



The European
Heart Project

Guide for Teachers

Module 3

Application of the European Heart Materials in school

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Content

1. About the European Heart Project	1
2. About the Module – Guide for Teachers	2
3. Application of the European Heart Materials in School – A Short Introduction.....	3
4. Overview on application fields and specifications.....	4
5. How to use the different tools	7
“Needs and Strategies” – Toolkit on basic human needs and strategies to fulfill them.....	7
Description and goals	7
Preparation of the lessons	8
Use in lessons	9
Possible obstacles and further options	13
Historical Episodes and Short Movies	16
Description and goals	17
Preparation of the lessons	18
Use in lessons	20
Examples from the pilots	21
Possible obstacles and further options	24
The ACT-Game	25
Description and goals	26
Preparation of the lessons	28
Use in lessons	29
Examples	32
Possible obstacles and further options	32
6. Application of the materials in different settings	36
6.1 Use in a subject.....	36
History lessons	36
Political and civic education – lessons	36
Language lessons.....	36
Ethic – lessons.....	37
6.2 Use of the materials in a workshop.....	37
6.3 Use of the materials in interdisciplinary projects	37

6.4 Conclusion	38
6.5 More detailed information and examples.....	38
7. Further Materials.....	39
7.1 Books and links to the Concepts.....	39
7.2 Books and links to supplement the Historical Episodes.....	39
7.3 Resources to supplement the ACT-Game	40
8. List of figures	41

1. About the European Heart Project

The European Heart project is about democracy in action. If we as a community assume that all people have the same basic needs, we have a solid foundation built on empathy and understanding. Based on this approach, teaching materials have been developed to provide skills and tools to encourage and support young people to participate as responsible European citizens.

The theoretical concepts are taken from William Glasser's Choice Theory and Marshall Rosenberg's Nonviolent Communication.

Materials for Pupils

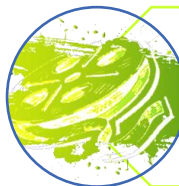
The European Heart materials are designed for use in the classroom for 13 - 16-year-olds and can be used in language classes as well as in the subjects of history, political education, ethics, philosophy, social studies, arts, and similar.

They fit topics such as: Democracy, inclusion, diversity, cooperation, social skills training, communication, human rights, European values, media literacy and the like.



Toolkit for Pupils

- Booklet 1: Workbook about Basic Human Needs
- Booklet 2: Workbook about Strategies to fulfil Basic Needs
- interactive online presentations of the two booklets



Toolkit Learning from History

- "Let's learn from History" - workbooks: 5 Episodes on important moments in the history of democracy
- Short movies on the episodes



ACT – Active Citizen Team-Game

- In a playful way, pupils deal with burning socio-political issues and train skills that they need to ACT as responsible citizens.

2. About the Module – Guide for Teachers



Module Guide for the implementation of the materials in school

- E-learning Platform with 5 modules for teachers, from the concepts to practical work with the materials in class.

The aim of the guide is not only to provide background information and facilitate the use of the materials in the classroom, but also to show ways teachers can personally benefit and also improve school culture.

The Guide for teachers consists of 5 Modules:

Module 1: Basic information about the fundamental Concepts - 5 Basic Needs and Strategies to fulfil them

Module 2: As my own personal needs are concerned ... - A Self-reflection for Teachers

Module 3: Application of the European Heart Materials in school

Module 4: Democratic values in school Culture

Module 5: Practical Examples - using the European Heart Materials in schools

How to use this Guide

Even though each module represents a unit on a defined topic, we recommend that you consider the individual modules as building on each other.

Start with **Module 1** and familiarise yourself with the basic concept.

In **Module 2**, reflect on your own basic needs and motivations as a teacher, colleague and person. Since teaching the concepts is not only a matter of knowledge but also of attitude, you should also be well prepared on this level when working with the pupils.

Module 3 is fully dedicated to practical implementation of the materials in the classrooms. Here you will find clear instructions, tips, information on possible challenges, as well as further advice.

Module 4 is dedicated to the impact of the use of the materials on the school culture: How can the materials be used to make a positive contribution to strengthening democratic values, respectful interaction and participation?

How have other teachers used our materials? Get ideas for your own lessons in **Module 5**.

3. Application of the European Heart Materials in School – A Short Introduction

Dear teacher,

When the project partners started developing the working materials, although they had concrete ideas and concepts, they had no idea of the richness and complexity that the products would achieve. Since you will feel similarly, we have put together this guide to describe the materials and how they can be used.

Special attention has been paid to the following aspects of the teaching materials

- ➔ Holistic approach
- ➔ Flexible application possibilities
- ➔ Bottom-up approach
- ➔ Linking cognitive learning and social skills
- ➔ A methodology that embodies a basic democratic attitude
- ➔ Practical feasibility

This booklet is intended to serve as a **guide** and **reference** for teachers on how to use the materials in the classroom, but it does not cover all the possible options. In this sense, we ask you to see this booklet more as a **source of inspiration** than as a set of instructions.

Within the European Heart project, we conducted two one-semester test runs (pilots) for the use of the materials in class. These took place at several schools in Austria, Greece and Reunion. The purpose of the pilots was to test the materials in practice and to better adapt them to the different conditions. In this booklet you will find the results in the form of concrete practical examples and tips for use.

If you want to learn more about the pilots in the different countries, we recommend having a look at **Module 5** of this guide series.

The European Heart - teaching materials can be used from the 7th grade onwards independently or in interdisciplinary activities in the subjects of mother tongue, history, ethics, political education, social studies, psychology, in foreign language teaching (English, French and Modern Greek), in social skills training, as well as in projects on democracy, human rights or similar topics.

4. Overview on application fields and specifications

In this table you find examples of how the educational materials of the European Heart Project can be implemented in different lessons and settings:

Product	Subject	Application-example
Booklet 1 Basic human Needs	Mother tongue Ethics / Religion Psychology / Philosophy	Use topics for discussions or as topics for essays (e.g., < Our vision>) Pupils present each other the different needs in groups Select exercises, like <Your learning style> or <Your personal success story> Pupils read one of the <success stories> and reflect on it. They are about: <ul style="list-style-type: none"> • Bullying • Xenophobia • Radicalisation • Divorcing parents • Shyness In cases of bullying, teachers can use the success-story from Martina to invite pupils to talk about their situation in class
Booklet 1 Basic human Needs	Civic education Social skills training	Select exercises, e.g., <How to express needs> let pupils think of a certain situation and make role-plays with it Use the concept for conflict management Refer to the basic needs in different contexts
Booklet 2 Strategies to fulfil basic Needs	Mother tongue Ethics / Religion	Use the introduction of booklet 2 (strategies) to start a group discussion or let pupils write an essay Use the examples of Sandra, Paul and Elias and the <questions to reflect on strategies>. Invite pupils to contribute more examples. Introduce the <questions to reflect on strategies> and use them in different contexts.
Booklet 2 Strategies to fulfil basic Needs	Social skills training	Use the <Different ways of behaving in a situation> for a role play and make pupils think about more possible ways to behave

Product	Subject	Application-example
		Use the chapter <Practice good habits> as a guideline for training
Historical Episodes	History Ethics	Select one episode and use it as a workbook Use topics for discussions or as topics for essays, e.g., last chapter “Learning from History” Make the characters interact in role-plays
Short Movies	History Ethics Civic Education Social Learning	Use one Short Movie as a teaser to introduce one historical episode Introduction to the topics Democracy, Values, Women's Suffrage, Human Rights, Equality, etc. Creating of further videos that bring to life other figures who also took part in the events
Short Movies	Language (DE, EN, FR, GR, French Creol)	Use the guide to script writing and let the pupils write their own scripts Invite pupils to continue the stories
Short Movies	Arts	Show one or more movies as example/s for script writing or puppet play Use one or more short movies as a source of inspiration for artistic expression in another form (e.g., song, painting, theatre performance, etc.) Build puppets according the description
Short Movies	Celebrations of national anniversaries	Show a Movie as an introduction to the topic
ACT-Game <i>Level 1</i> <i>Person-, Location- and Topic-Cards</i>	Mother tongue Civic education	Pupils invent a story with the cards The 24 Topic cards can be used individually to work on the topic
ACT-Game <i>Level 2</i> <i>Condition-Cards, Superpower Cards</i>	Mother tongue Ethics / Religion Psychology / Philosophy Social skills training	Pupils learn about Basic Needs in a playful way by assigning cards The Superpower-Cards can be used for role-play in Conflict management
ACT-Game <i>Level 3</i> <i>Instructions for Superheroes, Board 3</i>	Ethics / Religion Psychology / Philosophy Social skills training Civic education	Pupils play this level individually to a given scenario Pupils play just one activity Use the board as a guideline for democratic processes in the class Use Action <Decide> as a guideline to Systemic Consensing

Product	Subject	Application-example
		Use the <4 steps> in Action <Contact> as guideline for communication or conflict management training
ACT-Game Level 3 Game-Board 3	Mother tongue Media Literacy	Use the QR-Code in Action <Explore> to learn more about save search in the internet
ACT-Game Level 4 Game-Board 3	Social skills training Civic education	The table to evaluate the teamwork can be used in different contexts

The best stories, short or long, are about the human heart.

5. How to use the different tools

For those who develop educational products, it is not the product itself that is important, but the fact that it is used and has positive learning outcomes and a positive impact on the educational community and stakeholders.

In this section we aim to present how you can use and leverage the open educational resources produced by the project.

“Needs and Strategies” – Toolkit on basic human needs and strategies to fulfill them

We assume that all people have the same basic needs. Therefore, at the level of needs, it is quite easy to understand each other. It becomes more difficult when we try to fulfil these needs, because everyone has different ideas about how to do this.

Based on these considerations and the concepts of William Glasser’s Choice Theory as well as Marshall Rosenberg’s Non-Violent Communication, the project partners developed a toolkit for pupils:

Booklet I: Workbook “Basic Human Needs and How to Fulfill Them” is the basis of the educational program and is dedicated to the five basic human needs as defined by William Glasser (1999) - survival, belonging, power, freedom and fun.

Booklet II: Workbook “Strategies for Meeting Basic Human Needs” which is about reflecting on the strategies people follow to satisfy their basic needs and their consequences.

Age recommendation:

Pupils aged 13 and over



Description and goals

The toolkit consists of individual booklets which are structured as workbooks. The pupils are directly addressed in the text and asked to think, question and reflect. Practical exercises are included to help pupils explore applications of what they have learned and to deepen their knowledge.

The three-part toolkit is available for download as individual PDF files and as an interactive tool on the website.

The booklets are designed to be used in a variety of ways in the classroom and to encourage both teachers and pupils to work and experiment further with the concepts. They represent the conceptual basis insofar as all learning materials build on each other.

The aims of the toolkit are to familiarise the pupils with the basic concepts, to invite them to think and reflect, and to encourage them to talk about their needs. Other aims are to make the pupils aware of their responsibilities, but also of the scope for decision-making regarding their actions.



Preparation of the lessons

To carry out the lessons, you need nothing more than the materials provided. You can download them as PDFs from the website and print out extracts or access them as interactive online tools on the website.

We received feedback from the pilot teachers in Austria, Greece and Reunion that they needed 5-8 one-hour lessons to implement booklets 1 and 2. After working with the booklets and familiarising the pupils with the concepts, it is highly recommended to repeat and refer to the content again and again in order to train and consolidate the acquired knowledge and the related competences.

According to our experience, the attunement to the attitude is almost more important than the preparation of the content. Especially if you are new to the concepts, you are also in a learning process and should examine the concepts for yourself. We recommend that all persons who want to pass on the concepts as multipliers first deal with them personally so that they can develop their own understanding and approach to them. Modules 1 and 2 of this guide will help you to do this.

To prepare for implementation in class, we summarise here the best tips from the pilot phases:

- ✓ Prepare a warm-up activity at the beginning to create the right climate for learning in class.

- ✓ Decide in which setting and with which method you want to teach the content. Younger pupils, for example, have found it helpful when teachers have read out individual passages or told them in their own words, while older pupils have enjoyed working independently with the materials in pairs or groups.
- ✓ If necessary, adapt the exercises so that they best meet the learning objectives you have set. Be free and creative with the materials and use them in the way that best fits your teaching.
- ✓ Plan short units at appropriate points to make a connection with the pupils' everyday lives.
- ✓ Discuss the content and experiences with the materials with colleagues.
- ✓ For some activities and depending on the number of pupils, it may be better to have a second teacher in the room to support the process.



Use in lessons

The toolkit "Needs and Strategies" can be used in many ways in class. Depending on the subject matter, the overarching topic and the learning objectives, you can choose either the whole toolkit, individual booklets or just a single exercise. Please note, however, that the concept of the five basic needs is the basis and that the pupils must be familiar with it in order to be able to work well with the materials. See chapter 4 [Overview of possible applications](#) for more suggestions and ideas.

It is important to note that working with the booklets is not about accumulating knowledge, but about training democratic skills. The aim is finally to build up an attitude in which one can empathetically approach one's own and others' basic needs and develop conducive strategies accordingly.

Therefore, we recommend to use opportunities to actively involve your pupils and ask them to contribute their thoughts and ideas. Ultimately, the materials should motivate the pupils to become actively and responsibly involved in society and the materials are designed to enable the pupils to do this step by step.

When using the booklets, pay attention to:

- ➔ Variety of methods to address all types of learning approaches, and.
- ➔ Practical relevance so that the pupils can apply what they have learned.



Practical Tipps from the Pilots:

Kolibri Schule Welten AT

In our classes, we started with an exercise that followed two goals:

1. *Create a working environment in which everyone feels comfortable and respected.*
2. *Subliminally introduce the pupils to the concept of the 5 Basic Needs.*

We called it: **Cooperation-Rules**

As a first step, every pupil had to work with a handout individually:

What is important for me in the cooperation

Read the statements carefully and choose 5 of them that are particularly important to you and mark them.

If you don't understand something, ask your teacher what it means.

With your selection, you can contribute to deciding which rules we put together for our cooperation.

When I work with my classmates, it is important to me ...

- ... that I can feel safe.
- ... that I do not feel excluded.
- ... that my boundaries are respected.
- ... that I can discover and try out new things.
- ... that I can contribute and that my opinion is heard.
- ... that we help and support each other.
- ... that I can have a say.
- ... that I can make decisions for myself.
- ... that I can take on work independently and on my own responsibility.
- ... that we have fun.

In a second step, the teacher read out each of the statements and asked the pupils who had selected that statement from the list to show. This is how she counted up the votes for the

statements. Together with the class, she created a “Top 5 – List” of the statements that received the most votes.

In step 3, the pupils worked in teams of five on what rule they could formulate to ensure that this need is met. For example, for the statement “... that I can discover and try out new things.” They formulated: “it is ok to ask questions and make mistakes to learn from them.”

Then the groups were re-arranged. The pupils formed a separate group for each statement on the top 5 list. In this way, each pupil took the rule that their group had worked out to this new group. The task of the newly formed groups was to work out common rules from the different contributions.

At the end, the class created together a poster with the new cooperation rules and every pupil signed it.

In a next lesson, the teacher referred to the statements and built the connection to the five Basic Needs:

Security & Survival

- It is important to me that I can feel safe.
- It is important to me that my boundaries are respected.

Power

- It is important to me that I can participate and that my opinion is heard.
- It is important to me that I have a say.

Freedom

- It is important to me that I can make decisions.
- It is important to me that I can take on work independently and on my own responsibility.

Fun

- It is important to me that I can discover and try out new things.
- It is important to me that we have fun.

Love & Belonging

- It is important to me that I do not feel excluded.
- It is important to me that we help and support each other.

She raised the question of whether or not all five needs are covered in the Top 5 - List. After a discussion, the pupils brainstormed further statements to each of the needs.

As homework, the pupils were invited to read chapter 1 of Booklet 1 and write an essay on the questions raised in this chapter.

In the next lesson, the class worked on chapter 2 of booklet 1, in which the five basic needs are introduced. Together, they read the texts to the basic needs, discussed them and then they made the exercises, individually or in pairs.

This is just one example of how to start with the concept and use the booklets in the classroom. There are many more ways to use the materials, as the aim of this chapter was only to inspire teachers. As an expert, you can use and adapt the materials according to your pedagogical goals and the individual needs of your classes.

In the next chapter you will find more possibilities and examples of how to use the materials in class.

Practical Secondary School of PH Steiermark AT

At our Training Secondary School, the five **Basic Human Needs** (Booklet 1) are at the forefront of social interaction. In the subject "Social learning", which is anchored in the timetable as a separate subject, life skills are particularly important. In these lessons the pupils deal with this topic of the Basic Needs. The exercises in the booklet were very helpful for the teachers to support the individual lesson sequences.

In several units of the subjects Religion and Ethics, these ideas on basic needs and strategies were also presented to the 3rd and 4th classes: With the help of the booklets they read, discussed and worked. In these two subjects, the children are used to a lot of talking, discussion and questions about human existence, so the content worked well.

Especially in the subject of "Social Learning", which is an integral part of the joint and creative learning area with the class leaders in our classes, the "Basic Needs" are well applicable. Above all, it is about children who come from the most diverse family backgrounds. The exercises in the booklet are very helpful in the area of mutual interaction and give the pupils a feeling for a better understanding of the other person. As a further exercise, the pupils could be given some situations from the everyday life of the young people to work on in short sentences, whereby each situation is assigned a certain need.

1st High School of Rafina GR

Our school is a school open to society and very active in social actions as well as a school that seeks to use experiential approaches to teaching, followed an interdisciplinary approach in the context of different subjects of the timetable.

For example: the manual **Basic Human Needs** was discussed in the course of Social and Political Education and emphasis was placed on issues of democracy and of raising responsible citizens who can form responsible attitudes towards serious issues of modern society.

Furthermore, in the course of Home Economics, the part concerning the prioritization of human needs was exploited in order to create a responsible consumer that respects the environment and cares about sustainable management and sustainability development.

In the “Skills workshops”, through ideas for experiential activities given through the project, an effort was made to strengthen empathy through the understanding and respect of the rights of the fellow human being, as well as to choose the means and the methods which are suitable for disseminating the students' work to the local community.



Possible obstacles and further options

Pre-conditions for successful implementation

Working on the topics in this resource pack requires a good relationship between the teacher and the respective class: young people only talk to teachers when they feel respected and liked. Otherwise, there might be resistance to the topic.

In addition, this topic work needs already developed ability for self-reflection of the pupils, so that they can empathise with the needs of others. This cannot always be assumed. Therefore, agreements should be made with each other in advance on how to work and for an appreciative class and working atmosphere. This offers additional learning opportunities in the fields of basic needs and strategies as well as democracy and human rights; one way of implementing this is to work in a class council (with defined, specific tasks). The phase of getting to know each other at the beginning of school also seems to lend itself to this: On the one hand, the young people get to know each other through the exchange on basic needs, on the other hand, they simultaneously define the basis for joint work in the class.

Time-allocation

A short-term understanding of the concept can be achieved more quickly, but in the longer term this work only leads to a change in behaviour, if this emotional-empathic approach to learning is repeated and trained through offers for a change of perspective. A further challenge can therefore be seen in the amount of time required: At the same time as numerous school assignments and performance records, this programme cannot be sensibly realised in a few lessons and in small bites along the “normal” way to learn during the week.

Recommendations for the time-management

- ✓ Develop a clear time schedule for the implementation of the materials
- ✓ If necessary, combine lessons in order to have a double lesson available.
- ✓ Give individual exercises as homework
- ✓ Coordinate with colleagues to work more interdisciplinary and across subjects.
- ✓ Choose a suitable time in the course of the school year when the pressure of grades and performance is not so high, and the timetable can be broken up on individual days in the form of project work.

Establishing a basic attitude

A challenge in working with the concept of Basic Needs and Strategies can be that it is not a knowledge content but a process. It is about establishing a basic attitude that promotes democracy and training the necessary competences.

A few tips to support this process:

- ✓ Always refer to the life worlds of your pupils as much as possible.
- ✓ Show them where they can concretely use the knowledge and skills they have acquired.
- ✓ Support the young learners in thinking about the areas in which these skills can be useful for them.
- ✓ Refer to the concepts again and again in everyday school life.
- ✓ Help the pupils to integrate the skills into their everyday behaviour.
- ✓ Be a role model for your pupils. This doesn't mean knowing and being able to do everything perfectly, but also approaching your pupils empathetically and standing up for your own basic needs.

Age-appropriate use of the materials

A major challenge for us with both outputs is above all the age: Especially in the first and second grade it might still be a bit difficult to engage with the different exercises from the

booklet. Therefore, it is suggested for lower secondary level to deal with the topic more intensively only in the third and fourth grade.

Organise a parents' evening on the topic

Introduce the concept to the parents. Bring examples from the lessons and show the parents results and works of the pupils (excerpts from essays, quotes from pupils, stories from everyday school life, observations, possibly improvements in the class community, etc.) Perhaps the parents can also contribute with observations and report if the young people have told something at home.

More examples on how to introduce the concept of the five Basic Needs in class:

Learning through teaching

Depending on the age and the cooperation ability of the pupils, teachers can use different methods to introduce the pupils to the concept. One variation has already been introduced in the last chapter. This method is well suited for younger pupils, as the teacher can control the reflections and discussions very well by the way he or she presents the content and asks questions about it. More mature pupils can already work out and present content independently. For this purpose, the method "learning through teaching" is suitable:

The class is divided into five groups. Each group is assigned one of the five basic needs. The task of the groups is to work out the basic need they have been assigned to on their own by reading the text on the respective need in Booklet 1, chapter 1 and doing the exercise on it. As "experts" on this basic need, they prepare a presentation for the rest of the class to explain the need to their classmates.

Role Play:

Chapter 5 in Booklet 1 (How to express needs) can be developed through role play. Give the pupils time to imagine a concrete situation and think about how they would express their need to someone else. The role plays can then either be done in front of the whole class or you can divide the class into small groups where two pupils do the role play and the others of the team observe and give feedback.

Using parts of the ACT-Game

We organized a game with the character sheets, each student belonging to a group, a team. Everyone chose the character they wanted to play. They presented their physical and

psychological portrait first. Then someone would read the starting situation that corresponded to the historical context of the story and the initial narrative situation until a relevant disruptive event was presented. Glasser's five Basic Needs were also explained and their interests in finding the rest of the story. Students played the game, using basic needs such as hero-like strength and survival cards. The revelation of historical truth was a source of pleasure whether it was a logic or a surprising end.

Historical Episodes and Short Movies

The concept of "education against radicalisation" already exists for quite a long time and the project partners support this approach 100%. Modern brain research has sufficiently proven that this cannot work through the mere teaching of dates and historical facts. To stimulate holistic learning, the emotions must also be touched. That is why it is common practice to get the pupils concerned. For example, they are taken to original sites of Nazi horror and shown documentaries and feature films that evoke dismay, horror and a sense of powerlessness. But his approach might also stimulate in the pupils a deep sense of distrust of themselves and of humanity in general.



Figure 1: Linde, S. (2022). Development of the puppet-play for the short movies. [Photograph]. Welten. Kolibri Schule.

The European Heart approach aims to show an additional way to counter radicalisation: to use people's capacity for empathy to create connection.

In this chapter we present the two components of the toolkit **Let's learn from History** and how they can be used in classroom to invite pupils to train their empathy:

- The Historical Episodes Workbooks and
- The short movies on the Historical Episodes

... and how they can be used in the classroom.

Age Recommendation:

The toolkit "Learning from History" can be used from grade 3 of the first secondary level.

Recommended subjects:

The toolkit "Learning from History" is particularly suitable for use in the subjects of history, political education, religion and ethics as well as in the field of intercultural learning.



Description and goals

The workbooks **Let's learn from history** were developed by history teachers and deal with the history of democracy through a multiethnic and multicultural approach. Five Historical Episodes were created, inviting pupils to experience history by taking on the role of a person who was present at an important moment in the history of democracy. The topics of these Historical Episodes are:

1. The womens' march in the French Revolution
2. The fight of women for their right to vote
3. The struggle of Greek citizens for a constitution
4. The integration of ex-slaves into society after their liberation
5. The struggle of Swedish workers for their rights

Pupils learn about the historical context and the situation and empathise with the basic needs of the person they have chosen. At a certain point the story stops and the pupils have to take a decision. Using the given questions, they reflect on constructive or non-constructive strategies in the story and how they have influenced the further course of the story.

In this way, learners experience that human rights and democratic values are not abstract concepts, but a foundation of our coexistence that should not be compromised. Learning from history happens holistically - cognitively and emotionally - and thus sustainably.

The **Short Movies** were developed by the pupils themselves based on the historical episodes they worked on: they worked out the stories, wrote scripts, built the puppets and props. Afterwards, they all met in the film studio of the PH Steiermark and recorded their puppet plays, standing not only in front of the cameras but also behind them.

The aim of this activity was for the young persons to further engage with the historical episode independently and in a creative way. They were already familiar with the concepts at the

time. The result of the activities is available on the project website and can be used as a product in its own right, for example as a teaser for the respective episode.

History is presented in the short movies from many perspectives - from the perspective of the ruling class as well as from the perspective of the oppressed. During their work with the Historical Episodes, the pupils experience both sides by slipping into the respective roles. Through this and because these roles are viewed from the perspective of basic needs, it is possible to bring together seemingly irreconcilable opposites, to build bridges.

Benefits of the approach for the learning community:

- *The message does not come from "up" (the experts) to "down" (those who are to learn) but from student to student.*
- *The fact that the content is created by students ensures a positive impact on the student community.*
- *The processes that take place during the editing and development of the films in the classroom nurture many of the students' skills and abilities and bring out their talents.*

In the further parts of this chapter, you will find the descriptions of the whole process of making the short movies so that you can benefit from the experiences of the project partners. However, you can also implement only parts of it or simply use the finished films available on the website to make your class(es) curious about the Historical Episodes or use them as an introduction to the democracy topic addressed.



Preparation of the lessons

The preparation is of course strongly related to what you want to work on with the pupils (in terms of learning objectives), what time frame you have available and what the outcome should be (e.g.: role play, theatre or short movie).

Historical Episodes

If the pupils have a smartphone, tablet or laptop at their disposal, they can open and read the selected episode directly. They can also print out the PDF version from the website.

Plan one hour for the introduction to the historical context and the explanation of the situation; the easiest way would be, of course, to go through one of the topics in history. Of

course, you can also use additional materials such as books, documentaries or feature films, go on an excursion to a museum or one of the locations, or use a timeline to illustrate the historical context. Basically, however, the description in the booklet should be sufficient to be able to put oneself in the situation.

For the further steps (putting yourself in the shoes of the individual persons, reflecting on the basic needs and thinking about the strategies) you need at least another hour. If you want to do group work, role plays or similar, at least a double hour.

For the conclusion (making the connection to the present, to democratic values and collecting the conclusions) you need another hour.

Short Movies

The short movies are also available on the website and can be played to the whole class if you have a suitable presentation wall in the classroom. They can also be viewed individually on a smartphone or tablet. They last between 4 and 7 minutes. For each short movie there is a short text explaining what the movie will be about.

In the next chapter you will find a description of how the short movies were created in the European Heart Project.



Figure 2 Rembart, R. (2021). Activities during the project week at PMS. [Photograph]. Graz. Pädagogische Hochschule Steiermark



Use in lessons

In this section you will find a description of the individual stages.

Stage 1: Collection of Sources for the Historical Episode

Select an appropriate episode from the Learning from History Toolkit. First introduce the historical period to the pupils so that they can get into the right frame of mind. They should know the circumstances of the protagonists and the historical contexts and developments that are relevant for understanding the episode. If the pupils are old enough, you can let them explore this themselves using sources (texts, pictures, videos, etc.).

Stage 2: In-depth Analysis of the Historical Episode

Pupils process the episodes (milestones) in order to have different people describe the situation from their own point of view, so that different perspectives of the situation are created. In addition to the historical figures who are involved and whose view of the event is more or less historically recorded, pupils also consider the perspective of ordinary people—either real or imaginary—whose perspective should be described in the same way as the ruling class' perspective.

The living conditions of the actors should be presented in an understandable way and integrated into the historical context (society, technology, economy, politics, religion, environment, culture). The sources and educational materials should be simple and comprehensible and as vivid as possible, as the next stage will involve the pupils taking on the roles of the various actors.

Stage 3: Script Development for the Short Movie

Pupils need to come up with an idea that is short, specific and important to the main characters. And although all characters are equally important in the historical episode, the short movie script should focus on one character as the main character. Knowing what the main character wants in the story is the most important shortcut to understanding and revealing who the main character is. The storyline will evolve around a need/desire for something that is deeply meaningful to him/her. The story then flows from the character's efforts to fulfill his/her need, the decisions and choices he/she makes, and their consequences.

Stage 4: Puppets Making

Pupils build their puppets and the set for their short movie. It should be borne in mind that for the short movies created in the pilots of the project there was funding and a professional studio available. However, this does not mean that these are prerequisites for making a good movie. It is important to explain to the pupils that the puppets and sets do not have to be perfect and look professional. With a vehicle for imagination, any minor imperfections disappear. It is the acting that gives the puppet soul, not the excellence of the construction or the materials used.



Figure 3: Fleury-Payeur, C (2022). Puppets making, emphasizing volumes with color.

Stage 5: Shooting the Short Movie



Figure 4: Linde, S. (2022). During the shooting of the film. [Photograph]. Graz. IgelTV.

As mentioned above, the filming of the project pilots' movies took place in a professional studio with the constant guidance and support of relevant professionals. Pupils who would like to create their own movie can use any filming medium available from a smart phone to a professional camera that a member of the school community may have or even a professional studio that may be available in their town.



Examples from the pilots

In the European Heart Project, as a first step, the participating pupils worked with the booklets on the historical episodes, which are part of the “Needs and Strategies” – Toolkit. As a second step, the structure for the Booklets “Let’s learn from History” has been developed. History teachers were given a template to fill in about the historical episode they chose:

In a third step, pupils worked with their teachers on one of the four booklets “Let’s learn from History”. After this process, they were invited to choose the relevant actors for their script and develop a story board. For this, the experts of the PHST provided two exercises:

Exercise 1: Ideas for an interesting and exciting story

Think of your main character; give him/her a **name**, and name his/her **attributes**. Write down what comes into your mind right now? What are you thinking of right now?

- *Who or what is your character?*
- *What does he/she look like?*
- *How old is he/she?*
- *What is your character like? (Is she/he brave or anxious, is she tall or small?)*
- *Does he/she have many friends?*
- *Can he/she do something particularly good or not at all?*

Exercise 2: Give your character a voice

What someone says or how s/he speaks can express a lot about his or her character. Answer the following questions in writing. Look again at your personal description above.

What would your character say if you asked him/her:

- *What have you already experienced?*
- *What is your daily routine like?*
- *What do you like?*
- *What do not you like?*
- *What is your favourite thing to do?*
- *What annoys you the most?*
- *What are you afraid of?*
- *What else would you like to do or achieve in your life?*

Work with the answers from the task above and now let your character be the narrator – s/he tells us about his/her life.

- *You should consider:*
- *How does your figure express him/herself?*
- *For example, is she talking very posh or perhaps rather casual?*
- *What kind of voice does he/she have? (e.g., high or a low?)*
- *Does he/she do anything special when speaking?*



Figure 5: Sarrigeorgiou, G. (2021). The puppets created by the 3rd Laboratory Center of East Attica. [Photograph]. Rafina. 3rd Laboratory Center of East Attica.

Exercise 3: Storytelling Activities

Freewriting: Writing down all your thoughts without stopping, and without regard for spelling, grammar, or any of the usual rules for writing. For about five minutes using a pencil and a sheet of paper. Topic: something you like.

Explore the difference between spoken and written language: Write a short chapter on topic X (you can choose any topic you like). Then use your smartphone and record yourself ONE minute – “talking about your topic X” – then listen to it, record it again, listen to it, record it again and then write it down. You will see that there is a difference between written and spoken texts. In **Module 5**, you find a more detailed explanation.

Using Teleprompter Mirror: with that tool you can work on our vocal dynamics. (telepromptermirror.com)

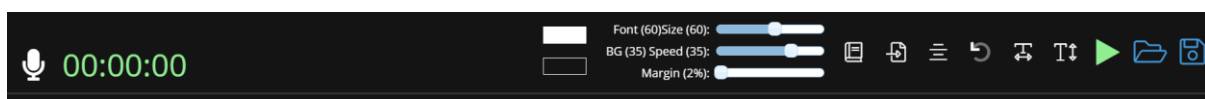


Figure 6: Display of Teleprompter Mirror [Screenshot].

Vocational High School Julien Rontaunay FR

The materials were in our classes as follows: as part of the second baccalaureate professional program: the theme entitled Circulations, colonizations and revolutions (XVth century- XVIIIth century). The page of History chosen concerning Edmond Albius is part of this theme. We contextualized with the plantation economy in Reunion (Bourbon) in the seventeenth century-eighteenth century, slavery at the heart of the political, economic, social system.

1st High School of Rafina GR

The Historical Episode was shaped in the context of the history lesson. An event from modern Greek history on the subject of claiming democratic rights was selected, which touches on the interests and sensitivities of adolescents. The students then suggested historical and imaginary characters as protagonists of the episode. Finally, they tried with empathy to put themselves in the place of the heroes and to argue in favour of their decisions.



Possible obstacles and further options

Readiness of the pupils

Before you start using the materials in class, consider whether the pupils are ready to engage with the content or whether further steps are needed to prepare them.

Example 1: It is not enough to work on women's rights and women's suffrage once in the whole school career; the attitude of gender-reflective pedagogy should prevail throughout the entire school career. Especially during puberty, the pressure to belong within the gender group is high, and during this time of physical development, students may feel insecure, which is then covered up with Punch and Judy ("Kasperln"), big sayings, etc. This is not only true for the school project presented here and not only a challenge for our lesson example presented here but must be taken into special consideration in the topics of the EU Heart work.

Example 2: The main obstacles encountered were: the CAP level has great learning difficulties and even more in foreign language in memorization, pronunciation, communication skills. Technically the handling of the human-sized puppets was difficult, the care of puppets, the coordination of the movements of the two bodies (actors and puppets), the acting to make it alive, memorisation of dialogue especially in English. It was necessary to find pedagogical

strategies to remove in order to reduce these obstacles (repeat by heart, write in colour and big on large paper...). Moreover, the pupils had difficulty managing the space of the stage (moving, looking at each other, etc.).

The two examples show how much in competence work the path is the goal.

We would like to give you the following recommendations for this path:

- ✓ Create a climate that makes asking questions, making mistakes and being wrong an important part of learning.
- ✓ Encourage the pupils to see themselves as explorers and to be open to new things.
- ✓ Encourage pupils to step out of their comfort zone and try new things.
- ✓ Don't expect yourself to know everything, but allow yourself to learn as well.
- ✓ Have confidence in your pupils to overcome the challenges.
- ✓ Let your pupils take the initiative so that they can take responsibility.

Money allocation

When planning the implementation, bear in mind that costs will be incurred:

Material costs

for the building of the puppets

for the props and the construction of the stage background

Travel costs and entrance fees

If you want to integrate the work with the short movies into an overall cross-curricular context, you may need funds for visits to these historical sites, entrance fees for museums or theatre-visits.

The ACT-Game

The Active Citizen Team (ACT) -Game is a collaborative board game designed to strengthen pupils' team spirit and help them to understand that teamwork is a key element of a tangible democratic classroom. The game reinforces empirical learning to critically examine the concepts of diversity and democracy. The game promotes an empathetic approach to the self and the world of others' lives for tolerant and peaceful coexistence and shows ways of active participation in democratic processes. Age recommendation: 15 years and older.

The main objectives of the ACT-Game are to

- *develop students' critical thinking;*
- *interact so that they can reflect on their own basic needs and understand the motivations/basic needs of others;*
- *adopt desirable behaviours that enhance civic engagement and participation based on meeting basic needs.*

The ACT-Game can be applied in social, political and civic education, psychology, ethics and related courses, as well as in educational programmes on democracy, European values, human rights, integration and inclusion, intercultural education, etc.



Description and goals

The ACT-Game is a combined board - card game with online extensions. It consists of 4 phases, called levels, and is designed in such a way that individual elements can be taken out and played. Players can use their smartphones or tablets and access online information by scanning QR codes printed on the cards and tables. Even though it is a cooperative game, one team will win in the end to motivate the pupils to get involved and contribute their best.

The online elements and team interaction are supported by the project's online platform.

Goals of the ACT-Game

This game is not only meant to encourage young people to get involved in society with their ideas, but also to give them the necessary tools to do so. In a playful way, they deal with burning socio-political issues and train skills that they need to ACT as responsible citizens:

Empathy, to recognise needs

Openness, to be able to explore new paths

Leadership, to guide others without dominating them

Prudence and responsibility to make courageous decisions.

The ability to relate to others who do not share the same opinion.

Communication skills to really get in contact with others.

Basic information:

- The class is divided into teams of five members. The teams play autonomously.
- All materials can be downloaded from the project website.
- For some tasks pupils will need a smartphone.
- The game is played on four levels. Each level is different.

Level 1

On level 1, each team **develops an exciting starting situation** (a problem to be solved) with the help of four drawn **cards**. Afterwards, the teams present their story to the class and receive points for it.

Level 2

To solve the problem of their initial situation, the teams need the help of the **avatars**. They have to **match condition cards correctly to the basic need** it belongs to. The QR-code on each card leads to the solution.

Level 3

ACT – Phase: Each team member has become an expert in a particular basic need through the super power card they received at level 2. This team member **takes the lead** in the related Action so that together they can find a good **solution to the problem** in their initial situation. You find detailed information to this phase below.

Level 4

- ➔ **Evaluation:** The individual teams present the solutions they have found to the class and receive points for this again. The winner is the team with the most points.



Preparation of the lessons

For the ACT game, teachers can download a separate manual as well as copy templates. Each of the four game levels requires its own materials. The number of materials needed depends on the number of teams (see "*Use in class*").

The best way to prepare yourself for using the game in class is to read the teacher's manual and familiarise yourself with the materials (cards, game boards, texts on QR codes and instructions for pupils). The manual contains clear step-by-step instructions for the teacher leading the game in class. Below, in the chapters "*Examples*" and "*Further Options*", you will find more suggestions for using the game.

Overview of the materials needed

- *Game board 1, 2, 3 and 4*
- *40 Person Cards*
- *24 Location Cards*
- *24 Topic Cards*
- *55 Condition Cards*
- *5 Superpower Cards*
- *Manual "Instructions for Superheroes"*
- *ACT - Game Manual for Teachers*



Use in lessons

The ACT - Game builds on the basic knowledge from the two booklets "Basic Human Needs" and "Strategies for Meeting Basic Needs".

Overview of the contents and duration of the individual game levels:

Levels 1 and 2 can be completed in one school lesson.

Levels 3 and 4 should be played through in one piece, if possible, so that the players can get into the right mood and are not torn out of the flow of the game at an early stage. This requires at least one double lesson.

<i>Level</i>	<i>Activity</i>	<i>Setting</i>	<i>Duration (in Minutes)</i>
1	▪ Development of the starting situation	Team	10
	▪ Evaluation of the starting situations	Team, Class	20
2	▪ Invocation of the avatars	Team	10
	▪ Respect	Team	15
3	▪ Explore	Team	15
	▪ Prioritise	Team	15
	▪ Decide	Team	15
	▪ Contact	Team	15
4	▪ Evaluation	Team, Class	30

ACT-Phase

The ACT-Phase (Level 3) is the core of the game, as it provides a step-by-step introduction to participation in democratic decision-making processes. The following describes the basic ideas behind the individual actions.

Action 1 RESPECT

Recognise the different needs

In this first Action pupils shall empathise with the involved persons to acquire a more holistic view of the situation. This shall serve as a starting point for further actions. Very often, when people try to solve a problem, this step is skipped to save time. But this Action is very important to find a sustainable solution that all parties can agree to. With this exercise, pupils train to ...

- Empathise with other persons and their needs
- See a problem/situation from different perspectives
- Analyse a problem and get to the point

Action 2 – EXPLORE

Get more info

The next mistake people often make when they develop a strategy to solve a problem is to take too many facts as proven. This is why the next Action in the ACT game is to learn as much as possible about the problem. The advantages are that pupils ...

- Ask critical questions
- Learn about reliable sources
- Identify the most important information

The motto is: The more you know, the more opportunities you find.

Action 3 – PRIORISE

Spot your opportunities for action

Now we are moving towards the solution. To be able to prepare a good decision, you need criteria: What makes a good solution strategy? Although the criteria are quite simple, this important step is often not taken. However, the advantages are obvious: Decision-making is comprehensively prepared and goes more easily. In this Action the pupils learn ...

- To distinguish a good from a bad strategy
- To consider the pros and cons of a solution
- To take the welfare and needs of others into consideration
- To explore alternative options
- To be aware of the multiplicity of opportunities

Action 4 – DECIDE

Find the best possible strategy

The way decisions are normally made is by voting. The solution that gets the most votes is chosen, regardless of how many dissenting votes are counted and usually without even hearing them. This often leads to solutions not being supported by all, perhaps passively or even actively sabotaged. Here, a way of decision-making is presented in which there are no losers, in which everyone can only win. It is called systemic consensing. By using this tool, pupils learn ...

- To contribute to the best possible solution
- To regard the diversity of opinions as a resource
- To compromise
- To use resistance to bring about an improvement in the solution

Action 5 – CONTACT

Get in contact!

It is usually easy for us to get in touch with friends and like-minded people, but what about those in authority? Or with persons who disagree with us, who may even treat us unfairly or threaten us?

Following Marshall Rosenberg's four steps of non-violent communication, the pupils think about how they can communicate the solution they have found so that their counterparts can agree as much as possible. In doing so, they learn and train ...

- To see and recognise the needs of their conversation partner
- To formulate their own needs
- To distinguish between description, interpretation and evaluation
- How to approach someone with a different opinion
- To formulate a proposal in a way that the other person can feel understood

Even if the teams play the levels and actions of the ACT game independently, the teacher should be ready to support and answer questions at any time. More on this you find in the chapter "Possible obstacles and further options".



Examples

In the manual for teachers, the process of the game from level 1 to level 4 is described in detail and illustrated by examples. It can be downloaded from the project website.



Possible obstacles and further options

It is recommended to pay special attention to the following areas in order for the ACT Game to bring the expected success:

- For the learning success of this game, it is crucial that teachers who accompany the class are well prepared. More information is provided in chapter 4.3.2. A basic knowledge about the concept of the five basic needs and the strategies to fulfil them is necessary.
- Only do the game with the class if the necessary working attitude (mutual support, seriousness, error culture) is given.
- Do not play the game with the class if there is not enough time. The time given in the ACT phase is rather tightly calculated and one or the other team might need a little longer.
- A single teacher can be quite challenged at times when several teams need support at the same time.

Further options

Even though the ACT game is designed to have a logical sequence, parts of it can be taken out and given to the class as specific exercises.

Level 1:

The game board and cards can be used to stimulate discussions about current socio-political issues. The topic cards all contain a QR code that leads to condensed in-depth information about this topic.

Examples of further uses in class:

- The pupils create a story about a problem as described in the instructions for Level 1.
 1. Individual work in the form of an essay
 2. Group work, possibly combined with research on the topic
 3. The teacher chooses one or more of the topic cards to work with.
- The teacher uses only the topic cards to introduce a topic.
- The teacher divides the class into teams of 3-5 pupils and gives them all the same combination of cards. Each team comes up with a story and then the story is presented to the other teams.

Level 2:

With the help of the game board and the cards, pupils can test their knowledge of the 5 Basic Needs according to William Glasser and acquire an avatar.

Examples of further uses in the classroom:

- Practising the 5 basic needs: This sequence can also be played if you are currently working with booklet 1 "Basic Human Needs" and want to deepen what you have learned. It is advisable to keep the setting of the teams of five (as described in the instructions).
- The avatar cards can be used for role-plays in which the pupils act according to the superpowers they have been given.

Level 3:

Level 3 is a treasure box of valuable tools with which pupils can train their democratic skills. Each of the five actions can also be used individually in class. If the pupils have played the ACT game before, they will be familiar with the actions and should be able to use them in other contexts. Game board 3 gives a good overview of the different actions.

Examples of possible uses in class:

RESPECT - Use in class on the topics of communication and conflicts or to discuss concrete conflict situations in class.

RESEARCH - Use in class on the topics of information gathering and media literacy.

PRIORISE - This sequence can also be played if you are currently working with booklet 2 "Strategies to fulfil Basic Needs" and want to deepen what you have learned. It is recommended to keep the setting of teams of five (as described in the instructions).

PRIORISE - The activity can also be used in lessons on the topic of conflicts following the activity 1. RESPECT in order to work on solution strategies.

PRIORISE - Working out useful strategies and approaches to solutions contributes significantly to the social development of the pupils and is an important part of the school culture. Thus, there are many other uses for this exercise as a cross-cutting theme.

DECIDE- Systemic consensus building is an essential democratic tool and can be practised and used whenever decisions need to be made that are supported by all. The use of systemic consensus increases the participatory approach within the school culture.

CONTACT - Write the four steps (available as appendix to the teacher's guide) on a poster or print out the document.

- You can practise the four steps with the pupils in role plays.
- If you have a class council or a pupil parliament in your school, suggestions or wishes can be formulated in this way.
- It can also be used as a guide for discussion in conflict situations.

Level 4:

The pupils evaluate their teamwork and the results from the ACT phase.

- The teamwork table can be used for any other teamwork. With its help, classmates can give structured feedback and each pupil gets immediate feedback on his or her contributions.
- In the overall evaluation, teams are instructed to distribute the points they received in a previous evaluation among the other teams. In return, they receive their points.

This procedure makes processes of social equalisation tangible. In the EU, for example, there are also countries that pay in more than other countries because they have a better starting situation. On an individual level, too, there are people who already have many more opportunities and possibilities than other people when they are born. This experience can be worked on in many directions.

- Pupils write an essay with their own thoughts.
- Pupils discuss in groups, what they find fair and what not.
- Pupils shall search the net for examples how the EU tries to balance social injustice.

6. Application of the materials in different settings

Some ideas for further use of the project's educational material are presented below.

6.1 Use in a subject

Suggestions from schools for further use of the materials by subject:

History lessons

In history lessons, through exploratory learning, students come into contact with material of the era to which the historical episodes refer (videos, publications, photographs, diaries, visits to museums and places where the historical events took place) in order to experientially understand the context of the development of the action as well as the conditions of the time and the factors that shaped the personalities of the protagonists. The pupils can take an active role, proposing alternative stances and action options of the heroes in the face of the critical decisions they were called upon to make.

Political and civic education – lessons

The Historical Episodes <Let's learn from History> are a rich source of ideas for dealing with important issues of democracy and democratic values. Questions stimulate critical thinking and the pupils are encouraged to empathise with those in power as well as with the disadvantaged. Teachers can choose one episode-booklet and use it as a workbook.

Example from Greece: In the context of the lesson of Social and Civic Education and Ancient Greek Tragedy, the students became familiar with concepts of responsible democratic behaviour and assuming responsibilities towards society as a whole. The booklets were used by the pupils by dramatizing hypothetical scenarios in order to consolidate the above concepts in an experiential way.

The ACT-Game can also be recommended to be played in this context.

Language lessons

As the materials are available in the languages English, German, Greek and French, teachers can use selected parts of them for language training. Two examples:

The ACT Game Level 3 Action 1 cards can be used in the foreign language classroom to develop stories. The terms are printed on the cards in English, German, Greek and French.

The short movies can be shown to the pupils in the respective foreign language and they shall summarise the content.

Ethic – lessons

Booklet 1 can be recommended to introduce the concept of the five basic needs in the context of ethic lessons. Booklet 2 invites pupils to reflect on their strategies to fulfil their needs, and the impact of these on the society, which is also an important topic in ethic-education.

Teachers can use selected topic-cards of the ACT-Game Level 1 as materials (e.g., Culture, Tolerance, Tradition, Human Rights, Critical Thinking, ...).

Example from Greece: Referring to the Booklet <Let's learn from History>, there was discussion on human rights, values (personal and social) and the importance of formulating a code of values for individual and social well-being in a number of lessons.

6.2 Use of the materials in a workshop

All materials can also be used in the context of a workshop. In this setting it is perhaps even easier, as the timetable structure of the classical school curriculum can limit the possibilities of working with the EU-HEART-materials.

Especially the preparation of the short movies, in which the subjects history, language and arts are combined, is very well suited for a workshop on democracy, human rights or similar topics. For example, the group of students who participated in the making of the Short Movies held four-hour weekly meetings in which they practised the handling of puppets while acting out using their own voices.

Possible topics of workshops are democracy, human rights, communication, conflict management, intercultural work, critical thinking and similar.

6.3 Use of the materials in interdisciplinary projects

Familiarising yourself with the EU-HEART materials will certainly give you a lot of ideas on how to work across subjects. At least, this is what happened to the teachers involved in the pilot. Here is one of the many examples:

In Greece, in subjects such as biology, where the origin and type of plants with which Queen Amalia decorated the National Garden were investigated. Also, in Social and Political Education, a visit was made to today's Hellenic Parliament, which is housed in the building built as the palace of King Otto and Queen Amalia.

6.4 Conclusion

The pilot application of the project's open educational resources in other educational levels of formal and non-formal education demonstrates that they are suitable and can be used with appropriate adaptations to the needs and interests of the groups.

This finding is important both in terms of dissemination of the project's products and especially in terms of sustainability since it can be seen that different organisations such as a public primary school and a non-profit foundation have been able to use the OER without requiring resources beyond the usual cheap materials that are usually easily found in a school or an office.

6.5 More detailed information and examples

You will find more information on the implementation and use of the materials in **Module 5**. It is also available for free at the project's website.

7. Further Materials

7.1 Books and links to the Concepts

Glasser, W. (2007) *Choice Theory: A New Psychology of Personal Freedom*. HarperCollins Publishers Inc.

Maslow, A. H. (1943) *A Theory of Human Motivation*. In: *Psychological Review*. Vol. 50 #4, p. 370–396

Maslow, A. H. (1954) *Motivation and Personality*. new york harper & row publishers

Rosenberg, M. B. (2002). *Nonviolent communication: A language of compassion*. Encinitas, CA: Puddledancer press

Rosenberg, M. B. (2004). *The heart of social change: How to make a difference in your world*. PuddleDancer Press.

Glasser, W. (16.12.2022) *Choice Theory: quality school and classroom*: <https://www.e-glasser.org/choice-theory-quality-school-and-classroom/>

Glasser, W. (16.12.2022) *Classroom Management-Theorists and Theories*:
https://en.wikibooks.org/wiki/Classroom_Management_Theorists_and_Theories/William_Glasser

7.2 Books and links to supplement the Historical Episodes

Adichie, C. N. (2014). *We should all be feminists. (English lessons)*. Knopf Doubleday Publishing Group

French Revolution Unit Plan (30.10.2014)

<https://misserinslack.weebly.com/uploads/4/0/5/1/40514053/erinslackunitplan.pdf>

Slavery On Reunion Island

<https://www.portail-esclavage-reunion.fr/en/documentaires/slavery/resistance-to-slavery/in-the-night-of-slavery-the-bright-light-of-escape/>

James Mellon , *Bullwhip Days : The Slaves Remember: An Oral History*, Grove Press. New-York. 2001

7.3 Resources to supplement the ACT-Game

Suzanne Majhanovich, Régis Malet, *Building Democracy through Education on Diversity*, Brill, Buenos

Systemic Consensing

Smart Rural 21 (16.12.2022) *Citizen involvement through Systemic Consensing*.

<https://www.smartrural21.eu/roadmap-toolbox/citizen-involvement-and-through-systemic-consensing/>

Open Practice Library (16.12.2022) *Systemic Consensing - How to find minimal viable decisions in a group*. <https://openpracticelibrary.com/practice/systemic-consensing/>

Free online-consensing tool: <https://openpracticelibrary.com/practice/systemic-consensing/>

Save search in the internet

Google search Tipps (08.09.2022) These google search-tips will save you tons of time <https://alwaysnetworks.co.uk/these-google-search-tips-will-save-you-tons-of-time/>

Google Issue Tracker (12.12.2022) <https://developers.google.com/issue-tracker/guides/work-with-saved-search>

5rightsframework (22.12.2022) <https://5rightsframework.com/5rights-by-young-people/>
and also look up the resources: <https://5rightsframework.com/resources/>

Democracy and European values

Council of Europe (08.09.2022) *COMPASS-Manual for Human Rights Education with Young people*. <https://www.coe.int/en/web/compass/democracy>

EU & me (booklet) (08.09.2022) – different languages <https://op.europa.eu/en/publication-detail/-/publication/45640227-e0bf-11ec-a534-01aa75ed71a1/language-en>

EU & me (additional quiz) (08.09.2022): https://learning-corner.learning.europa.eu/learning-materials/eu-me-quiz_en

8. List of figures

<i>Figure 1: Linde, S. (2022). Development of the puppet-play for the short movies. [Photograph]. Welten. Kolibri Schule.....</i>	<i>16</i>
<i>Figure 2 Rembart, R. (2021). Activities during the project week at PMS. [Photograph]. Graz. Pädagogische Hochschule Steiermark</i>	<i>19</i>
<i>Figure 3: Fleury-Payeur, C (2022). Puppets making, emphasizing volumes with color.</i>	<i>21</i>
<i>Figure 4: Linde, S. (2022). During the shooting of the film. [Photograph]. Graz. IgelTV.....</i>	<i>21</i>
<i>Figure 5: Sarrigeorgiou, G. (2021). The puppets created by the 3rd Laboratory Center of East Attica. [Photograph]. Rafina. 3rd Laboratory Center of East Attica.</i>	<i>23</i>
<i>Figure 6: Display of Teleprompter Mirror [Screenshot].</i>	<i>23</i>