



REPERES



DG Éducation et culture
Programme pour l'éducation et
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CENTRE VIRTUEL DE LA
CONNAISSANCE SUR L'EUROPE



Toulouse Midi-Pyrénées



PARTENARIAT ÉDUCATIF GRUNDTVIG 2009-2011

WHY BECOMING AN ACTIVE EUROPEAN CITIZEN?

(These explanatory notes are associated with the cards of Ariane's thread of Jelena Santic)

This unit contains elements of the work "Living in Democracy, Lesson plans for lower secondary level on democratic citizenship and human rights", volume III of Volumes ECD/EDH I-VI, Education for democratic citizenship and human rights in school practice, Sequences of teaching, concepts, methods and models, published by the Council of Europe (authors : Rolf Gollob, Ted Huddleston, Peter Krampf, Don Rowe, Wim Taelman), ISBN 978-92-871-6766-8, © Council of Europe, August 2010

1.- AIMS OF THE UNIT:

Understand:

1. Why have some European citizens chosen to act in order to improve or defend a political or social situation ;
2. The role of the NGOs (non-governmental organisations - citizens' associations) in the civil society

2.- TASKS:

The participants, divided into groups, are asked to piece together the life story of Jelena Santic with the cards of **Ariane's thread of Jelena Santic**.

Jelena Santic was a ballet dancer and dance teacher known worldwide. She campaigned against the war and fought for the fundamental rights of all

peoples. Together with the Group 484, a nongovernmental organization (NGO) working for the peaceful settlement of conflicts, she worked hard to provide assistance to the wave of refugees arriving in Serbia. After Jelena's death, her friends moved a stone of a building destroyed by bombing in Belgrade. This stone has been decorated by children refugees from Kosovo, and symbolically laid in the Peace Park in Berlin, dedicated to Jelena Santic.

The facilitator then asks participants to discuss the following questions in groups and, if possible, to reach a common response. The facilitator insists that the individual members may disagree, but that the exchange of ideas provides the best results. Each group writes down their response. The facilitator then reviews the key points with learners, according to the following questionnaire.

Questions

1. What were, according to you, the main reasons Jelena Santic joined the Group 484 for?
2. From what you know about Jelena Santic, which words would you use to describe her?
3. What types of needs does the Group 484 try to meet?
4. What type of society were Jelena Santic and the Group 484 hoping to build?
5. How important are, according to you, the non-governmental organisations (such as the Group 484) in our society? What can they achieve? Think about their roles in connection with the work of governments and the satisfaction of needs (rights) of individuals.
6. Think about the society you live in. What would be the needs that active citizens or the NGOs could fulfil?

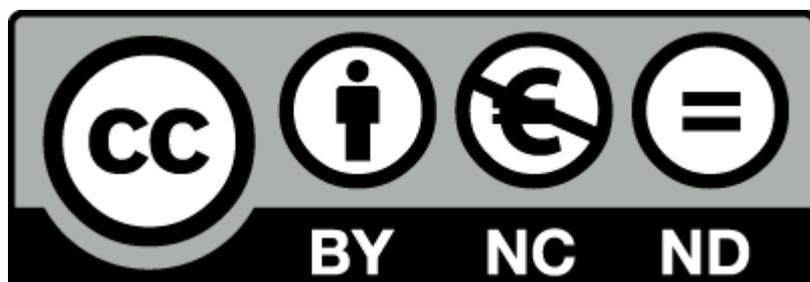
The participants identify (if possible on the internet) NGOs active in the citizenship education, sustainable development, social sphere, etc.

As a final exercise of this unit, each group chooses one NGO from the already mentioned fields and prepares a presentation on this subject.

3.- METHODS:

- * Team working : research and presentation of results
- * Negotiation between groups
- * Moral reasoning
- * Critical evaluation
- * Internet search

TERMS OF USE:



Teaching is first and foremost about sharing, transferring and exchanging knowledge. This presentation may be used freely in conjunction with school-based and extra-curricular training conducted on a not-for-profit basis. Please cite the source!

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