

Country	Topic
Hungary	Citizenship values
	Cooperation

### Method framework

<b>Name of the method</b>
Citizenship Values – How to become conscious citizen
<b>Duration 120 min // 80 min</b>
<b>Tools</b>
brainstorming, small group activity, creative work, presentation table, seats, teachers (2), computer, projector, pictures, coloured pencil, paper, board marker
<b>Aim of the method</b>
In this course learners will learn historical facts about their citizenship (through three main topics: opportunities, duty and values). In a creative exercise they have to make a timetable and show through it how those three topics changed in their history. As an outcome they will make an exhibition of the timetables.
<b>Short explanation of the aim and context (if needed)</b>
Goals: to know their citizenship, to build a basic sense of citizenship, to have a sense of nationality
<b>Process of the method (2 versions provided)</b>
<p><b>Version 1.</b></p> <p>1. Who am I?</p> <p>a) Brainstorming about who I am</p> <p>The trainer asks the given questions to the learners:</p> <ul style="list-style-type: none"> <li>- What do you like doing?</li> <li>- What don't you like doing?</li> </ul>

- What are your abilities? - etc.

b) Brainstorming about identity as a citizen

Teacher discusses different roles in society with learners: - daughter, mother, teacher (job), etc.

Learning context: small group, 25 minutes

2. What makes a citizen?

a) Knowing citizenship with the help of pictures

Teacher shows pictures of people of different social ranks (from different periods, cultures, etc in history). They brainstorm with the learners about

-values

-rights

-living environment

-duties

-possibilities

With the help of the pictures, learners try to conceptualize the meaning of citizenship.

b) About citizenship

Teacher gives a short overview about citizenship from historical point of view, etc. Teacher can refer to his/her own country and culture, and Europe. (ancient age: slavery, middle age: feudalism, new age: civil wars, human rights movements, ...). The presentation can be helped with visual cues (powerpoint presentation, music, poems).

15 + 15 minutes in small group work

3) People for freedom

a) Teacher prepares “puzzle like” cards:

on one card there is the picture of a famous person (related to the country) on the other there is the name of the person. Alternative (if the group is more educated): on one card there is the name of a famous person and on several others there are poems/events/music/..., related to them. Learners form small groups and together have to find the pairs. Then in plenary teacher discusses the persons in the pictures and the famous events related to them.

b) Understanding citizenship with films

Teacher shows clips from a historical movie: Robin Hood/Braveheart/Gladiator/Three musketeers.

Based on the movie clips teacher discusses with the learners:

-whether they would take up such responsibility

-why -why not

-what would they do in such situation

-what dangers do such situations have

-what characteristic features do these historical people have (enlist a few of them).

Small group and plenary, 25 + 40 minutes

1. Citizenship, sub-dimension

- a) Activity 1 : Brainstorming about citizenship - What is citizenship? - Why is it useful/ do we need them? - What do you think about the citizenship?
- b) Activity 2 Make subgroups' work about these topics - Opportunities - Duties – Values
- c) Activity 3 - Final presentation about topics

Individual, small group and plenary, 40 minutes

2. Citizenship in History

- a) Make a timeline of 3-6 important events in country's history  
Draw, colour, define important values for each event. (With teacher's help.)

Small group, 40 minutes

**Tips for the specialist and other information important**

**Results**

Transversal competences: communication, teamwork, critical thinking, intercultural communication, taking responsibility

Learning outcome:

To be able to get knowledge about citizenship in detailed

To be able to know discussions skills ability to express their opinion

To be able to develop social skills in their life

Material outcomes: presentation, timetables

**Method framework 2.**

**Name of the method**

Cooperation – Living together

**Duration 180 min**

**Tools**

brainstorming, small group activity, creative work, presentation, role play, debate photos, ICT, film, flipchart, role cards, pen, paper, handout with characters, computer, projector, markers, chalk, paper, pen, pencil, coloured pencils

## **Aim of the method**

The learner gets acquainted with stereotypes held towards minorities in society and experiences how distance is built up between layers of society. The aim of the sequence is to diminish preconceptions, prejudices and know one's responsibility in living together.

## **Short explanation of the aim and context (if needed)**

- practice critical thinking
- to learn empathy
- to learn to diminish prejudices

## **Process of the method**

### 1. Say hello in as many languages as you can

Learners have to say hello to each other in as many languages as they know (not only verbally but also in gestures). To get to know each other.

Individual, 10 minutes, communication

### 2. Stereotypes in pictures

Teacher shows previously collected pictures taken of different people from different cultures. When organizing the photo show, teacher has to focus on collecting pictures that awake stereotypes. Learners have to give a first impression when looking at the picture shown one by one. Afterwards the teacher reveals the identity of the person in the picture. After this activity the group can talk about what causes stereotypes, negative effect of judging based on first impression, etc.

Version2: Show pictures of celebrities from when they were young (Obama, Gandhi, Freddy Mercury, etc) – ask questions whether you would give the keys of your apartment to his person, you would drink a tea/coffee with them, etc.

Version3: 4 photos – out of context – for example, a homeless person sleeping on a bench, a heavily tattooed-pierced person, picture of a bloody man held by another. Learners have to give pure descriptions of the picture. People usually cannot give pure description as they often attach evaluation and analysis of a photo based on their experiences, stereotypes. (For example a pure description of the 1<sup>st</sup> photo would be: a person is sleeping on a bench – they often reflect on dirty clothes, homelessness.) The task is to make them realize how often we jump to conclusion w/o knowing the context.

plenary, 30 minutes

### 3. Social distance game

Each participant gets a character (e.g. Roma mother with two kids; Son of an immigrant; Wealthy Chinese manager; Hungarian prostitute; Daughter of a French minister; characters may vary). Teacher has a list of statement (e.g.: I have the opportunity to travel abroad for two weeks each summer; I don't have to be afraid of the violation of my rights; I have internet access in my flat; etc.) Learners have to form a straight line, teacher starts reading the statements. To the statements those step one ahead who think the statement could be true to them. After the activity the group sees the whereabouts of the

others and talk about how they felt, feel.

Plenary, 40 minutes together w/ discussion

4. Movie clip about cooperation

Any clip would do, but teacher chooses clips from, for example, the movie Crash (e.g.: the locksmith and the Persian; the policeman and the woman; the Spanish cleaning lady and the minister). After seeing the clips the group elaborates on the causes of prejudices, stereotypes, forms of cooperation and understanding each other.

60 minutes, plenary and small group

5. Living together in peace

Group collects the conditions that needed for different cultures, different people with different background in order to live together peacefully. On flipchart, with markers. Then present the results.

small group, 40 minutes

**Tips for the specialist and other information important**

**Results**

Transversal competences:

- Intercultural competences
- Communication
- Sensitivity
- Problem solving

Learning outcome:

- Improvement of communication
- Improvement of cooperation
- Ability to judge people not based on their race/color