



The European Heart Project

Guide for Teachers

Module 5

Examples from Practice



Authors

Anastasia Pyrini, GUnet

Susanne Linde und Klaus Linde-Leimer, Blickpunkt Identität

Monika Gigerl und Ruth Rembart, Pädagogische Hochschule Graz

Eliane Sagodira, Lycee Rontaunay

Layout

Pantelis Balaouras, GUnet, Klaus Linde-Leimer, Blickpunkt Identität

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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

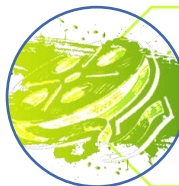
The European Heart materials are designed for use in the classroom for 13 - 16-year-olds and can be used in language classes as well as in the subjects of history, political education, ethics, philosophy, social studies, arts, and similar.

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 Using the European heart materials in school - a report from experience

3.1 Description of the pilots

The project has identified two approaches to addressing basic needs in the curricula of the participating countries (Austria, France and Greece):

- **Direct:** *Transfer of cognitive knowledge in psychology (Maslow's pyramid of needs), religion and economics (needs related to consumption and markets).*
- **Indirect:** *in terms of attitude towards pupils: The needs, interests and talents of pupils should be included in the teaching process.*

The Open Educational Resources developed by the “The European Heart Project: Youth for democracy! Strengthening democratic skills building on basic human needs” and piloted in the schools add a new dimension to these approaches addressing the issue of basic human needs first on a theoretical basis and then in practical and experience-oriented work materials according to William Glasser’s (1999) "Choice Theory" and the strategies to fulfill them according to Marshall Rosenberg's theory of non-violent communication (2013).

At least three school classes from Austria, France and Greece participated in the pilot implementation of the project's open educational resources for one semester in specially designed workshops.

The project's educational materials can be used independently or in interdisciplinary activities in history, ethics, social studies, psychology, as well as in projects on democracy, human rights or similar topics.

Each activity of the pilot was validated by the participating teachers and pupils, as well as by experts who validated the educational materials and offered their feedback. Experiences of the participating schools through the pilots and benefits

Austria: The Kolibri School

The Kolibri School in Welten is a parent-run private school with public rights. Preferably Montessori materials are used in the lessons. Pupils attend this school for the first 8 years and obtain a secondary level 1 certificate. The lessons are conducted in three school levels:

- Primaria: First to third school year (6 – 9/10 years of age)
- Secundaria 1: Fourth to sixth school year (9/10 – 12 years of age)
- Secundaria 2 Seventh to eighth school year 12 – 14/15 years of age)

The school subjects are grouped into 3 major subject blocks:

- Language teaching: German and English
- Mathematics lessons
- World -Knowledge: History, Geography, Biology, Physics, Chemistry

In addition to these subjects, every Friday is reserved for workshops. This is the time when parents come to the school and offer different activities for the pupils. Creative design, music, handicrafts, 3d printing, cooking, etc.

The pupils of Sekundaria 2 were involved in the project development. The project work took place in parallel in several teaching subjects.

In the language lessons, the two brochures "Basic Human Needs" and "Strategies to fulfil Basic Human Needs" were used as a basis to introduce these concepts to the pupils. The teacher conveyed large parts of the theory contained in the booklets through their own words and used the exercises in the booklets in class to consolidate the theory. Key concepts from the two books were also pinned to the wall as flipchart posters so that they could be referred to again and again.

In parallel in the World Knowledge lessons, the French Revolution was studied in preparation. Based on this, the pupils continued to work with the brochure "Bread for Paris".

The phase when the children started to work on the film script together with the language teacher was started by setting up rules. Based on the Five Basic Needs, the children first formulated wishes for working together. Furthermore, they also discussed those things that should not happen under any circumstances. The collected wishes and fears then led to a set of rules that should at least apply to the entire cooperation for writing the script and for the preparatory work for the film shoot.

In language lessons, the pupils developed various ideas with the teacher for the film script. In addition, the school was able to recruit a professional female puppet player for the project. She continued to work with the children on the script and supported the school team during rehearsals with the children.



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

The children first learned the finished script in their mother tongue, German. In English lessons, they translated the script and started learning the text in that language as well.

On several Fridays, the pupils built the stage decorations together with a school father. Other Fridays were spent making the puppets and the clothes for the puppets together with a school mother.



Figure 2: Linde, S. (2022). Preparation of the background-scenario for the short movies. [Photograph]. Welten. Kolibri Schule.

Austria: The Practical Secondary School of PH Steiermark

The Practical secondary school of PH Steiermark is a school on secondary level 1, i.e., a compulsory school for the age group of 10 to 14 years in Graz. This school is characterised by many years of experience with inclusion of pupils with different abilities and different first languages in all grades. In addition, this school is also part of the Austrian UNESCO school network. As such, the school is committed to human rights and peace and implements numerous projects every year, also in public spaces, especially with creative methods.

The fourth form / 8th grade is the grade in Austria where school performances and tests show whether the pupils have reached the level to be able to transfer to a higher secondary school with an A-level as a qualification. Therefore, it had to be tried that the pupils could work well on the project and still not miss too much of their learning time. Therefore, the pupils were first prepared for the contents of this project week in the regular lessons of German, Religion and History.

Two fourth classes of the Practical secondary school then experienced a project week on the contents of the EU Heart project in autumn 2021. A multi-professional team composed of teachers from the subject areas of German, Ethics and History planned the activities for the two classes with pupils and prepared the materials in a methodologically-didactically coordinated manner. During the project week, the timetables of the classes were cancelled. The first phase of this project aimed to familiarise the pupils with the concept of **Basic Needs and Strategies**. Here they worked mainly in small groups with many discussions based on the contents of the booklets on IO1. By the end of this phase, the young people had a good understanding of the ideas of basic needs, which are common to all people.

In the second part of the project week at the beginning of November, work was done on these ideas using the historical episode of women's suffrage in Austria. By working with the historical episode and the different perspectives of the actors, the struggle for women's suffrage became comprehensible and tangible for the young people.



Figure 3 Rembart, R. (2021). Activities during the project week at PMS. [Photograph]. Graz. Pädagogische Hochschule Steiermark

A handbook for the project days entitled "Milestones in Human History - Women's Suffrage" introduced the participants to this important episode in human history that set the course for great, positive changes in history. In a creative and playful way, the pupils dealt with the time around 1910, they discussed quotations and designed their own slogans to advertise for women's suffrage, in several role plays and many exercises in small teams, the young people then created the texts for the video.



Figure 4: Wagner, A. (2022). Puppets created by the pupils at PMS. [Photograph]. Graz. Pädagogische Hochschule Steiermark

Continuous work on the topic after the project week also took place in the subjects of History, Ethics and Social learning, as well as in the focus classes of the creative activities in handicrafts, which were responsible for building the puppets.

The puppets for the videos were created in numerous sessions during the handicraft lessons. Each team produced a puppet within the class. With a lot of patience and skills, but above all always with great joy, they worked on the face shapes, the matching facial expressions, the hair and the clothing. Only the most successful products were finally selected for the video. In preparation for the filming, the text, the movements in the puppet show and the English version were rehearsed in the focus subject Media and Communication.

This resulted in the text for the short movies in German and English, which were successfully filmed at the end of February.

The pupils not only enjoyed working on these topics a lot but were also sensitized to basic human needs and women's rights by this work.



Figure 5: Calaviore, V. (2021). During the puppet workshop (creation and play) at PMS. [Photograph]. Graz. Pädagogische Hochschule Steiermark

France: Lycee Rontaunay

On Reunion Island, an overseas department in the Indian Ocean, the project was carried out mainly with pupils in the first year of the CAP " Early childhood educational assistant" although other pupils from the high school were also made aware of William Glasser's principles of basic needs. For these young people enrolled in early childhood training, a deepening of these notions, as well as the development and manipulation of tools such as puppets, were logical and essential. The whole class worked on a project around Reunionese culture in the form of workshops and a show for the children of the neighbouring kindergarden school. One group developed the story of Edmond Albius, a young slave who discovered the pollination of vanilla. This group particularly developed the historical part of the Heart project. Other groups designed a workshop on medicinal plants, another on traditional instruments and finally a last group made and animated a giant textured puzzle on the geography of the island.

First, we worked in small groups on basic needs, using the slides and the IO1 booklet. The pupils did the exercises to reflect on their individual strengths. Then, as they need to be active, we made a 3D pyramid with cardboard boxes and paint. We were then able to use

the pyramid for a game about basic needs on Secularity Day. Several classes took part in the game and were willing and receptive to the concepts discussed.

To develop the puppet show, we worked alternately during the class hours dedicated to the project, in collaboration with the "animation and development" teacher and the history teacher, but we also worked outside, during the summer holidays (southern hemisphere) in a public park. The costumes were completed by the applied arts teacher. The script was written by the teaching team, as the school time was too short to involve the pupils, but they were able to adapt the lines during practice. This memorization part was particularly challenging for these pupils who are not very comfortable with this kind of school routine. Even more so in English, hence the occasional support from the English teacher to help them. But in the end, they really proved their mastery of their text by translating it spontaneously into Creole during the filming.



Figure 6: During the puppet workshop (creation) at Lycee Rontaunay

Links with the School Curriculum in Applied Arts:

Observation and analyse:

- 1-Visit of the shooting of a short film about Albius.
- 2- Attend a Theater performance for young children
- 3- Analyse of different technics of puppet making.
- 4- Experimentation: sketches for each character.
- 5-making of: foam sculptures for heads and hands, painting and patina effects. Gluing and sowing of real human clothes with the foam parts. Adaptation of the clothes for puppets handling.



Figure 7: Dan Herzberg ,aka M.Bellier-Beaumont, told us about his job as an actor, his role in "Taxi 1", a blockbuster that the pupils knew by heart, his family of Polish Jewish origin who survived the Shoah and his uncle who had translated Hamlet into Yiddish. Very nice man, very interesting.

Links with the School Curriculum in Animation:

Creation and use of materials and tools for interactions with children.

Greece: 3rd Laboratory Center of East Attica, Rafina

In Greece, three schools from the Directory of Secondary Education of East Attica participated in the pilot: a lower high school (12-14 years of age), a general high school and a technical vocational school (15-17 years of age).

The lower high school adopted a two-pronged approach: the project activities were introduced in the history course and in a project-based learning group that operated outside school hours and was dedicated to the EUROPEAN HEART Project. Pupils attending general high schools are focused on preparing for the Panhellenic examinations at the end of the third grade for admission to higher education. Therefore, there is absolutely no room for deviation from the curriculum which is clearly focused on preparing for the examinations. For this reason, pupils who showed interest in the project participated in the after-school workshops of the high school group. The technical vocational high school had a different approach: some pupils participated in the high school group and others worked in workshops organised at their school. They did not show much interest in the theoretical part and in dealing with the history course but showed a huge interest in the practical activities, especially those involving hands-on activities and construction. They worked very intensively and with admirable professionalism on puppet-making for the movies.

A group of pupils from different disciplines—beauticians, hairdressers, engineers—worked together to make the puppets and the results were amazing not only in terms of the products themselves but especially in terms of the way the pupils worked together.

The teachers put into practice the basic lesson of the project, i.e. they adapted the project to the basic needs of the pupils and not the pupils to the basic needs of the project.



Figure 8: Sarrigeorgiou, G. (2021). The puppets created by the 3rd Laboratory Center of East Attica. [Photograph]. Rafina. 3rd Laboratory Center of East Attica.

In the history lesson, the classes, following the national curriculum, focused on how different people in the past tried to meet their basic needs and whether they did so in a way that was good for everyone else. The analysis and exploration of the historical episodes developed by Greece entitled "September 3rd: The Night That Changed Modern Greece" and Austria entitled "Bread for Paris" were within the curriculum and analyzed during the lessons. The Austrian episode entitled "Step out of the Shadow" and the French episode entitled "The True Colour of Vanilla" which were not directly linked to the history curricula were analysed in the group.

Regarding the choice of the theme of the historical episode, the work done even for the choice of the theme was very important. The pupils wanted to choose a landmark event for the development of Greek democracy which, although it happened in 1843, was an inspiration for the struggle against the dictatorship through the theatre and the now historical performance "Our Great Circus", but also with references to the present time as the lack of democracy at various levels of personal, family and social life is affecting society and especially the youth.

And indeed the pupils managed to involve the school community in the activity of developing the script and the short movie (whole-school approach) with parents/guardians actively participating and supporting the children, with professionals from the local community who even provided them with materials for their activities, with decision and policy makers from the Directory of Secondary Education and finally the children's work attracted the interest of

former prime ministers of the country, the UNICEF, the Ministry of Education, universities and researchers from all over the world.

At the technical vocational high school, pupils had the opportunity both to practice their professional specialty and to showcase their talents. The educational community was given the opportunity to see that in a project not only academic skills and talents are valuable, but also practical skills, imagination, ingenuity and creativity. Finally, the educational community came to understand experientially that together we can do better and more!

The benefits for the pupils far exceeded the objectives of the project. The pupils achieved to:

- ***strengthen their self-confidence and personality***

Supporting observation: Very shy pupils whose presence was not even felt in the classroom, found their place and role in the activities of the project and shone in front of the cameras.

- ***improvement of social skills***

Supporting observation: Pupils understood the value of non-violent communication and started to choose positive ways of verbal and non-verbal communication, such as speech, gesture, facial expression and body-language. This conscious choice of positive behaviour had the impact of significantly reducing bullying which appeared to be based more on recklessness and lack of awareness of consequences to others than sincere intent to harm someone else.

- ***development of critical thinking and critical questioning of facts and news***

Supporting observation: Most of the project activities took place in the midst of the pandemic. The way in which the children began to think and analyse the historical episodes helped them to be critical of information circulated both on social media and through official state media channels.

- ***increased self-responsibility***

Supporting observation: From the beginning of the project the teachers ensured that the pupils would develop ownership of the project. The teachers were always there to facilitate and support the pupils, but ultimately this was their project. The idea that they would create their own movie from start to finish and see it published made the children act like professionals. Everyone's contribution was valuable and they all had to play a responsible role

in the success of the common cause. Even when someone failed to meet an obligation, e.g. not attending a workshop one day, they were aware of the situation and would make sure to reciprocate next time, for example by spending more time at the next workshop. The voluntary nature of the pupils' participation and the knowledge that they had the right to withdraw at any time, without explanation and without repercussions, also had a very positive impact. This fact made their moral commitment to the project and the group even more persistent. This is a lesson that policy makers should take into account when designing compulsory educational activities.

■ ***strengthening cohesion and cooperation***

Supporting observation: The educational community of our city from the lower secondary school to the upper secondary school with the participation of both the general high school and the technical school found themselves working together, and with them dozens of citizens of the city in the role of parent/guardian, neighborhood professional and others.

■ ***internationalization***

Supporting observation: The best way to avoid xenophobia, radicalisation and the like is a shift towards internationalisation. The project brought together schools from three European countries and gave the educational communities the opportunity to extend what they had learned in an international context.

A success story

The pupils of the 3rd Laboratory Center of East Attica participated in a schools competition on educational robotics within the framework of the [Erasmus+ project RoboPisces](#) (Project ID: 2019-1-IT02-KA201-063073). The aim of the competition was to develop a code to program a fish-robot to perform specific movements in the water. The judges measured the accuracy and speed of the fish-robot's movement in the water and ranked the contestants. The Greek pupil contestant, who is part of the EUROPEAN HEART Project, helped the Italian team who were having problems with their robot. In the end the Italian team got the third place and the Greek pupil got the fourth place. The judges noticed this behaviour and decided to award him the "Fair Play" prize. When the pupil was asked why he helped the Italian team get a better position than him, his answer was that his need for love and belonging was greater than his need for power and influence. He was fully aware that helping the Italian team would cost him the third place prize, but he was still happy with his choice.

Another success story

In La Reunion, the pilot took place in the autumn semester of 2021, a time marked by the pandemic, homeschooling and uncertainty. The school organisation decided to conduct the test phase with a class that had been described as difficult and aggressive. If at all possible, the teachers avoided taking over this class or only went into the classroom in pairs. Our partner teacher's first impression of this class was this:

She stood in the classroom to welcome the incoming pupils. One incoming pupil kicked the wastepaper basket, another spat on the blackboard. While working with the "Basic Needs" toolkit, the class started to move: pupils began to talk about their situation at home. Overall, the (first-time) interest in the pupils' feelings and needs was received very positively by them. They began to participate more in class and there was a noticeable improvement in the classroom climate. The teachers began to take an interest in what our project partner had done with this class.

After a few weeks, our partner teacher had a very touching experience with the pupil who had spat on the blackboard when she entered the classroom:

She was crossing the schoolyard with two heavy bags full of homework books when the pupil came up to her and took the bags from her to carry them into the teachers' room.

4 Exercises on the Historical Episodes

In this chapter you will find some examples of exercises that a history teacher has done with the pupils in the context of the historical episode “Step out of the shadow”.

Exercise 1

In this first exercise, you can use selected **quotes** that tell you something about the history of women, their role in society and how that also changed, to sketch and record the most important developments in a timeline.

Level	From 8th grade
Duration	Min.- 1h /Max. project day
Method/ Material	Group work, plenary / enlarged copy of quotations and sources
Aims	<p>The pupils should get a first overview of the status of women in history.</p> <p>In a possible follow-up exercise, the pupils should gain a deeper understanding of the unequal relationships between men and women and the need to overcome them.</p>
Procedure	<p>Find quote/author pairs:</p> <ol style="list-style-type: none"> <i>1. Each pupil is given either a quote or a source. The pupils try to link quotations to the respective authors and look for their partners.</i> <i>2. When the right pairs are found, the pupils should try to arrange the quotes chronologically.</i> <i>3. Create a timeline on the wall/board.</i>
Possible extensions	<p>Discussion</p> <p>Group presentations:</p> <p><i>Research and present background information on each quote/person.</i></p> <p>Develop scenes:</p> <p><i>In small groups, the pupils think about a short scene based on a quote/person (clarify W-questions) and present it afterwards.</i></p> <p>Design collage on the theme of "women's history"</p>

Quote	Source
<i>"As in all the churches of the saints, let your wives keep silence in the church; for they shall not be permitted to speak, but shall be subject, as also saith the law. If they want to learn something, let them ask their husbands at home. It is evil for women to speak in the church."</i>	Bible 1st Letter to the Corinthians - Chapter 14 - Verse 34
<i>"Woman has the right to ascend the scaffold. She must equally possess the right to mount the rostrum."</i>	Olympe de Gouges (1784-1793), French. Revolutionary and women's rights activist. Link
<i>"The husband is the head of the family. (...) The wife receives the name of the husband and enjoys the rights of his status. She is obliged to follow the husband to his residence, to assist in housekeeping and acquisition to the best of her ability, and, as far as domestic order requires, to follow the measures taken by him as well as to make him follow them."</i>	Family Law, General Civil Code (1811). Link
<i>"According to the rule, the girl should stay in the bosom of the family all her youth until a man chooses her as his life companion. She does not need the wisdom of the world, because her destiny is not the world, but the house and the love of the man."</i>	Heinrich J. Hillebrand 1818, German philosopher and politician. Link , S.8
<i>"[...] But I think I must say that the sudden extension of the right to vote to all women would be an evil. [...] The right to vote: what a danger that the political discord will enter the families. But if one should think that the woman would be of the same opinion with the man anyway, then the whole suffrage is superfluous. [...]"</i>	Ignaz Seipel (1876-1932), theologian and politician. Link
<i>"Women will not attain their emancipation until they themselves struggle for it by their own efforts."</i>	Adelheid Popp (1869-1939), Austrian women's rights activist and socialist. Link
<i>"A momentous and all thinking women gratifying event has taken place. (...) She as a woman had to pass double tests and she passed them brilliantly."</i>	Newspaper article about Gabriele Possaner, first female doctor in Austria (1897). Link
<i>"There are people who are the absolute majority among the people and have the fewest seats in parliament. Ask the men why."</i>	Johanna Dohnal (1939-2010), Austrian feminist and politician. Link

Exercise 2 - Women were not allowed to ...**QUESTION - Stop and think:**

Which rights did women not have in Austria in the 19th century?

Mark with a cross:

Women were not allowed to...

marry

vote

be elected

make music in public

go on maternity leave

work without permission from father/husband

write for the newspaper

study

Exercise 3 - Women's rights and concerns**QUESTION - Stop and think:**

What rights did women demand back then? Can you imagine why?

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How is it today? Are there still demands/issues today that are of urgent concern to women?

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Exercise 4 - Cartoon

Cartoon 1907: Frauenrecht (Zum Verbot des Frauenstimmrechtsvereines): They are allowed to give birth to the citizens of the state, they are allowed to nurse, care for and teach them, they are allowed to feed themselves like men through work, but woe betide them as soon as they wish to vote.”

Image: StBKA

Who do you think is the author/who is the addressee of this cartoon from 1907??

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Briefly summarize the key message of this cartoon in your own words

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Exercise 5 - Opportunities to get involved

QUESTION - Stop and think:

What opportunities did women have to fight for their rights in 1907?

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What is it like today? What opportunities are there today / do you know of to stand up for equality?

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Exercise 6 – Timeline



ACTIVITY:

Now plot the events in women's history that are most important to you on a timeline.



Exercise 7- Countries compared:



ACTIVITY - Countries compared:

1) Using the table, find out:..

in which European country the right to vote was introduced first

in which European country the right to vote was introduced last

in which non-European country the right to vote was introduced first

in which non-European country the right to vote was last introduced

1893 New Zealand	1917 Canada, Russia
1902 Australia	1918 Austria, Germany, Great Britain
1906 Finland	1919 Netherlands, Hungary
1913 Norway (since 1907 restricted)	1920 Czechoslovakia, USA
1915 Denmark, Island	1921 Sweden
1924 Mongolia	1948 Belgium, Israel, Korea, Niger
1930 South Africa	1952 Greece, Bolivia
1931 Spain, Portugal	1956 Egypt, Syria, Mali
1932 Maldives	1960 Cyprus, Gambia
1934 Turkey, Brazil, Cuba	1963 Iran
1935 India (1950 unrestricted)	1971 Switzerland
1937 Philippines, Pakistan	1980 Iraq
1942 Dominican Republic	1984 Liechtenstein
1944 France	2001 Bahrain
1945 Bulgaria, Japan, Liberia, Italy	2005 Kuwait
1946 Yugoslavia, Rumania, Kenya	2011 Saudi-Arabia
1947 Argentina, China, Venezuela, Mexico	

2) Take an atlas and mark all the countries on the silent world map....

that had introduced women's suffrage by 1918 green.

that had introduced women's suffrage by 1945 yellow.

that had introduced women's suffrage by 1963 orange.

that introduced women's suffrage after 1963 red.

What did you notice / find interesting?... Here is space for your comments and thoughts:

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Exercise 8 – Film tip: Debate on women's suffrage

Want to learn more about the debate for and against women's suffrage and how it was debated in one of our neighbouring countries even into the 1970s?

Here's a tip on a film that tackles this topic:

The Divine Order (CH, 2017)?

Exercise 9 – Austria in the interwar years

Do you want to learn more about Austria in the interwar years and the conflicts between the Social Democratic and Christian Social camps?

The ORF documentary "Austria I" by Hugo Portisch and Sepp Riff gives a very accurate picture of those turbulent years with numerous original film recordings.

5 Examples of the use of the European Heart Open Educational Resources in other levels of formal or non-formal education


The project's educational material has been an inspiration for teachers participating in EUROPEAN HEART Project who have piloted it to address the needs for democracy education at other educational levels, primary and tertiary, and in formal learning environments, such as school classrooms by integrating the material into the formal curriculum, and in non-formal learning environments in democracy workshops.

5.1 Primary Education 2nd Grade (7 years of age)

The EUROPEAN HEART Project was piloted during the school year 2021-2022 in the second grade of the 1st Primary School of Rafina, in a class of 7 year old pupils by the teacher of the class, Nancy Pyrini. The Department had 21 pupils, 10 boys and 11 girls, while in the third quarter a girl and a boy refugee from Ukraine joined. There were pupils with special educational needs due to autism, Attention Deficit Hyperactivity Disorder (ADHD), and dyslexia.

As the project ran throughout the school year it is not feasible in this Guide to present all the lesson plans and educational materials used and produced, rather some illustrative examples of the integration of the project products into the formal curriculum will be given.

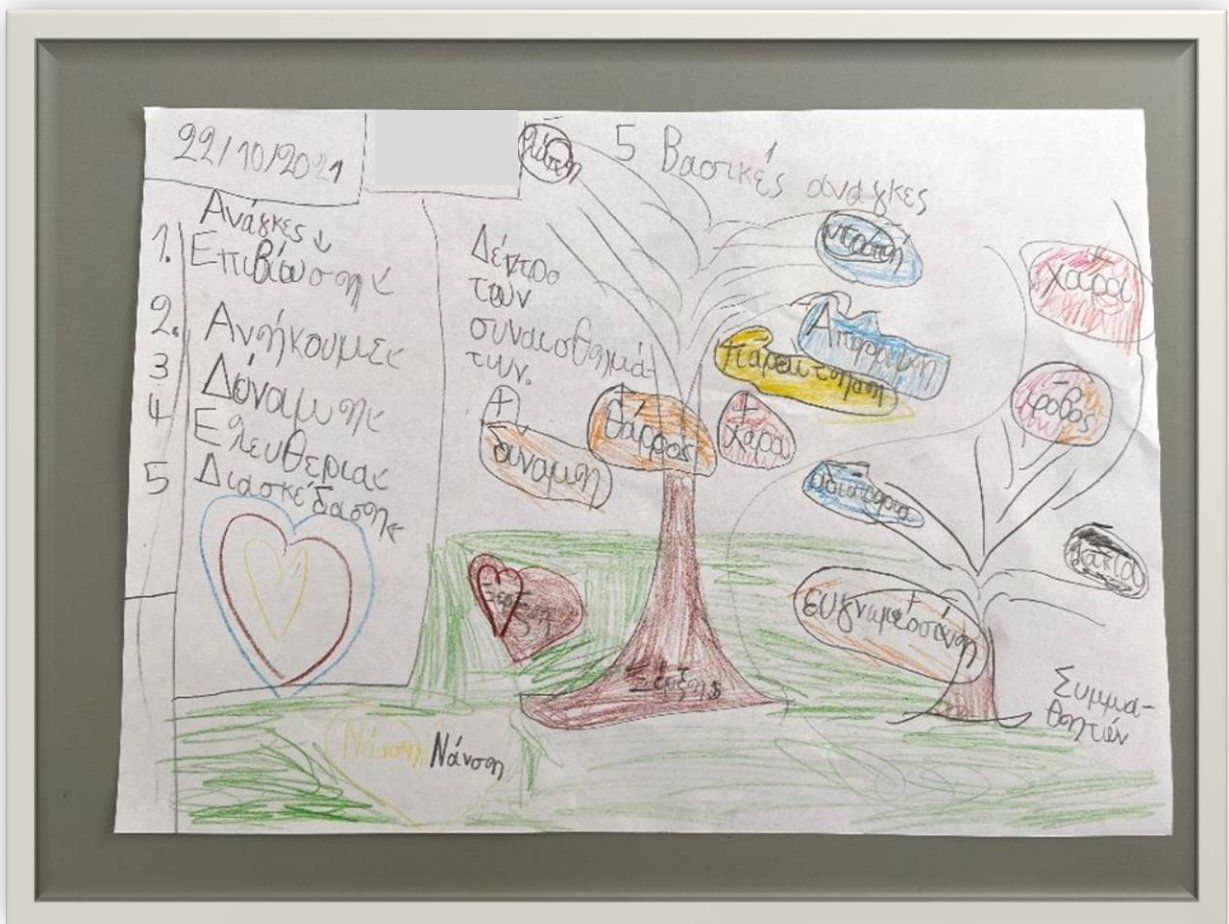
5.1.1 Modern Greek Language

 The European Heart Project	Intellectual Output 1: Needs and Strategies – Toolkit on basic human needs and strategies to fulfil them
1. LESSON PLAN INFORMATION	Subject/Course: Modern Greek Language Grade/Age: 7 years Topic: Literature Time: 90 min (2 consecutive teaching hours)
2. INTRODUCTION	Activation of prior knowledge about the five basics needs and the strategies to fulfil them
3. TEACHER NOTES	<ul style="list-style-type: none"> • Provide all necessary materials • Ensure that pupils are involved in all activities • Pupils can help shape the success criteria.
4. TEACHING METHODS	Learning by doing Project-based learning

	<p>Active learning strategies</p> <p>Hands-on learning</p>
5. MATERIALS	<p>Materials needed for this lesson:</p> <p>1. School textbook</p> <p>Available online HERE</p> <p>Unit 2: SCHOOL AND CHILD</p> <p>Maria Fragia, X ... like a Xifias [swordfish]</p> <p>2. A4 white paper and drawing colours</p> <p>Summary of the story</p> <p>Xerxes is a swordfish who is made fun of by his classmates for his nose. Every day he returns to school from home sad and crying until he decides he will never go to school again.</p> <p>A serious danger, fishing nets, will threaten the lives of his classmates and his teacher. Xerxes' nose, which will tear up the nets, will save their lives...</p>
6. LESSON TASK	<p>Pupils will work together to:</p> <ul style="list-style-type: none"> • recognise the basic needs of the heroes of the story; • identify which needs are met and which are threatened; • identify the strategy chosen by the main hero during the crisis; • imagine how the behaviour of the heroes might change after the heroic act of the main hero; • discuss the teacher's behaviour in dealing with the problem faced by the pupil Xerxes; • discuss the behaviour of Xerxes' mother; • create a work of art: a tree whose branches will be the needs that are met and the needs that are threatened and the emotions associated with each branch.
7. LEARNING OUTCOME	<p>By completing this lesson task, pupils will achieve learning outcomes and learn skills such as:</p> <p>Cognitive skills</p> <p>Ability to</p> <p>Describe the main characters, situations and emotions (irony, humour, emotion, humour, insult, etc.) based on the story they heard.</p> <p>Listen actively: understand and interpret the text and the messages; being motivated to pay attention; and respond with both verbal and nonverbal feedback.</p> <p>Express their opinions and feelings with arguments, accuracy and confidence.</p> <p>Life skills</p> <ul style="list-style-type: none"> • empathy; • critical thinking; and • communication and collaboration.

<p>7. REFLECTION</p>	<ul style="list-style-type: none"> • Did your team build the skills that were this lesson aim? If not, what were the reasons? • If the project succeeded correctly and well, what do you think helped to achieve the goal? • What was the best part of this lesson? • What were the challenges you faced in your work?
<p>8. TYPE OF ASSESSMENT</p>	<ul style="list-style-type: none"> • Collaborative work- application of skills and knowledge to a practical task • Oral presentations of the artworks • Reflection on the tasks

5.1.1.1 Samples of the Pupils' Art Works



Pyrini, A. (2021). Pupil #1 Emotion Trees. [Photograph]. Rafina.




Pyriani, A. (2021). Pupil #2 Artwork. [Photograph]. Rafina.



Pyriani, A. (2021). Pupil #3 Artwork. [Photograph]. Rafina.

5.1.2 Environmental Education

	<p>Intellectual Output 1: Needs and Strategies – Toolkit on basic human needs and strategies to fulfil them</p>
<p>1. LESSON PLAN INFORMATION</p>	<p>Subject/Course: Environmental Education Grade/Age: 7 years Topic: 5. MY NEEDS AND RIGHTS Time: 45 min (1 teaching hour)</p>
<p>2. INTRODUCTION</p>	<p>Activation of prior knowledge about the five basic needs and the strategies to fulfil them</p>
<p>3. TEACHER NOTES</p>	<ul style="list-style-type: none"> • Provide all necessary materials • Ensure that pupils are involved in all activities • Pupils can help shape the success criteria.
<p>4. TEACHING METHODS</p>	<p>Learning by doing Project-based learning Active learning strategies Hands-on learning</p>
<p>5. MATERIALS</p>	<p>Materials needed for this lesson: Workbook Worksheet 11: My needs alphabet. The Worksheet can be found HERE on page 15</p>
<p>6. LESSON TASK</p>	<p>Pupils will work together to:</p> <ul style="list-style-type: none"> • find a need that begins with each letter of the alphabet and complete the heart; • record the needs in alphabetical order on a table; • count for each letter how many times each need appears and fill in the need that appears most often in the heart of the group.
<p>7. LEARNING OUTCOME</p>	<p>By completing this lesson task, pupils will achieve learning outcomes and learn skills such as:</p> <p>Cognitive skills Ability to</p> <ul style="list-style-type: none"> • explain how the word they wrote relates to their basic needs. <p>Life skills</p> <ul style="list-style-type: none"> • critical thinking; and • communication and collaboration.
<p>7. REFLECTION</p>	<ul style="list-style-type: none"> • Did your team build the skills that were this lesson aim? If not, what were the reasons? • If the project succeeded correctly and well, what do you think helped to achieve the goal? • What was the best part of this lesson? • What were the challenges you faced in your work?

8. TYPE OF ASSESSMENT

- Collaborative work- application of skills and knowledge to a practical task
- Oral presentations of the “individual heart”
- Reflection on the tasks

5.1.2.1 Environmental Education 2nd Grade


Workbook Worksheet 11: My needs alphabet (p. 15)

Fill the heart with as many words as you can find that can that begin with the letters of the alphabet. These words must be speak to your needs.

A <u>ἀγάπη</u> [Love]	N <u>νερό</u> [Water]
B <u>βιβλία</u> [Books]	Ξ <u>δίδωμι</u> [Cousin]
Γ <u>γάλα</u> [Milk]	Ο <u>όρια</u> [Boundaries]
Δ <u>δέντρα</u> [Trees]	Π <u>σημάδια</u> [Signs]
Ε <u>ελευθερία</u> [Freedom]	Ρ <u>ρούχα</u> [Clothes]
Z <u>ζωή</u> [Life]	Σ <u>σαλάτα</u> [Salads]
H <u>ήλιος</u> [Sun]	T <u>τσάντα</u> [Bag]
Θ <u>θάλασσα</u> [Sea]	Υ <u>υγεία</u> [Health]
I <u>ισότητα</u> [Equality]	Φ <u>φύση</u> [Nature]
K <u>καρδιά</u> [Heart]	X <u>χαρά</u> [Joy]
Λ <u>λάδι</u> [Oil]	Ψ <u>ψάρια</u> [Fishes]
M <u>μάτι</u> [Mind]	Ω <u>ώρα</u> [Time]

Pyrini, A. (2021). The pupil #4 Needs Alphabet. [Photograph]. Rafina.

5.1.3 Skills Lab

	Intellectual Output 1: Needs and Strategies – Toolkit on basic human needs and strategies to fulfil them
1. LESSON PLAN INFORMATION	Subject/Course: Interdisciplinary Project Grade/Age: 7 years Topic: Movie Creation Time: 45 min 90 min (2 consecutive teaching hours)
2. INTRODUCTION	Activation of prior knowledge about the five basic needs and the strategies to fulfil them
3. TEACHER NOTES	<ul style="list-style-type: none"> • Provide all necessary materials • Ensure that pupils are involved in all activities • Pupils can help shape the success criteria.
4. TEACHING METHODS	Learning by doing Project-based learning Active learning strategies Hands-on learning
5. MATERIALS	Materials needed for this lesson: <ol style="list-style-type: none"> 1. Cardboard, rice paper, painting materials, sticks or straws, chisel, and glue; 2. a box of shoes; 3. flashlight.
6. LESSON TASK	Pupils will work together to: <ul style="list-style-type: none"> • choose a story that highlights a human need; • create the characters and settings; • distribute the roles; • perform the play in groups.
7. LEARNING OUTCOME	By completing this lesson task, pupils will achieve learning outcomes and learn skills such as: <p>Cognitive skills</p> Ability to <ul style="list-style-type: none"> • use the figures to play the role; • express themselves through role play. <p>Life skills</p> <ul style="list-style-type: none"> • democratic decision-making; • critical thinking; • creativity; • communication and collaboration.
7. REFLECTION	<ul style="list-style-type: none"> • Did your team build the skills that were this lesson aim? If not, what were the reasons?

	<ul style="list-style-type: none"> • If the project succeeded correctly and well, what do you think helped to achieve the goal? • What was the best part of this lesson? • What were the challenges you faced in your work?
<p>8. TYPE OF ASSESSMENT</p>	<ul style="list-style-type: none"> • Collaborative work- application of skills and knowledge to a practical task • Theatrical performance • Reflection on the tasks



Figure 9: Pyrini, A. (2022). Figures made by the children.
[Photograph]. Rafina.



Figure 10: Pyrini, A. (2022). Following the script.
[Photograph]. Rafina.



Figure 11: Pyrini, A. (2022). A shoebox is transformed into a shadow theatre stage. [Photograph]. Rafina.



Figure 12 Pyrini, A. (2022). A group of pupils performing. [Photograph]. Rafina.



Figure 13: Pyrini, A. (2022). Figures made by the children. [Photograph]. Rafina.



Figure 14: Pyrini, A. (2022). Experimenting with the light. [Photograph]. Rafina

5.2 Democracy Labs

The Andreas Papandreou Foundation implements pilot “[Democracy Labs](#)” which form the basis for the design of a series of training activities aimed at cultivating the knowledge and skills of citizens in order to shape their attitudes and behaviour to exercise and defend their democratic rights in society with a sense of responsibility, to appreciate diversity and to play an active role in democratic life, in order to promote and protect democracy and the rule of law.

5.2.1 Adult Learners

The 1st pilot Democracy Lab was successfully completed, with the participation of a total of 20 citizens of all ages, in two meetings, on July 15, 2022 and September 15, 2022 which is International Democracy Day.

The IO1 educational materials have been adjusted and integrated into the workshop programme as the first introductory module to lay the foundations of the mindset that participants are expected to develop.

After the presentation of the theoretical part on the basic needs and the strategies to fulfil them, the exercises adapted to the needs of adult learners follow.

Here are some examples:

Exercise 1: Your personal success story

Recall a situation in your life when you were really proud of yourself.

Briefly describe the situation:

- What exactly were you proud of?
- How did it feel in your body?
- Which of your abilities were involved in this sense of achievement?

Imagine that you are reliving this experience now and you are in the middle of it, full of pride and self-confidence - with what attitude will you master future challenges?

Exercise 2: Incompatible?

Sometimes we are in situations where two needs seem incompatible.

Georgia is involved in a trade union organisation in which most of the members are men. Therefore, among the women, there is an unwritten law that they all have to stick together to avoid being overlooked.

Despina has a leading role in the women's group and determines their attitude and action.

Georgia when she disagrees with her keeps quiet because she is afraid of being ostracized and then finding herself alone.

Which of Georgia's needs are affected and how?

Exercise 3: Social Networks

Sotiris, a colleague of yours, spends little time on his work and his family because he spends a lot of time on social media.

- What needs is he satisfying with this behaviour?
- What does it have to do with the need to have fun?
- What does it have to do with the need for power?
- What does it have to do with the need for love and inclusion?
- What does it have to do with the need for freedom?
- What does it have to do with the need for safety and survival?

As an experiential learning experience, the participants toured the [Ancient Agora of Athens](#) where, under the guidance of Grigoris Vafiadis, a distinguished archaeologist of the Hellenic Ministry of Culture, they connected the archaeological findings with democracy in antiquity and today.

5.2.2 Tertiary Education

The 2nd Democracy Workshop was held in cooperation with the [University of Patras](#) on 20 October 2022 in Patras with the participation of undergraduate and postgraduate pupils.

In this workshop we worked with historical episodes. We used two videos:

The first one is from the historical archive of the Hellenic Parliament and it's about [the arrest of Andreas Papandreou by the Junta in 1967 through the narrative of his son George](#); The second is the second part of a documentary on the life of sculptor Memas Kalogiratos entitled "[Memories of a lifetime](#)" and the pupils watched it after visiting an exhibition of his works at the [Hellenic Diaspora Foundation](#).

Pupils discuss the heroes' basic needs, when they are met and when they are threatened, what strategies they use to meet them, what the consequences of their choices are, and what they would do if they were in the heroes' shoes.

5.3 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 the further use 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 learning materials without requiring resources beyond the usual cheap materials that are usually easily found in a school or an office.

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