



# Pestalozzi

## Training Resources

Education for democratic citizenship (EDC)  
Learning and Living Citizenship  
Education through a Cross-Curricular Approach

by

**Author:** Josephine Vassalo - Malta

**Editor:** Pascale Mompoin-Gaillard



The Pestalozzi Programme  
Council of Europe Training Programme for education professionals

# Education for democratic citizenship (EDC) Learning and Living Citizenship Education through a Cross-Curricular Approach

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*The opinions expressed in this work are the responsibility of the authors and do not necessarily reflect the official policy of the Council of Europe.*

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**Theme:** An introduction to EDC**Expected outcome**

- ➔To raise awareness of the need to train students in citizenship.
- ➔To present the various aspects of citizenship education.
- ➔To promote learning by doing, teaching methods based on real-life, collaborative approaches in skill oriented tasks, and active involvement.

**Target group**

Type of training	School level	Subject area
Initial and in-service training	Secondary	Cross curricular

**Brief description of the unit**

The unit is composed of three 2 hour sessions over the course of two trimesters. After presentation on teaching EDC teachers divide in groups and work together on specific tasks. They are then asked to present the result of their work.

**Methods/techniques used**

Presentations, group work

**Time** 6 hours + piloting lesson plans in school

Activity 1	▶ 120 minutes
Activity 2	▶ 120 minutes
Piloting lesson plans	▶ over the course of a trimester
Activity 3	▶ 120 minutes

**Resources**

Introduction to EDC PowerPoint presentation	Appendix 1
Online resources	Online

## Activity 1 “Introduction to EDC. Group work on action plans”



120 minutes

	Notes
<p>▶ <b>General aim</b></p> <ul style="list-style-type: none"> <li>➢ To raise awareness on why it is important to teach about citizenship.</li> <li>➢ To reflect on the content of EDC curriculum.</li> <li>➢ To reflect on methodologies for teaching citizenship.</li> </ul>	
<p>▶ <b>Methods/techniques used:</b> presentations, group work</p>	
<p>▶ <b>Resources</b></p> <ul style="list-style-type: none"> <li>➢ Introduction to EDC PowerPoint presentation: Annex 1</li> <li>➢ Online cross curricular resources: downloadable<sup>1</sup></li> </ul>	
<p>▶ <b>Practical arrangements:</b> Set up the room for group work</p>	
<p>▶ <b>Instructions</b></p> <ul style="list-style-type: none"> <li>➢ Give a presentation using the PowerPoint file: “Introduction to EDC_annex”. (45 minutes)</li> <li>➢ Teachers will form into groups according to subject areas.</li> <li>➢ Provide handouts about citizenship and their respective subject area. You can use the links provided below in “references”.</li> <li>➢ Each team will select and develop a topic linked to one aspect of citizenship education (45 minutes) and organize an action plan to develop specific teaching material.</li> <li>➢ Ask each team of teachers to present their action plan. (30mins).</li> </ul>	

<sup>1</sup> You will find quality resources on many websites. This website provides many free resources on cross curricular approaches to EDC: <http://www.citizenship.org.uk/resources/> November 2007. Please refer to “References”.

<p>▶ <b>Tips to trainers/anticipated difficulties</b></p> <ul style="list-style-type: none"> <li>➢ Make sure materials are not lost. Make photocopies before the end of the session if necessary or store them electronically. You will need them for the next activity.</li> </ul>	
<p>▶ <b>Debriefing/reflecting</b></p> <ul style="list-style-type: none"> <li>➢ Moderate a discussion:” what are the strong points of your action plan?” - Questions and comments of the whole group.</li> </ul>	

## Activity 2 “Develop lesson plans ”



120 minutes

	Notes
<p>▶ <b>General aim:</b></p> <ul style="list-style-type: none"> <li>➢ To develop lesson plans that put “learning by doing” methodologies in practice.</li> </ul>	
<p>▶ <b>Methods/techniques used:</b> Group work</p>	
<p>▶ <b>Resources</b></p> <ul style="list-style-type: none"> <li>➢ Topics chosen in activity1</li> <li>➢ Action plans developed in activity1</li> </ul>	
<p>▶ <b>Instructions</b></p> <ul style="list-style-type: none"> <li>➢ Give a brief introduction consisting of a summary of what has been done by the group previously (10 minutes).</li> <li>➢ The teams will group together to prepare lesson plans, resources and tasks on the topics chosen in session 1 (60 minutes).</li> <li>➢ Then each team will present a finalized action plan, teaching objectives, resources and tasks to be used with students (50 minutes).</li> </ul>	
<p>▶ <b>Tips to trainers/anticipated difficulties</b></p> <ul style="list-style-type: none"> <li>➢ Make sure materials are not lost. Make photocopies before the end of the session if necessary and/ or store them electronically.</li> </ul>	

## Activity 3 “Evaluation and feed back on the piloting of the lesson plans”.



120 minutes

	Notes
<p>▶ <b>General aim</b></p> <ul style="list-style-type: none"> <li>➢ To analyze the effectiveness of the lesson plans developed in activity.</li> </ul> <p>▶ <b>Specific aims:</b></p> <ul style="list-style-type: none"> <li>➢ To allow for feedback by peers on the piloting of the lesson plans.</li> <li>➢ To start evaluating the materials developed by trainees.</li> </ul>	
<p>▶ <b>Methods/techniques used:</b> Peer training and evaluation, SWOT analysis</p>	
<p>▶ <b>Resources</b></p> <ul style="list-style-type: none"> <li>➢ Samples of students’ work, notes and evaluations brought by trainees.</li> </ul>	
<p>▶ <b>Instructions</b></p> <ul style="list-style-type: none"> <li>➢ Give a brief introduction consisting of a summary of what has been done by the group previously. (10 minutes)</li> <li>➢ Each team presents its teaching outcomes, samples of students work and the evaluation of the whole exercise. (60 minutes).</li> <li>➢ Moderate a SWOT analysis of the whole project (30 minutes):             <ul style="list-style-type: none"> <li>○ “What are the strengths of our lesson plan?”</li> <li>○ “What are the weaknesses of our project?”</li> <li>○ “What are the opportunities for our project?”</li> <li>○ “What are the threats to our project?”</li> </ul> </li> </ul>	
<p>▶ <b>Debriefing/reflecting:</b></p> <ul style="list-style-type: none"> <li>➢ Moderate an open discussion on possible follow-up plans to sustain citizenship education at school. (20 minutes).</li> </ul>	

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## Evaluation and assessment

	Notes
➤ What are the 3 most important things you've learned?	
➤ Was anything surprising to you?	
➤ What could we have done differently?	

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## References

There are many websites on cross curricular approaches to EDC. This is a sample (November 2007):

- [http://www.citized.info/index.asp?strand=1&r\\_menu=sow](http://www.citized.info/index.asp?strand=1&r_menu=sow)
- <http://www.oxfam.org.uk/coolplanet/teachers/globciti/downloads/gcguide06.pdf>
- [http://www.unesco.org/education/tlsf/TLSF/theme\\_b/mod07/uncom07bod.htm](http://www.unesco.org/education/tlsf/TLSF/theme_b/mod07/uncom07bod.htm)
- <http://www.citizenship.org.uk/K>
- [http://www.adcdf-cymru.org.uk/english/Teacher\\_Education/other\\_institutions/books\\_papers.htm](http://www.adcdf-cymru.org.uk/english/Teacher_Education/other_institutions/books_papers.htm)
- <http://eycb.coe.int/compass/>



## Appendix 1

## An introduction to education for democratic citizenship

Presentation by Josephine Vassalo

Adapted from 'Making Sense of Citizenship';  
Edited by Ted Huddleston & David Kerr; CPD  
handbook.

Pestalozzi EDC - training resources



## An introduction to education for democratic citizenship

- ❑ why teach about citizenship?
- ❑ what to teach about citizenship?
- ❑ how to teach about citizenship?

Josephine Vassallo  
Malta



## CITIZENSHIP EDUCATION

- The process of helping young people learn how to become active, informed and responsible citizens
- It encompasses different forms of education
- It aims to prepare them for life as citizens of a democracy

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Malta

Democracies depend upon citizens who are:

- Aware of their rights and responsibilities as citizens
- Informed about the social and political world
- Concerned about the welfare of others
- Articulate in their opinions and arguments
- Capable of having an influence on the world
- Active in their communities
- Responsible in how they act as citizens

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Malta

Citizenship education is not about trying to fit everyone into the same mold – creating the 'model', or 'good' citizen.

Its aim is to empower citizens to make their own decisions and take responsibility for their lives and the life of their communities.

Josephine Vassallo  
Malta

## ITS ESSENTIAL ELEMENTS

### 1. Knowledge and Understanding

- about topics such as

- laws and rules,
- the democratic process,
- the media,
- human rights,
- diversity,
- money and the economy,
- sustainable development
- the world as a global community

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- About concepts such as:

- Democracy
- Justice
- Equality
- Freedom
- Authority
- The rule of law

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## 2. Skills and Aptitudes

- Critical thinking
- Analyzing information
- Expressing opinions
- Taking part in discussions and debates
- Negotiating
- Conflict resolution
- Participating in community action

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## 3. Values and Dispositions

- Respect for justice,
- Democracy and the rule of law,
- Openness,
- Tolerance,
- Courage to defend a point of view,
- A willingness to listen to, to work with and stand up for others.

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## What is distinctive about Citizenship Education

- **1. Distinctive content** – a central core of learning, factual and conceptual,
- **2. Distinctive focus** – on every issue that concerns young people as citizens, as members of society with legal rights and responsibilities,
- **3. Distinctive approach** – it develops through active involvement; young people are given opportunities to develop their learning and to put it into practice in 'real life' situations.

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## The Most Effective Form of Learning Citizenship

- **Active** – emphasizes learning by doing
- **Interactive** – uses discussion and debate
- **Relevant** – focuses on real-life issues facing young people and society
- **Critical** – encourages young people to think for themselves
- **Collaborative** – employs group-work and co-operative learning
- **Participative** – gives young people a say in their own learning

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### How Different Subjects Contribute to Citizenship Education

- Well-planned and organized work within other subjects makes a distinctive and natural contribution to citizenship learning, and helps to strengthen and enrich the citizenship curriculum as a whole.
- It enables staff to develop citizenship within a broad framework so that students can see its full significance for all parts of life
- It is also a way of finding curriculum time for citizenship where there is serious pressure on the timetable

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### Learning and Teaching Strategies

1. Learning climate – a climate that is non-threatening in which young people can express their opinions freely and without embarrassment and use their initiative without undue fear of failure
2. Controversial Issues – to shelter young people from controversy is to leave them ignorant and ill-informed about the major issues of the day and ill-prepared to deal with them

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### A number of strategies to help you minimize bias:

- Making sure all sides of an argument are heard
- Presenting opposing views in a balanced way
- Not presenting evidence as if it is incontrovertible
- Challenging popular and conventional views
- Not setting yourself up as the sole authority on a subject
- Not presenting opinions as if they are facts
- Establishing a climate in which all feel able to contribute

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### Three general approaches to teaching controversial issues:

- Neutral – expressing no views at all, acting only as a facilitator of discussion
- Balanced – presenting a range of views, including ones you may disagree with
- Committed – making your own views known as a participant in the group.

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3. Active learning – learning by doing, learning through experiencing situations and solving problems yourself, instead of being told the answers by someone else – experiential learning. It is acquiring the expertise and experience needed to be actively involved in the life of the community locally, nationally or internationally.

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### Active learning is a cyclical process

To be effective, young people need time to **REFLECT** upon what they have done and experienced.

They also need time to draw on what they have learned, and **PLAN** how they can **APPLY** this in future situations

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#### 4. Discussions and debates

The sort of skills needed:

- Use social and communication skills – how to speak clearly, take turns and make appropriate eye contact;
- Understand citizenship language and terminology – terms such as ‘citizen’, ‘public interest’, ‘common good’;
- Make appropriate use of debating techniques – arguing a case, negotiating consensus, using rhetoric;
- Recognize that people argue from different standpoints – individual interest/common good, short term/long term, religious/secular.

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#### 5. Project Work – helps young people develop a range of citizenship skills:

- Research – drawing up questionnaires, carrying out interviews and surveys, using libraries, internet searches;
- Analytical – interpreting evidence, using statistics, recognizing bias, summarizing findings, making recommendations;
- Presentational – writing reports, public speaking, making handouts, preparing OHPs, PowerPoint displays

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