to 5<sup>th</sup> and 6<sup>th</sup> grade students - a PowerPoint presentation on the concept and origin of democracy, the stickers in the Linolt application, and finally, a video on the importance of the Student Parliament and the democratic processes at school. This activity can be carried out during one or more school periods, depending on the number of students.
3. After the presentation, a debate on the presented materials is organised where students and teachers discuss what the application of democracy looks like in the world today, what citizens' rights are especially notable in modern society, and how democratic processes in school can be further improved (lasting one school period).



# Primary School “Čaki Lajoš” from Bačka Topola

Example of best practice

## “Three Fairy Tales - Three Cultures”, Extracurricular Activity



### COMPETENCES FOR DEMOCRATIC CULTURE THAT ARE FOSTERED:

- Valuing cultural diversity
- Openness to cultural otherness and to other beliefs, world views and practices
- Co-operation skills

### AUTHORS:

- **Agota Nađ Majlat**, Hungarian language teacher
- **Senka Benčik**, teacher of the Ruthenian language with elements of national culture
- **Martina Marjanović**, Serbian language teacher
- **Silvia Kovač**, psychologist
- **Maja Vrkić**, pedagogue
- **Hargita Paulik**, class teacher
- **Tomislav Savić**, physical education teacher

### USED ONLINE PLATFORMS, TOOLS AND OTHER MATERIALS

1. Google Classroom
2. Google Meet
3. Materials about fairy tales (Microsoft Word, websites)
4. PPT presentations

### Brief description of the example

Students of the 5<sup>th</sup> and 6<sup>th</sup> grade of the primary school participate in this extracurricular activity. The activity is based on comparing the same characters in fairy tales of different cultures, as well as on knowledge acquired from the subjects Serbian language, Hungarian language, and Ruthenian language with elements of national culture, with the participation of those subjects teachers. The aim of the activity is for students to observe similarities and differences in the traits of given characters, to make connections between the traditional and the modern, to apply acquired knowledge and skills from other subjects (informatics, art), and present their work through Google Meet.

### Description of implementation steps

#### PREPARATORY ACTIVITIES

1. Selection of fairy tales of different cultures, in translation prepared by the teacher. Teachers post material related to fairy tales and the assignments (described below) in the Google classroom.
2. Teachers introduce students to fairy tales that they will analyse - each student gets one fairy tale of the culture he/she originates from and one fairy tale from another culture, which has been previously translated (for students who attend school in Hungarian language, fairy tales of Serbian and Hungarian culture were selected, and fairy tales of Hungarian and Serbian culture were selected for students attending school in the Serbian language, and for students learning the Ruthenian language with elements of national culture, fairy tales of Serbian and Ruthenian culture).
3. Teachers instruct students about the manner of presenting the results of their work, which differs depending on their grade, and post instructions on the Google classroom - students of the 5<sup>th</sup> grade should present the results in a PowerPoint presentation. Students of the 6<sup>th</sup> grade should present the results in a form of a book whose content is movable, i.e. in 3D format (correlation with art as a subject). To make the book, students use paper, scissors, glue, crayons, felt-tip pens, colored paper, etc.

#### MAIN ACTIVITIES

1. Teachers, through Google Meet, assign a task to each student - to analyse one character from a fairy tale (dragon, witch, fairy, queen, giant) by comparing the same characters in different cultures and pointing out similarities and differences between them.
2. Students work on the task at home. In addition to comparing the traits of characters from fairy tales of different cultures, students should use their imagination and connect the traditional with the contemporary, answering questions according to the given character.
  - a. What does a dragon eat? Specify the contents of its menu.
  - b. What hobby does a witch have?
  - c. What do fairies pack in a suitcase when they go to the seaside?
  - d. What do queens pack in a suitcase when they go to the seaside?
  - e. What sport does a giant play?
3. Students submit the first draft of PowerPoint presentations (5<sup>th</sup> grade), and display the created books (6<sup>th</sup> grade) and receive teachers' feedback via Google Meet.
4. Teachers of the relevant subjects choose one grammar rule from the student's mother tongue and instruct the students to group keywords according to that rule while working on their task (cross-curricular correlation with grammar).
5. Presentation of student works among the grades is organised through Google Meet - 5<sup>th</sup> grade students show their works to 6<sup>th</sup> grade students, and then 6<sup>th</sup> grade students do the same for 5<sup>th</sup> grade students.
6. During the presentation, students should indicate where else have they met the assigned character (in a play, film, cartoon, etc.).
7. Finally, students and teachers derive a joint conclusion about the characters from different cultures they have analysed, listing key similarities and differences between the three different cultures.



## Primary School "Paja Jovanović" from Vršac

Example of best practice

### "Celebrating World Poetry Day", Extracurricular Activity



#### COMPETENCES FOR DEMOCRATIC CULTURE THAT ARE FOSTERED:

- Valuing cultural diversity
- Co-operation skills

#### AUTHORS:

- **Viktorija Gajta**,  
Serbian language teacher
- **Nevena Kresoje**,  
Serbian language teacher

#### USED ONLINE PLATFORMS, TOOLS AND OTHER MATERIALS

1. Google Classroom
2. YouTube
3. PPT presentations
4. Zoom platform/Microsoft Teams/  
Google Meet
5. Social networks  
(Facebook, Instagram)

#### Brief description of the example

This is an extracurricular activity that relies on the student's knowledge of the subject Serbian language, realised by 8<sup>th</sup> grade students with the help of teachers, on the occasion of World Poetry Day (celebrated on 21 March). It is conducted in co-operation with students and teachers from other primary schools from the territory of the local self-government in which students attend the subject Romanian language with elements of national culture, with an aim to foster cultural diversity. The task for students from all schools is to choose the verses of a poet whose poems were previously covered in the lessons of the mentioned subjects, and then record video presentations in which they expressively recite those verses. The objective is for students to get better acquainted with the works of poets from Serbian and Romanian culture.

#### Description of implementation steps

##### PREPARATORY ACTIVITIES

1. Teachers use Google classroom to give 8<sup>th</sup> grade students detailed instructions on what to focus on when expressively reading and reciting poetry (understanding a poem, evoking emotion, awareness of posture, facial expression, breathing, dynamic, etc.).
2. Students are advised to look at the actors' interpretations on YouTube in order to get the best impression of what expressive recitation of poetry is. It is important to note that students should not imitate actors but give their own interpretation of how they experience the poem.
3. Students of all schools have the task to choose one of the poems of the Serbian poets covered in class (Aleksa Šantić, Branko Radičević, Desanka Maksimović, etc.) or the poems of the national minorities poets (e.g. Vasko Popa and Mircea Eliade, whose poems were performed by the school drama club) and prepare a PowerPoint video presentation in which they will recite selected poems and briefly present essential biographical information about the poet and some interesting facts about them. If they have the means to do so, while reciting students can also contribute to the overall atmosphere by creating the backdrop or using fashion accessories.

4. Students send the created video presentation to their teachers, who give them feedback on the completed task.
5. Teachers of all schools collect video presentations of their students and choose the best interpretations on the level of individual schools.

##### MAIN ACTIVITIES

1. On the occasion of World Poetry Day, a joint online event for all schools is organised (via Zoom platform, Microsoft Teams, Google Meet, etc.), where the best interpretations of students are shown. During this event, students present interesting facts from the life of the poets who wrote their poetry in multicultural environments and how this is reflected in their opus.
2. The best interpretations of students are posted on all school's websites and social networks (Facebook, Instagram) in order to present the achievements of students to the wider local community.



# Agricultural School with Dormitory “Sonja Marinković” from Požarevac

Example of best practice

## “What Is Important to Me”, Form Teacher Class Workshop



### COMPETENCES FOR DEMOCRATIC CULTURE THAT ARE FOSTERED:

- Valuing democracy, justice, fairness, equality and the rule of law
- Valuing human dignity and human rights
- Co-operation skills

### AUTHORS:

- **Slađanka Perić**,  
Serbian language and literature teacher
- **Sanja Živković**,  
chemistry teacher
- **Nada Jelić**,  
vocational subjects teacher in the field of food processing
- **Milena Jovanović**,  
co-ordinator for adult education

### USED ONLINE PLATFORMS, TOOLS AND OTHER MATERIALS

1. Zoom platform or Google Meet
2. Video material on **human rights**
3. Mediation Handbook
4. Handbook for form teachers
5. Handbook for teachers of civic education for the 2<sup>nd</sup> grade of secondary school
6. List of values

### Brief description of the example

The workshop is held in the form teacher class for 3<sup>rd</sup> grade students via Google Meet/ Zoom. The workshop encourages students to think about their own values, beliefs and their hierarchy. Put in a situation to make choices, hierarchies and comparisons of offered values, students gain insight into the connection between rights and values and become acquainted with the universally accepted values that underlie human rights. In the discussion, students accept the fact that the hierarchy of values changes depending on different factors and the fact that value systems differ. The aim of this workshop is for students to become acquainted with values and beliefs and to assess what is important to them in relation to the environment and their own needs.

### Description of implementation steps

#### PREPARATORY ACTIVITIES

1. Through the Google classroom, the teacher (form teacher) introduces students to the activity instructing them to explore the meaning of the following terms: values, tolerance, patriotism, solidarity, human rights.
2. The teacher prepares a list of values consisting of the following: being part of a group; be good at school; be popular; family; have friends; my reputation; be nonviolent; racial and national equality; obedience; equality; patriotism; human dignity; order; freedom; solidarity; respect for others; justice; human rights; tolerance; social success.
3. The teacher prepares a paper with a diamond ranking template, which will serve as an example for students to prepare their own papers.



### MAIN ACTIVITIES

1. Using Google Meet/ Zoom, the teacher introduces the topic of the workshop and plays videos on the issue of human rights.
2. Following this, the students present the meaning of the terms they have previously researched.
3. The teacher shows the previously compiled list of values and gives the task to the students to add to it if they think that something especially important is missing from the list. Once they complete the list of values, students should read it.
4. The teacher instructs the students to select the nine most important values from the list and arrange them in the diamond ranking diagram.
5. When students complete the task, exchange and discussion follow. Students talk about which values they found easiest to discard, which values they hesitated about, which ones they found most difficult to discard, and which values they would not give up at any cost.
6. The teacher directs the discussion to the following questions: *Do they notice similarities between different diamond diagrams? Are there any values that are significant to most in the group? What is most often chosen as the most important value? What does the hierarchy of values depend on? Does the hierarchy change over time and what does it depend on? Will these values have the same significance for them in five or ten years? Is the value system easy/ difficult to change? What do we do in a conflict of value situation?*

### CLOSING ACTIVITIES

1. After the discussion, the students write down one value that they determined as the most important and that they would not give up at any cost, as well as the word they associate with that value.
2. The teacher tells the story of the “wizard of words” who deprives them of the power of speech so that they have only one word at their disposal with which they can communicate (association to value). However, there is a possibility of exchange with others so that one can take the words from a maximum of eight students from the class (words are written down on paper).
3. After that step, the participants are divided into small groups so that one group has the task of making a poem out of the selected words, another group a crime story, and a third a news story.
4. After creating a poem/story/news story, each group presents the result of group work through Google Meet/ Zoom.

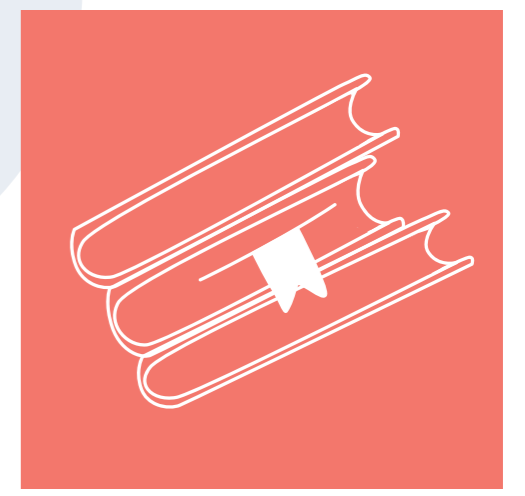
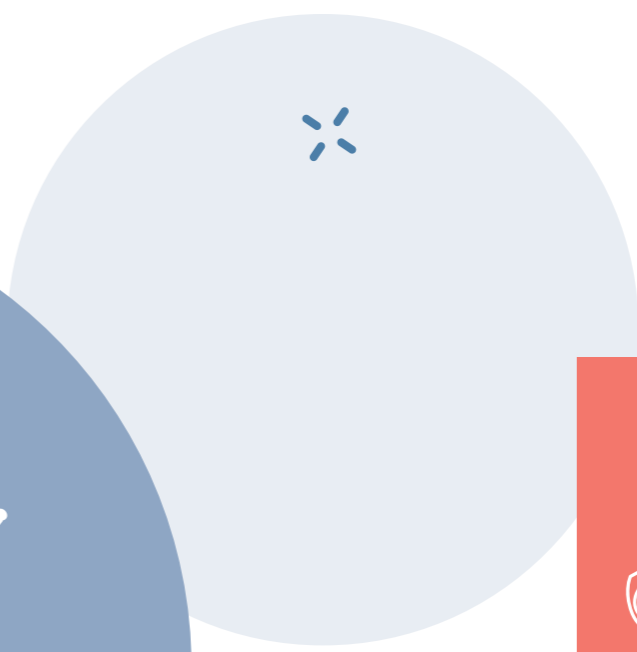


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## SKILLS



# Primary School “Bratstvo” from Novi Pazar

Example of best practice

## “Recycling”, Teaching/Learning Activity



### COMPETENCES FOR DEMOCRATIC CULTURE THAT ARE FOSTERED:

- Analytical and critical thinking skills
- Co-operation skills
- Responsibility

### AUTHORS:

- **Malić Saračević**, geography teacher
- **Ajhana Dukađinac**, physics teacher
- **Slađana Veljović**, class teacher
- **Mersada Mašović**, Serbian language teacher

### USED ONLINE PLATFORMS, TOOLS AND OTHER MATERIALS

1. Google Classroom
2. PPT presentations

### Brief description of the example

This activity is realised with 7<sup>th</sup> grade students with the application of a multidisciplinary approach since it includes contents from several subjects (biology, geography, chemistry, etc.). The objective of the activity is to raise students' awareness of environmental protection and the importance of ecology. Students are divided into three groups and each of them explores one topic important for understanding recycling. This activity improves students' competences for independent research, data analysis, deriving conclusions based on available information, and applying the acquired knowledge in order to develop critical thinking. Students present the results of their work in the Google Classroom, accompanied by a discussion led by the teacher.

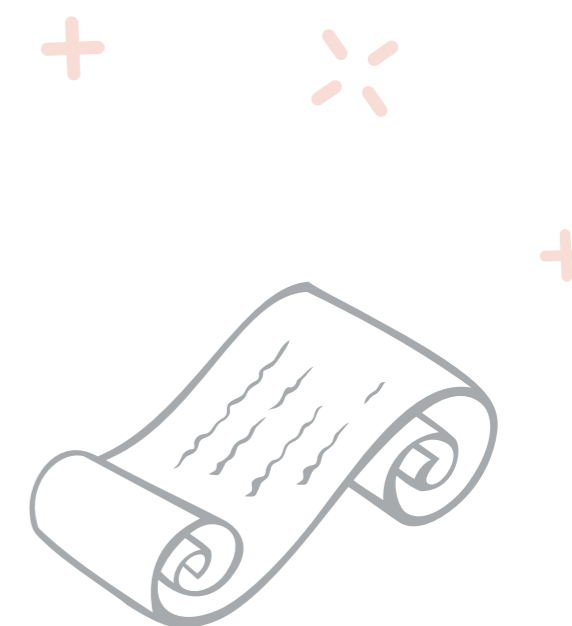
### Description of implementation steps

#### PREPARATORY ACTIVITIES

1. Teachers of biology, geography, and chemistry divide students into three groups according to the topics covered:
  - **the first group** “Paper and Cardboard Recycling”,
  - **the second group** “Plastic Recycling” and
  - **the third group** “Classification of Waste for Recycling”.
2. Teachers and students agree on the rules of research, students' group work, and deadlines for preparing presentations.
3. Teachers use Google classroom to put up work guidelines, links to materials and other useful information, as the starting point for researching the topic. Each teacher posts materials related to their teaching subject.
4. As part of the preparatory activities, teachers monitor the work of students, help them make presentations and find additional relevant materials, and provide them with feedback to successfully implement the activity.

### MAIN ACTIVITIES

1. Depending on the group assignment, students research the topic using the available information provided by the teachers, but also by searching for them on the Internet and in other sources (books, interviews with experts, etc.).
2. Students agree on the responsibilities of each member of the group and make a PPT presentation on the given topic. Teachers review and give feedback on the PPT presentations.
3. After exploring the topic, creating and reviewing the presentations, each group puts their PPT presentation on the Google classroom and presents the result of their work.
4. Other students follow the presentation and ask questions, while the teachers initiate a discussion (What are the benefits of recycling? Who is responsible for environmental protection? etc.), summarizing the main conclusions.
5. After the presentation and discussion, all students are given the task to describe in one sentence what recycling is for them and what its significance is, with the aim of evaluating what they have learned. When reading the answers, teachers take into account whether the students' opinion is based on the reliable information and how much the students apply critical thinking. Their observations are posted in a visible place in the Google classroom.



# Primary School “Veljko Dugošević” from Turija (Kučevo)

Example of best practice

## “Homolje Tourist Postcard”, School Project in Co-Operation With the Local Community



### COMPETENCES FOR DEMOCRATIC CULTURE THAT ARE FOSTERED:

- Autonomous learning skills
- Co-operation skills
- Analytical and critical thinking skills

### AUTHORS:

- **Ivana Pavlović**, Serbian language teacher
- **Sanela Ankić**, German language teacher
- **Nebojša Ilić**, mathematics teacher
- **Milan Krstić**, history teacher
- **Marina Lazić**, class teacher
- **Ivana Videnović**, pedagogist
- **Filip Paunović**, geography teacher

### USED ONLINE PLATFORMS, TOOLS AND OTHER MATERIALS

1. Google Classroom
2. Google Questionnaire
3. Google Sites
4. Google Meet

### Brief description of the example

This is a school project covering several subjects (geography, history, Serbian language and literature, informatics and computer science, foreign languages) intended for 7<sup>th</sup> and 8<sup>th</sup> grade students, implemented in co-operation with the Tourist Organisation of Kučevo and the Cultural Center “Dragan Kecman”. The project aims for students to independently explore information about the scenic beauty and tourist potential of their region and present their knowledge to others with the help of the Google Sites. During the development of the project, students should learn how to collect and select data, how to assess the reliability of information sources and master the digital competences they need to create a website. Teachers have the role of mentors who guide the work of students and their co-operation on the project.

### Description of implementation steps

#### PREPARATORY ACTIVITIES

1. Setting up Google Classroom where communication between students and mentor teachers will take place. Students can also use mobile applications (Viber or WhatsApp) to communicate with each other.
2. Teachers prepare a questionnaire about the natural beauty and cultural and historical sights of the local community.
3. Before starting the project, students fill out a Google questionnaire to determine the extent to which they are familiar with the natural beauty and cultural and historical sights of their area. The results of the questionnaire are also the starting point for collecting data needed to create a Google website.
4. Students who will edit the Google site are selected. Through Google Meet, selected students have a short training on how to edit a Google site (how to create pages, post materials, etc.) and learn about copyright protection.
5. Establishment of co-operation with the Tourist Organisation of Kucevo and the Cultural Center “Dragan Kecman” (and with organisations from other local communities)<sup>10</sup>.

### MAIN ACTIVITIES

1. Teachers organise students into groups and present them the activity by explaining their tasks, and introducing them to the data they need to collect.
  - **Group 1** explores the natural beauty of their region (Pek, Ceremošnja, Ravništarka, springs and waterfalls, or other local sites).
  - **Group 2** explores the local cultural and historical sights (archaeological sites, libraries, monuments).
  - **Group 3** investigates which prominent personalities are from the local community.
  - **Group 4** explores cultural events in the local community.
  - **Group 5** explores customs and beliefs in the local community.
  - **Group 6** collects interesting facts about the local community.
  - **Group 7** (translators) has the task of translating parts of the material into English and German.
2. Students conduct the research using different sources of information and select the obtained data, deciding what they will use to write a text for the site.
3. The students send the results of their research (created texts) to the mentor teachers who should check the accuracy of the provided information.
4. After teachers' feedback, students proceed to edit the page on the Google site.
5. Together, students compile a Google questionnaire that will be used as a survey for site visitors.
6. After creating the Google site, all students fill out the Google questionnaire from the beginning of the activity once again to check what they have learned during the work on the project.

<sup>10</sup> The co-operation was centered around a recording of a lecture on how to research and collect data on the customs of our region that the mentioned organisations forwarded to be shown in Google classroom to students before the start of the research.

# Primary School “Dositej Obradović” from Vranovo (Smederevo)

Example of best practice

## “In Honor of Saint Sava”, Extracurricular Activity



### COMPETENCES FOR DEMOCRATIC CULTURE THAT ARE FOSTERED:

- Co-operation skills
- Linguistic, communicative and plurilingual skills

### AUTHORS:

- **Violeta Stanimirović**, school principal
- **Marija Filipović**, music teacher
- **Ivana Stojić**, Serbian language and literature teacher
- **Tijana Đokić**, pedagogist
- **Nevena Kostić**, teacher, website administrator
- **Vladimir Arandjelović**, Serbian language and literature teacher, editor of the school magazine
- **Zorka Matejić**, class teacher
- **Nataša Golubović**, class teacher
- **Danijela Jeremić**, French language teacher
- **Katarina Novaković**, English language teacher
- **Gordana Budimirović**, art teacher

### USED ONLINE PLATFORMS, TOOLS AND OTHER MATERIALS

1. Google Meet
2. Google Classroom
3. Viber
4. Video compressor
5. Movavi Video Editor Plus

### Brief description of the example

This activity includes the production of a film and a special issue of the school magazine “Stvaramo zajedno (*Creating Together*)”, which are made in honor of Saint Sava, on the occasion of this saint’s day Savindan. Teachers and students prepare a film, or more precisely a recording of the school show, and prepare material for publishing a school magazine. By participating in these activities, students develop co-operation skills that are manifested in working together to achieve set goals. Linguistic, communicative and plurilingual skills are improved by writing articles for the magazine and translating the content into English and French.

### Description of implementation steps

#### PREPARATORY ACTIVITIES FOR THE FILM (RECORDED PERFORMANCE)

1. Using Google classroom, the Serbian language and music teachers choose the content and materials that will be used to prepare the event (songs, stories, script for students who will act, etc.) together with the students. Students actively participate in the selection of songs and stories and collaborate with peers on the assignment of roles and responsibilities.
2. Through Google Meet, the Serbian language and music teachers together with students practice reciting poems, performing music and acting.

#### PREPARATORY ACTIVITIES FOR THE SCHOOL MAGAZINE

1. The teacher who leads the school journalism club and its members agree on topics and selection of articles for the new issue of the magazine (the magazine will have several sections - songs about St. Sava, compositions about St. Sava written by students of different grades, student artwork, other important current news about school which are not directly related to the celebration of Savindan - texts about music, notable school activities, etc.).

#### MAIN ACTIVITIES FOR THE FILM (RECORDED SCHOOL SHOW)

1. Students, with the help of parents or older siblings, record content (recitals, acting, etc.) using the Movavi Video Editor Plus, and send the recorded material to teachers via Google Classroom.
2. The recorded materials are delivered to the teachers who, after reviewing them, compile them into a single video in co-operation with the students (using a video compressor).
3. The video is published on the school Facebook page and school website.

### MAIN ACTIVITIES FOR THE MAGAZINE

1. Students and teachers prepare parts of the magazine issue.
  - Teachers and students prepare material for a St. Sava-themed magazine (written compositions, poems, student artworks, current news, etc.).
  - The pedagogist, in co-operation with the staff and students, prepares news and materials for the magazine about the implemented projects and their results, as well as about important school activities that were realised in the first semester.
  - The music teacher and students write an article about music in the primordial community.
  - Students, with the support of English and French language teachers, translate stories about St. Sava into French and English.
2. Students deliver materials to teachers via Viber or Google classroom, who review them and then forward them to the teacher who leads the journalism club.
3. The teacher who leads the journalism club (Serbian language teacher), together with its members, makes the final choice of material to be published in the magazine.
4. The teacher who is the administrator of the school website posts a magazine on the school website and the school Facebook page.





# Primary School "Dragiša Luković Španac" from Kragujevac

Example of best practice

## "Sleeping Beauty", Extracurricular Activity



### COMPETENCES FOR DEMOCRATIC CULTURE THAT ARE FOSTERED:

- Co-operation skills
- Self-efficacy

### AUTHORS:

- **Slavica Atanacković**, class teacher
- **Biljana Antonijević Savić**, class teacher
- **Jelena Rakić**, English language teacher
- **Tatjana Radonjić Mojsilović**, art teacher

### USED ONLINE PLATFORMS, TOOLS AND OTHER MATERIALS

1. Google Classroom
2. Movie Maker
3. Zoom platform
4. School website
5. Facebook
6. YouTube

### Brief description of the example

As part of this extracurricular activity, 3<sup>rd</sup>, 4<sup>th</sup> and 6<sup>th</sup> grade students prepare a puppet show, trailer and illustrative promotional poster, in order to participate in the international competition "Lutvid Fest". Preparing a puppet show involves making puppets and rehearsing roles. These activities are intended for 3<sup>rd</sup> and 4<sup>th</sup> grade students, while 6<sup>th</sup> grade students, with their mentors, prepare a trailer, an announcement for the play, and an interactive poster display. With the aim of developing the co-operation skills, students jointly implement all activities and at the end of it, they have a discussion about the importance of co-operation in achieving the set goals. The activity is named after the play chosen for students to perform - the "Sleeping Beauty" in verse by Ljubivoje Ršumović.

### Description of implementation steps

#### PREPARATORY ACTIVITIES

##### For 3<sup>rd</sup> and 4<sup>th</sup> grade students

1. Using Google classroom, teachers, in co-operation with students, choose the literary work to perform and start writing the script for the puppet show.
2. Teachers, in co-operation with students, agree on students of 3<sup>rd</sup> and 4<sup>th</sup> grade who will participate in the play and introduce students to their roles and tasks - the main tasks are making puppets and acting in the play.



##### For 6<sup>th</sup> grade students

1. Teachers, in co-operation with students, assign 6<sup>th</sup> grade students who will record a trailer.
2. Students write a shooting plan for the trailer using Movie Maker.
3. Teachers, in co-operation with students, assign 6<sup>th</sup> grade students who will make promotional posters for the play.
4. Students browse through ideas for the posters with the support of the art teacher.

#### MAIN ACTIVITIES

##### 3<sup>rd</sup> and 4<sup>th</sup> grade students

1. 3<sup>rd</sup> and 4<sup>th</sup> grade students make puppets by participating in school workshop as well as at home, based on instructions that the teacher forwards to parents and students.
2. Students rehearse the script for the performance previously written by the teachers, both at home and at school.
3. Students record parts of the performance in different locations (at home, outdoors, etc.) and, with the help of the teacher, compile a single video using the Movie Maker program.

##### 6<sup>th</sup> grade students

1. Students produce and edit the trailer from the recording of the entire play, with the support of the teacher, in the Movie Maker program.
2. Students, also with the help of the teacher, make promotional posters for the recorded play.
3. The video, trailer and promotional posters are posted on the school website and social networks (Facebook, YouTube).

#### CLOSING ACTIVITY

1. All students who participated in the preparation of the play and the accompanying materials meet on the Zoom platform to exchange experiences about their co-operation and the achieved results, with the support of the teachers. Some of the questions discussed are: *What does it take to prepare a play? Who did you co-operate with? How did the co-operation go? Did you encounter any challenges during the preparation of the play and which ones? How did you overcome them? How important is working together to achieve a goal?*

# Primary School “Ivan Vušović” from Ražanj

Example of best practice

## “Friend of the Month”, Extracurricular Activity



### AUTHORS:

- **Milena Marković**,  
pedagogue
- **Jelena Žikić**,  
class teacher
- **Aneta Petrović**,  
teacher of informatics and mathematics
- **Darko Hristov**,  
psychologist

### COMPETENCES FOR DEMOCRATIC CULTURE THAT ARE FOSTERED:

- **Empathy**
- Knowledge and critical understanding of the self

### USED ONLINE PLATFORMS, TOOLS AND OTHER MATERIALS

1. Microsoft Teams (Forms) platform
2. Google Sheets
3. PPT presentations

### Brief description of the example

The activity is about anonymous voting for the election of a student from the class who, in students' opinion, deserves the title “Friend of the Month” the most. The friend of the month is someone who has a developed competence of empathy, and by applying it contributes to nurturing a positive atmosphere at school. Before the election, students are presented with situations in which the applicability of descriptors related to empathy competence is analysed. After the election of the student, a discussion is organised about the importance of empathy in school. Finally, students from the Student Parliament prepare a video presentation. The goal of this activity is to develop students' competence of empathy and for students to critically relate to their own actions, based on the reflection on different situations in which empathy can be applied, and thus improve their knowledge about themselves.

### Description of implementation steps

#### PREPARATORY ACTIVITIES

1. The school's psychological-pedagogical service prepares a description of the situations that will be used for the students' reflections on their own actions. It is preferable to use existing situations in school, for example:
  - *A friend is often absent from school due to illness. When he is at school, students do not pay attention to him, which is why he is constantly lonely. He is happiest when he is in art class because he likes to draw. How do you react to that?*
  - *The two sisters recently moved to the town with their family and are new in school. Although they attend different classes, they are constantly together and do not hang out with anyone else. Other students say they have some difficulty using the language of instruction. How do you react to that?*
2. The school's psychological-pedagogical service prepares a questionnaire on the election of the Friend of the Month and puts it on the Microsoft Teams platform. The questionnaire contains a field for entering the name of a friend who students consider to have a developed competence of empathy, a field for listing identified characteristics, and a field for explaining why they chose that particular friend. The name and surname of the student is selected from the drop-down menu, with names of all students. Offered questions for the election are:
  - *Choose the name of the student from the class that you think deserves to be the Friend of the Month (state the name of the month).*
  - *Why did you choose him/her? By what characteristics did he/she stand out as the Friend of the Month? Write down those traits.*
3. The questionnaire with instructions for conducting the activity is forwarded to class teachers and form teachers.

#### MAIN ACTIVITIES

1. Teachers raise the topic of reacting in certain situations using the form teacher class channel (FTC) on the Microsoft Teams platform (about 30 min).
2. After the discussion, students are provided with a link to the questionnaire on the Microsoft Teams platform, where they can choose the name of the Friend of the Month and list the characteristics that guided their choice.
3. The form teacher submits the name of the student, together with the list of characteristics, to the supporting service. The supporting service, form teachers, and the informatics teacher have an insight into the course and results of the voting at all times.
4. The name of the student who won the most votes is published on the Student Parliament channel on the Microsoft Teams platform.
5. In their FTC class, each form teacher organises a discussion on empathy through the Microsoft Teams platform and moderates the discussion on the topics presented below (discussions are recorded). During the discussion, the following questions are asked and topics covered:
  - *What qualities does an empathetic person possess? Does the chosen Friend of the Month have those qualities? (The form teacher prepares before the discussion and lists the characteristics that the selected student possesses, and draws a parallel with the empathy descriptors.)*
  - *Why is empathy important (with a focus on developing democratic competences)? Do they notice empathetic behaviours in their environment and how do they recognise them?*

**Note:** Other questions and topics can be used in the discussion, depending on the specifics of the class and the current obstacles that students face and that they need to overcome together with the support of the form teacher (e.g. exclusion of students from poor families in the group, etc.).
6. Representatives of the Student Parliament jointly make a video presentation on the “Friend of the Month” activity, using Microsoft PowerPoint. This activity requires representatives of the Student Parliament to agree on the concept of the video, to upload photos and text, and to include relevant key excerpts/conclusions from the discussions organised in each class. Form teachers organise a discussion in the FTC. Due to the volume of material, the form teacher submits excerpts from the discussion, in a specific month, once during the school year, which will be published in the form of a video presentation.
7. The video presentation “Friend of the Month” can be seen on each floor of the school (via TV or computer) during the particular month, and it is also posted on the school's website.

# Primary School “Jovan Jovanović Zmaj” from Đurđevo (Žabalj)

Example of best practice

## “Home Sweet Home”, Project-Based Teaching/Learning



### COMPETENCES FOR DEMOCRATIC CULTURE THAT ARE FOSTERED:

- Skills of listening and observing
- Tolerance of ambiguity

### USED ONLINE PLATFORMS, TOOLS AND OTHER MATERIALS

1. Google Classroom
2. Google Meet
3. Movie Maker
4. YouTube
5. Viber

### AUTHORS:

- **Ljubica Klepić**, principal
- **Julkica Ljiljanić**, class teacher
- **Svetlana Šovljanski**, class teacher
- **Sanja Miražić**, biology teacher
- **Blaženka Timko Stanković**, mathematics teacher



### Brief description of the example

This activity covers various subjects and teaching contents: Serbian language (Branko Ćopić's “Ježeva kućica (Hedgehog's Home)”), the world around us (“We Live in a Settlement”), music (the song “Na kraj sela (At the End of the Village)”), art (“Shadow Theater”), a form teacher class (“In Other People's Shoes”) and is implemented with 1<sup>st</sup> grade students. Project-based teaching/learning takes place over two days, involving several activities that students carry out - analysing and singing songs, drawing houses, making cardboard puppets and stage backdrops for a play written by teachers, and together with their parents, filming parts of the script that are compiled into the final video, which is presented to all students at the end. The aim of this activity is for students to improve their skills of listening and observing and understanding different points of view, with the opportunity to appreciate how the characters in the play feel while performing the activity.

### Description of implementation steps

#### PREPARATORY ACTIVITIES

1. Teachers meet and plan the implementation of activities and assignment of roles. They set up a Google classroom for the realisation of this activity, and inform students and their parents through the Viber group about the topic and how it will be realised within the framework of different subjects.
2. Through the Google classroom, students receive a link where they can watch the film “*Hedgehog's Home*” by Canadian director Eva Cvijanović in order to get acquainted with the topic that will be covered in the next few days.

#### MAIN ACTIVITIES

Project-based teaching/learning is realised over two days, via e-classroom and Google Classroom. The main activities per subject are listed below.

#### Serbian language - Branko Ćopić's “Ježeva kućica (Hedgehog's Home)”

1. In addition to the literary work “Ježeva kućica” by Branko Ćopić, the following works by the same author are studied in the Serbian language class, either live or through the Google classroom: “Slavni lovac (Famous Hunter)”, “Lijino pismo (Fox's Letter)”, “Kod lijine kuće (At Fox's House)”, “Noć (Night)”, “Rastanak (Farewell)”, “Potjera (The Chase)”, “Vuk (Wolf)”, “Medo (Bear)”, “Divlja svinja (Wild Boar)”, “Pred ježevom kućom (In Front of the Hedgehog's Home)”, “Tri galamdžije (Three Loudmouths)”, “Ježev odgovor (Hedgehog's Answer)”, “Kraj (The End)”.
2. The works read are discussed in the class, covering the following topics: *What are the main characters, their traits and how do they behave in given situations? How would students behave in these situations and what would they change in the behaviour of the main characters and why?*

#### The world around us - “We live in a Settlement”

1. The topic “We Live in a Settlement” is explored by talking to students about the place where they live, what it looks like, etc. It consists of two tasks that are realised through the Google classroom. Students have the task to draw at home and then put on the Google classroom: 1) houses then and now (draw one house) and 2) typical houses of our region (draw one house).

#### Form teacher class - “In Other People's Shoes”

1. Teachers prepare a script for the play “In Other People's Shoes”, in which the literary work “Ježeva kućica” is adapted for 1<sup>st</sup> grade students. That play has two endings, one end that originally appears in the story “Ježeva kućica” and a different end, in which the wolf, the bear, and the wild boar apologise to the hedgehog and they all continue to live happily in the forest.
2. The teacher presents the script of the play to the students through Google classroom.
3. The teacher chooses the students to act (using cardboard puppets on a stick that the students make in the art class - described below).

#### Music class - “Na kraj sela (At the End of the Village)”

1. In the music class, a musical accompaniment is prepared for the adapted play “Hedgehog's House” by students and the teacher practicing singing the songs “*Na kraj sela*” and “*Ježeva kućica*”.

#### Art class - “Shadow Theater”

1. The preparation of the adapted play continues in the art class where students: 1) make cardboard puppets on a stick and 2) make stage backdrops for a play (as many boxes as there are scenes based on the scenario determined in the form teacher class).
2. Activity is continued at home with the support of parents, who receive instructions from teachers.

#### Form teacher class - “In Other People's Shoes”

1. Putting on the play “In Other People's Shoes” - parents take videos of students who speak their parts from the script, meaning the puppets students “borrow voices” to and backdrops made in art classes.
2. The parents send the video recordings to the teachers, who compile them into a single video using Movie Maker.
3. The final video is shown to all students in the Google classroom.

#### CLOSING ACTIVITY

1. After the show, a discussion is conducted via Google Meet based on the following questions: *Which ending of the play did you like best? Why? Which ending of the play would you like to see and why? What are the intentions of the main characters of the play? How do you think the main characters feel?*

# Primary School “Mito Igumanović” from Kosjerić

Example of best practice

## “I’m Sending You a Letter”, Co-operation with a Supplementary School from Abroad



### AUTHORS:

- **Sanja Hundhammer**, class teacher at the Serbian Supplementary School from Norway
- **Sena Vukotić**, Serbian language and literature teacher at the Primary School “Mito Igumanović” from Kosjerić and pedagogical advisor
- **Ule Hundhammer**, extracurricular associate
- **Filip Vukotić**, Serbian language and literature teacher at the Primary School “Mito Igumanović” from Kosjerić

### COMPETENCES FOR DEMOCRATIC CULTURE THAT ARE FOSTERED:

- **Linguistic, communicative and plurilingual skills**
- Skills of listening and observing
- Openness to cultural otherness and to other beliefs, world views and practices

### Brief description of the example

The activity is realised in co-operation with the Serbian Supplementary School from Stavanger in Norway. The idea behind this is for the students of the supplementary school from Stavanger and the primary school “Mito Igumanović” from Kosjerić to connect, get to know each other better and exchange knowledge about different cultures and issues that are topical in Norway and Serbia. Students communicate with letters for a period of six months, but also through social networks. Students, with the support of teachers, socialise and send each other written and video greeting cards, gifts, postcards, participate in online meetings on the Zoom platform, and thus learn something new about cultures in Norway and Serbia.

### Description of implementation steps

#### PREPARATORY ACTIVITIES

1. Agreement on how two schools will be co-operating and planning of students’ activities.
2. Informing parents about the activity and obtaining their consent to participate in the project/ activity.
3. Selection of students from two schools and their pairing for socializing/ correspondence, as per wishes and affinities of students.

#### USED ONLINE PLATFORMS, TOOLS AND OTHER MATERIALS

1. Zoom platform
2. Viber
3. Social networks (Facebook, Twitter)
4. YouTube
5. Filmora video editor

### MAIN ACTIVITIES

1. Teachers support students in composing the first letter to help them get to know their counterpart better. The subject of the first letter is “Let’s get to know one another”.
2. Exchange of the first letters of students from two schools.
3. Connecting students through social networks and forming a joint Viber group.
4. Writing and exchanging other letters on topics: what is my school like, my hobby, my family. Letters are exchanged over a period of six months.
5. After a period of six months, a joint online meeting is held of all students and teachers to reflect on socializing and knowledge gained by students in the previous period.
6. After exchanging letters and socializing online, the students send each other New Year’s greetings and sweets gifts.
7. Students send each other Easter greetings and sweets gifts.
8. After the exchange of letters and greetings, a thematic online meeting is held on the Zoom platform on the topic of how to behave in an imaginary situation.
9. Video materials collected during the activity are edited and compiled into a promotional video. The material is prepared together by students and teachers and forwarded to the media.
10. Publication of a promotional film about the joint activity on available media (the school’s promotional film was published on the **YouTube channel**, the **Rasejanje.info** portal, the **RTS portal**, and the **IIE portal**).
11. The promotional film was forwarded to other Serbian supplementary schools in the diaspora. Screening of the film and learning about the activity can serve as a model for strengthening the co-operation between students from Serbia and the diaspora.

# Primary School "Mića Stanojlović" from Koceljevo

Example of best practice

## "In the World of Fables", Thematic Week, Teaching/Learning Activity



### COMPETENCES FOR DEMOCRATIC CULTURE THAT ARE FOSTERED:

- Skills of listening and observing
- Co-operation skills
- Linguistic, communicative and plurilingual skills

### AUTHORS:

- Vesna Eraković,  
class teacher
- Zagorka Eraković,  
English language teacher

### USED ONLINE PLATFORMS, TOOLS AND OTHER MATERIALS

1. Microsoft Teams
2. Viber
3. Paint
4. PPT presentations

### Brief description of the example

The thematic week "In the World of Fables" is part of the four-year project *Fables in the Literature of the Early Grades of Primary School*. Within the thematic week, the eleven fables are explored, that are closely related to the content of 4<sup>th</sup> grade subjects, which is why this activity is intended for 4<sup>th</sup> grade students. In their research, students study the characteristics of animals from fables and learn about them in the context of various subjects. The aim of the activity is to improve students' skills of listening and observing through horizontal and vertical integration of teaching content by analysing the characteristics and behaviour of fable characters, as well as to improve their co-operation skills and plurilingual skills by conducting various activities.

### Description of implementation steps

#### PREPARATORY ACTIVITIES

1. Using the Microsoft Teams platform, the teacher presents the thematic week to the students and explains what it means and what activities it will entail. Parents were also informed about the thematic week.
2. Students have a free choice to split into six groups according to the animal that is the subject of the research: turtle, rabbit, lion, bull, wolf, lamb.
3. The groups are given a research task, using the materials available on the Internet and information from textbooks and books, the school and city libraries. The research tasks are carried out jointly on the Microsoft Teams platform, and they involve collecting photos of the animal assigned to their group and answering the questions: Where does the animal live? How does it look? What does it eat? What are the characteristics of the natural environment in which the animal lives?
4. Each group makes a poster about the animal, which should contain pictures and notes about its characteristics. Students create a poster using Paint, Word, and/or a PPT presentation. The activity aims for students to get acquainted with the behaviour of these animals in their natural habitat in order to better understand their behaviour in fables and why certain characteristics are assigned to a particular animal.
5. Teachers prepare PPT presentations on the topic "Educational Role of Fables", "In the World of Animals" and "In the World of Fables".

### MAIN ACTIVITIES

Within the framework of main activities, there are a total of **five thematic areas** (each day has its own name), which are covered in different subjects (live or online on the Microsoft Teams platform).

#### 1. THE WONDERFUL POWER OF NATURE

- **Serbian language:** The most beautiful verses and passages - reading the fables and presenting group posters via the Microsoft Teams platform
- **Mathematics:** The connection between multiplication and division (text problems with interesting facts about animals, heroes of fables)
- **Nature and society:** Movement - where the movement of animals, their characteristics, migrations, etc. are mentioned.

#### 2. IN THE WORLD OF FABLES

- **Mathematics:** 0 and 1 in multiplication and division operations - text problems - in which fable characters are used
- **Serbian language:** We paint with words - group work of students on the content of fables "The Tortoise and the Hare", "The Lion and the Bull", "The Wolf and the Lamb"
- **Folk tradition:** Hospitality (study of the work "Gostoljublje (Hospitality)" by J. J. Zmaj; "Među ljudima svašta biva (Things Happen Between People)" - a story about a bad loan and a good repayment), using the Microsoft Teams platform

#### 3. I'LL TELL YOU A STORY

- **Serbian language:** Composing a story based on given words - students' creative work - students write a story in which the main protagonists have the traits of fable characters (group work), using the Microsoft Teams platform
- **Mathematics:** 0 and 1 in multiplication and division operations - textual tasks - fable characters are used in textual tasks
- **Nature and society:** Let's find out about the natural phenomena - electricity (Stories about Benjamin Franklin and Nikola Tesla. The stories make the examples of electricity in nature more approachable to children and show that, in addition to being characters in fables, animals also play a role in the lives of these scientists, in the creation of their ideas and the performance of experiments; fables "The Lion and the Mouse", "The Horse and the Donkey", "The Wolf and the Lamb")
- **Art classes:** Warm and cold colors - artistic presentation of the content of fables in warm and cold colors.

#### 4. WORDS CAN MAKE FRIENDS TOO

- **Serbian language:** Types of words - students use texts of the fables to select and classify types of words that are learned (group work)
- **Mathematics:** Multiplying natural numbers by a decimal unit - textual tasks - fable characters are used in textual tasks
- **English:** IN THE WORLD OF FABLES, First Part; reading short stories, learning new ones related to animals and their traits mentioned in short stories, using Microsoft Teams platform.
- **Music class:** S. S. Mokranjac: listening to music: "Iz liturgije Sv. Jovana Zlatoustog (*From the Liturgy of St. John Chrysosom*)"- Connecting the works of Mokranjac, Vuk Karadžić, and Dositej Obradović, emphasizing the importance of music in people's lives ("The Cricket and the Ant")

#### 5. WISING UP

- **Serbian language:** Selection from oral literature (proverbs, anecdotes) - an anecdote on the topic of "The Dinner Changed its Mind" ("The Lion and the Bull"); students group work - each of the groups state the moral of the fables learned from 1<sup>st</sup> to 3<sup>rd</sup> grade in the form of proverbs (previously, students were reminded of all fables in the classes of Serbian language)
- **Mathematics:** Multiplying natural numbers by a decimal unit - textual tasks - fable characters are used in textual tasks
- **English language** - IN THE WORLD OF FABLES, Second Part; Following the previous lesson, students list the characteristics of animals in English language from fables that they read in Serbian language classes, using the Microsoft Teams platform.
- **Form teacher class:** Showing PPT presentations "Educational Role of Fables", "In the World of Animals" and "In the World of Fables". After the presentation, the following topics are discussed with the students: *After listening to fables and analysing the characteristics of animals through different subjects, what are your main (group) conclusions? Were the intentions of the animals from the fables immediately clear to you? How did you find out what the animals would do? What did you like the most and the least in group work?*



# Primary School “Mihailo Petrović Alas” from Belgrade

Example of best practice

## “Teacher-Student Game”, Extracurricular Activity



### COMPETENCES FOR DEMOCRATIC CULTURE THAT ARE FOSTERED:

- Co-operation skills
- Empathy
- Knowledge and critical understanding of the self

### AUTHORS:

- **Ljiljana Lazarević**,  
class teacher
- **Suzana Dašić**,  
Serbian language and literature teacher
- **Jelena Geić**,  
class teacher

### USED ONLINE PLATFORMS, TOOLS AND OTHER MATERIALS

1. Google Classroom
2. Google Meet
3. Google Questionnaire
4. PPT presentations

### Brief description of the example

In this activity, students have the roles of both students and teachers and perform in pairs three different tasks, two of which are performed online and one in face-to-face contact. Students have the support of teachers in playing these roles. Playing the roles of Student and Teacher, students get to know each other better, but at the same time, they learn from their peers. After carrying out various tasks, a discussion with students is organised via Google Meet and an evaluation of activities is performed using Google Questionnaire. The aim of the activity is for students to develop better quality relationships, to get to know each other more in terms of knowledge, skills, and interests they have, with the goal of developing empathy and building a co-operative relationship. With appropriate adjustments of content, this extracurricular activity can also be realised within the framework of the subjects.

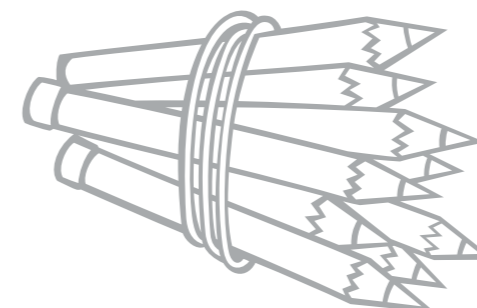
### Description of implementation steps

#### PREPARATORY ACTIVITIES

1. Teachers prepare notes with the names of all students and randomly draw pairs, and introduce students to the roles of Teacher-Student. **Note:** In the continuation of the description of activities, if the Teacher is written in capital letters, it means that it is a student who plays the role of a teacher, while a teacher as a school employee will be written in the text in small letters.
2. Using Google Meet, the teachers explain the rules and the objective of the game to students in the form teacher class, and put up a document with instructions on the Google classroom.
3. The overall co-ordination and student support for the implementation of tasks (described below) are provided by the teacher. A special meeting is organised with students who have the role of a Teacher through Google Meet, in order to present the whole process to the students and to fully master the planned tasks.

### MAIN ACTIVITIES

1. Teachers give instructions for the implementation of tasks to students.
  - **Task 1** - The Teacher should help the Student master some school knowledge and tasks by meeting him through Google Meet. First, the Teacher, with the support of the teacher, evaluates what kind of help the Student needs, and then asks the Student for his assessment in which area he needs help. In this part of the game, the teacher can also make a worksheet with tasks in order to evaluate their work, and how much the Student has learned.
  - **Task 2** - the task is for the Teacher to acquaint the Student with a skill that he/she possesses and to show him/her how it is done, and how it can be developed, etc. It can be singing, drawing, a sports game, handling some props, origami, using drawing programs, editing video material, and the like, whatever they want and can do. This task is carried out face-to-face.
  - **Task 3** - The teacher should prepare the Student for public speaking, through Google Meet. In a public address, which lasts two minutes, the student should introduce himself in a PPT presentation – his family, friends, pets, sports, activities, interests, etc. Students shows the PPT presentations they prepared through Google Meet in the form teacher class.
2. After the completed tasks, the teachers discuss with the students their impressions about the tasks they have implemented, guided by the following questions: *How do you feel in the role of a Teacher? How do you feel when you work with a peer who has the role of a Teacher? Was it easy for the Teacher to establish co-operation with the Student? Has the Student mastered the task? Would you do something different? How did your pair feel during the tasks?*
3. Finally, an evaluation of the activity is performed, using the Google questionnaire, which is then posted in the Google classroom. **Note:** The game can be continued by the same pairs swapping roles or by drawing new Teacher-Student pairs.



# Primary School "N.H. Dušan Dugalić" from Belgrade

Example of best practice

## "Let's Rejoice Together", Combined Lesson



### COMPETENCES FOR DEMOCRATIC CULTURE THAT ARE FOSTERED:

- Skills of listening and observing
- Co-operation skills

### AUTHORS:

- **Branislava Živanović**,  
special education teacher
- **Ljubica Janošević**,  
special education teacher
- **Ivana Novović**,  
special education teacher
- **Jelena Telečki**,  
special education teacher

### USED ONLINE PLATFORMS, TOOLS AND OTHER MATERIALS

1. Viber
2. E-mail
3. YouTube

### Brief description of the example

In this combined lesson in the field of physicality and mathematics, the teacher performs exercises for body scheme and social interaction in the classroom with students, while colleagues film it so that other students can follow the content with their parents in real-time, through online classes. Parents perform the same exercises, which gives the child the impression that he/she is with his friends in the class. The parent receives direct instructions and the students observe each other showing emotions, with the purpose of developing co-operation skills and socialisation of students who are not in school. The teacher monitors the emotional reactions of the children. At the end of the class, the teacher sends pictorial material for further work. In this way, special education teachers adjust the requirements stemming from the goals and outcomes of the individual education plans of students (IEP 2) to the online environment.

### Description of implementation steps

#### PREPARATORY ACTIVITIES

1. Special education teachers prepare musical content for the class on the topic of physicality (songs "Head, Shoulders, Knees and Toes" and "The Opposites").
2. Special education teachers prepare pictorial material on the topic of physicality.
3. Special education teachers prepare technical means for recording classes (telephone).
4. Special education teachers prepare students (those who will implement the activity in the school with teachers) for the upcoming activity, explaining the objective and course of the activity.
5. Special education teachers contact the students' parents and prepare both students and parents for the upcoming activity (those who will implement the activity online).

### MAIN ACTIVITIES

1. Using an interactive whiteboard at school, the teacher plays the songs "Head, Shoulders, Knees and Toes" and "The Opposites", and sends the link for the songs to the parents.
2. The teacher explains to the present students what the tasks will be and puts them in the appropriate position so that they can watch and follow each other. Students are shown pictorial material that is in line with the text of the selected song.
3. Children perform active/ passive movements, imitating the teacher or with the support of the teacher. In accordance with the current level of functioning, students listen, sing, imitate, and independently perform songs and movements.
4. In real-time, the parent monitors the activity from school via Viber and performs movements with his/her child.
5. Teachers simultaneously communicate with students and parents who follow the classes online and, if necessary, give additional explanations. The teacher and students at the school also monitor the activities and reactions of students who follow the activity online, provide support and actively communicate with them.
6. Fellow teachers record the lesson all the time, and the video is subsequently sent to all parents via e-mail or Viber so that they can work independently or repeat the activity with the children.
7. Finally, the teachers praise all the students (both the ones at school and those who followed the activity online) and their parents. Selected pictorial and work materials are sent to parents online to continue practicing.





# Primary School with Dormitory "Dobrinka Bogdanović" from Strelac (Babušnica)

Example of best practice

## "I Think I'm Thinking!", Extracurricular Activity



### COMPETENCES FOR DEMOCRATIC CULTURE THAT ARE FOSTERED:

- Analytical and critical thinking skills
- Tolerance of ambiguity
- Autonomous learning skills

### AUTHORS:

- **Marjan Milanov**, English language teacher, coordinator
- **Dragana Vujičić**, Russian language teacher
- **Miloš Zlatanović**, technics and technology teacher
- **Vladimir Jovanović**, physics teacher

### USED ONLINE PLATFORMS, TOOLS AND OTHER MATERIALS

1. Google Classroom / Microsoft Teams / Messenger or Viber groups
2. Google Meet
3. Zoom platform
4. Padlet
5. Texts for study (below)

### Brief description of the example

In the presented activity, students learn to distinguish between facts and opinions, to critically analyse material provided (a newspaper text or a story) and to look for facts and evidence in it, as opposed to the subjective, personal views of the author. Students become aware of the importance of looking at things from different perspectives when deriving conclusions and the importance of reasoned decision making. The activity is designed as extracurricular, but it can be realised in a civic education class, form teacher class, in language classes, etc.

### Description of implementation steps

#### PREPARATORY ACTIVITIES

1. Teachers prepare a digital collaborative board in Padlet and instructions for students (instructions presented below).
2. Teachers prepare texts themselves or look for adequate texts from the press (below is an example of texts that can be used).

#### MAIN ACTIVITIES

1. The teacher introduces students to the activity with instructions that are posted on the online platform they already use (Google Classroom, Microsoft Teams, groups on social networks). Also, he/she shares with them a link for the collaborative board (Padlet) and presents the first assignment - to make one virtual note, on which they will write their name and then list three facts and three opinions about themselves. **Note:** It is important to state facts and opinions without particular order and without indicating clearly what are facts and what are opinions, using the form "I am ..." (instead of, for example, "I think that...").
2. After filling in their note, in the comment section of their classmate's note, the students should mark the statements with the letters "F" for facts and "O" for opinion.

3. Students return to the platform and, using chat or video call (Meet/ Zoom/ Teams/ Viber), discuss why they marked the statements as facts or opinions, whether it was easy or not, and thereby starting a brief discussion about the importance of distinguishing facts and opinions.
4. The teacher follows the discussion and moderates it by explaining the difference between a fact and an opinion, what are the most common mistakes when making valid conclusions, etc.
5. Using the Breakout Rooms option, the teacher forms groups of 4-5 students. Each group receives a text about an event (suggested texts are below), with the task of reading the text and then summarising it in one sentence. What is the key event the text is written about? Optionally, texts are sent to students as assignments in the Google classroom, which students summarise in the form of a written comment. **Note:** There are at least two versions of the text, told from two opposing perspectives. The teacher takes care to distribute both versions of the text evenly to the students.
6. After analysing the texts and upon returning from the Breakout Rooms, a representative from each group presents the conclusion reached by the group. Students, presenting conclusions about one event from two different perspectives, notice that their conclusions do not match and a discussion ensues. The teacher follows the discussion and guides the students so that they conclude that the texts are not the same.
7. The teacher presents both versions of the text to the students via a shared screen or by placing the texts on a platform, and then initiates a discussion, asking the students the following questions: *How do the texts differ? What was your reaction to the first/ second text? What could be the intention of the author of the first/ second text? What attention-grabbing techniques were used? Which version is more accurate? What additional information would we need to conclude this?*
8. Finally, the teacher draws students' attention to the fact that the media and the advertising industry use many marketing tools and strategies to convince the audience to do something, to buy, accept an opinion or a lifestyle, and that it is therefore important to critically and analytically approach any information we come across.



### TEXTS FOR STUDY

Jovan and Miloš are journalists of the school newspaper. Here are their reports on the incident that happened in the school yard, during the recess. The texts describe the same event, but in different ways.

#### JOVAN'S TEXT:

##### VIOLENCE RUNS RIOT IN SCHOOLS!

There has never been more violence in our schools. This time, violence knocked on our door as well. The proof of that is an unpleasant incident that I personally witnessed, which took place during recess.

I thought Marko and Aleksandar were good friends. At least Aleksandar always tried to be considered that way. But good friends don't fight! And Aleksandar beat Marko today. It would appear for no reason at all! I found Marko and Aleksandar on the floor in the summer house. Marko was all bloody. He was lying on the floor, unconscious. Alexander was laying on top of him. He hit him so hard that he hurt him. Just imagine! You should have seen Marko's face! Worst of all, the other students watched from the sidelines and laughed! They didn't even try to separate them. Some of them even cheered. It's hard for me to believe what I saw, but it is really unacceptable for violence to be tolerated and even encouraged in such a way!

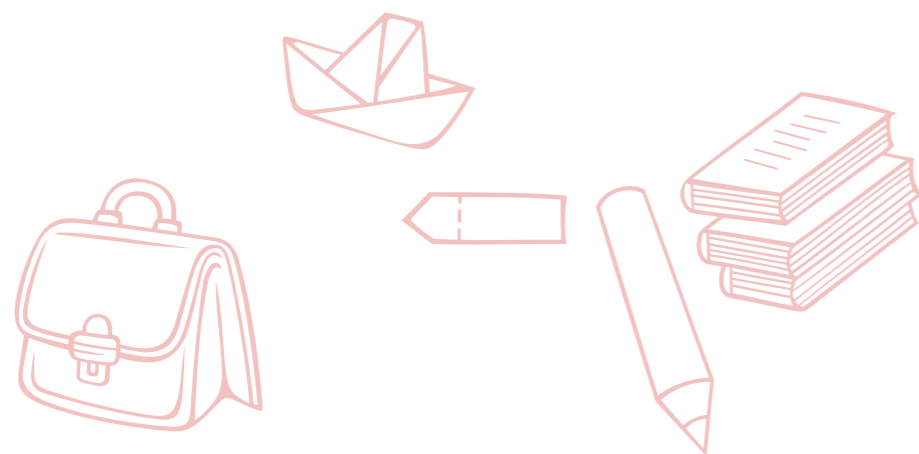
Instead of taking a break during lunch and just hanging out, they only think about fighting. I am ashamed to be a student of a school like this. It's like we're in World War III. A normal person should come with an armor just to be safe.

#### MILOŠ'S TEXT:

##### FAST FOOD!

The event that happened in the schoolyard today proved that fast food is dangerous for your health. After hearing the students talk about this event, I decided to find out what it was all about and inform you. Marko and Aleksandar are considered to be inseparable friends. However, today they found themselves in an unusual situation that confused the other students.

After they bought a slice of pizza at a nearby kiosk, Marko suggested to Aleksandar to race each other to the summer house in the schoolyard, where, as you know, students usually have lunch. Everyone knows Marko as a member of the athletic team and as one of the fastest students, so it is not surprising that he got there first. However, just when he wanted to celebrate the victory by raising his arms, Marko stumbled and fell at the very moment Aleksandar reached him. Aleksandar fell over him. The pizza that Marko was holding in his hand was on the floor, and Marko's face was in it! When he got up, his face was smeared with ketchup. The other students reacted to this event with laughter and applause and cheered as Aleksandar was declared the winner of the race. Some students who stood aside and did not witness the event itself thought that someone was fighting, so they rushed to see who it was. Fortunately, no one was injured, but both Marko and Aleksandar stayed hungry. Fast food is fast enough even when no running is involved!



# Dental School from Belgrade

Example of best practice

## “Learning Sign Language Together”, Extracurricular Activity



### COMPETENCES FOR DEMOCRATIC CULTURE THAT ARE FOSTERED:

- Linguistic, communicative and plurilingual skills
- Skills of listening and observing
- Empathy

### AUTHORS:

- Slađana Neagić, health care teacher
- Members of the project team “Quality Education for All” (school principal Tomislav Alavanja, pedagogist Maja Vračar, psychologist Marijana Peulić, teachers Aleksandra Gunjak, Snežana Blagojević, Marija Nikolić, Milica Trbojević, Zorica Ščekić, Vesna Petrović)

### USED ONLINE PLATFORMS, TOOLS AND OTHER MATERIALS

1. Google Classroom
2. Google Meet
3. PPT presentations
4. YouTube – specific video materials:

[www.youtube.com/watch?v=x5G4KViU9zU](https://www.youtube.com/watch?v=x5G4KViU9zU)  
[www.youtube.com/watch?v=gbhq8RrI\\_FM](https://www.youtube.com/watch?v=gbhq8RrI_FM)  
[www.youtube.com/watch?v=OWn7JcRHx98](https://www.youtube.com/watch?v=OWn7JcRHx98)  
[www.youtube.com/watch?v=5hu5dQMsDEE](https://www.youtube.com/watch?v=5hu5dQMsDEE)  
[www.youtube.com/watch?v=o5UmIVHLdIs](https://www.youtube.com/watch?v=o5UmIVHLdIs)

### Brief description of the example

The aim of the activity is to introduce students to sign language in order to better understand students with hearing impairments. The activity also contributes to developing sensitivity and empathy of students to provide help to students with hearing impairments in socialisation and active participation in society. Students learn about the general characteristics of sign language and the difficulties encountered by people with hearing impairments in everyday life and in the educational context. Afterwards, the students acquire basic terms of sign language that they can apply in everyday communication (greetings, introduction, expression of emotions, basic concepts of family, concepts from the school context, etc.).

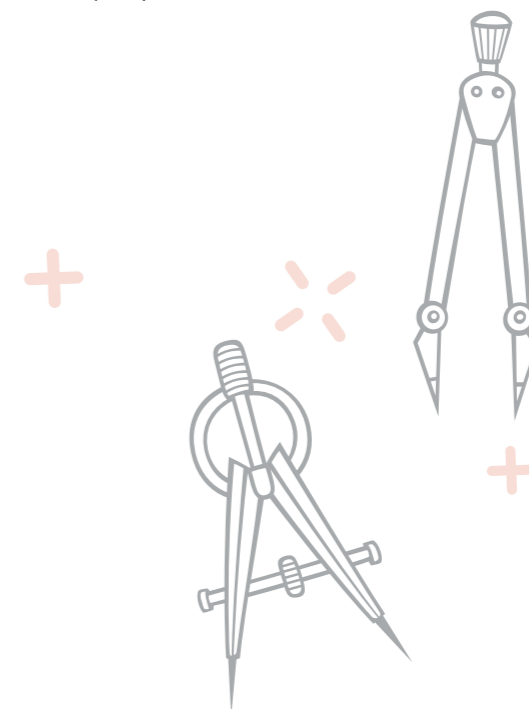
### Description of implementation steps

#### PREPARATORY ACTIVITIES

1. Announcement of activities on the school website and in the Google classroom (teachers previously create a Google classroom “Sign Language” within which an open lesson will be held).
2. Teachers inform the form teachers about the planned activity, implementation steps, students’ role and other relevant topics for the realisation of the activity.
3. All form teachers elect three class representatives to participate in the open lesson.
4. Teachers prepare a PPT presentation on sign language (the concept and meaning of sign language, general information on sign language, introducing students to the difficulties encountered by people with hearing impairments in everyday life and in the educational context, etc.).

#### MAIN ACTIVITIES

1. Using Google classroom, the teacher presents a previously prepared PPT presentation on sign language.
2. The teacher plays a video on YouTube demonstrating the use of sign language. By watching the video material, students learn the basic terms and phrases of sign language that they can apply in everyday communication (introduction, greetings, family relationships, emotions, sports, school, etc.).
3. Students are asked questions about the terms shown to see if they have learned the basic terms and phrases. Following that, the students communicate in pairs using basic sign language terms.
4. Teachers initiate a discussion on whether it was difficult for students to communicate in sign language, whether they had opportunities to see the use of sign language and where (e.g. in the classroom, during news programmes and other shows), to what extent can knowledge of sign language contribute to a better understanding of the other person with whom they communicate, whether when they communicate they pay attention to the gestures of the person with whom they are communicating, etc.
5. Lesson evaluation - teachers discuss with students how much they liked the class, what they liked the most or least, what should be improved about the lesson, and what topics they would suggest for future open lessons.



# Medical School “7. april” from Novi Sad

Example of best practice

## “School Day Virtual Show”, Extracurricular Activity



### COMPETENCES FOR DEMOCRATIC CULTURE THAT ARE FOSTERED:

- Co-operation skills
- Linguistic, communicative and plurilingual skills

### AUTHORS:

- **Bojana Perić Prkosovački**, school pedagogist
- **Andrijana Arapović**, vocational subject teacher, dermatologist
- **Dragana Cvetković**, vocational subject teacher
- **Milan Kovačević**, history teacher

### USED ONLINE PLATFORMS, TOOLS AND OTHER MATERIALS

1. Google Classroom
2. Google Meet
3. Viber
4. Movavi Video Editor Plus v21.01.1
5. VDC Video Editor v20
6. Corel DRAW
7. Microsoft Office
8. *School website*

### Brief description of the example

This activity is designed as a “virtual show or virtual event” about the school. The goal of the activity is to empower the school community, to enable students of different educational profiles to get to know each other better, and to support the teaching activities that have been realised “live” so far, such as interviews with teachers from the school magazine “Drvo života (*Tree of Life*)”, and to present them in a new format. A part of the material is entitled “Time Machine”, which shows teachers from the time when they were themselves students at the school. A particularly important part is the one in which students of each educational profile show how they carry out selected activities in professional subject’s practical classes in their cabinets. A team of students from the Student Parliament and teachers, a school psychologist and pedagogists, assistant principals and the principal participated in the creation of the video material, which was posted on the *school website*.

### Description of implementation steps

#### PREPARATORY ACTIVITIES

1. Holding a meeting of the team of authors with the aim of defining the key activities and implementation steps (forming a team, collecting materials, surveying students, etc.) and proposals for forming a team for the implementation of activities.
2. Forming a team for the implementation of activities composed of a school pedagogist, three teachers and six school students, members of the Student Parliament.
3. Setting up of a joint e-mail address for collecting materials and the team Viber group for easier communication.
4. Sampling and surveying school students about the content they would like to see in a virtual show.
5. Invitation to teachers and students of the school to send their video materials and photos by e-mail, as well as descriptions of their activities that they want to show, within a certain deadline.

#### MAIN ACTIVITIES

1. Holding meetings of the implementation team through Google Meet, to establish the structure of the “virtual show”. The structure of the school video consisted of the following segments:
  - interview with the school principal;
  - interview - conversation of the team of authors about the origin and idea of the activity;
  - collage of interviews with school teachers, school psychologist, student of the generation and students who participate in preparation of the material;
  - “Time Machine” - the history of the school presented through the selection of collected materials;
  - school activities in the previous period;
  - segment dedicated to last year’s graduates.
2. Recording of materials in the school premises and yard;
3. Collecting and selecting materials and music for the video.
4. Creation and editing of materials with Movavi Video Editor Plus, VDC Video Editor and Corel DRAW.
5. Posting the final video on the school website on School Day, 7 April 2021.



# Požarevac Gymnasium

Example of best practice

## “Singing New Year’s and Christmas Songs in Foreign Languages”, Extracurricular Activity



### COMPETENCES FOR DEMOCRATIC CULTURE THAT ARE FOSTERED:

- Linguistic, communicative and plurilingual skills
- Openness to cultural otherness and to other beliefs, world views and practices
- Co-operation skills

### AUTHORS:

Foreign Language Teachers Committee:

- **Danijela Stojanović**, English language teacher
- **Nataša Berić**, English language teacher
- **Zorica Stojićević**, English language teacher
- **Ivana Janković Kocić**, English language teacher
- **Jana Jacić**, English language teacher
- **Vesna Stojković**, French language teacher
- **Tijana Stević**, Italian language teacher
- **Elisaveta Nikolaidis Pavlović**, German language teacher

### USED ONLINE PLATFORMS, TOOLS AND OTHER MATERIALS

1. Social networks Facebook and Instagram
2. Google Drive
3. VSDC free video editor - a programme for editing videos

### Brief description of the example

This is an activity that the Foreign Language Teachers Committee of the Požarevac Gymnasium has traditionally organised for years - singing New Year’s and Christmas songs in foreign languages. The activity was organised in a slightly different manner in 2020 - first, recordings of singing from previous years were posted on our school social networks as a means of motivating students to apply for the activity, followed by organising students to film videos of themselves singing a song of their choice in a foreign language. Foreign language teachers collect the recorded materials and post them on a shared Google Drive, so that 4<sup>th</sup> grade students can compile them into a single video, which is later promoted on the school social networks.

### MAIN ACTIVITIES

1. Students shoot videos of their parts of the songs in English and Spanish (all foreign language teachers participated in the organisation, but the songs were sung in those two languages)
2. Students send videos to their foreign language teachers
3. All videos are uploaded to Google Drive
4. 4<sup>th</sup> grade students edit and compile the final video
5. Publishing the video (posted in two parts - 1 and 2) on the school social networks

### Description of implementation steps

#### PREPARATORY ACTIVITIES

1. Posting announcements on social networks to motivate students to apply for singing New Year’s and Christmas songs to their foreign language teachers (English, French, Italian, German). For this purpose, the school used recordings of singing songs from previous years.
2. Forming a team of students participating in the activity, including students who will be editing the final video.
3. Agreement on the choice of songs and who will sing them within the team.



# Polytechnic School from Subotica

Example of best practice

## “Prevention of Digital Violence”, Extracurricular Activity



### COMPETENCES FOR DEMOCRATIC CULTURE THAT ARE FOSTERED:

- **Conflict-resolution skills**
- Co-operation skills
- Empathy

### AUTHORS:

- **Natalija Trbović Toljagić**, pedagogical advisor, Serbian language and literature teacher
- **Aleksandra Radulović Zelenika**, psychologist
- **Ligija Vlček**, biology teacher
- **Irina Jurić**, English language teacher

### USED ONLINE PLATFORMS, TOOLS AND OTHER MATERIALS

1. Google Classroom
2. PPT presentations
3. Handbook “*Digital Violence – Prevention and Response*”
4. Handbook “*Tagged*”

### Brief description of the example

In addition to providing us with numerous opportunities for learning and development, modern technology also exposes us to many challenges when it comes to new forms of violence resulting from its abuse. Therefore, as part of this activity, teachers from the school’s Team for the Protection of Students from Discrimination, Violence, Abuse and Neglect conduct four interactive workshops over four days on the topic of digital violence prevention, which students then horizontally transfer to their peers from the class, both in school and online, in form teacher classes. The goal of the activity is to promote tolerance, empathy, respect for diversity, develop co-operation and empowerment for non-violent conflict resolution.

### Description of implementation steps

#### PREPARATORY ACTIVITIES

1. Holding a meeting of teachers and coming to an agreement on the topic of workshops (working in pairs, “everyone with everyone” so that teachers improve their competences as well). The topics of the workshops are:
  - Digital age;
  - Safe behaviour on the Internet;
  - Forms of digital violence;
  - Digital violence tools;
  - Prevention of digital violence;
  - Responding to digital violence.
2. Collecting materials and making a PPT presentation based on expert literature (see the section Used online tools and other materials).
3. Inviting students, class representatives to participate in workshops (two students from each grade and class).
4. Setting up a Google classroom “Digital Violence Prevention”, posting materials, and engaging students

### MAIN ACTIVITIES (WORKSHOPS)

1. Students access the Google classroom “Digital Violence Prevention” where the materials are posted.
2. Leaders conduct a total of four interactive workshops, one for each grade, lasting four hours (with breaks), that include the following units:
  - the teacher presents the prepared material;
  - discussion on the following topics: *Digital media literacy; Finding and identifying appropriate content; Positive behaviour on the Internet; Don’t let yourself be fooled*, and other topics that come up during the discussion;
  - screening of a short film – “*Cyber Violence*” (author Second School of Economics);
  - deriving conclusions;
  - giving instructions to students for the implementation of peer education;
  - workshop evaluation.
3. Conducting peer education - holding horizontal workshops for students of all grades and classes - live, on school premises, and online in form teacher classes, via Google Classroom, in the presence of the class teacher, using prepared training materials.



# Agricultural-Chemical Secondary School “Dr Đorđe Radić” from Kraljevo

Example of best practice

## “Volunteerism in the Context of Natural Disasters and Catastrophes”, Form Teacher Class, Activity in the Local Community



### COMPETENCES FOR DEMOCRATIC CULTURE THAT ARE FOSTERED:

- Empathy
- Co-operation skills
- Civic-mindedness

### AUTHORS:

- Aleksandra Jovankin Aleksić, pedagogist
- Marsela Eskenazi Milutinović, pedagogist

### USED ONLINE PLATFORMS, TOOLS AND OTHER MATERIALS

1. Zoom platform
2. Mentimeter
3. Google Questionnaire
4. PPT presentations
5. Film “First Aid: Red Cross Volunteers”  
<https://www.youtube.com/watch?v=BOYubR33Uhw&t=12s>

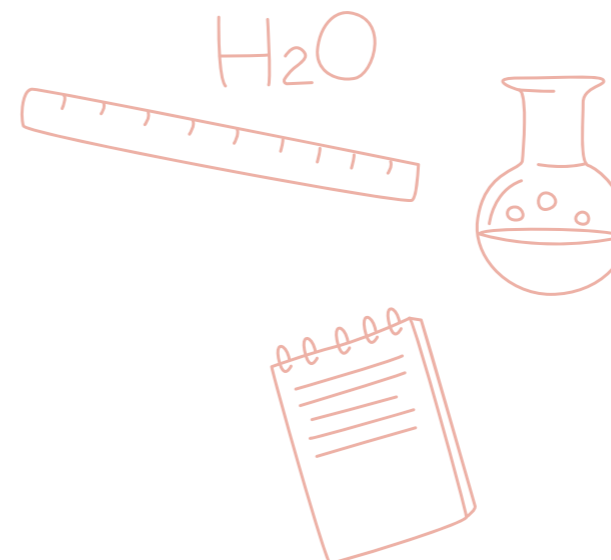
### Brief description of the example

The topic “Volunteerism in the Context of Natural Disasters and Catastrophes” is designed as a form teacher class which is realised in co-operation with the local community and the Red Cross, “Fenomena” and the Department for Civil Protection of the city of Kraljevo. In the online form teacher class, students learn about the types of natural disasters using digital tools and discuss in groups their experiences and risk assessments in situations of floods, earthquakes, and the Covid-19 pandemics. They explore youth activism and volunteering. The school’s peer educators, who are also Red Cross volunteers, talk about their experiences, with an emphasis on volunteering during the pandemic. Finally, students are given the opportunity to choose the type of volunteering that suits their interests and the needs of the local community.

### Description of implementation steps

#### PREPARATORY ACTIVITIES

1. Teachers and professional associates prepare students to use the Zoom platform.
2. In the classes that precede the organisation of this activity (chemistry and environmental protection or FTC), students explore the topic of natural disasters and climate change.
3. Subject teachers prepare questions for the analysis of natural disasters and catastrophes.
4. Teachers and professional associates prepare an online questionnaire, which will be posted in the Mentimeter application, on the topic of natural disasters and catastrophes.
5. Professional associates prepare a Google questionnaire on interest in volunteering activities.
6. Professional associates prepare peer educator students to present their work and experiences in volunteering through the Zoom platform.



### MAIN ACTIVITIES

1. Using the Zoom platform and PPT presentation, teachers review with students common natural disasters and catastrophes, in the form teacher class.
2. Teachers divide students into groups using the Breakout Rooms option on the Zoom platform. Working in groups, students analyse the selected natural disasters characteristic for the local environment (flood, earthquake, Covid-19 pandemic) based on a pre-set questions. Students conduct the analysis based on the following questions:
  - Which catastrophe is it about (preferably the example should be from Serbia, but you can choose any on the planet)?
  - How widespread was it (affected the settlement, the whole city/ town, region, country, several countries)?
  - Which institutions and services responded?
  - How adequate was the reaction according to your assessment?
  - Could the catastrophe have been prevented or at least minimised?
  - What was the cause of the catastrophe (natural, human factor, or the combination of both)?
  - What was the emergency situation like for you?
  - How did you feel?
  - What was the hardest thing for you?
  - How did you manage? Who provided help?
  - Did you have enough information and who did you get it from?
  - What did you miss the most and what do you think would have made the emergency situation easier for you?
3. Students return to the group and discuss their experiences, risk assessments in situations of flood, earthquakes, and the Covid-19 pandemic, the consequences of these phenomena, and how they can contribute to mitigating the impact.

4. Teachers start the questionnaire in the Mentimeter app, and students answer the questions asked. Some of the questions (multiple choice) are:

- Do you think young people are trained to act in emergencies?

Yes. No. I do not know.

- How much do you agree with the following statements on a scale from 1 to 5, where 1 means I do not agree at all and 5 means I completely agree?

– Young people are ready to participate in crisis management.

– Young people know how to volunteer in an-organised way during crises.

– Young people are motivated and feel a responsibility to help communities manage crises.

5. After the part dedicated to natural disasters and catastrophes, professional associates show a PPT presentation on the topic of volunteerism among young people. The presentation covers the following areas: volunteerism as the basis of activism; youth activism; active participation of young people in decision making; the results of the research of the National Youth Council of Serbia on volunteering and training of young people to act in emergency situations; students' experiences in volunteering; volunteering during the Covid-19 pandemic.

6. Presentation of the experiences of young Red Cross volunteers who are also students at the school, especially in volunteering during the Covid-19 pandemic.

7. Discussion about experiences and needs for volunteering, moderated by professional associates.

8. After the discussion, students fill out an online questionnaire about their interest in volunteering activities.

9. At the end, the film "First Aid: Red Cross Volunteers" is shown.

10. Announcement of the upcoming activities: practical exercise and demonstration of the Department for Civil Protection representatives on correct conduct in cases of natural disasters.





## Secondary Vocational School “4. juli” from Vrbas

Example of best practice

### “GMO - Advantage or Disadvantage”, Project-Based Teaching/Learning



#### COMPETENCES FOR DEMOCRATIC CULTURE THAT ARE FOSTERED:

- Analytical and critical thinking skills
- Co-operation skills

#### AUTHORS:

- **Ivana Krtolica**, biology teacher
- **Ljiljana Martinović**, transport group of subjects teacher
- **Ivana Kotlaja Nikolić**, psychologist
- **Martina Duvnjak**, informatics teacher
- **Gabrijela Jovičević**, school librarian

#### USED ONLINE PLATFORMS, TOOLS AND OTHER MATERIALS

1. Zoom platform
2. Google Classroom
3. Google Meet
4. PPT presentations
5. Genially program

#### Brief description of the example

The workshop is realised in the framework of project-based teaching/learning for 1<sup>st</sup> grade students and focuses on the development of digital competences and democratic culture competences and the acquisition of knowledge in biology. The idea of the activity is to foster analytical and critical thinking skills of students on the topics of GMOs and genetic engineering, by conducting research through interviews, surveys, and literature. The workshop includes preparatory and main activities and work of students in groups, thus fostering the co-operation skills. Electronic newspapers on the topic of GMOs and genetic engineering are created as a result of these activities.

#### Description of implementation steps

##### PREPARATORY ACTIVITIES

1. After the introductory biology classes (organised through the Google Classroom), about the importance of research, ways of conducting research, and scientific work, students are introduced to the task and instructed to explore one of the burning issues of the modern world - food safety and GMOs. The subject teacher recommends literature to students (textbooks, school library, internet, etc.).
2. Students are divided into three groups and given different assignments. Students have two weeks to carry out the activities.
  - **The first group** has the task of researching the advantages of genetically modified food on the Internet and what scientists want to achieve by applying genetic engineering.
  - **The second group** has the task of researching which type of food and which producers use GMOs in their products. Based on the obtained data, students survey with 1<sup>st</sup> grade students. The survey contains questions such as: Do you always read product labels? Do you know what the signs and symbols on the labels mean? How often do you buy X chocolates? How often do you buy X milk? How often do you buy X from this manufacturer? etc. (X is the name of the product that the students identified to contain GMOs).
  - **The third group** has the task to contact an expert from the local community via email and to do an interview through the Zoom platform on the application of genetic engineering and GMOs, about the pros and cons of GMOs and what we can expect in the future.

##### MAIN ACTIVITIES

1. The subject teacher organises the meeting of all three groups on the Zoom platform, where the group representatives present their work and what they learned about the given topic, but also the challenges they faced during the work on the assignments.
2. After the presented results, the students continue working, split into two new groups.
  - The first group processes the data obtained from the survey conducted by the second group. Teachers of mathematics and informatics offer support to students in processing the data.
  - The second group prepares electronic newspapers based on all completed tasks with the following content - what is GMO, what is genetic engineering, what are the products sold in Serbia that are created using GMO, what are the attitudes of 1<sup>st</sup> grade students, interview with an expert, etc. Teacher of informatics offers support to students in preparing the electronic newspaper (Genially program).
3. The electronic newspapers are posted in the Google classroom; students present its content via Google Meet, with a special focus on the research results, followed by a discussion.
4. Electronic newspapers are also uploaded on the Google classroom of the school library in the form of a presentation.



## Technical School "23. maj" from Pančevo

Example of best practice

### "Recycling of Municipal Waste - Change the Minds, Save the World", Teaching/Learning Activity



#### COMPETENCES FOR DEMOCRATIC CULTURE THAT ARE FOSTERED:

- **Autonomous learning skills**
- Knowledge and critical understanding of the world
- Co-operation skills

#### AUTHORS:

- **Ljiljana Đuretanić**, mathematics teacher
- **Vukica Stanojević Momčilović**, food processing group of subjects teacher
- **Nataša Zečević**, mathematics teacher
- **Zorica Prpa**, psychologist

#### USED ONLINE PLATFORMS, TOOLS AND OTHER MATERIALS

1. Google Classroom
2. Google Sheets
3. Zoom platform
4. PPT presentations

#### Brief description of the example

Students of the 4<sup>th</sup> grade of environmental technician educational profile explore the topic of recycling using autonomous learning skills. For seven days, students collect and sort municipal waste, separating paper, cans, and PET packaging and measuring the mass of the sorted waste. Each student enters the obtained results independently into the Google Sheets and researches the purchase price of all of these recyclable materials on the Internet. Each student calculates the weekly mass of the communal waste at the level of the class, school, and the city of Pančevo, the potential profit for each recyclable material separately, and the total profit. After individual work, students are divided into groups and make PPT presentations about one recyclable material. Following the presentation of the obtained results, a discussion is organised.

#### Description of implementation steps

##### PREPARATORY ACTIVITIES

1. The team of authors informs the 4<sup>th</sup> grade students of the educational profile of environmental protection technician the planned activity and its goals. The activity takes place in the Google classroom.
2. The team of authors prepares an online spreadsheet (Google Sheets that are posted in the Google classroom) in which students enter data on the weight of the recyclable waste they collect and share these tables with all students.
3. Teachers instruct students how to conduct individual activities - students collect recyclable waste for seven days and enter their weight in a pre-created Google spreadsheet. After individual activities, students are divided into three groups of their choosing and per three groups of recyclable waste (paper, cans, PET packaging).

##### MAIN ACTIVITIES

1. Over the week, each student sorts and measures sorted waste (paper, cans, PET packaging) that he/she finds at home, at school or elsewhere.
2. Each student enters the obtained data into a previously prepared Google spreadsheet.
3. Students independently, researching the sites of relevant organisations and institutions, find the data on the purchase price of each type of recyclable waste. Afterwards, they calculate the average weekly and annual "profit" for each recyclable material, at the level of class, the school, and the city of Pančevo (city and surrounding settlements).
4. All students meet in the Google classroom to present the obtained data (3 minutes per student). Afterward, the team of authors initiates a discussion on whether the obtained data differ between groups of recyclable waste, what were the sources of information on recyclable waste prices, were there any differences in price, was it difficult for them to collect waste, etc.
5. Teachers divide students into three groups (of their choosing, per three groups of recyclable waste - paper, cans, PET packaging). Each group makes a PPT presentation about one type of recyclable waste using the knowledge gained so far (knowledge acquired in subjects they attended in the 3<sup>rd</sup> grade - processing and disposal of municipal waste and automatic data processing) and using the information found on the Internet.
 

**Note:** In their presentations, students should answer questions such as the physical and chemical properties of recyclable waste, how it is disposed of, recycled and reused, etc. The presentation also should contain statistical data and their graphical representation – as a histogram and/or pie chart, based on data obtained by collecting recyclable waste and calculating its price.
6. Each group chooses one representative who presents the group work (PPT presentation) through the Zoom platform to other students.
7. The presentation is followed by a discussion on the importance of recycling, different mechanisms for reusing recyclable waste, with a reminder on the use of reliable data sources when discussing this topic and conducting a reasoned discussion based on the knowledge that the students acquire during schooling.



# Technical School from Ada

Example of best practice

## “Tastes of our School”, Extracurricular Activity



### COMPETENCES FOR DEMOCRATIC CULTURE THAT ARE FOSTERED:

- Co-operation skills
- Valuing cultural diversity

### AUTHORS:

- **Merima Mesaroš**,  
school psychologist
- **Natalija Gavrić Ugarak**,  
teacher of Serbian language and literature and  
Serbian as a non-mother tongue
- **Monika Jozo**,  
Hungarian language teacher, school librarian

### USED ONLINE PLATFORMS, TOOLS AND OTHER MATERIALS

1. Google Classroom
2. Messenger
3. School Facebook page
4. School website

### Brief description of the example

Within the programme *Affirmation of Multiculturalism*<sup>11</sup>, activities were organised to foster the development of competences for democratic culture, co-operation skills, and valuing cultural diversity. In order to develop these competences, students create a collection of traditional recipes of Serbian and Hungarian cuisine, with the support of the team of authors, and participate in activities of collecting recipes, preparing meals, and discussing cultural differences. One of the outputs of this activity is an online cookbook in Serbian and Hungarian, with a collection of all recipes.

### Description of implementation steps

#### PREPARATORY ACTIVITIES

1. The form teachers present the planned activity to the students and invite the students to participate. The activity is designed as an extracurricular activity in which four students from each class are expected to participate.
2. Students who participate in this activity meet in a Google classroom created by the team of authors for the purpose of this activity.
3. The authors form teams of four students per class, so that two students from each class prepare a traditional dish of Serbian/ Hungarian cuisine at home, while the other two students from each class collect various traditional Serbian/ Hungarian family recipes. Groups co-operate in implementation of these tasks.

#### MAIN ACTIVITIES

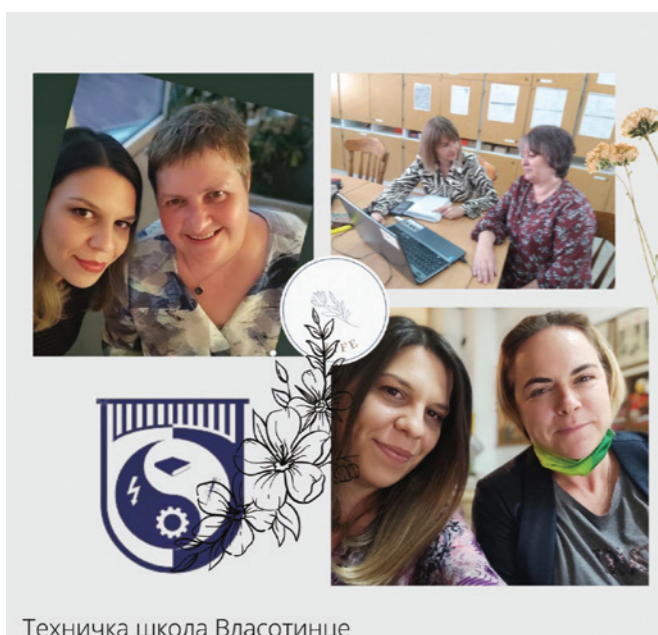
1. Students collect recipes of Hungarian and Serbian traditional cuisine and share them with their peers from the team. Within teams, through Google classroom or Messenger, an agreement is reached on which dishes two members of the group will prepare at home. Consequently, the students compile a list of groceries needed for meal preparation and hand it over to the form teachers, who forward it to the authors of the activity, so that the school can purchase the groceries needed. Purchased groceries are delivered to students at their home addresses.
2. At home, students with the help of older family members prepare one traditional dish from each culture and document the entire process with a collage of photos that will be an integral part of the cookbook.
3. Students in the class groups choose the photos that they will attach to the recipes and forward them to the team of authors.
4. The authors, in co-operation with the students, create an online cookbook with photos that the students took during the preparation of meals at home (the cookbook can also be printed). The cookbook, in both Serbian and Hungarian, is posted on the Google classroom, on the school Facebook page and website, and produced as a *short film* by Multimedia Section.
5. Students join in Google classroom in the form teacher class and discuss the created cookbook. Some of the questions for discussion are: *Are traditional dishes from Hungarian and Serbian cultures different? Does traditional cuisine change over time and to what extent? What are the reasons for that?*

<sup>11</sup> The programme is implemented with the support of the Provincial Secretariat for Education, Regulations, Administration and National Minorities - National Communities.

# Technical School from Vlasotince

Example of best practice

## “Online Student Exchange”, Extracurricular Activity



### COMPETENCES FOR DEMOCRATIC CULTURE THAT ARE FOSTERED:

- **Co-operation skills**
- Linguistic, communicative and plurilingual skills

### AUTHORS:

- **Jasmina Đorđević**,  
economic group of subjects teacher
- **Aleksandra Stamenković**,  
English language teacher

### USED ONLINE PLATFORMS, TOOLS AND OTHER MATERIALS

1. Zoom platform
2. Movie Maker

### Brief description of the example

As part of planning the development of competences for democratic culture, the Technical School from Vlasotince organised an online exchange between students of their school and students from a school in Germany (school “Hugo Eckener” from Friedrichshafen in Germany). The aim of the activity is to improve the students’ linguistic competences and co-operation skills and to better understand the similarities and differences in the lifestyle of young people from the two countries. The topic of this exchange is “Student Life in Serbia and Germany”. Students from Serbia and Germany make short videos that present their culture and have the opportunity to talk in English about education in the two countries and the ways they spend their time at school and outside it.

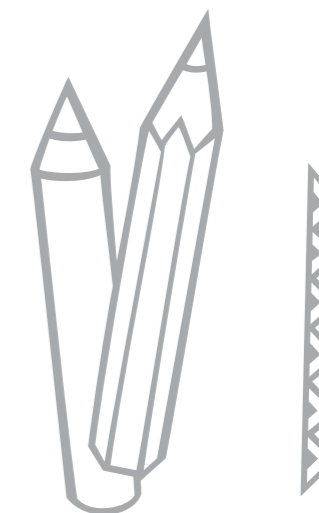
### Description of implementation steps

#### PREPARATORY ACTIVITIES

1. Agreement is made between representatives of schools from Serbia and Germany on the organisation of online exchange (date, time, platform to be used, and students who will participate in the exchange).
2. Two representatives from schools in Serbia and Germany are in charge of preparing Zoom links, coordinating the work of students, and supporting students through the implementation of activities.
3. An introductory meeting is organised via the Zoom platform, with the participation of school representatives and students. At the meeting, students and teachers agree on the way of working, time schedules, tasks, and topics. The main students’ task is to prepare short video materials in English about their culture and afterwards, to participate in a discussion about education and how they spend their leisure time. The discussion may include other topics, e.g. young people on social networks.

### MAIN ACTIVITIES

1. With the support of teachers, students prepare short videos about their culture in English, in the Movie Maker program.
2. At the main meeting organised through the Zoom platform, students present short videos.
3. After the presentation of the video material, the representatives of the two schools (teachers) initiate a discussion among the students about the cultural differences and similarities (music, food, customs, etc.) of Serbia and Germany.
4. After the discussion, students from Serbia and Germany discuss various topics in English.
  - What does education look like in Serbia and Germany (special focus is on vocational education and practical classes)?
  - How do students spend their leisure time in Serbia and Germany?
5. At the end of the online exchange, students from both countries express what they have learned from each other in the form of a short presentation.



# School of Pharmacy and Physiotherapy from Belgrade

Example of best practice

## “Research on the Topic of Spreading Fake News in the Media and Celebrating World Health Day”, Extracurricular Activity



### AUTHORS:

- **Senka Kalember Mihajlović**, sociology teacher
- **Donka Pavić**, civic education teacher and mentor of the Student Parliament
- **Sanja Đuričić**, psychology and civic education teacher

### COMPETENCES FOR DEMOCRATIC CULTURE THAT ARE FOSTERED:

- Analytical and critical thinking skills
- Responsibility
- Co-operation skills

### USED ONLINE PLATFORMS, TOOLS AND OTHER MATERIALS

1. Google Classroom
2. Google Meet
3. PPT presentations
4. Various web portals, websites, media articles and posts on social networks
5. **Student Parliament's presentation**

### Brief description of the example

The team of authors, in co-operation with the students participating in the work of the Student Parliament, organises an activity (conducting online research) in which the topics of vaccination and the pandemic are addressed through the lenses of true and fake information that appear in public space, i.e. in the media. The activity aims to develop an awareness of the existence of fake news, which is not based on verified, scientific facts, and perform a critical review of media publications to recognise the importance of science and scientific achievements in the fight against the pandemic. The objective of the activity is also to mark the World Health Day at the time of the Covid-19 pandemic by fostering and promoting responsibility as competence in both students and teachers.

### Description of implementation steps

#### PREPARATORY ACTIVITIES

1. Members of the Student Parliament convene for an online meeting on the Google Meet platform, led by a mentor of the Student Parliament, according to the planned agenda.
  - a. The authors of the activities suggest to the representatives of the Student Parliament to analyse the current social topic - the pandemic of the coronavirus, and to conduct research as a method of work.
  - b. After introducing themselves, the team of authors gives suggestions and instructions for students' research work, and divides students into groups assigning each group a framework for researching fake news about pandemic and the vaccination:
    - **the first group** investigates the spread of fake news on websites;
    - **the second group** investigates the spread of fake news on social networks;
    - **the third group** investigates the spread of fake news on the media;
    - **the fourth group** explores the aspect of the problem related to the responsibility of public figures and experts in spreading fake news about vaccination.
2. In the Google classroom Student Parliament, the authors post the minutes from the previous meeting, a description of the activities to be implemented, work guidelines - objectives and group work research methods, processing and presenting research results in PPT presentation, as well as links to news articles that students can research.

#### MAIN ACTIVITIES

1. Students, divided into groups, explore the mentioned topics on various portals where they analyse the published content, but also by reading scientific articles on the topic and applying what they have learned in school subjects.
2. Through Google Meet, a meeting is organised where members of each group present the results of their research using PPT presentations to other members of the Student Parliament.
3. Group-level discussion and exchange - after each presentation, students are invited to discuss, exchange views, opinions, knowledge, and information they have come across. The discussion is triggered by questions such as: *What is the attitude towards medicine and science in general that can be observed on the visited portals? What kind of arguments are used, are there any scientific arguments? What are the comments of the followers/visitors and what is their mutual communication like? Have you changed any of your opinions and beliefs on this topic after the research?*

4. Drawing conclusions on research and discussion, with a focus on highlighting key values, for example, that when it comes to medical issues, only competent persons (scientists in a certain field, doctors, etc.) should be consulted, that it is important to check someone's competence when it comes to health topics and have confidence in science, and that it is the responsibility of all citizens to express interest in health care topics.

#### CLOSING ACTIVITIES

1. Joint review of the activity between the team of authors and the Student Parliament and agreements with the Student Parliament members on presenting the research results to other school students.
2. On World Health Day, 7 April, the students' research results are presented to all students of the school in the online form teacher classes.



# School of Fashion and Beauty from Niš

Example of best practice

## “Pink Shirt Day”, Extracurricular Activity



### COMPETENCES FOR DEMOCRATIC CULTURE THAT ARE FOSTERED:

- Conflict-resolution skills
- Co-operation skills
- Responsibility

### AUTHORS:

- **Radmila Ilić**, psychologist
- **Radmila Nikolić**, Serbian language and literature teacher
- **Milan Kostić**, medical group subjects teacher
- **Milan Vukić**, medical group of subjects teacher

### USED ONLINE PLATFORMS, TOOLS AND OTHER MATERIALS

1. Google Classroom
2. Platforms Zoom or Google Meet
3. Film *“Preobražaj (Transformation)”*

### Brief description of the example

The event is organised by the Team for the Protection of Students from Violence, members of the Student Parliament and form teachers, with all classes indirectly participating in the implementation. Students participating in the work of the Student Parliament have the task to search the Internet and find out the meaning of the name “Pink Shirt Day”, and to come up with a proposal of activities to mark the international Anti-Bullying Day. The students’ suggestions are considered and a plan for the implementation of activities is made. Participants carry out four chosen activities, with members of the Team for the Protection of Students from Violence and the form teachers supporting them throughout the implementation steps.

### Description of implementation steps

#### PREPARATORY ACTIVITIES

1. The Team for the Protection of Students from Violence meets through Google Meet and makes a draft action plan for the implementation of activities on the occasion of the international Anti-Bullying Day, which includes members and co-ordinator of the Student Parliament and form teachers.
2. Members of the Student Parliament are given the task to investigate the meaning of the term “Pink Shirt Day”. Next, they meet on the Zoom platform and together discuss ideas for the realisation of activities. The list of their proposals is submitted to the Violence Protection Team.
3. Based on their proposals, the Team for the Protection of Students from Violence completes the action plan for the implementation of activities on the occasion of the international Anti-Bullying Day.
4. The action plan envisages the following activities, which will be jointly implemented by students and teachers:
  - making a pink bow to be worn by all students and teachers;
  - literary competition on the topic “Peer Violence - Causes and How to Prevent It”;
  - creating an online noticeboard, where students can leave messages with views against violence and
  - screening of the film *“Preobražaj (Transformation)”*.

### MAIN ACTIVITIES

1. Students of the fashion tailor educational profile make pink bows with the support of the teacher. Vocational subject teacher films the instruction on how to make pink bows, step by step. The video is sent to all students of that educational profile who start making bows (the school provides the material). During the process of making pink bows, the teacher provides support to students through the Zoom platform. Bows are worn by all students, teachers and the school principal throughout the week and they take photos that show them.
2. Teachers of Serbian language and literature give students necessary information about writing papers on the topic “Peer Violence - Causes and How to Prevent It”. The activity is realised through Google classroom.
3. Online noticeboards are posted in the Google classroom, where students can leave positive messages that highlight the importance of preventing peer violence. The activity is realised in all classes during the form teacher class (FTC).
4. On Anti-Bullying Day, 24 February, a screening of the film “Preobražaj” is organised in the FTC via the Zoom platform, followed by a discussion including members of the Student Parliament and members of the Team for the Protection of Students from Violence. Some of the topics discussed are: *What is violence? What forms and levels of violence exist? Why is Pink Shirt Day important? How can peer violence in and out of school be prevented? What is the lesson of the film they watched?*
5. Following the discussion, the Team for the Protection of Students from Violence presents a variety of mechanisms for preventing and intervening in cases of violence that exist inside and outside the school.



# Primary School “Miroslav Mika Antić” from Pančevo

Example of best practice

## “Welfare and Protection of Animals”, Teaching/Learning Activity



### COMPETENCES FOR DEMOCRATIC CULTURE THAT ARE FOSTERED:

- Co-operation skills
- Civic-mindedness
- Analytical and critical thinking skills

### AUTHORS:

- **Jasmina Milanović**, teacher and certified lecturer on animal welfare
- **Dragana Jovanović**, German language teacher and certified lecturer on animal welfare
- **Radmila Kišić Novaković**, pedagogist
- **Jasna Sladaković**, psychologist
- **Dragana Krstić**, class teacher and school principal
- **Zorana Lepedat**, Serbian language teacher

### Brief description of the example

In the world around us class, a subject attended by 1<sup>st</sup> or 2<sup>nd</sup> grade students, 6<sup>th</sup> grade students who attend the subject guardians of nature present the pre-prepared content on the topic of animal welfare and protection. 6<sup>th</sup> grade students, with the help of their teachers - certified educators in this field, prepare a lesson (searching the Internet, preparing a presentation and a quiz) and present the content to younger students. The aim of this activity is to enable students to co-operate with their peers and other students, to critically observe social processes from the perspective of animal care, to apply the acquired knowledge from the subject, to develop an awareness of existence and co-existence with other living beings, and to develop their digital competences at the same time.

### Description of implementation steps

#### PREPARATORY ACTIVITIES

1. The teacher discusses the preparation of the lesson with the 6<sup>th</sup> grade students and divides the students into four groups. Each group receives one area for research and presentation:
  - **group 1** - pet care;
  - **group 2** - animals in zoos;
  - **group 3** - animal husbandry on farms;
  - **group 4** - circus animal abuse.
2. Using Google classroom the teacher gives students guidelines for research and work on the assignment - links to materials, animated film, presentations, videos, etc., as well as instructions for preparing a presentation and quiz (each group should make a maximum of four slides and come up with two quiz questions).
3. Students study the materials and single out the key and most interesting facts for the presentation. Students in each group communicate via Viber and come to agreements on preparing slides and quiz questions.
4. In the informatics class, with the help of the teacher, the older students divided into groups design slides adapted for 1<sup>st</sup> or 2<sup>nd</sup> grade students (pictorial, with as little text as possible, with just keywords) and questions for the quiz.
5. In the guardians of nature class, the students and the teacher review the presentation and the quiz, choose a short cartoon for the beginning of the lecture, and the representatives of each group who will present the lesson to the younger students.

### MAIN ACTIVITIES

1. 6<sup>th</sup> grade students present the lesson to 1<sup>st</sup> or 2<sup>nd</sup> grade students, by implementing the following steps:
  - introduction of students, teachers, and topics;
  - a short **animated film** is shown;
  - students-educators ask younger students if they liked the film and to express their opinion;
  - each student-educator, as representative of the group, presents the prepared presentation;
  - after the presentation of the four groups, rules of the quiz are explained;
  - after doing the quiz the winners are announced (all are winners and receive chocolates with pictures of animals as a prize).
2. Lesson evaluation - each student received three stickers with smilies (sad, indifferent, and happy). Students-educators invite younger students, depending on how much they liked the lesson, to choose one smiley and stick it on the whiteboard.
3. Students-educators give younger students homework to draw their pet or favorite animal.
4. Teachers invite all students to reward their friends, students-educators with applause.

### USED ONLINE PLATFORMS, TOOLS AND OTHER MATERIALS

1. Google Classroom
2. Viber
3. PPT presentations
4. Animal welfare and protection materials
5. Chocolates with pictures of animals
6. Stickers with smilies

## KNOWLEDGE AND CRITICAL UNDERSTANDING

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# Primary School “Zdravko Gložanski” from Bečej

Example of best practice

## “Life During the Pandemic”, Teaching/Learning Cross-Curricular Topic



### COMPETENCES FOR DEMOCRATIC CULTURE THAT ARE FOSTERED:

- **Knowledge and critical understanding of the world**
- Autonomous learning skills
- Valuing human dignity and human rights

### USED ONLINE PLATFORMS, TOOLS AND OTHER MATERIALS

1. Learning Management System (LMS): Google Classroom
2. Online communication tools: Google Meet, Zoom platform
3. Interaction tools/quizzes/questionnaires: Google Questionnaire, Kahoot, Quizizz, SurveyMonkey, EasyTestMaker, Mentimeter, Socrative, Padlet, Spiral, Flippity, ClassTools, Hot Potatoes
4. Collaboration and sharing tools: Microsoft OneNote, Linolt, Padlet, Glogster, Whiteboard, Google Jamboard, Google Drive, Dropbox
5. Presentations, video creation and editing: Prezi, Animatron, Animoto, Biteable, Canva, Microsoft PowerPoint
6. Digital storytelling tools: Pixton, Storybird, Powtoon
7. Screen capture tools: Screencast-O-Matic, Free Cam
8. Free resources (pictures, music, video): Freeimages, Pixabay, Musopen

### AUTHORS:

- **Margarita Berček**, school psychologist on behalf of a team of 24 teachers from 12 subjects: Serbian, Hungarian, English, German, mathematics, physics, chemistry, biology, history, geography, physical education and civic education.

### Brief description of the example

The cross-curricular topic was created based on the outcomes of the teaching and learning programme for the 7<sup>th</sup> grade, which is implemented across 12 subjects in five classes, in Serbian and Hungarian language, encompassing close to 100 lessons over a period of several months. The topic is realised with the aim of acquiring and developing students' knowledge and skills about the causes and consequences of the pandemic through various online activities aimed at discovering, researching, selecting and processing data and information, analysis and inference, discussions and reasoned statements of views, preparing and showing presentations and videos, etc.

### Description of implementation steps

**Note:** The description provides just some of the activities from the mentioned subjects since a multitude of activities were implemented within the framework of this cross-curricular topic, both online and in school.

### PREPARATORY ACTIVITIES (PER SUBJECT)

- **Biology:** collecting data on virus detection and structure; finding official data on the control of dangerous diseases and vaccination in Serbia; making three-dimensional models of different viruses; preparing questionnaires and surveying adults from the community (for or against vaccination); data processing and preparation of a presentation on the vaccine, vaccination process, and survey results; collecting newspaper articles, excerpts, newspaper headlines, etc. and making a noticeboard on the Covid-19 pandemic.
- **Chemistry:** collecting and processing data on zinc, selenium, vitamins C and D; making zinc and selenium atom models.

- **Physical and health education:** research on the impact of physical exercise on health; making presentations, linking exercise, games, and sports with their impact on health.
- **Physics:** the concept of temperature and its measurement, differences between temperature and the amount of heat, heat transfer from one body to another; drawing the types of thermometers, temperature scales; measuring temperature with a thermometer; reading the measuring scale of the thermometer and recording the measurement results in the appropriate measuring unit.
- **Mathematics:** collecting, processing, and presenting data using tables and graphs related to the number of infected, recovered and dead of bird flu in 2003, swine flu in 2009, and of the new coronavirus.
- **Geography:** the study of the number of infections or deaths from Covid-19 in a specific period, on a specific continent, region and country.
- **History:** research of the outbreak of typhus in Serbia and the role of Valjevo Hospital 1914-1915; comparison and analysis of data from tables and graphs; correlation with the events from national history during the First World War.
- **Serbian/ Hungarian language and literature:** analysing different types of texts from different sources on the pandemics; researching biographies of the writers M. Bojić, V. Petković Dis, D.Vasijev, M. Crnjanski; making posters and presentations.
- **English and German languages:** research of the current pandemic situation in Great Britain and Germany; finding the meaning of unknown words and expressions.
- **Civic education:** analysis of the Universal Declaration of Human Rights of the United Nations, especially the right to liberty and inalienability of rights; learning about the right to freedom of opinion and the right to democracy through debate and watching a short film about the United Nations (**one of the available films**); watching short animations and clips and identifying human rights related to the pandemic.

### MAIN ACTIVITIES (PER SUBJECT)

- **Biology:** drawing cards and arranging them in columns that refer to the characteristics of viruses and living beings, and participating in the discussion on whether viruses are living beings; exploring one type of vaccine against Covid-19 and presenting specifics about the analysed type of vaccine.
- **Chemistry:** presentation of created zinc and selenium atom models (atom structures) and their chemical symbols; presentation of research results with emphasis on the difference between atoms and molecules.
- **Physical and health education:** presentation of research results through a mind map on the topic "The Impact of Physical Exercise on Health"; discussing the impact of exercise, games, and sports on health.
- **Physics:** conversion of units of derived physical quantities into corresponding units of SI system; tabular and graphic representation of measurement results and derivation of conclusions.
- **Mathematics:** determining the mean value and percentage of infected in relation to the entire population; determining the median and mode for the infected; making presentations/ posters with processed data; calculating the mean and estimates for processed data using integers; applying rounding rules; comparing the obtained approximate values and estimating the obtained error for all three pandemics.
- **Geography:** discussion of the connection between the number of population movements and high incidence of infected persons (cause and effect); listing measures undertaken by the states to reduce the number of infected; expressing opinions on the effectiveness of the measures taken; naming international organisations in the world and describing their role.
- **History:** presentation of the research results on the outbreak of typhus and the Valjevo Hospital 1914–1915; presentation from the perspective of the patient, nurse, war surgeon, and reporter; stating and explaining the causes and consequences of the First World War; deriving conclusions on the causes of typhus and the role of Valjevo Hospital; participation in the creation of quizzes based on the selected material.

- **Serbian/ Hungarian language and literature:** highlighting keywords in the material related to the causes of epidemics/ pandemics and discussing the topic; elaborating on the life and literary creation of selected poets; writing a biography of one of the proposed writers and compiling a coherent text on the impact of the pandemic on the lives and literary creation of writers.
- **English and German language:** making presentations/collages/videos based on the collected material in English and German; making a mini-dictionary of words and expressions related to the pandemic.
- **Civic education:** making posters, sketches, photographs, songs, stories or films about what everyone can do to protect their physical and mental health during the pandemic; analysing the right to education during the pandemic, and expressing views and arguments on whether online teaching/learning is as good as the in-school one; discovering the meaning of the term conformism by watching experiments on conformism (Brain Game - Conformity, Peer Pressure); discovering the meaning of the term volunteer work and finding ways it can help others during a pandemic; participating in the Kangaroo Court situation; expressing an opinion on what is going to take place in terms of exercising children's and human rights in the pandemic situation (composition/ presentation).

### CLOSING ACTIVITIES (PER SUBJECT)

- **Biology:** commenting on the noticeboard on the topic of "Covid-19 Pandemic"; participation in the quiz: recognition of viral diseases based on symptoms and key terms based on definition; debating each of the vaccines (for or against) and the impact of the vaccine on humanity (harmfulness or advantage of vaccines and the difference between vaccines and injections).
- **Chemistry:** explaining the importance of zinc, selenium, vitamins C and D for the immune system, especially in a pandemic.
- **Physical and health education:** reasoned explanation of personal attitudes about exercises that should be practiced daily in order to maintain health.
- **Physics:** presentation of temperature measurement results and reasoned discussion of results.
- **Mathematics:** presentation of processed and obtained data; explaining the procedure and discussing/concluding which virus was most contagious and fast-spreading, and which caused the highest mortality.
- **Geography:** distinguishing measures introduced by economically developed countries in relation to measures imposed by economically underdeveloped

countries and giving their opinion on measures and differences.

- **History:** participation in a quiz; deriving conclusions by comparing the situation in Serbia in 1914 and 1915 - at the time of typhus, with the situation in 2020 - at the time of the Covid-19 pandemic.
- **Serbian/ Hungarian language and literature:** expressing opinions on the attitudes of modern society and man towards the pandemic; concluding on the basis of the offered information and arguments that man has encountered many pandemics throughout history and that he has always found a way to survive.
- **English and German language:** making a Kahoot quiz with various types of tasks.
- **Civic education:** writing an essay/ composition on the topic "What Will I Do for My Health"; commenting on the rights associated with the Covid-19 pandemic, which cannot be enjoyed fully; debating a topic inspired by a quote from Margaret Mead: "Never doubt that a small group of thoughtful, committed, citizens can change the world. Indeed, it is the only thing that ever has."

### ADDITIONALLY

1. Organising an online exhibition of all student work in Google Classroom.
2. Conducting student achievement evaluation using online tools Kahoot, SurveyMonkey, EasyTestMaker, through participation in debates and analysis of comments and materials created by students (posters, presentations, quizzes, etc.), as well as with quick knowledge tests via Google Meet and Google Jamboard platforms.
3. Students conduct an evaluation by self-assessment of group work, filling out questionnaires on the content and work methodology, and through other methods (summarizing, endnotes, analysis of output maps, etc.).
4. Teachers conduct activity evaluation and self-reflection.



# Primary School “Jovan Jovanović Zmaj” from Novi Kneževac

Example of best practice

## “Beauty Has the Same Root, But Different Branches”, Project-Based Teaching/Learning



### USED ONLINE PLATFORMS, TOOLS AND OTHER MATERIALS

1. Google Classroom
2. Google Questionnaire
3. PPT presentations
4. Movie Maker

### COMPETENCES FOR DEMOCRATIC CULTURE THAT ARE FOSTERED:

- Knowledge and critical understanding of the selfs
- Co-operation skills

### AUTHORS:

- **Jelena Živković**, class teacher
- **Tamara Kijac**, class teacher
- **Marijana Sujić**, class teacher
- **Tamara Laušev**, professional associate speech therapist
- **Stanislava Petrov**, professional associate psychologist
- **Andrijana Božanin**, assistant principal
- **Jelena Mišković**, professional associate pedagogist
- **Aleksandra Lukić**, professional associate psychologist
- **Kristina Kalinić**, class teacher

### Brief description of the example

Students grades 1<sup>st</sup> to 4<sup>th</sup> participate in this activity by conducting research on the topic of family and making their own family tree. The research is assigned at school, and the creative work is done at home for two class periods, through the Google classroom. The teacher provides instructions, co-ordinates, and monitors the work. After creating a family tree, students present their work - 1<sup>st</sup> and 2<sup>nd</sup> grade students take photos, and 3<sup>rd</sup> and 4<sup>th</sup> grade students prepare a short film. The teacher makes a film about the lesson outputs and forwards it to all the students. Members of the School Website Management Team compile a single video from the received works and prepare the post for the school website. They also make up the jury for the selection of the three most creative and best-made family trees.

### Description of implementation steps

#### PREPARATORY ACTIVITIES

1. Teachers assign a research task to students based on the course content of the subjects the world around us and nature and society. Teachers give information to students about families, family members (immediate and wider), and the family tree and give instructions on how to make a family tree.
2. Teachers prepare a PPT presentation on the family and the family tree that they will use for the main activities.
3. Teachers show students examples of family trees, recommend literature, instruct them how to collect data on their family members, and give them a period of seven days for that project.
4. Teachers organise an online class through the Google Classroom/ Google Meet where they provide support to students in preparation of the materials necessary for making a family tree (in collaboration with parents).

#### MAIN ACTIVITIES

1. The lesson is conducted through the Google Classroom platform in duration of 45 minutes. At the beginning of the lesson, the teachers post a questionnaire in the Google classroom, as an initial quiz with questions about the family, family ties, family members.
2. After completing the quiz/ questionnaire, teachers put up PPT presentations about the family and the family tree with creative suggestions and instructions for its creation.
3. Students work on a family tree (with the help of parents) for 30 minutes.
4. Teachers coordinate the work of students, provide assistance and resolve the dilemmas of students and parents.
5. After making family trees, 1<sup>st</sup> and 2<sup>nd</sup> grade students take pictures with their family tree, and 3<sup>rd</sup> and 4<sup>th</sup> grade students make a short film to present their family tree.
6. All students post their work in the Google classroom.
7. Teachers initiate a discussion with students about getting to know their family history, making family trees, and how they felt while doing the project.
8. Teachers make a short video with the outputs of all the students' work from their classes.
9. Members of the School Website Management Team compile a single film from all the submitted works and prepare the post for the school website.
10. The members of the School Website Management Team choose the three most creative and best-made family trees.



# First Primary School from Valjevo

Example of best practice

## “Celebrating World Water and Forest Protection Day”, Teaching/Learning Activity



### COMPETENCES FOR DEMOCRATIC CULTURE THAT ARE FOSTERED:

- Knowledge and critical understanding of the world
- Autonomous learning skills
- Co-operation skills

### AUTHORS:

- **Mileva Mojić**, principal
- **Slađana Krstić**, biology teacher
- **Žikica Simić**, informatics teacher
- **Milica Kovač**, technology and technics teacher
- **Dijana Jerinić Milić**, music teacher

### USED ONLINE PLATFORMS, TOOLS AND OTHER MATERIALS

1. Google Meet
2. Materials for “Celebrating World Water and Forest Protection Day” (students’ outputs)
3. Viber
4. Pic Collage application
5. **School Facebook page**

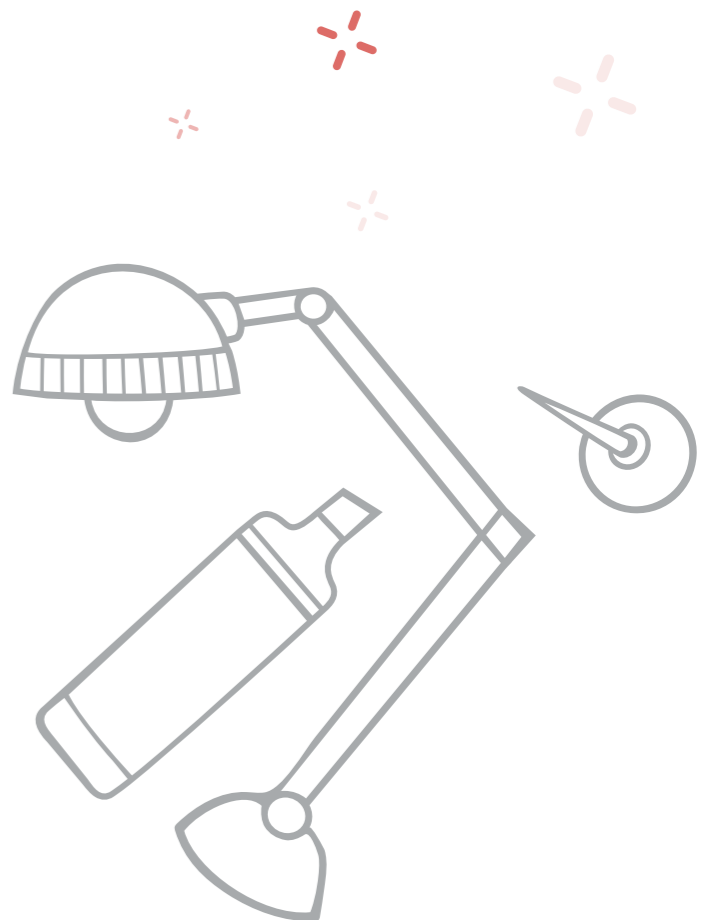
### Brief description of the example

This is a biology lesson realised by 8<sup>th</sup> grade students for 5<sup>th</sup> grade students with the goal of fostering and raising environmental awareness. Older students receive essential instructions from teachers on how to do research on the topic of “Water and Forest Protection” (search the Internet, make noticeboards, presentations, and posters using the PicCollage application), and then present the work via Google Meet to 5<sup>th</sup> graders. The lesson involves a combination of digital skills, biology teaching content in the field of ecology, and competences for democratic culture. Ecological knowledge underpins the ecological attitudes that lead to ecological behaviour and the creation of awareness of the importance of the environment. Students’ outputs are promoted on the school Facebook page.

### Description of implementation steps

#### PREPARATORY ACTIVITIES

1. The teacher introduces the students to the activity giving instructions through Google Meet on how to do group research on the topic of celebrating World Water and Forest Protection Day.
2. Students in groups explore the topic of water and the forest ecosystem, pollution, and protection options (all students explore the same topic). The teacher provides them with links to relevant literature.
3. Students study the materials and highlight the key and most interesting facts for the PPT presentation and noticeboard and/or poster they make using the Pic Collage application. While studying the materials, the students communicate with each other and with the teacher through the Viber group and plan the preparation of slides.
4. Students send the prepared material (PPT presentation, noticeboard, and poster) to the teacher, who reviews it, gives feedback and instructions for further work. The feedback also includes an assessment of whether the slides are adapted to younger students (5<sup>th</sup> grade students).



### MAIN ACTIVITIES

1. Realisation of the lesson marking the World Water and Forest Protection Day, for 8<sup>th</sup> grade students via Google Meet.
2. Students present PPT presentations, noticeboards, and posters, after which the teacher initiates a discussion where students exchange their views on water and forest protection.
3. At the end of the class, an agreement is made for students to present the prepared material to the 5<sup>th</sup> grade students via Google Meet.
4. 8<sup>th</sup> grade students present the lesson to the fifth graders, with the support of the teacher.
5. The outputs of students’ research work (PPT presentations, noticeboards, and posters) are posted on the school Facebook page.

# Gymnasium “Jovan Jovanović Zmaj” from Novi Sad

Example of best practice

## “Language Is Power”, Teaching/Learning Activity



### COMPETENCES FOR DEMOCRATIC CULTURE THAT ARE FOSTERED:

- Knowledge and critical understanding of language and communication
- Knowledge and critical understanding of the world
- Analytical and critical thinking skills

### AUTHORS:

- **Maja Jevđević Milutinović**, psychologist and theory of knowledge teacher of the International Baccalaureate Diploma Programme
- **Snežana Maletin**, teacher of art and subjects of creativity, activity and service of the International Baccalaureate Diploma Programme
- **Marija Babić**, civic education teacher
- **Nataša Budimir**, Serbian language and literature teacher

### USED ONLINE PLATFORMS, TOOLS AND OTHER MATERIALS

1. Microsoft Teams
2. PPT presentations
3. Prezi

### Brief description of the example

The teaching unit “Language and Knowledge” is taught within the subject theory of knowledge of the International Baccalaureate Diploma Programme. As the final part of that teaching unit, a lesson called “Language is Power” is presented. This activity is covered in several class periods in which students explore the relationship between knowledge and language, their interconnectedness and impact, while in the final lesson students are expected to show the ability to find situations (examples) in which language affects the acquisition, placement and attainment of knowledge and conduct an analysis of these situations. The aim of the activity is for students to show the ability to recognise the use and abuse of language, improve co-operation skills and digital competences.

### Description of implementation steps

#### PREPARATORY ACTIVITIES

1. Using the Microsoft Teams platform, the teacher presents the assignment to the students, works out the plan and rules for the implementation of activities, etc. Students have the basic task to research and choose a representative example of the use of language (written, oral) which affects the knowledge of those who listen or read.
2. The teacher divides the students into four groups that represent four contexts:
  - language in the media,
  - language in scientific activity,
  - language in personal communication and
  - language in public speaking.
3. The teacher gives students homework to find an example of language use (public speaking, newspaper article, media article, personal correspondence, scientific article, etc.), depending on their group, and provides them with guidelines on how to analyse the text (e.g. what style is the text written in, who is it intended for, what is especially emphasised in the text, etc.).
4. Students working in groups and communicating online, complete the task within a week’s time and make a presentation about their example.



### MAIN ACTIVITIES

1. In the pre-arranged double period class, students from each group present their work (PPT presentation) on the online Microsoft Teams platform, sharing the screen with other students.
2. Each group singles out specifics of language use in relation to their given context and through text analysis clearly shows the ways in which the speaker or writer influences the *placement and acquisition of knowledge* by the listener or reader.
3. In their analysis students pay special attention to demonstrating the ways in which different authors use knowledge in their speeches or texts (perception, emotions, reason, memory, belief, tradition, etc.).
4. At the end of the presentations, the teacher initiates a discussion with the students, aimed to make the students notice the main characteristics and the specifics of language use, depending on the context.
5. Students are given the assignment to write a short review (about 600 words) of what they heard in class and give their conclusion on the topic “Language is Power”.
6. Students have time until the next class to put up their written work in the “Assignments” section of their team on the Microsoft Teams platform.

# School of Economics and Catering “Slobodan Minić” from Arandjelovac

Example of best practice

## “Advertising and Consumer Habits”, Extracurricular Activity



### COMPETENCES FOR DEMOCRATIC CULTURE THAT ARE FOSTERED:

- Knowledge and critical understanding of language and communication
- Analytical and critical thinking skills
- Linguistic, communicative and plurilingual skills

### AUTHORS:

- **Zorica Ćiraković**, principal, Serbian language and literature teacher
- **Milica Jovanović**, Serbian language and literature teacher
- **Nataša Čolović**, art history teacher
- **Sandra Radović**, sociology teacher

### USED ONLINE PLATFORMS, TOOLS AND OTHER MATERIALS

1. Google Meet
2. Google Classroom
3. PPT presentations

### Brief description of the example

The workshop entitled “Advertising and Consumer Habits” is intended for 4<sup>th</sup> grade secondary school students and includes deepening and applying knowledge in the field of Serbian language and literature, English language and sociology and the development of digital skills, competences for democratic culture, and general cross-curricular competences. Working in groups, students explore the assigned topic and make a PPT presentation, which they show to other students and teachers, and finally initiate a critical discussion. The aim of the activity is to enable students to understand advertising as an instrument of consumer society and the mechanisms by which it influences the development of consumer habits in modern society.

### Description of implementation steps

#### PREPARATORY ACTIVITIES

1. A meeting is held through the Google Meet platform, attended by students, school principal, pedagogist and teachers of Serbian language and literature, English language, and sociology (team of authors).
2. The sociology teacher starts a discussion with students about the role of the mass media (primarily the Internet and television) in the development of the consumer habits of modern man. The discussion is based on the following questions: *How many times have you bought a product that later turned out not to be necessary? How many times has the magic sign “SALE” made you enter the store? Do we spend more money during sales than on the usual shopping? How many times have you got the impression that someone is following which products we are interested in on the Internet? Have you noticed that when we browse certain products online, products from the same or similar category appear on social networks and in chat applications? Do you think that by buying products we also buy the way of life presented in advertising? Do advertisements affect our consumer habits?*

3. Language teachers present pre-prepared material containing advertising messages of several brands in Serbian and English.
4. The teachers then discuss the presented content with the students and lead the students to consider the linguistic and audio-visual means of advertising that convince the customer that he needs that product.
5. In the second part of the meeting, teachers divide students into six groups of four members and assign them research tasks in which, as per their interests, they will examine the advertising content of a particular brand (in Serbian and English) and the mechanisms by which these contents lead consumers to buy (linguistic-stylistic tools and audio-visual contents). Students are instructed to prepare PPT presentations to show the results of their research.
6. Students choose a group co-ordinator and share tasks.
7. Teachers provide support to students during their research work.
8. Teachers invite all 4<sup>th</sup> grade students and social studies teachers to attend a meeting where groups will present research results (PPT presentations).

#### MAIN ACTIVITIES

1. Teachers open the meeting, present the topic and goals of the research and the groups that participated in the research.
2. The groups present the results of their work to other 4<sup>th</sup> grade students and social science teachers (PPT presentation and oral presentation) via Google Meet (each group has 15 minutes).
3. The co-ordinators of the student groups that participated in the research have a discussion with other 4<sup>th</sup> grade students about the impact of advertising on the creation of consumer habits, following the same topics for discussion that were set in the preparatory activities.



# Electrical Engineering School “Mija Stanimirović” from Niš

Example of best practice

## “International Anti-Bullying Day”, Form Teacher Class Activity



### COMPETENCES FOR DEMOCRATIC CULTURE THAT ARE FOSTERED:

- Knowledge and critical understanding of the world
- Conflict-resolution skills
- Co-operation skills

### AUTHORS:

- Project team “Quality Education for All”
- Team for Protection Against Violence and Discrimination
- Students and Student Parliament

### USED ONLINE PLATFORMS, TOOLS AND OTHER MATERIALS

1. Zoom platform
2. Google Classroom
3. Google Questionnaire
4. PPT presentations

### Brief description of the example

As part of the international Anti-Bullying Day, school teams (project team, Team for Protection Against Violence and Discrimination), together with the Student Parliament and participation of as many students as possible, prepare materials on discrimination, peer violence, e-violence and various measures of prevention and intervention against violence and discrimination. The survey examines students’ attitudes about these topics, and the discussion encourages critical re-examination of the negative consequences that these forms of violence can have on the individual and society, which improves students’ knowledge of activities and measures that can be taken.

### Description of implementation steps

#### PREPARATORY ACTIVITIES

1. In the Student Parliament section of the Google Classroom and in the form teacher class, all students of the school receive information that the school will mark the international Anti-Bullying Day and how they can get involved in its preparation (students are instructed to read materials and research on the topics of discrimination and cyber violence).
2. Informatics and computer science teachers give instructions to students on programming the display in the school hall and put up messages “Stop violence and discrimination” and similar, and start working on this task.
3. All students of the school make joint outputs - art, research, stories, photographs, comics, collages, animations, short videos, that will be used to prepare a presentation dedicated to the international Anti-Bullying Day and post them in the special section of Google Classroom.

4. The members of the team of authors, in co-operation with the school psychologist, select the works and prepare a presentation on the international Anti-Bullying Day, which will be sent to all form teachers to be used in form teacher class.
5. The team of authors and the school psychologist prepare and send to students an online survey in the Google Questionnaire, which examines their attitudes about bullying, peer violence, e-violence, and ways to overcome it.
6. The team of authors forwards the presentation on international Anti-Bullying Day to the form teachers, together with the results of the survey that the school psychologist processed and prepared for presentation (prepared interpretation of the data).

#### MAIN ACTIVITIES

1. The presentation on the international Anti-Bullying Day and the results of the survey are presented at the FTC by form teachers in the Google classroom or via the Zoom platform.
2. After the presentation, a discussion is held on the following topics: *What is violence? What forms of violence exist? What can we do to prevent violence (with a special focus on bullying/peer violence and cyber violence)? What can the school do, what can the local community do, and what can the state do to prevent peer violence? What consequences can peer violence and cyber violence have on students? Conflict resolution skills, assertive communication, mediation, etc. as skills for overcoming challenges.*
3. Survey results are followed by a discussion.
4. In addition to presenting the results of the survey and the presentation on online platforms in the form teacher classes, the materials are also exhibited on the school noticeboards and on the school website, and a display is put up with anti-discrimination messages.



## Secondary Vocational School “Miloš Crnjanski” from Kikinda

Example of best practice

### “Raising Awareness of the Importance of Vaccination Against Covid-19”, Local Community Activity



#### COMPETENCES FOR DEMOCRATIC CULTURE THAT ARE FOSTERED:

- Knowledge and critical understanding of the world
- Empathy
- Responsibility

#### AUTHORS:

- **Ljiljana Radišić**, medical group of subjects teacher
- **Slađana Krstić**, school secretary
- **Klara Paušić**, Serbian language and literature teacher
- **Vanja Tomašev**, construction group of subjects teacher

#### USED ONLINE PLATFORMS, TOOLS AND OTHER MATERIALS

1. Zoom platform
2. Google Classroom
3. School website
4. Social networks (Facebook and Instagram)

#### Brief description of the example

As part of the activity, an online lecture followed by a discussion is organised on the topic of vaccination, with the participation of students, parents, teachers, and an expert - epidemiologist from the Institute of Public Health. The aim is to enable students and parents to get information about their vaccination concerns directly from an expert in the field. Subsequently, the students conduct a promotional campaign to support vaccination through a website, social networks, and local media, in order to offer the wider community answers to the most common concerns about vaccination. The activity aims to spread awareness and knowledge in the community about the importance of vaccination against coronavirus.

#### Description of implementation steps

##### PREPARATORY ACTIVITIES

1. Healthcare teachers prepare a questionnaire/ survey on concerns and prejudices related to vaccination.
2. The teacher finds students - volunteers (30 to 40 of them) who will conduct a survey among their family members (parents, grandparents, etc.) about concerns and misconceptions regarding vaccination.
3. Students conduct a survey among the household members.
4. Students and teachers analyse the results of the survey (via the Google classroom) and single out the most common concerns and prejudices that need to be discussed and about which the community should be better informed.

#### MAIN ACTIVITIES

1. In collaboration with an expert - epidemiologist from the Institute of Public Health, an online lecture is organised followed by a discussion via the Zoom platform. The lecture is attended by teachers, school students, and their parents. The emphasis is on those questions that were singled out in the survey as the most common concerns and prejudices about vaccination.
2. In co-operation with the teacher of art and freehand drawing, students make a graphic presentation on the topic of breaking prejudices about vaccination (the three most common prejudices), using the Google classroom.
3. Students show their presentation on the school website, social networks (Facebook and Instagram), and the local media (television, information portals).
4. The final activity includes an online meeting of students and teachers on the Zoom platform, where the results of all implemented activities are analysed.





# Secondary School “Miloje Vasić” from Veliko Gradište

Example of best practice

## “Responsible Attitude Towards The Environment”, Thematic Day



### AUTHORS:

- **Goran Mišić**, biology teacher
- **Biljana Jovanović**, German language teacher
- **Sanja Stefanović**, art history and civic education teacher
- **Nataša Stević**, Latin language teacher
- **Biljana Lukić**, informatics and computer science teacher
- **Velina Stojković**, English teacher
- **Aleksandra Dimitrijević**, pedagogist

### COMPETENCES FOR DEMOCRATIC CULTURE THAT ARE FOSTERED:

- Knowledge and critical understanding of the world
- Co-operation skills
- Civic-mindedness

### USED ONLINE PLATFORMS, TOOLS AND OTHER MATERIALS

1. Google Classroom
2. Google Meet
3. Zoom platform
4. Social networks (Facebook, Twitter, YouTube, Snapchat, Instagram)
5. **School website**
6. WordPress
7. Padlet
8. Linoit
9. BigBlueButton
10. **Mentimeter**
11. **Wordwall**
12. **Google Jamboard**
13. **Canva**
14. **Facebook**
15. **Padlet**
16. Petlja

### Brief description of the example

The thematic day dedicated to a responsible attitude towards the environment is organised at the level of the whole school, and this description briefly presents how the topic is implemented across several subjects (biology, German, English, Latin, civic education, informatics and computer science). The Student Parliament also participates in the realisation of the thematic day. The thematic day aims to foster a better understanding of the importance of environmental protection and the consequences of neglecting this important topic to the lives of citizens. It also encourages the active involvement of students in taking action to find sustainable solutions for their environment.

### Description of implementation steps

#### PREPARATORY ACTIVITIES PER SUBJECTS

1. **Biology:** the topics studied are “Everyday Ways of Protecting the Environment” and “Ecology and Environmental Protection”
  - Using the Google classroom, the teacher asks students ten questions/ tasks related to ecology and environmental protection (e.g. which manufacturers are “eco-friendly”; recipes for hygiene products that have less harmful effects on the environment, whether the local community provides an opportunity to recycle, how the changes in life habits save water and electricity, what would be a solution for the treatment of kitchen organic waste or clothing, etc.).
  - Students divide themselves into smaller groups and pick a number based on which they receive one of the ten pre-prepared assignments and start the research on their selected topic on the Internet.
2. **German language:** the topic studied is “International Organisations in the Field of Environmental Protection”
  - The teacher posts materials in the Google classroom about organisations concerned with environmental protection, in Serbian and German.
  - Students read three short texts about three different organisations concerned with environmental protection in Serbian and German, and have the task to extract keywords from the texts related to environmental protection and the organisations scope of action.
3. **Civic education:** the topic studied is “Globalisation and Environmental Protection”
  - The teacher posts material in the Google classroom about globalisation and environmental protection that students read.
  - Students, with the support of the teacher, through Google Meet, discuss the read text to define the concept of globalisation and its main characteristics, in order to be ready for active participation in the main activities.

4. **Latin language:** the topic studied is “Then and Now”
 

The teacher divides the students into four groups (in alphabetical order), introduces them to the topic for analysis, and refers them to the literature:

  - Group 1 - Use of polite expressions in communication with other persons;
  - Group 2 - Find and present Latin quotes about nature;
  - Group 3 - The attitude of the state towards the citizens in ancient Rome
  - Group 4 - Comparing the moral values of ancient Rome and modern society.
5. **English language:** the topic studied is “Environment Protection”
  - The teacher begins the lesson using the brainstorming technique, in which students list the words they associate with the term – environment, in the BigBlueButton program.
  - Students transfer their answers to the already set up Environment presentation on the Mentimeter application to create a wordcloud together. Each student can enter a maximum of five terms, which the teacher has pre-defined in the application.
  - The teacher analyses the answers received and presents the topic of the class “Environment Protection”.
6. **Informatics and computer science:** the topic studied is “My Website”
  - The teacher asks the students to explore topics about today’s environmental problems and to collect materials for creating a website (photos, texts, videos, etc.), focusing on environmental issues in their local community.
  - Students are divided into seven groups according to the topics for the website, environmental issue - environmental protection; dangers of global warming; environmental issue - water pollution; environmental issue - deforestation; environmental issue - land degradation; hunting and fishing as causes of disruption of life on the planet Earth; endangered animal species.
7. **Student Parliament:** workshop on the topic “Don’t Cut the Branch You Are Sitting on”
  - The teacher is organising a workshop that will take place in the Google classroom and on the Zoom platform. The teacher shares the link to the film “Men” in the Google classroom of the Student Parliament to inspire a discussion about environmental protection and creation of materials on this topic.

#### MAIN ACTIVITIES PER SUBJECTS

1. **Biology**
  - After researching the topic, students respond to the assignment with illustrations and texts (they can compose a paragraph, come up with a suitably descriptive slogan, give a proposal for a solution, etc.).

- Students present their outputs and after each presentation they briefly state whether the contribution would be adequate for a school magazine that is going to be dedicated to ecology, exploring the problem of pollution, challenges that exist in the local community, and proposed solutions. Selected works are prepared in the appropriate format for the school newspaper.
- 2. German language**
- The teacher shares a link on the Linoit programme, giving one group a task to translate words related to environmental protection from Serbian into German, while another group of students researches information on the Internet about the Aarhus Convention and its application in the Republic of Serbia. Students post their activity results in the program.
  - Using the Google Meet platform, a discussion with students is initiated in the German language on the issue of environmental protection (why is it important to take care of the environment, how international organisations engage in environmental protection, why the Aarhus Convention is important, and what participatory democracy is).
- 3. Civic education**
- Students are divided into teams (3–5 students) and each team explores the topic of “Globalisation and Environmental Protection” through social networks/platforms (Facebook, Twitter, YouTube, Snapchat, Instagram).
  - As part of the research, students answer the following questions: *What is globalisation? What are its values? In which areas of life do the processes of globalisation take place? What are its advantages and disadvantages? Interdependence of globalisation and environmental protection. Is globalisation possible without the media? What are the arguments of the anti-globalisation movement and what does it stand for?*
  - Students present the results of teamwork in the form of a one-page essay, and the conclusion should highlight how the protection of the environment can be influenced through social networks.
  - Essays are posted in the Google classroom and all students read them, followed by a guided discussion on the impact of globalisation on the environment.
- 4. Latin language**
- Four groups of students present the results of their work through Google Meet and post them on the school Facebook page.
  - The teacher initiates a discussion with students on the topic of *similarities and differences in moral values, norms, attitudes towards people, the state, the importance of nature, and the understanding of nature in ancient times and today.*

**5. English language**

- The teacher directs students to the Wordwall application, with a pre-prepared online activity, where students get the opportunity to check their knowledge of terms related to the environment (*environment, global warming, greenhouse gasses, fossil fuels, rain forests, pollution, climate change, drought, power stations, ice caps*). The task is for students to connect the term with the definition (it can be created in the following formats: match-up, games, multiple-choice questions, etc.).
- Students in groups analyse the problems in their immediate environment using the problem tree technique and the pre-prepared Jamboard. The teacher guides the students to first discuss the causes of the problem beginning with the more important, moving towards the less important ones.
- After the analysis, students should attempt to find solutions to the mentioned problems, defining the impact of those solutions, from short-term to long-term. The groups will present their work using the Canva application.
- The teacher divides the students into groups using the Breakout Rooms. While they work, the teacher “visits” the groups and offers help.
- Students present their work in class and post a link to them on the school Facebook page, where other students and teachers will vote for the best-defined issues.

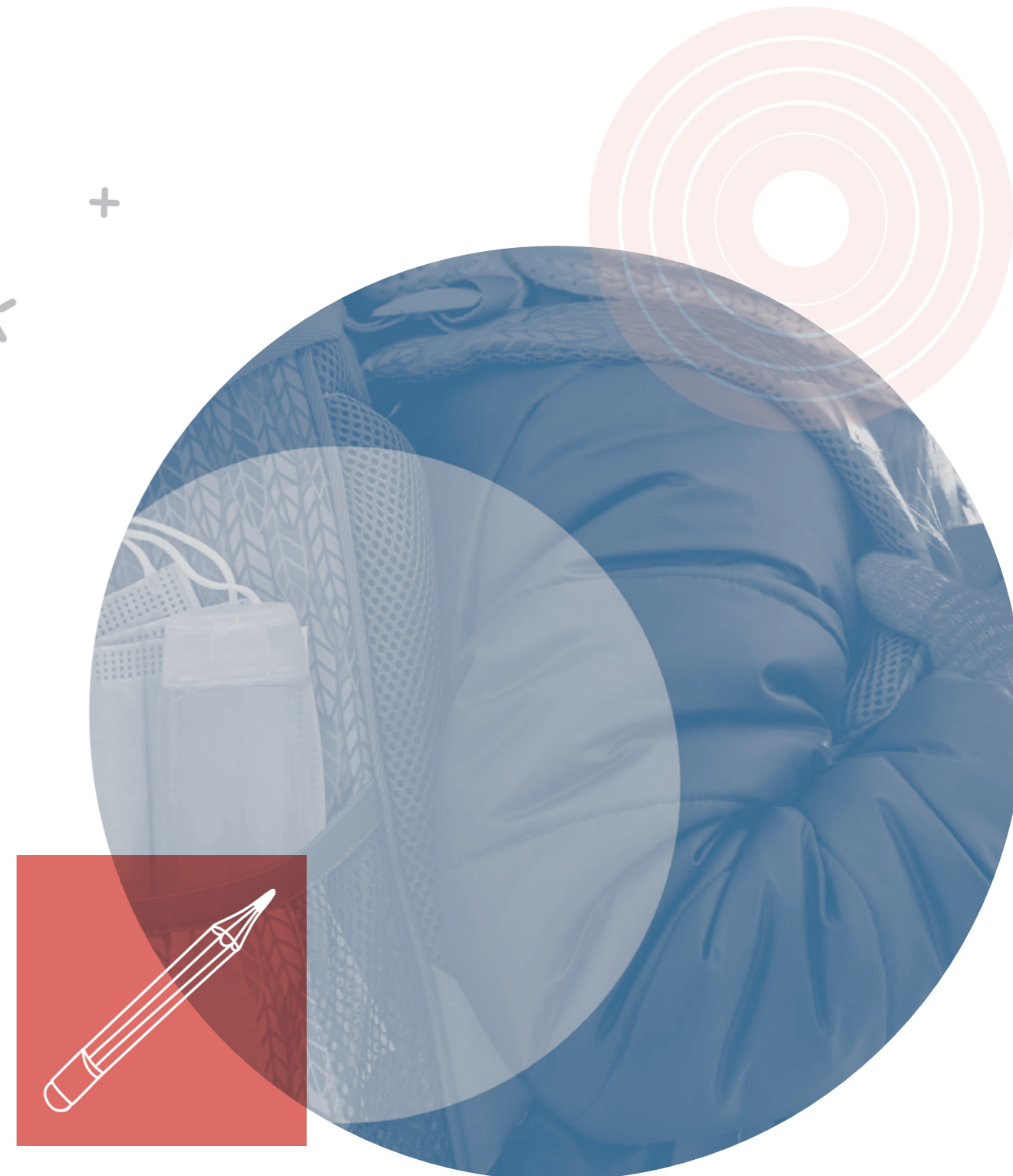
**6. Informatics and computer science**

- The teacher directs students to the Petlja learning platform to get acquainted with the methods and procedures of creating content, posts, web pages and menus on the WordPress platform.
- Students create a website with the help of the teacher (each group has its own website).
- Students post links to their websites in the Google classroom and share them on social media. Selected student websites – **1, 2, 3, 4** and **5**.

**7. Student Parliament**

- The teacher makes a brief review of the film with the students and starts a discussion with the following questions: *Is the man aware of his negative actions in the living environment? What have the students done so far in terms of raising awareness of the citizens and taking action in the protecting environment? What can each of us do to preserve our living environment?*
- The teacher then divides the students into four groups and rooms on the Zoom platform. Their assignment is to choose their tools (Padlet or Linoit) and design material in the form of posters, brochures, photo albums or pamphlets, which would appeal to their peers and fellow citizens to take action to preserve their planet.
- After the work, a group representative exhibits the output. Materials are also posted on the school website.

## ATTITUDES



# Primary School “8. septembar” from Pirot

Example of best practice

## “How People Used to Live”, Teaching/Learning Activity



### AUTHORS:

- **Olgica Najdanović**, school principal
- **Tanja Prvulović**, assistant principal
- **Snezana Savić**, class teacher
- **Ivana Pančić Tošić**, French language teacher

### COMPETENCES FOR DEMOCRATIC CULTURE THAT ARE FOSTERED:

- **Respect**
- Valuing cultural diversity
- Co-operation skills

### USED ONLINE PLATFORMS, TOOLS AND OTHER MATERIALS

1. Google Classroom
2. Google Meet
3. PPT presentation
4. Material from the Internet: riddles, puzzles, anecdotes, tongue-twisters
5. Archive recordings of Cultural and Artistic Society “Dukat”
6. Video of the interview with the president of the Association “Grlica”
7. A recording of an interview with a potter from the village of Poljska Ržana
8. Photos from the project “Shepherd’s Games” for PPT presentations
9. Kizoa application for making short films

### Brief description of the example

The activity is implemented within the subject folk tradition in the 4<sup>th</sup> grade of primary school (lasting two school periods). Students explore how people used to live, feeling respect and admiration for the ingenuity and handicrafts of older fellow citizens. They search the Internet, make presentations, and record interviews that they present to other students through the Google classroom, all the while developing their digital competence and working with data and information. The aim of the activity is for young people to get acquainted with their tradition, to learn something new, to have more respect for articles that people once created, and to save them from oblivion. The activity fosters socialisation between the young and old and respect for the elderly, while the young ones also develop their co-operation skills.

### Description of implementation steps

#### PREPARATORY ACTIVITIES

1. The class teacher plans the lesson with his/her 4<sup>th</sup> grade class and divides the students into five groups (each group has three students, a total of 15 students).
2. Each group is assigned one area for research and presentation:
  - **the first group** will explore old folk wisdom: riddles, tongue-twisters, puzzles, anecdotes;
  - **the second group** will explore the folk customs of the Serbian and Roma population (birth of a child, weddings, how Patron Saint’s Day used to be celebrated, how Christmas, Christmas Eve, Easter were celebrated);
  - **the third group** will explore folk dances and folk songs;
  - **the fourth group** will interview craftsmen who are weavers, pottery-makers, grandmothers who do embroidery, knitting;
  - **the fifth group** will explore old children’s games (klis, skipping rope, stone-throwing, hide-and-peek).
3. Using the Google classroom, the teacher sets guidelines for the implementation of the lesson - links to materials, presentations, videos, instructions for making a presentation. All groups should ask their grandparents for help with their research assignments.
4. Students study the posted materials and agree in their groups on how to make a presentation and film an interview, using the Google classroom, Google Meet, or phones. They have two weeks for the research which is finalised by making a PPT presentation.
5. The class teacher, as well as the parents, offers assistance to the students in the realisation of the task as needed, by providing the necessary material and offering support in making PPT presentations.
6. Students choose who from their group will do the presentation.

#### MAIN ACTIVITIES:

1. Realisation of the first lesson through Google classroom, where the following steps are performed:
  - Introducing the topic of the class.

- Introducing students.
  - The representative of the first group asks the students if they like riddles, if they know a riddle and, after the students answer, plays a PPT presentation on folk wisdom (4 slides) - on the 1<sup>st</sup> slide there are three riddles, the students guess the answers; on the 2<sup>nd</sup> slide there are three tongue-twisters and each of the members of the group says one; on the 3<sup>rd</sup> slide there are three puzzles that the students try to answer, and on 4<sup>th</sup> slide, there are two anecdotes and group members read one anecdote each.
  - A representative of the second group asks the students if they know what the customs are and what customs do they know. When they list the customs they know, the student put up a PPT presentation with the customs on the occasion of the child’s birth, wedding celebrations (Serbian and Roma customs), how Christmas, Christmas Eve, Easter were once celebrated, etc. The differences and similarities of these customs are emphasised.
  - The representative of the third group explains to the students what folklore and folk music are and why it is important not to forget them. Then he/she plays a video with 4<sup>th</sup> grade students dancing as members of the folklore ensemble “Dukat”, and with students who sing traditional songs in the choir.
2. Realisation of the second lesson via Google classroom, where the following steps are performed:
    - The fourth group representative talks about old crafts and artisans, then plays a recording of an interview with the president of the Association “Grlica” (where she talks about weavers from the Pirot region and how popular weaving used to be), and a recording of an interview with a potter from the village of Poljska Ržana. A member of the group plays a recording of a conversation with his grandmother about embroidery and knitting.
    - The fifth group representative talks about children’s games, compares contemporary games and the one’s children used to play, asking students about their favorite game. Following that, the students are shown a video about old games (klis, skipping rope, stone-throwing, hide-and-peek), prepared from photos in the Kizoa application. A discussion with students is initiated asking if they would like to play these old games today.
    - The teacher evaluates the lesson – based on students’ answers to the question of what they liked the most or the least.
    - At the end of the class, the teacher gives homework: as per student’s affinity, everyone should, with the help of parents and grandparents, learn a kolo dance, a folk song, a custom, a riddle, a puzzle, and video what they have learned and share it with others through the Google classroom.
  3. The final step of the activity is to send the outputs of student research to the representatives of the local community that deal with topics that students have researched (CAS “Dukat”, Association “Grlica”, etc.).

# Primary School “12. decembar” from Sjenica

Example of best practice

## “Guide to Folk Traditions”, Teaching/Learning Activity



### AUTHORS:

- **Maida Kolić**, professional associate
- **Branka Dumić**, class teacher
- **Ivana Radulović**, class teacher
- **Adela Baždar**, class teacher
- **Danijela Zelenkapić**, class teacher

### COMPETENCES FOR DEMOCRATIC CULTURE THAT ARE FOSTERED:

- **Openness to cultural otherness and to other beliefs, world views and practices**
- Valuing cultural diversity
- Co-operation skills

### USED ONLINE PLATFORMS, TOOLS AND OTHER MATERIALS

1. Google Classroom
2. PPT presentations

### Brief description of the example

The activity “Guide to Folk Traditions” is realised for 4<sup>th</sup> grade students within the subject nature and society and folk tradition, with the support of teachers and parents. The activity consists of research in which students collect information about the religious and cultural heritage of their people and peoples who live in their immediate communities (Serbs and Bosniaks) and prepare their traditional dishes in practical exercises. Results are presented in the Google classroom, and through the discussion these activities are complemented further, ensuring the fostering and development of competences for democratic culture. This activity also improves students’ digital competences.

### Description of implementation steps

#### PREPARATORY ACTIVITIES

1. Through the Google classroom, the teachers give instructions for the assignment, which consists of two parts. The first part requires students to research the traditions of different cultures, and specifically collect information about the cultural and religious heritage of their homeland and the peoples who live in it (Serbs and Bosniaks). The second part of the task is the preparation of traditional dishes, together with their family members.
2. Students are divided into groups of three to five, taking care to represent students of different nationalities, religions, and cultural backgrounds.
3. Teachers and students agree on how the work on the assignment is going to proceed, plan individual student’s tasks, and work out a design of the presentation and video materials.
4. A jury is formed to select the best-prepared dish consisting of a student, a teacher, and a parent.

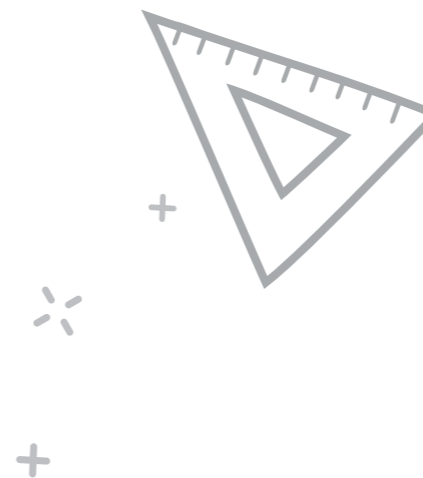
### MAIN ACTIVITIES

#### Preparation of presentations and a discussion

1. Students collect information for a PPT presentation about the traditions of their region by using the Internet, books, and other written sources, watching short films, old photographs, objects, souvenirs, listening to lectures of local historians, etc. The teachers support student’s research by suggesting materials for reading, watching, etc.
2. Through the Google classroom, students present a PPT presentation about the traditions of the peoples living in their immediate environment. The presentations include photographs of religious buildings, kilims, musical instruments, folk costumes, jewelry, souvenirs, furniture, tombstones, anecdotes, art and literary works, and other materials collected by students in order to best present the tradition of their region.
3. Teachers encourage discussion among students that focuses on respect for other cultures, tolerance for different beliefs in society, understanding and dialogue with groups that are perceived as “different”.

#### Meal preparation and competition

1. The students consult with their family members which traditional dishes they are going to prepare and make lists of the necessary ingredients for its preparation (recipe). Students exchange recipes of traditional dishes from different cultures.
2. Students and parents purchase the necessary materials and groceries for the preparation of traditional dishes from other cultures.
3. Students make traditional dishes of their “neighbours” with the presence and help of parents and grandmothers. The key parts of the preparation are recorded (the video preferably lasts about three minutes). Prepared dishes are placed on the table, as the final shot of the video.
4. Students and parents send the videos to the teachers who submit them to the jury.
5. Based on the videos, the jury makes a decision on the best-prepared dishes. As the activity is realised online, the jury chooses the dish that looks the best and whose preparation is best shown in the video.
6. After selecting the best-prepared dishes, a discussion is encouraged among students about the similarities and differences between dishes and about how the national culture influences the preparation and consumption of food.



# Primary School “Dositej Obradović” from Kruševac

Example of best practice

## “I Have a Talent”, Extracurricular Activity



### COMPETENCES FOR DEMOCRATIC CULTURE THAT ARE FOSTERED:

- Self-efficacy
- Co-operation skills

### AUTHORS:

- **Maja Goranović**,  
geography teacher
- **Latinka Milojević**,  
chemistry teacher
- **Snežana Čukić**,  
class teacher
- **Boban Petrović**,  
class teacher
- **Milan Lukić**,  
informatics teacher
- **Ana Popović Milutinović**,  
school pedagogue
- **Biljana Đorđević**,  
school psychologist
- **Marija Banović**,  
Serbian language teacher

### USED ONLINE PLATFORMS, TOOLS AND OTHER MATERIALS

1. Google Classroom
2. Google Meet
3. PPT presentations
4. School website
5. Movie Maker
6. Video Maker / Video Editor / Video Show

### Brief description of the example

It is an activity that marks the School Day that offers students the opportunity to show their talents, at the same time developing digital competence, self-efficacy, and co-operation skills. Students in both upper and lower grades, together with form teachers and class teachers, devise how to best present themselves and their class, taking care to carry out the task efficiently, and make a video that best shows their talents. Finally, the videos are posted on the school website, with accompanying text. In this way, by focusing on the areas in which they are successful, students learn to implement planned activities, while in co-operation with teachers and other students they gain confidence in their own ability. The slogan of this activity is “Music and dance are the cure for everything!”.

### Description of implementation steps

#### PREPARATORY ACTIVITIES

1. Teachers announce the topic in the form teacher class and present the assignment to the students - each class should record a short video to show the talents that the students possess. In conversation with the students, they exchange ideas on how to best show their talents.

2. Using the Google classroom, the informatics teacher teaches students which web tools they can use to carry out their ideas (e.g. PPT presentations, Movi Maker, Video Maker, etc.), making sure that each student understands the task well.
3. Based on the previous instructions, the students record a video material about their talents and then send it to the teacher via e-mail or Viber.
4. The teacher gives them feedback with suggestions on how to realise their idea in the best possible way.

#### MAIN ACTIVITIES

1. Students present their final videos in the Google classroom.
2. Through Google Meet, students then discuss with each other and with teachers how they liked the videos, how they felt about the task, whether they had confidence in their own ability, and how they came up with the idea to show a certain talent, which were the main obstacles they faced either during planning of the presentation of talents and/or during the filming of the activity and how they overcame them, etc.
3. The teacher and the students agree on which video materials they will post on the school website, where more people will have the opportunity to watch them.
4. Video material is posted on the school website.



# Primary School “Jovan Jovanović Zmaj” from Aleksinački Rudnik (Aleksinac)

Example of best practice

## “In the Sea of Diversity, You Should Learn to Swim Too”, Local Community Activity



### AUTHORS:

- **Biljana Berić**, class teacher
- **Marija Petrović**, Serbian language and literature teacher
- **Jasmina Marković**, school pedagogist
- **Suzana Ristić**, history teacher

### COMPETENCES FOR DEMOCRATIC CULTURE THAT ARE FOSTERED:

- **Openness to cultural otherness and to other beliefs, world views and practices**
- Valuing cultural diversity
- Valuing human dignity and human rights

### USED ONLINE PLATFORMS, TOOLS AND OTHER MATERIALS

1. Google Meet
2. Sway Program
3. PPT presentations
4. Videos (Movie Maker, Camtasia)
5. Socratic Survey

### Brief description of the example

Students grades 7<sup>th</sup> and 8<sup>th</sup> participate in this activity. Students are divided into groups and have a research task – to explore the origins of Roma communities, culture and customs, traditional cuisine, music and dances. Consequently, the research results are presented in the form of an e-magazine to all school students, parents, and teachers on the occasion of Roma Day. The non-governmental organisation “Nada” from Aleksinac, parents and Roma from the local community are also involved in the realisation of the activity. The aim of the activity is to raise awareness of respect for diversity in society, to highlight the importance of diversity, to overcome prejudices that exist towards certain groups, and to foster co-operation with others.

### Description of implementation steps

#### PREPARATORY ACTIVITIES

1. Through Google Meet, the teacher introduces the students to the topic they will be working on, gives them guidelines and work instructions, and together with them makes a work plan for the next five days.
2. The teacher divides the students into four groups and assigns the tasks (more below).
  - **The first group** explores the origins of the Roma (history, traditions). Students use the Internet, digital library, information from the NGO “Nada”, knowledge of older Roma.
  - **The second group** explores culture and customs (weddings, celebrations, etc.). Students use various sources of information on the Internet, etiological tales, conversations with members of the Roma community, etc.
  - **The third group** explores delicacies and traditional dishes, searching for recipes of Roma cuisine. Students use photos, videos, cookbooks, and they can prepare a dish themselves.
  - **The fourth group** is presenting music and dances. Students use old recordings, plays, film scores, etc., and are assisted by their parents and folklore ensemble representatives.
3. Through Google Meet, students plan how to collect data and present it as an e-magazine using the Sway program, where PPT presentations, videos made in Movie Maker, audio recordings, photos and texts can be posted.

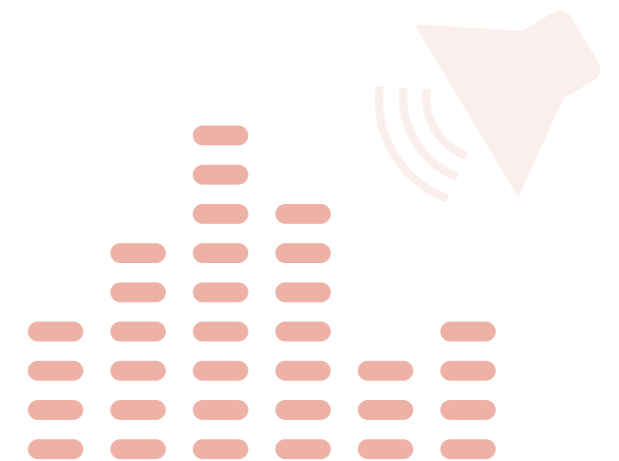
### MAIN ACTIVITIES

1. Divided in groups, students work on their assignments with the support of teachers, the non-governmental organisation “Nada” from Aleksinac, and other relevant representatives of the Roma community (see preparatory activities).
2. Based on the work results of each of the four groups, a thematic magazine dedicated to the Roma is prepared. The material was prepared in an agreed format to facilitate the preparation of the e-magazine. The magazine is made in the Sway program.
3. As part of the celebrations of Roma Day, the editorial board (consisting of group representatives) presents the magazine via Google Meet in the form of a press conference. All students of the school participate in the presentation of the magazine, and parents and representatives of the local community are also invited to attend.
4. After the presentation of the magazine, a discussion is initiated, moderated by teachers, and focusing on two issues.

- a. Literary works celebrating the free-spirited lifestyle of the Roma (Pushkin, Saroyan, Kusturica, Garcia Lorca, etc.).
- b. Similarities and differences between representatives of different cultures (historical-cultural differences and similarities, music, beliefs, customs, etc.) with reference to the co-existence of different cultures.

It is important to mention that representatives of the non-governmental organisation “Nada” and representatives of the Roma community are actively participating in the discussion.

5. Finally, a survey is filled out (*Socratic* survey) in order to obtain feedback on the implemented activity and help planning the future activities (evaluation).



# Primary School “Majšanski put” from Subotica

Example of best practice

## “Let’s Meet the Neighbours”, Extracurricular Activity



### COMPETENCES FOR DEMOCRATIC CULTURE THAT ARE FOSTERED:

- Openness to cultural otherness and to other beliefs, world views and practices
- Valuing cultural diversity
- Co-operation skills

### AUTHORS:

- **Adam Radetić**, music teacher
- **Nevena Gabrić**, religious education teacher - Catholic religion
- **Bernadeta Turu Bogdan**, class teacher
- **Bojan Čutura**, school pedagogist

### USED ONLINE PLATFORMS, TOOLS AND OTHER MATERIALS

1. Edmodo
2. Kahoot

### Brief description of the example

Students grades 5<sup>th</sup> to 8<sup>th</sup>, in co-operation with teachers, have the task to explore the characteristics of members of different cultures and nationalities (Serbian, Hungarian, Croatian and Bunjevac) in the areas of - language, folk costumes, national food, dance, music instruments and customs. Based on the analysis, students work on the three key questions from each area, which will be included in a quiz called “Let’s Meet the Neighbours”. The quiz is written in two languages used in the school - Serbian and Hungarian. Finally, all students take an online quiz, along with family members. The aim of the activity is to learn, get to know and accept other cultures that live in the local multicultural community.

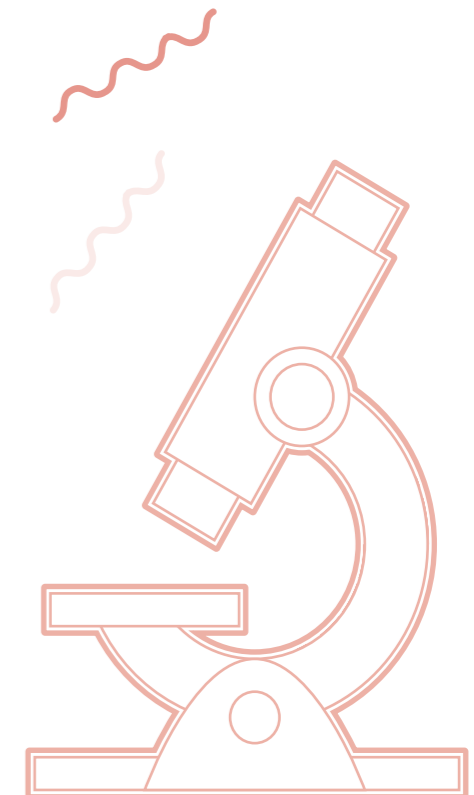
### Description of implementation steps

#### PREPARATORY ACTIVITIES

1. The teachers and students agree on the topics and areas of questions that will be found in the quiz and the assignment of students according to the cultures/nationalities they will explore. Students are divided into four groups that will explore the lives of members of different cultures and nationalities - Serbian, Hungarian, Croatian, and Bunjevac, and into four subgroups that will research different areas:
  - **subgroup 1** - language,
  - **subgroup 2** - folk costume,
  - **subgroup 3** - national food,
  - **subgroup 4** - dance, musical instruments, and customs.
2. Teachers refer students to research relevant material through the Edmodo learning platform.
3. Students in groups research the given sub-topic within the selected cultures/ nationalities and define three questions that will be found in the quiz, and forward them to the teachers (a total of 12 questions per a group of students).
4. Teachers give feedback to students and, in co-operation with them, determine the final questions to be found in the quiz (the quiz as a whole contains about 30 questions, while the excess questions can be used as a “joker” or to create another quiz).
5. Teachers post the quiz on the Kahoot platform.

### MAIN ACTIVITIES

1. Teachers organise the realisation of the quiz through the Edmodo platform - they post a link to the quiz to make it accessible to all students (and parents), give instructions, monitor the realisation, and summarise the results of the quiz.
2. Finally, teachers give feedback to students by highlighting questions and areas in which students have shown the most knowledge and drawing attention to those questions that most students did not answer correctly, giving correct answers, with a brief discussion on the language, folk costume, food, musical instruments, depending on what the question was about. Also, the teacher moderates the discussion about the characteristics of different cultures/ nationalities, their values, and the importance they have in the school and the local community.
3. The results of the activities can be presented at the school level and in the local community.



# Primary School “Matko Vuković” from Subotica

Example of best practice

## “My Subotica”, Research Project



### AUTHORS:

- **Dragana Stojanović**, subject teacher
- **Marijana Dobrilović**, class teacher
- **Nada Dimović**, pedagogical assistant

### COMPETENCES FOR DEMOCRATIC CULTURE THAT ARE FOSTERED:

- Self-efficacy
- Co-operation skills
- Valuing cultural diversity

### USED ONLINE PLATFORMS, TOOLS AND OTHER MATERIALS

1. Google Classroom
2. Google Meet
3. Zoom platform
4. Local electronic media, institution's websites ([www.subotica.com](http://www.subotica.com), [www.subotica.info](http://www.subotica.info), etc.)
5. PPT presentations

### Brief description of the example

The research project is implemented by 6<sup>th</sup> grade students, who work in groups on the topic “My Subotica”, with the support of teachers. Students search the internet, take photos, interviews, write an essay, or make an audio-video presentation on nine different topics. They present the results to each other and to the 6<sup>th</sup> grade students of another local school through the Google Classroom or the Zoom platform. The research project aims for students to develop digital competences within the subject of informatics and computer science, using the learned contents of other subjects and different sources of information. Through flexible thinking and the use of ICT tools, students adopt new content, use the collected material, structure it, format it and express creativity through digital media.

### Description of implementation steps

#### PREPARATORY ACTIVITIES

1. The teacher conveys instructions to 6<sup>th</sup> grade students for the realisation of the project activity via Google Meet and divides the students into nine groups according to the topics (described below), research tasks, student competences and affinities.
2. Each group will have one topic for research and presentation from different areas:
  - important buildings - topics: City Hall (topics 1), Reichl Palace (topics 2), Subotica Synagogue (theme 3);
  - prominent athletes - topics: Jovan Mikić - Spartak (topic 4), Ivan Sarić (topic 5), Davor Štefanek (topic 6);
  - prominent artists - topics: Danilo Kiš (topics 7), Aleksandar Lifka (topic 8), Dezső Kosztolányi (topic 9).
3. The teacher gives research guidelines to the students. Each group should choose a title for their research project, make a PPT presentation with audio with a minimum of 5 slides, and write a short essay to read and record as an audio narration of the presentation. Students are given the opportunity to make a short video on the assigned research topic instead of a PPT presentation. In this activity, students should apply the acquired knowledge from the subjects of history, art, civic education, religious education, physical education, mother tongue, informatics and computer science.
4. The teacher forwards links to materials that may be useful for carrying out the research and instructions for preparing the presentation, essay and quiz (described below). The deadline for the listed outputs is 14 days.

#### MAIN ACTIVITIES

1. Using Google Meet, in the informatics and computer science class, the teacher provides support and advice to students on how to conduct a research on their assignments and how to present their work.
2. Students study the materials and single out the key and most interesting facts for the presentation. While studying the materials, they communicate within each group via e-mail, social networks/set up groups and agree on how to work and how to prepare the tasks.
3. Students tour the buildings and take photos of them. They meet with relevant representatives and record interviews with them. They forward the collected data to each other and post the edited versions on Google Drive.
4. Students in each group design slides (pictorial, with as little text as possible, only keywords) and choose a representative from each group to show the results (presentation and/or video) to 6<sup>th</sup> grade local school students through the Google Meet class.

#### CLOSING ACTIVITIES

1. Presenting the students' research results in informatics and computer science classes via Google classroom to 6<sup>th</sup> grade students, by performing the following steps:
  - Introducing students and topics.
  - Showing presentations and/or videos.
  - After the presentations, the teacher starts the discussion with the questions: *How did you feel during the work on the assignment? What was the challenge for you? How did you solve the obstacles? Who was the person you relayed on the most? Why? What could have been done differently? What are the advantages of Subotica as a place to live (in a cultural sense)?*
  - Students evaluate the lesson.
2. Presenting the results of students' research work through the Zoom platform to 6<sup>th</sup> grade students of another local school.



# Primary School “Moša Pijade” from Debeljača (Kovačica)

Example of best practice

## “Four Countries, Four Languages - Museum of Culture and Language”, Extracurricular Activity



### COMPETENCES FOR DEMOCRATIC CULTURE THAT ARE FOSTERED:

- Openness to cultural otherness and to other beliefs, world views and practices
- Co-operation skills
- Self-efficacy

### AUTHORS:

- **Kristina Vidrač**, school principal
- **Tamara Pecikoza**, English language teacher
- **Andrea Tot Horvat**, German language teacher
- **Edita Radatović**, German language teacher
- **Nataša Pupin**, Serbian language teacher
- **Elvira Marković**, Hungarian language teacher

### USED ONLINE PLATFORMS, TOOLS AND OTHER MATERIALS

1. Google Classroom
2. Google Meet
3. PPT presentations
4. Padlet

### Brief description of the example

Students grades 5<sup>th</sup> to 8<sup>th</sup> participate in the research activity analysing the characteristics of culture, language, and science of different countries (Serbia, Hungary, England, and Germany) and present the outputs in the virtual Museum of Culture and Language. This activity deepens multiethnicity and multiculturalism as essential constructs of civilization that promote openness, tolerance, and inclusion of cultural groups with respect for mutual diversity and identity. This activity involves combining competences for democratic culture, digital skills, mother tongue and foreign languages course content.

### Description of implementation steps

#### PREPARATORY ACTIVITIES

1. Teachers present activities to students in the Google Classroom, and they apply to participate.
2. Students are divided into four groups according to the countries they are researching (Serbia, Hungary, England, and Germany). Students are then divided into subgroups, according to topics (making sure that the groups are heterogeneous in age):
  - culture, customs, and language - mother tongues (Serbian and Hungarian) and foreign languages (English and German);
  - gastronomy;
  - music - traditional and modern music;
  - famous inventors and their inventions.
3. Subject teachers refer students to resources available online, to databases and encyclopedias in which they can find materials for the preparation of the exhibition (photographs, paintings, videos, historical records, and other materials).

#### MAIN ACTIVITIES

1. Students in each group (per country) explore topics (culture, customs and language, gastronomy, music, inventors).
2. Based on the analysis, students prepare photos, videos, and caption texts for photos and videos, and/or prepare an audio recording that will accompany the presentation.
3. Each group meets through Google Meet and agrees on the final preparation of materials about their researched country, specifically the making of PPT presentations and other audio-visual materials.
4. Teachers collect materials from the students who participated, give feedback to them, select and systematise materials for the museum exhibition together with students. Using Padlet, students create noticeboards/ collages with the sights of all the assigned countries, with the support of teachers.
5. The results of the activities and the final materials are presented in the Google classroom called “Museum of Culture and Language” which is divided into four sections, or more precisely four “language cabinets”.
6. One student per each country/group is delegated to present the exhibition, in the role of a curator and narrator.
7. Teachers close the activity by initiating a discussion with students about questions such as: *What did you like most and the least about this activity? What are the similarities and differences between the cultures represented? How important is it to be open to other cultures in modern society?*
8. The organisers of the workshop (teachers and students) post the exhibition, that is PPT presentations, on the school website, making it accessible and visible to all students, teachers, parents, and the local community.



# Primary School “Radoje Domanović” from Niš

Example of best practice

## “Stress and Overcoming Stress Due to Change of Residence, Acceptance of New Families and Students”, Activity in the Local Community



### AUTHORS:

- **Dušica Tričković**, school principal
- **Ljiljana Radovanović Tošić**, psychologist
- **Ivan Ilić**, assistant principal
- **Natalija Milenković**, Serbian language teacher
- **Ivajlo Ilijev**, neuropsychiatrist and psychotherapist, owner of the “Anima” polyclinic
- **Danijel Danković**, president of the Parents’ Council

### COMPETENCES FOR DEMOCRATIC CULTURE THAT ARE FOSTERED:

- **Respect**
- Flexibility and adaptability
- Valuing cultural diversity

### USED ONLINE PLATFORMS, TOOLS AND OTHER MATERIALS

1. Google Meet platform
2. PPT presentations
3. Viber
4. Video material (clip) with the most common reactions to stress

### Brief description of the example

On the Google Meet platform, an online panel debate for parents is organised in co-operation with the “Anima” polyclinic (we suggest to other schools to choose the partners who have professional expertise on the topic of stress and who enjoy a good reputation in the community). The topic of the panel debate is how students and families can overcome the stress caused by changing the place of residence, whether it is a change of state, moving to another city, moving from school to school, or displacement from the living environment due to the need to protect health and safety. The school that implements this activity has experience in supporting students of different cultural backgrounds because the school educates children of various nationalities (Spaniards, Ukrainians, Koreans, Roma) and children who came from many other cities in Serbia or have changed the local school. During the Covid-19 pandemic, there were also students who lost their parents or family members, which especially motivated the school to organise such a public debate.

### Description of implementation steps

#### PREPARATORY ACTIVITIES

1. The school staff (team of authors) reviews the needs of the school by monitoring student migrations and analysing the psychological and educational status of each of them<sup>13</sup>.
2. The school staff agrees on the need and manner of organising activities (selection of partners from the local community, motivating members of the Parents’ Council)<sup>14</sup>. These activities are especially important bearing in mind that the pandemic situation is extremely stressful and challenging for physical and mental health.
3. The team of authors agrees with the president of the Parents’ Council on the need and manner of organising an online public debate, and informing and motivating the representatives of the Parents’ Council.

4. The team of authors agrees with the representatives of the polyclinic on the manner of realisation of activities, the choice of content that will be presented on the PPT presentation, and the presenter. The panel debate will address the topics of stress caused by changes of residence, stress caused by the transition from school to school or displacement from the living environment due to the need to protect health and safety, strategies for overcoming stress, support for students and families from other countries, places, cultures, etc.
5. Electronic and printed material is prepared and distributed to parents, which contains strategies for recognising and overcoming stress.
6. Informing parents about organising an online public debate on the Google Meet platform, with a brief description of the content, the importance of such activities for the school, but also for personal development and mental health in the wider context, and expectations that parents continue to pass on the strategies for overcoming stress to other parents they know.

#### MAIN ACTIVITIES

1. Forwarding the link to access the online public debate on the Google Meet platform.
2. Realisation of an online public debate on the Google Meet platform, followed by a discussion with parents, questions concerning their dilemmas, and their suggestions for the application of knowledge about overcoming stress in everyday school activities.
3. Also, the discussion raises questions about the application of competences for democratic culture, such as: *How to show respect for people who are new to the local community? How to support students with different cultural backgrounds to quickly adapt to the new environment? How to adjust one’s behaviour so that it is appropriate for members of other cultures? How to approach children and families who have experienced a stressful situation?*
4. At the end of the panel debate, the prepared electronic material is distributed and an agreement is reached on further contacts and debates on the topic of stress for all interested participants.
5. After the panel debate, a thematic session of the Parents’ Council is organised with the topic of preserving mental health and support for students who come from different communities.

<sup>13</sup> The school practice is to organise a system for monitoring the adaptation to the new environment, peer team, and the organisational structure for all new students. The internal act of the school determines the activities of the Form teacher, professional associates and the school’s peer team in that monitoring.

<sup>14</sup> The work plan of the Parents’ Council recognises the need to organise a series of educational and preventive activities to learn about stress, its negative effects and strategies for overcoming it.

# Primary School "Sveti Sava" from Vladičin Han

Example of best practice

## "Man and Climate", Teaching/Learning Activity



### AUTHORS:

- **Nemanja Stamenković,** geography teacher

### COMPETENCES FOR DEMOCRATIC CULTURE THAT ARE FOSTERED:

- **Responsibility**
- Co-operation skills
- Analytical and critical thinking skills

### USED ONLINE PLATFORMS, TOOLS AND OTHER MATERIALS

1. Google Classroom
2. Zoom platform
3. Viber
4. PPT presentations
5. E-mail

### Brief description of the example

This is a geography lesson for the 5<sup>th</sup> grade of primary school, which is realised by students with the help of the geography teacher. It is based on group work. Students in groups work on assignments and make short presentations on the topic of human impact on the climate. The teacher posts the necessary materials and work instructions on the Google classroom. The teacher and the students prepare the lesson (search the internet, collect material, make presentations) and at the end, the students present the output via the Zoom application. The activity aims to enable students to critically observe the human impact on the climate of our planet, to apply the acquired knowledge, to develop an awareness of air protection and a healthy environment, to practice responsible participation in a democratic society, to develop digital competence and work with data and information.

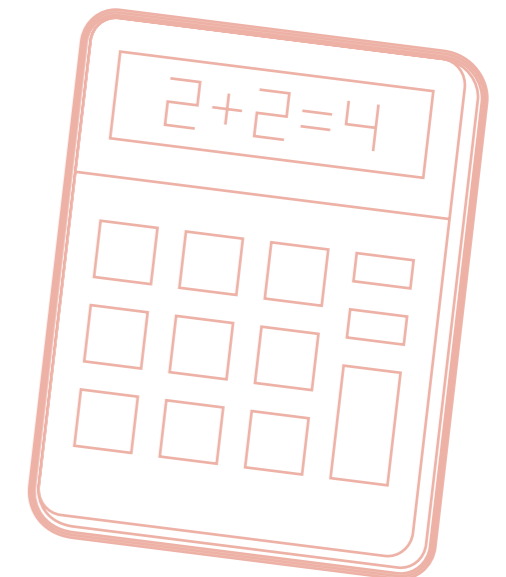
### Description of implementation steps

#### PREPARATORY ACTIVITIES

1. The teacher gives instructions for the lesson in the Google classroom and divides students into four groups.
2. Each group receives one issue for research and presentation:
  - **group 1:** Global warming - greenhouse effect,
  - **group 2:** Ozone holes,
  - **group 3:** Acid rain,
  - **group 4:** Positive human impact on climate.
3. The teacher posts the material on the Google classroom, providing links to the materials and instructions for preparing a presentation (each group should make three slides with as little text and as many pictures and sketches as possible, and come up with three questions for the debate at the end of the lesson).
4. Students study materials on the assigned topic and highlight the key and most interesting facts for the presentation. Students in each group communicate via the Viber group and agree on making slides and questions for debate at the end of the lesson.
5. The students of each group send the prepared presentations to the teacher by e-mail.
6. Students choose one representative from each group to present their work on the Zoom platform.
7. The teacher invites the students to the class that will take place on the Zoom platform.

### MAIN ACTIVITIES

1. The teacher gives an introduction to the topic "Man and Climate" and a short observation on the importance of the atmosphere and responsible behaviour of man towards nature, after which he introduces the students who will present the work of their group.
2. Slides presentation - each representative of the group presents the output of joint work.
3. After all the groups' presentations, the teacher announces the rules of the debate.
4. The teacher encourages debate by asking questions such as: *What can we personally do to positively influence the climate? How can we influence others to think about the impact that man has on the climate?* Also, each group asks questions that they have previously prepared.
5. The last step is the evaluation of the lesson by the teacher and the students - each student should say what he/she liked the most and the least.



# Primary School “Svetozar Marković” from Vranje

Example of best practice

## “Be Intercultural”, Thematic Lesson, Teaching/Learning Activity



### COMPETENCES FOR DEMOCRATIC CULTURE THAT ARE FOSTERED:

- Openness to cultural otherness and to other beliefs, world views and practices
- Valuing cultural diversity
- Linguistic, communicative and plurilingual skills

### AUTHORS:

- Jelena Stojković Ilić, pedagogist
- Tijana Đokić, principal
- Danijela Antić, psychologist
- Milijana Mišić, geography teacher

### USED ONLINE PLATFORMS, TOOLS AND OTHER MATERIALS

1. Google Classroom
2. Google Questionnaire
3. Movie Maker
4. YouTube channel
5. School website

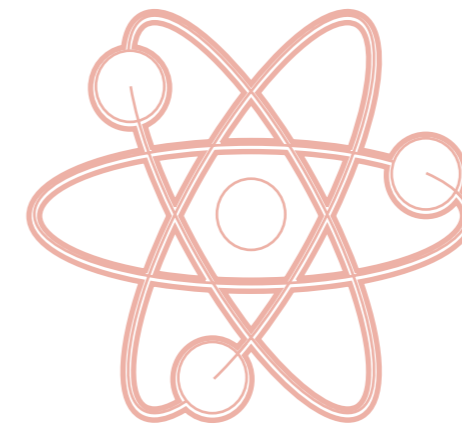
### Brief description of the example

In the framework of this activity, students design messages about tolerance and anti-discrimination in different languages, choose the most original messages and make a video about messages and photos/ drawings on the topic of interculturality. At the end, a virtual exhibition is held and a discussion takes place. Students grades 5<sup>th</sup> to 8<sup>th</sup> of primary school are included in this activity (compulsory inclusion of students from the migrant population, minority groups, etc., depending on the specifics of the school population). The activity supports the development of democratic values, interculturalism, tolerance and mutual understanding and respect for other cultures, and is realised in the form teacher class and language classes, and can also be realised as an extracurricular activity.

### Description of implementation steps

#### PREPARATORY ACTIVITIES

1. The teacher prepares material for the thematic lesson (texts on interculturality, tolerance, anti-discrimination, other cultures and languages - Serbian, Farsi, French, Russian, and English).
2. The teacher opens a special section for a thematic lesson in the Google classroom.
3. A team is formed comprised of students from the IT club and teachers who will be working on the editing of the video material that will be recorded.



### MAIN ACTIVITIES

1. Each class, with the support of language teachers, designs the content of the message on tolerance and anti-discrimination and translates the message into foreign languages - Farsi, French, Russian, and English.
2. Organisation of the thematic lesson “Be Intercultural” in the Google classroom, with the participation of students grades 5<sup>th</sup> to 8<sup>th</sup>, who say out loud all the created messages about tolerance and anti-discrimination in Serbian, Farsi, French, Russian, and English.
3. Voting for the three most original messages is organised on the class level. All students participate in the selection of the most original messages by applying the principles of democratic voting. After all messages are presented, an online survey is conducted and the students can vote for the message they like the best (Google Questionnaire). The message that had the most votes wins. The votes are counted by a commission consisting of three students who were chosen by the teacher at random.
4. Each department records the three most original messages, which are selected in a democratic process. The recording is carried out in co-operation with the formed team of students from the IT club and teachers.
5. After recording the messages, a video clip is prepared - video material with edited messages that the students voiced. The IT club participates in this process with the help of the informatics teacher, using the Movie Maker program.
6. An edited video is presented in the form teacher class. Following that, students have the task to present the concept of interculturality through photography/artwork.
7. Finally, a virtual exhibition called “Be Intercultural” is organised in the Google classroom, where a discussion is launched on the questions: *How would you define the term interculturality? Why is mutual understanding and dialogue with groups that are perceived as “different” important?*
8. Promotion of the video and virtual exhibition on the YouTube channel and the school website.

# Primary School “Sonja Marinković” from Novi Sad

Example of best practice

## “Responsible Citizen”, Teaching/Learning Activity



### AUTHORS:

- **Tatjana Surdučki**,  
pedagogist
- **Dragica Mirazić Nemet**,  
psychologist, civic education teacher
- **Marija Despić**,  
pedagogue, after school care teacher
- **Dragana Popov Čanak**,  
librarian

### COMPETENCES FOR DEMOCRATIC CULTURE THAT ARE FOSTERED:

- **Responsibility**
- **Civic-mindedness**

### USED ONLINE PLATFORMS, TOOLS AND OTHER MATERIALS

1. Zoom platform or Google Meet platform
2. Google Classroom
3. Mentimeter application
4. PPT presentations

### Brief description of the example

This is a workshop called “Responsible Citizen”, which is realised in the class of civic education or the form teacher class. With adjustments of the situations that are analysed, it can also be implemented in other subjects (e.g. in biology on the topic of environmental responsibility or responsibility towards one’s health, in informatics on the topic of responsibility on the Internet, etc.). The activity is realised on the Zoom or Google Meet platforms, with the participation of 6<sup>th</sup> or 7<sup>th</sup> grade students. Students give their associations to the word RESPONSIBILITY and are presented with situations in which the competences of responsibility and civic-mindedness can be practiced. The aim of the workshop is to understand the importance of civic activism and taking responsibility for the development and improvement of society.

### Description of implementation steps

#### PREPARATORY ACTIVITIES

1. Teachers notify students about a meeting on the Zoom or Google Meet platforms.
2. Teachers prepare a question in the Mentimeter application - “What is your association with the word RESPONSIBILITY?”, and a PPT presentation on different situations in which the competences of responsibility and civic-mindedness can be practiced. Realistic situations that are assigned to students:
  - There is a cafe near your school. In it, there is also a sports betting shop, various types of video games, and smoking and alcohol consumption are allowed. Students spend their free time there and “practice” each of these activities. What would a responsible and proactive citizen do in this situation?
  - There are a large number of stray dogs on the streets near the school. The barking of dogs makes noise, and they also endanger the safety of passers-by by attacking them. The local population and students complain about the presence of dogs every day. What would a responsible and proactive citizen do in this situation?

- Reality shows are broadcast all day long on the programme of a television station, dominated by inappropriate language and violence. Residents of your area regularly watch this programme. What would a responsible and proactive citizen do in this situation?
- Solar chargers for mobile phones have been installed at certain points in the city. Certain individuals are destroying public property, demolishing the chargers. What would a responsible and proactive citizen do in this situation?

#### MAIN ACTIVITIES

1. On the Google Meet or Zoom platform, after the students’ introductory greeting, the teachers use the Mentimeter application to give students the task to write their association to the word RESPONSIBILITY. Students’ answers appear on the screen, and teachers comment on associations, give explanations and other examples of responsibility.
2. Teachers offer different situations and the students are invited to think about what a responsible and proactive citizen would do in such situations. The presentation shows the situations one by one, and the students ask to speak and offer their suggestions.
3. Having in mind the students’ suggestions and ideas, teachers summarise the activities, give a conclusion about the importance of a responsible and proactive attitude of citizens towards their community, and indicate which knowledge, skills, and attitudes of a responsible citizen have been identified.
4. In the Google classroom, teachers set up a presentation with these conclusions.

# Primary School “Triva Vitasović Lebarnik” from Laćarak (Sremska Mitrovica)

Example of best practice

## “Inverted classroom”, Teaching/Learning Activity



### COMPETENCES FOR DEMOCRATIC CULTURE THAT ARE FOSTERED:

- Responsibility
- Empathy
- Analytical and critical thinking skills

### AUTHORS:

- **Slađana Teodorović**,  
pedagogical assistant
- **Jasna Cvijetić**,  
English language teacher

### USED ONLINE PLATFORMS, TOOLS AND OTHER MATERIALS

1. Google Classroom
2. Google Meet
3. PPT presentations

### Brief description of the example

This activity for 7<sup>th</sup> grade students is designed as an “inverted classroom” - knowledge is acquired at home, and tested and practiced at school. The activity is shared in the civic education classroom, form teacher class, and English language classrooms on the Google platform. Students receive material about the Spanish flu and the current pandemic and based on their analysis find similarities and differences between the two epidemics and make a tabular presentation. Following the assignment, a discussion on the topic of the two epidemics is held in class, with a focus on mutual assistance and the development of empathy among the population endangered by epidemics.

### Description of implementation steps

#### PREPARATORY ACTIVITIES

1. Teachers prepare a PPT presentation on the Spanish flu and the current pandemic.
2. Teachers share a PPT presentation in the civic education classroom, form teacher class, and English language classrooms on the Google platform.
3. Teachers present the task to students - each student should analyse the PPT presentation and, based on the analysis, derive a conclusion what are the similarities and differences between the two epidemics.

### MAIN ACTIVITIES

1. Students analyse the material and find similarities and differences between the two epidemics, taking care to use relevant sources of information and critically think about the consequences that epidemics leave on society. As part of the analysis, students fill in a table, which contains some of the characteristics of epidemics (e.g. obligation to wear masks, ban on movement and public gatherings, the existence of restrictive rules for buying groceries, etc.) by entering values for both epidemics.
2. Students present the results of the analysis in the classes of civic education, the form teacher class, and the English language class.
3. After the presentation of the results, a discussion is conducted through Google Meet in which students and teachers debate the following :
  - a. the importance of expressing empathy towards other people, especially in crisis situations,
  - b. the importance of observance of obligations and responsible behaviour of citizens at the local, national and global level.



# Primary School “Filip Filipović” from Belgrade

Example of best practice

## “Good Morning Belgrade!”, Project-Based Teaching/Learning



### COMPETENCES FOR DEMOCRATIC CULTURE THAT ARE FOSTERED:

- **Civic-mindedness**
- Knowledge and critical understanding of the world
- Co-operation skills

### AUTHORS:

- **Irena Miljković**,  
English language teacher
- **Dragana Vuksanović**,  
German language teacher
- **Ivana Stepanović**,  
class teacher
- **Jelena Mandić**,  
librarian

### USED ONLINE PLATFORMS, TOOLS AND OTHER MATERIALS

1. Google Questionnaire
2. ThingLink
3. Toony Tool
4. Story Jumper
5. Google Meet
6. Google Classroom/Edmodo
7. Kahoot quiz

### Brief description of the example

This activity is implemented with students grades 3<sup>rd</sup> to 6<sup>th</sup>, lasting four weeks, and involves the making of outputs about the culture, history, and religion of the city, as part of project-based teaching/learning. The activities are implemented by the authors of the project-based teaching/learning and students in the classes of nature and society, English and German languages, and the members of the journalism club. In addition to students, parents are also participating in the activity, helping students use ICT tools. The activity aims to develop a sense of belonging to the community, to develop solidarity and civic-mindedness, motivation for the development of knowledge, research spirit, and digital skills of students.

### Description of implementation steps

#### PREPARATORY ACTIVITIES

1. In order to assess students' knowledge, the teachers provide them with a Google questionnaire entitled “What do I know about Belgrade”, which contains questions about culture, history, and religion.
2. Using the Google classroom, the teachers give students assignments with instructions for work in project-based teaching/learning in classes and in the journalism club. The assignment involves:
  - **3<sup>rd</sup> grade students** research the life of the residents in the past (what was the occupation of the residents) in Serbian;
  - **4<sup>th</sup> grade students** research the life of the residents in the past (how they spent their free time) in English;
  - **5<sup>th</sup> grade students** research famous historical sites in English, German and Serbian;
  - **6<sup>th</sup> grade students** research the different national minorities and residents of different cultural/religious backgrounds throughout history, in German and Serbian;
  - **the journalism club** researches Duško Radović's aphorisms, i.e. poems and stories about Belgrade.
3. The teacher divides the students from each grade into groups (from three to five students) who will focus on a specific sub-topic of the assignments.
4. The teacher provides work guidelines and puts relevant links and materials (videos, presentations, photos) in the Google classroom or on the Edmodo platform.
5. The teacher instructs students how to use the provided ICT tools (Toony Tool for making comics, ThingLink for making presentations, and Story Jumper for making magazines). Parents help students master this step at home.

#### MAIN ACTIVITIES

1. Students individually research and analyse the material previously shared by the teachers (lasting five days).
2. Students in groups collaborate and make outputs based on analysis (lasting five days):
  - **3<sup>rd</sup> and 4<sup>th</sup> graders** make comics showing how the residents once lived, using Toony Tool;
  - **5<sup>th</sup> and 6<sup>th</sup> grade students** use the ThingLink tool to make presentations with texts, pictures, links, audio and video recordings of historical places and about the residents of different national minorities and of different cultural/religious backgrounds;
  - **members of the journalism club** use the Story Jumper tool to make an e-magazine that will contain all the previously mentioned students' outputs, aphorisms of Duško Radović, and songs and stories about Belgrade.
3. Students present group outputs to each other and share them in Google classrooms/ Edmodo (two school periods).
4. After the presentation, students conduct a self-evaluation, using the **Six Hats** technique (to develop critical thinking), with the ThingLink tool (one school period).
5. Teachers prepare a quiz using the Kahoot tool, which contains the same questions as the questionnaire that the participants answered as part of the preparatory activities, and organise competitions (two school periods).
6. Students and teachers analyse the results together, comparing the answers from the questionnaire and quiz, and the teachers provide feedback to students (one school period).
7. Students and teachers discuss together what the local community used to look like and how it looks today and what can be done to make the community an even better place to live (closing activity, one school period).
8. All links to students' outputs are posted on the school website.

## School with Dormitory for Children with Impaired Hearing and Speech “11. maj”, from Jagodina

Example of best practice

### “New Year’s Greeting Card”, Extracurricular Activity



#### COMPETENCES FOR DEMOCRATIC CULTURE THAT ARE FOSTERED:

- Self-efficacy
- Responsibility
- Co-operation skills

#### AUTHORS:

- **Jelena Mihajlović**,  
secondary school teacher (special education teacher - special pedagogist)
- **Ana Tošanić**,  
librarian (Serbian language and literature teacher)
- **Maja Andrić**,  
educator (home educator)
- **Jovan Gavrilović**,  
educator (defectologist - special pedagogist)

#### USED ONLINE PLATFORMS, TOOLS AND OTHER MATERIALS

1. Viber
2. Messenger
3. E-mail
4. Facebook

#### Brief description of the example

In this extracurricular activity, the school staff organises a competition for the “Best New Year’s Greeting Card” on the occasion of celebrating the holidays in the conditions of distance learning. The aim of the activity is for students to show readiness, creativity, and responsibility concerning the requirements of the competition, to develop a positive belief in their own ability to achieve certain goals (self-efficacy) and to foster co-operation skills (joining efforts with another classmate in designing the card). This type of activity is suitable for celebrating various holidays or important dates (e.g. Easter - “The Most Beautiful Easter Egg”) and can be realised in co-operation with the local community, by conducting a joint competition for all primary schools in the local community.

#### Description of implementation steps

##### PREPARATORY ACTIVITIES

1. The team of authors considers ideas that would enrich New Year’s activities. The teacher designs a competition (the competition rules include: the unlimited number of cards per student, the cards are to be sent by mail, Viber, Messenger, e-mail, etc., set deadline for submission of cards, participation of all school students, etc.)
2. The team of authors informs all form teachers via e-mail about the planned activity.
3. The competition is announced on the school website and social networks.
4. A commission is set up for the selection of the most beautiful card.

##### MAIN ACTIVITIES

1. Students make New Year’s cards at home with their parents, brothers, sisters, peers and/or others.
2. Students send cards for the competition to the school by mail, Viber, Messenger, or by e-mail.
3. The commission sorts the greeting cards based on age, work technique, and independence in making them and chooses the most beautiful card.
4. The names of the winners are published on the school Facebook page.
5. Teachers and students together organise an exhibition of the most beautiful greeting cards in the school hall and on the Facebook page in the form of an online exhibition.
6. Awarding the winners, but also other students (closing activity) - all students who sent a greeting card receive prizes, by Santa Claus giving everyone gift packages. A teacher playing Santa Claus visits the students and gives them gift packages.

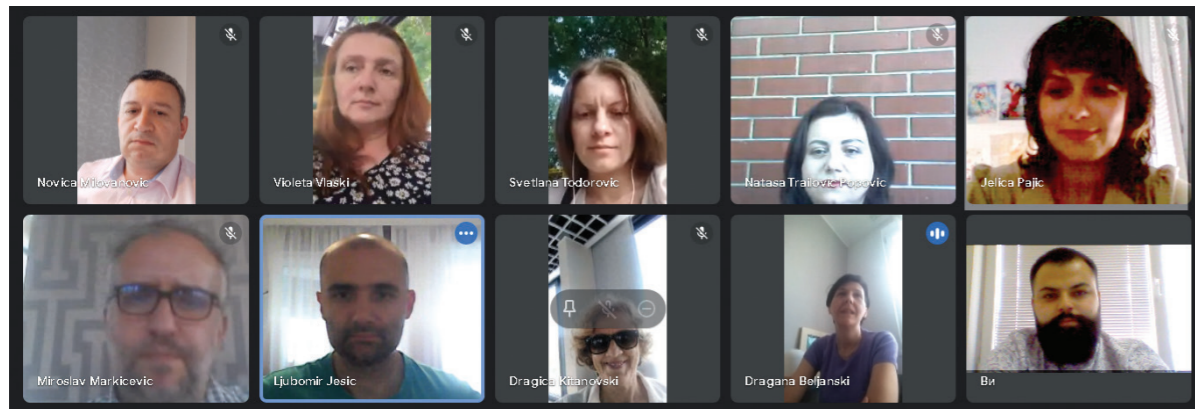




# Seventh Belgrade Gymnasium

Example of best practice

## “Traces of Renowned Russians in Belgrade in the Interwar Period”, Project-Based Teaching/Learning



### AUTHORS:

- **Ana Marković**, Serbian language and literature teacher
- **Violeta Vlaški**, Russian language teacher
- **Nenad Jeremić**, German language teacher
- **Ivana Dankov**, informatics and computer science teacher
- **Jagoda Janjić**, informatics and computer science teacher

### COMPETENCES FOR DEMOCRATIC CULTURE THAT ARE FOSTERED:

- **Self-efficacy**
- Linguistic, communicative and plurilingual skills
- Knowledge and critical understanding of the world

### Brief description of the example

In the 2019/20 school year, the students of the 2<sup>nd</sup> grade of the Seventh Belgrade Gymnasium realised a project with their teachers called “Traces of Renowned Russians in Belgrade in the Interwar Period”, a topic of their choice. In this project, students explore the historical context of the creation of cultural monuments of Russian authors in Belgrade, their artistic (architectural) value, photograph them, write essays about them in Serbian, Russian and German, and format these essays into articles to be posted on Wikipedia, the free encyclopedia. The activity was realised with the support of an expert from the Wikimedia Foundation, who trained students to use Wikipedia tools and provided them with assistance during the preparation of the articles (a former student of the school). Finally, students prepare a printed brochure on the topic of the project.

### Description of implementation steps

#### PREPARATORY ACTIVITIES

1. Introducing students to the concept and characteristics of project-based teaching/learning.
2. Reaching agreement on the topic for the project - considering different ideas of students.
3. Teachers provide support to students (the role of a “critical friend”) in delegating assignments, setting a time plan of activities, providing resources, engaging the expert, etc.

#### USED ONLINE PLATFORMS, TOOLS AND OTHER MATERIALS

1. Google Classroom
2. Zoom platform
3. Padlet
4. Google Drive
5. Wikipedia user tools
6. School Facebook group
7. Internet sources about renowned Russians, Belgrade architecture, etc.
8. Online dictionaries

#### MAIN ACTIVITIES

1. Having decided on the topic of the project, the students are divided into four groups for research about architects:
  - a. Viktor Lukomski,
  - b. Valerija Staševski,
  - c. Georgi Kovaljevski and
  - d. Vasilije Baumgarten and the buildings they designed in Belgrade.

Students use printed and electronic sources in Russian and Serbian for research, visit buildings and photograph them. They use the Padlet to post different ideas, sketches, photos, etc.

2. Following this, students write essays about Russian architects and their buildings in Belgrade, in Serbian.
3. Three groups translate essays from Russian into Serbian, and the fourth group translates essays about Vasilije Baumgarten from Russian and Serbian into the German language. All essays are available on Google Drive.
4. With the assistance of the external contributor (expert), the essays are transformed into Wikipedia articles. Articles created by school students are still available and are updated daily by Wikipedia community members (see 1, 2 and 3).
5. With the support of informatics and computer science teachers, students edit photographs they have taken and prepare a brochure about renowned Russians in Belgrade in the interwar period.
6. Students post the outputs of their project (essays, Wikipedia articles, brochures, photos) in Google classrooms and classes on the Zoom platform.
7. To make the project’s outputs accessible to more teachers and students, Wikipedia articles links are shared on the school Facebook group.
8. A special step is (self) evaluation and reflection. In each phase of the project, the students go through a reflection with their teachers (critical friends) who help them spot possible problems and their solutions (on their own). All students are involved in the evaluation of their own and others’ work and the contribution of each student to the successful realisation of the project. Other teachers and students outside the class in which the project was implemented are also included in the evaluation through the Facebook group.

# Technical School from Bor

Example of best practice

## “Responsibility in a Time of Pandemic”, Teaching/Learning Activity



### COMPETENCES FOR DEMOCRATIC CULTURE THAT ARE FOSTERED:

- **Responsibility**
- Analytical and critical thinking skills
- Co-operation skills

### AUTHORS:

- **Suzana Ilić**,  
teacher of informatics and computer science,  
automatic data processing, mathematics
- **Dragana Ćosić**,  
civic education teacher
- **Ana Vukojević**,  
mathematics teacher
- **Nataša Džaković**,  
pedagogue
- **Ljubinka Aksić, Marina Živković, Valentina Dimitrijević**,  
chemical group of subjects teachers

### USED ONLINE PLATFORMS, TOOLS AND OTHER MATERIALS

1. Google Classroom
2. PPT presentations
3. Padlet

### Brief description of the example

The activities are realised in the Google classroom in the classes of civic education, informatics, computer science, and automatic data processing, as a cross-curricular topic, combining digital skills, working with data and information, responsible participation in a democratic society, and critical observation of social processes. During the activity, students explore topics related to the pandemic. The idea of the planned activities is to encourage students to analyse the situation of the pandemic and understand that it requires them to be responsible for themselves and their environment, but also to highlight the “mask” as a symbol, as a need to positively affect personal health and protect the immediate environment.

### Description of implementation steps

#### PREPARATORY ACTIVITIES

1. On the Google Classroom platform, the teacher creates a special classroom with the name/ topic “Responsibility in a Time of Pandemic”, which contains all relevant information about the implementation of activities, and is a space for the exchange of materials and ideas.
2. The teacher then divides the students into three groups and introduces them to the tasks and work instructions.
  - The first group of students independently researches and finds answers to the questions: *What is responsibility? Is wearing a mask responsible behaviour? Why?* Students receive a link and instructions for filling out answers on the Padlet bulletin board, where they can see their **peers’ answers**.

- Another group of students independently researches and finds answers to the questions: *What did celebrities say about responsibility?* Students also receive a link for filling out answers on the Padlet bulletin board, where they can see their **peers’ answers**.
- The third group of students independently researches the topic of the origin and use of different masks throughout history and finds answers to the questions: *Did masks exist in the past? When were they worn? What did they represent (doctors’ masks, ritual, carnival, theatrical, Venetian, etc.)? Were the masks a fashion accessory?* Students should make a PPT presentation based on the collected material.

#### MAIN ACTIVITIES

1. Students work in groups on their assignments. They find research materials on the Internet by visiting various relevant sites, as well as in libraries, textbooks, and other sources.
2. Upon completion of the work, students place their outputs on the platforms listed in the preparatory activities (where the final works of students can be found).
3. Students have the task to review the works, analyse them, leave comments in the Padlet or Google classroom, ask questions and express their views on wearing masks and the responsibility of people in a time of the pandemic.
4. After that, as a part of the assignment, the students design their mask in the Paint program and post it in the Google classroom.
5. The activity ends by summarizing the main conclusions derived by the students conducting the research activities.



# Technical School from Užice

Example of best practice

## “Wearing Masks, Advantages and Disadvantages”, Project-Based Teaching/Learning



### COMPETENCES FOR DEMOCRATIC CULTURE THAT ARE FOSTERED:

- Responsibility
- Analytical and critical thinking skills
- Co-operation skills

### USED ONLINE PLATFORMS, TOOLS AND OTHER MATERIALS

1. Microsoft Teams
2. Microsoft Forms
3. Microsoft Office 365

### AUTHORS:

- **Dragan Tucaković**, school principal
- **Marijana Simović Aleksić**, psychologist
- **Sanja Selaković**, Serbian language and literature teacher
- **Brankica Antonijević**, mathematics teacher
- **Marina Jelisićević**, metal engineering group of subjects teacher
- **Tatjana Starčević**, electrical engineering group of subjects teacher
- **Danijela Prodanović**, machine engineering group of subjects teacher
- **Ana Radanović**, graphic design group of subjects teacher
- **Ivana Marjanović**, machine engineering group of subjects teacher

### Brief description of the example

This activity is realised with a group of 2<sup>nd</sup> and 3<sup>rd</sup> grade students with the application of a multidisciplinary approach, since it includes the contents of different subjects and educational profiles. The activity aims to develop students' responsibility for themselves and the civil society to which they belong, as well as to foster a positive impact by personally influencing other students in school. A number of activities also develop critical and analytical thinking skills in students, which enable them to argue and prove their position and attitudes about the importance of wearing a face mask with facts, while understanding different opinions and prejudices in their environment.

### Description of implementation steps

#### PREPARATORY ACTIVITIES

1. Selection of teachers and professional associates who will co-ordinate the project (teachers of the Serbian language, biology, civic education, graphic design, multimedia, pedagogist and psychologist).
2. Selection of interested students from 2<sup>nd</sup> and 3<sup>rd</sup> grade.
3. Creating an activity plan - students are split into groups that receive different assignments. Each group will have one teacher co-ordinator. Teachers help students to organise and properly plan the activities.
4. Students are divided into five groups and introduced to the tasks:
  - **group I** will conduct a survey with students on the topic of wearing masks and analyse the results obtained;
  - **group II** will be in charge of essays and the realisation of the debate;
  - **group III** will research facts and explore arguments based on scientific research;
  - **group IV** will work on graphic design on the topic of "Mask";
  - **group V** will be in charge of creating and editing a website and a common space with the help of Microsoft Teams.

#### MAIN ACTIVITIES

1. Each group implements its assigned activities.
2. **Group I** - the co-ordinator of this group is a pedagogist or a psychologist.
  - The group conducts an anonymous online survey with students (via the Forms Questionnaire) about whether they wear masks indoors and to what extent, whether they know what their importance is, what are their advantages and disadvantages, and how we affect the environment by wearing or not wearing masks.
  - After the survey, the group analyses the obtained results and presents them to the project team on the Microsoft Teams platform and on the newly formed student site on the school platform Microsoft Office 365.
3. **Group II** – co-ordinators are the teachers of Serbian language and civic education.
  - The group organises a literary competition, writing essays on the topic of "Mask". Students submit essays on an agreed channel on Microsoft Teams, and the group members choose the best essays to be presented on the site.
  - Subsequently, the group organises a debate on "Wearing Masks, Advantages and Disadvantages" in a video meeting through Microsoft Teams, which all interested teachers and students of the school can participate in.
4. **Group III** – co-ordinator is the biology teacher.
  - The group is researching the facts about the importance of the mask as an epidemiological measure during a pandemic. As part of the research, the group organises meetings and collects relevant materials on its channel on Microsoft Teams.
  - Following the research, the group publishes the results on the students' website on the school platform Microsoft Office 365.
5. **Group IV** – co-ordinator is the graphic design teacher.
  - This group consists of students from the graphic design educational profiles. Their task is to organise the making of various interesting graphic designs for masks, and then to choose the most creative works and present them on the website.
6. **Group V** – co-ordinator is the teacher of the computer science group of subjects.
  - The group creates and edits a joint website on the Microsoft Office 365 school platform and space in the Microsoft Teams, co-operates with all other groups, and provides them with technical support.

This group is in charge of posting all the content on the website, which is also the last step.

# School for Tourism and Hospitality from Belgrade

Example of best practice

## “Science in the Jar of Preserves”, Interdisciplinary Lesson, Workshop



### COMPETENCES FOR DEMOCRATIC CULTURE THAT ARE FOSTERED:

- Self-efficacy
- Co-operation skills

### AUTHORS:

- **Snežana Petrunović**, nutrition teacher, workshop organiser
- **Zorana Kurbalija Novičić**, workshop leader
- **Vesna Vale**, healthcare teacher
- **Žarko Stanković**, culinary teacher

### USED ONLINE PLATFORMS, TOOLS AND OTHER MATERIALS

1. Zoom platform
2. Google Classroom
3. PPT presentation
4. Jamboard

### Brief description of the example

The workshop involves a combination of digital skills, teaching content of professional subjects in the field of catering, and competences for democratic culture. The idea is for students to apply what they have learned in professional subjects (culinary skills, nutrition, healthcare) through digital technologies and improve their efficacy in the field of food preservation. The workshop lasts a total of ten hours and includes preparatory and main activities. The workshop is organised by teachers and conducted by the workshop leader (the scientist who founded the portal [www.sciencemarket.se](http://www.sciencemarket.se)), but the workshop can be conducted by regular teachers. In addition to students and the leader, the workshop is attended by parents who offer support in providing the necessary material and in the presentation of results.

### Description of implementation steps

#### PREPARATORY ACTIVITIES

1. Subject teachers in regular classes and/or through the Google classroom, give students instructions for conducting a research assignment that includes tasks from three areas.
  - **Nutrition** - What is food preservation? History of food preservation. What are the most famous preservatives? The importance of food preservation. Fruits and vegetables in the diet.
  - **Healthcare** - What are the causes of food spoilage? What pathogenic bacteria and fungi cause food spoilage? How does hand and utensil hygiene affect food safety?
  - **Culinary Skills** - Fruit and vegetable processing techniques in preparation for food preservation.

Subject teachers refer students to recommended literature (textbook, school library, Internet). Students have a week for this activity.

2. The nutrition teacher, as the organiser of the workshop, submits the list of groceries and the necessary material for the upcoming workshop:
  - salt, sugar, black pepper, water, alcoholic vinegar (for salad),
  - carrot, cauliflower,
  - clean jar, knife, peeler, chopping board, salt and
  - sugar spoons.

Parents participate in providing the necessary material and in presenting the results.

3. The workshop organiser forwards to the workshop leader a mailing list of students and teachers, to send them the invitation to the Zoom meeting.

#### MAIN ACTIVITIES

1. The organiser presents the workshop leader and introduces students and teachers to her professional biography.
2. The leader presents her PPT presentation on food spoilage and preservation and in a discussion with the students assesses the quality of their research work.
3. Students, following the instructions of the leader, prepare the material: peel and chop vegetables, put them in a jar, add salt - dehydration, sugar - preservation of vegetable color, vinegar - lowering the Ph value of the solution, pepper - antimicrobial effect and finally boiling jars - pasteurisation. The time required for this activity is 30 minutes.
4. Closing activity involves the presentation of the results of practical work and discussions on the collaboration board (Google application - Jamboard) (duration 15 minutes).





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