

Learning Design for: Students4Europe

Context

Topic: STE(A)M and Citizenship - European Parliament Simulation

Total learning time: 1200

Number of students: 20

Description: This scenario is an application of the Project Based Learning (PBL) method. It is also a Situated Learning Scenario. That's because as a pedagogical practice the European Parliament simulation is a dynamic process which enables pupils to act as real citizens and engage in a decision-making, negotiation, strategy and crisis management game. By role-playing MEPs, they are given the opportunity to practise for the democratic shaping of the transnational and universal dimension which citizenship has acquired. By using rhetoric as an art, specifically the art of persuasion, as well as a public discourse technique and transversal skills (like critical and innovative thinking, inter-personal skills, intra-personal skills, global citizenship and media and information literacy) along with a robust knowledge base and STEM competences, pupils acquire tools for the presentation and evaluation of arguments, the exploration of different points of view, the resolution of conflict situations and the recognition of the responsibility of their actions.

Aims

The basic objective of this project is the encouragement of active citizenship. As citizens living in societies with supranational characteristics and global issues, pupils should have the abilities and skills which can give them the opportunity to make decisions on the affairs that concern them and affect their everyday lives. They are encouraged to think and act as future active European citizens who are not only aware of the issues the E.U. has to face, but also aware of the necessity of their participation and the way in which they can do so, developing creative as well as critical thinking during this process. Both of them are considered as a prerequisite for shaping active, conscious and emancipated citizens on the one hand, and a necessary capacity for the efficient and orderly functioning of modern societies as well as the 21st century challenge confrontation on the other.

Outcomes

Uncategorised (Uncategorised): The expected outcomes of this project are: 1. Team cohesion and collaboration: Pupils will be able to effectively collaborate at a new level in order to achieve a common goal. 2. Communication skill improvement: They will be able to further develop their effective listening skills, active listening skills as well as verbal and nonverbal communication skills. 3. Transversal skills: They will also develop their critical and innovative thinking, inter-personal skills (e.g. presentation and communication skills, organizational skills, teamwork, etc.), intra-personal skills (e.g. self-discipline, enthusiasm, perseverance, self-motivation, empathy, etc.), global citizenship (e.g. tolerance, openness,

respect for diversity, intercultural understanding, etc.), media and information literacy such as the ability to locate and access information, as well as to analyse and evaluate media content.

Knowledge (Knowledge): 4. They will understand how the E.U. works, its structure and how decisions are made. Apart from that, they will gain knowledge about its rights, choices and the decisions of the European institutions directly involved. Finally, they will find out what the genetically modified organisms (GMOs) really are and how that genetic modification is made, learning about scientific terminology and methodology along the way.

Comprehension (Comprehension): 5. They will be able to understand the difficulties arising from people's coexistence in a society and the great importance of cooperation. They will also comprehend the problems and the prospects of being a European citizen.

Application (Application): 6. The E.U. Council Simulation is a role-play game in which the participating pupils act as the Ministers of Agriculture of the 28 member states and negotiate on the issue on the agenda in order to come to common conclusions.

Teaching-Learning activities

Stage 1 Team cohesion and collaboration: At the beginning the participating pupils engage in team building activities for team cohesion and collaboration purposes. Specifically, team members get to know each other, create a climate of security as well as trust and become familiar with the place and the way in which the team functions. Task A

Collaborate 10 minutes 20 students Tutor is available

Objective: participants' active engagement and attention focusing. 1. The participants form a circle. The facilitator gets engaged in the task too. 2. The facilitator starts by saying his/her name and making a movement. 3. Then s/he asks the person sitting next to him/her to repeat them, say his/her own name and make a different movement. 4.

After that, the person sitting next to him/her has to repeat the names and the movements of the first two, say his/her own name and make a third movement. 5. This goes on until all the participants have said their names and made a movement. If someone does not remember a particular name or movement, other members of the team have to help him/her. 6. Alternatively, the facilitator can ask the participants to express a feeling apart from saying their name and making a movement.

Task B

Discuss 15 minutes 20 students Tutor is available

Music is playing. Everyone walks around the room. When s/he meets another person, s/he tells him 3 important things about himself/herself. Then, they all sit around in a circle again and try to recall what they have been said. Finally, the participants briefly discuss whether one can remember what s/he hears, what helps him/her remember the information provided, how s/he feels when other people remember what s/he has said, if something like that happens to pupils, etc.

Task C

Collaborate 15 minutes 20 students Tutor is available

The Pendulum of Confidence: Pupils are divided into groups of three members each. One of the members plays the role of a pendulum while the others give the impetus (i.e. push). In order to carry out the task the pupil playing the role of the pendulum stands between the others with his/her eyes closed and lets himself/herself tilt back and forth with the impetus s/he is given. Next, all the groups stand in a row and try to find the same pace so that the task can be carried out in a coordinated manner.

Task D

Discuss 20 minutes 20 students Tutor is available

1. The team is divided into pairs. The partners are given five minutes to talk about their expectations and fears as far as their participation in the team is concerned. Specifically, they are expected to explain why they have decided to join this team, what they think they will gain, what makes them skeptical, etc. Then everyone reports what s/he has heard from his/her partner to the team. 2. There is a plenary session discussion. 3. Standing in a circle and using just one phrase, every member of the team expresses a feeling or a thought describing how s/he has found the first meeting experience.