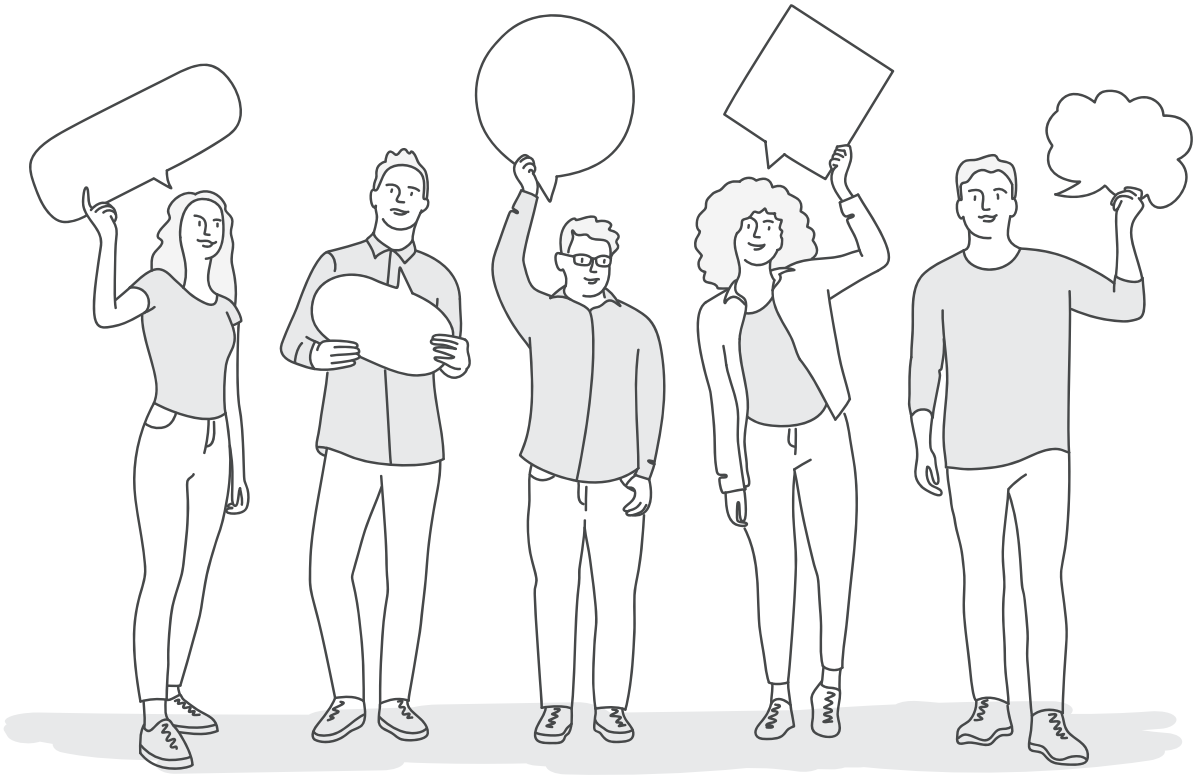
BeAC Be Active Be a Citizen

A WORKSHOP PROGRAMME BASED ON THE PHILOSOPHY FOR COMMUNITY (P4C) METHODOLOGIES

BE ACTIVE BE A CITIZEN



Co-funded by the European Union

2021-1-RO01-KA220-YOU-000028772

BE ACTIVE
BE A CITIZEN

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The goal of education is to enable individuals to continue their education.

(John Dewey, Democracy and Education)

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INTRODUCTION

PROGRAMMES FOR A FULLY AND ACTIVE CITIZENSHIP

“Be Active, Be a Citizen” project aims to develop training resources to help young people, aged from 15 to 24, to acquire and put in practice critical thinking skills.

The programme will primarily address young people with fewer opportunities, living in deprived neighbourhood and experiencing exclusion based on socio-economic obstacles or discrimination because of their race, religion, gender identity and sexual orientation. This objective is particularly remarkable since, as it was already pointed out by the Council of Europe, this target group face prejudice and isolation that make it harder for them to be active citizens.

DEVELOPING CRITICAL THINKING SKILLS IN ACTIVE CITIZENSHIPS

To achieve the above-mentioned goal, BEAC will train professionals, namely youth workers, teachers, social workers, mental health professionals, VET providers, and volunteers so that they can support young people in improving their critical thinking skills and as a result, being actively involved in citizenships practices on three specific domains, identified as priorities in the current historical context and part of the Eleven goals for the European youth strategy 2019-2027:

- **environmental citizenship** (maintain the ecological integrity and the right to exist in a healthy environment);
- **democratic citizenship at the EU level** (active participation in the EU system of rights and responsibilities);
- **social citizenship** (the behaviour and conduct of individuals in a society).

The methodology upon which the “Active Citizenship” training programme is based is the philosophy for community (P4C) educational approach. The practice is based on Matthew Lipman’s Philosophy for Children wich was subsequentely adapted to the practice with adolescents

and young adults.

The P4C methodology is basically intended for extracurricular, formal and informal contexts. As suggested by Matthew Lipman, it is always a matter of starting from a stimulus, in order to identify a discussion plan which, through the help of empathic listening, promotes critical, creative and value-based thinking. With this approach, the role of the facilitator appears to be crucial. Far from being a transmitter of pre-established truths, he/she limits him/herself to holding the threads of reasoning, soliciting examples and asking follow-up questions, leaving the stage to the community of inquiry.

In this process, each person brings his or her own world into play, each person discovers the value of presence, and divergent points of view are not stifled but rather conceived as a moment of productive confrontation to arrive at a conclusion that can only be provisional.

Many of the principles of P4C can be applied with all ages and in most subject areas using some straightforward practices: questioning, concepts developing, dialogue, argument, and work for reasonableness.

P4C METHODOLOGY

The P4C method is based on the use of videos, pictures or stories as stimuli for conversation. Following that, participants start inquiring and, supported by a trained facilitator, gradually reach a more deeply reflection on topics emerging from the stimuli, actively participating in a process of construction and de-construction of knowledge.

Let's outline, in summary, a sequence of activities that most p4c lessons would use.

SETTING

Make the participants sit in a circle. A silent place is the preferable. The suggested ideal number of participants, in our approach and methodological adaptation, is 10 students.

A P4C session typically takes the form of a Community of Inquiry, which is defined by:

- Stimulus
- Reflection time
- Sharing of reflections
- Creating a philosophical question
- Voting for a question (ask the class to vote for a question or as an alternative, the facilitator choses the subject of debate)
- The enquiry
- Reflection on the enquiry

THE FACILITATOR

The role of the facilitator is to act, among other things, from the Socratic "position of ignorance" as a bridge between concepts and arguments and as a trigger for conceptual system transformation. The adult facilitates the discussion of the chosen question by helping students to develop their opinions and give supporting reasons to analyse significant concepts and to search for a meaning

as a group.

The facilitator faces many challenges. Above all, he/she must pay attention to the quality of thinking, and should create the ideal environment for dialogue.
He/she should encourage open dialectic spaces that enable students to use examples from their own experiences and further critically and creatively interrogate these concepts. Over and above that, flexibility and adaptability are also important attributes for the facilitator.

STIMULUS

The stimulus could be any thought-provoking image, video, text or drama, and the reflections could be memories, ideas, associations, lyrics, sketches or, indeed, any reaction to the stimulus that each participant experiences.
Individuals are encouraged by the facilitator to come up with the kind of big, engaging philosophical questions about the stimulus which are at the heart of P4C approach.

SESSION

A typical session can be structured as follows:

1. Present a story (in this case, it is suggested to involve the participants in reading it), a video or a picture.
2. Divide the class in small groups and ask them to think and propose a philosophical question
3. The facilitator chooses a question or makes the participants choose for it.
4. The enquiry starts.
5. Reflection and discussion on the enquiry.

BASIC RULES

The main principles of a P4C discussion are:
It's OK to change your mind
It's OK to disagree, as long as you are respectful
Everyone's ideas are valued

ADDITIONAL MATERIALS

The facilitator should be provided with pens, markers, post-its and a flip chart. Additional materials are suggested in the appendix of this manual.

WARM UP AND CLOSING ACTIVITY

The philosophical settings can be created and reinforced through the development of thinking talk and warm-up activities. This will allow the participants to know each other and alongside, we can also practise whole-class enquiries.

RECORD KEEPING

It is strongly recommended to keep records of questions, discussion and results of the inquiry.

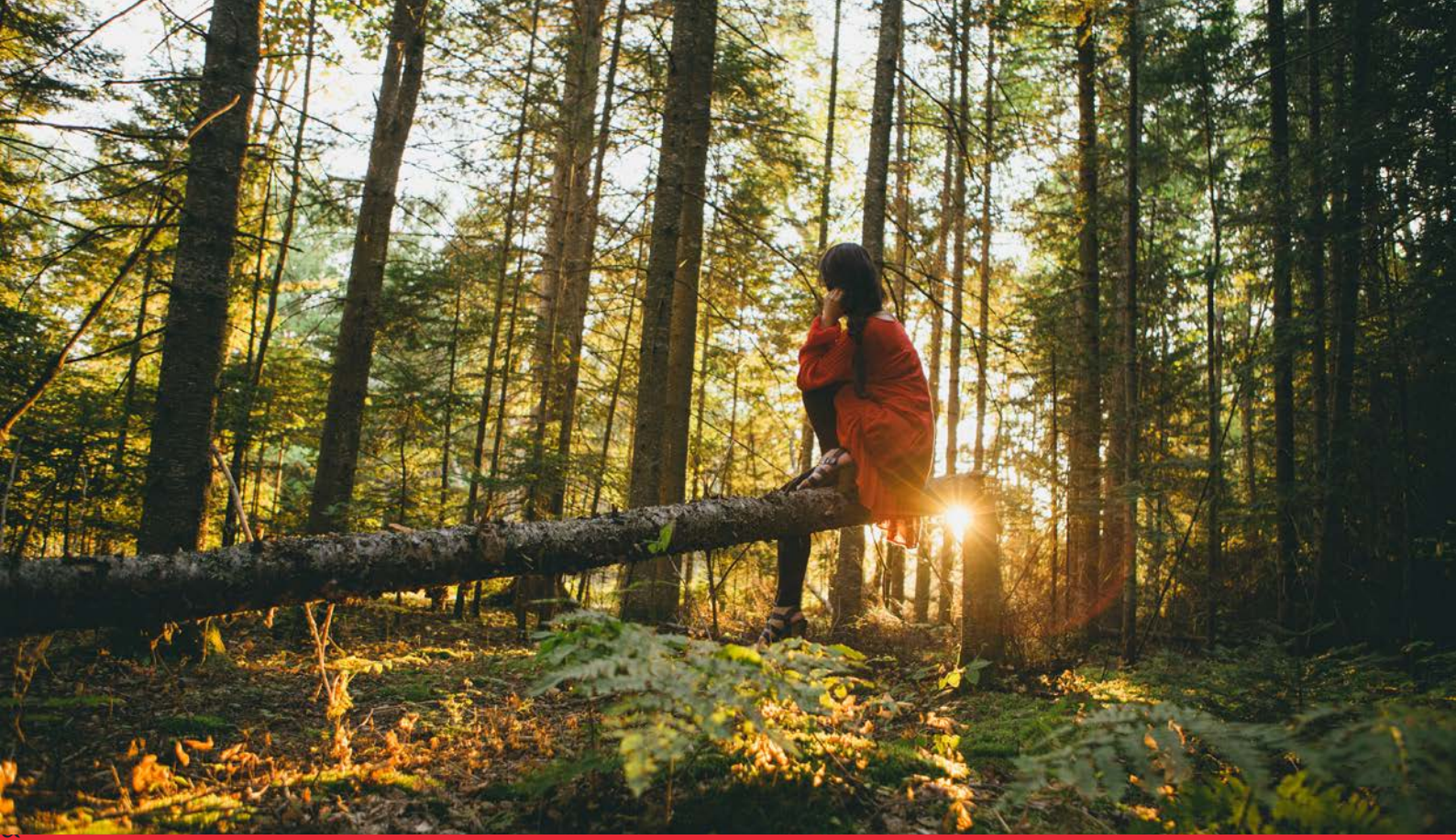
In the following table, an example of a standard structure of a session.

GENERAL STRUCTURE OF THE WORKSHOP

INTRODUCTORY ACTIVITIES	Introduction of the activities and explanation of the rules	**10 min**
	Warm-up	**20 min**
CORE ACTIVITIES	Stimulus	**60 min**
	Discussion in small groups	
	The facilitator chooses the question/the class votes for the question to choose	
	Discussion	
CLOSING ACTIVITIES	Record keeping (a record of stimulus, questions and di-scussions)	**30 min**
	Final activity	

Training resources created will be piloted in each of the participating country (Romania, Serbia, Greece, Ireland, Italy), with the aim of testing their usability and make any necessary and require d adjustments. The piloting will be monitored according to common quality criteria and with the support of an observer taking field notes.

The final result will be a manual on how to implement Philosophy for Community sessions with teenagers and young adults in non-formal educational contexts. The aim of this tool is to provide youth workers and other professionals working with young persons with practical instruments that can guide them in the implementation of P4C based programmes to develop critical thinking skills.



ENVIRONMENTAL CITIZENSHIP

REDIAL & CEDEUM

ENVIRONMENTAL CITIZENSHIP 120 MINUTES

INTRODUCTION
WARM-UP
ICE-BREAKER

15 MINUTES

❶ Introduction, names, group agreement and adoption of the agenda.

❷ The participants are asked to strech and yawn just as if they have just got out of bed. (it is a soft physical activity that activates the body and circulation and is good for the thinking process).

❸ They are given paper with a table, and pens and asked to write down in the first column exactly what they did since they got up and have come to the workshop, every detail, and in the second column approximately the time it took. Then in the third column they should write how much resources they used for each activity.
Example: Washed my teeth, duration, 3 minutes, spent XX litres of water, XX cc of tooth paste etc.

STIMULUS AND CORE ACTIVITIES — 90 MINUTES

Every Day Life

Participants are invited to watch a carefully considered video which highlights environmental issues which may arise on a day to day basis.

Title: Ordinary Life
Source: https://www.youtube.com/watch?v=YW3YJCvTxw0

Participants are provided with a sketch book to draw, write and record their observations and stimulate conversation among the group.

An active discussion will be facilitated and documented.

After completing the stimulus activity participants are invited to split into groups and firstly draw an outline of a character. Thy are invited to give their character a name, age and identity. The only information given is that their character is passionate about the environment.

Participants are asked to focus on the head of their character, what is the minds? What attitudinal traits do they have? What are they knowledgeable about?

Participants are invited to give their character eyes, what is their vision for the future? What do they hope to see in the future?

Next is the lips, what would their character like to say about the environment? What messages do they want to share? Who would they like to speak to?

We then invite participants to concentrate on the heart, what are they passionate about? What are their values? What are their hopes and aspirations for the future?

We then move to the hands, what practical skills and competences do they have? What would they like to change?

We then move to the hips; what challenges lay ahead? What could stop them moving forward?

Questions:

The next phase is to discuss in the groups what questions should the character pose to the world? What are the deep and important issues, beside the obvious, concerning ecology.

Once the character and the most important questions have been created, each group will present them back to the whole group, fist the character, where the other members of the group are encouraged to ask the character questions, get to know them on a deeper level. This character will be built informed by the previous activities.

The group chooses the key questions of each character.

Finally, we look to the feet of all characters, what 3 key steps will your character take moving forward to become a more active environmental citizen?

The group chooses the essential steps and question that could be common for all the created characters.

Finally, participants are asked how if in any way they have been inspired, challenged and motivated to become a more active citizen.

CLOSING ACTIVITY **15 MINUTES**	Participants are invited to join a World Café Activity, there will be review points to stimulate feedback. In each corner of the room there will be a flip chart to explore: How did the session make you feel? What would you have done differently? What would you like to happen next? Any additional comments Participants will rotate around the room so they are able to contribute to each feedback point and give constructive feedback for the facilitators. OR: Participants are given scissors to cut out the character and animate it, giving it a voice. The character then in the name of the group, answers these questions, or each member of the group animates the character and gives it its voice. (it is perhaps a more playful solution)

NOTES

It is important on the first warm up activity that the young people become aware on their own impact and actions.
The use of a character allows participants to be freely expressive and creative although the content is coming from them. This approach is less confrontational and conversation can be challenged and explored through the character rather than an individual.

DEMOCRATIC CITIZENSHIP

HABILITAS & EDRA

DEMOCRATIC CITIZENSHIP /1 140 MINUTES

INTRODUCTION
WARM-UP
ICE-BREAKER

50 MINUTES

❶ Introduction of the activities and explanation of the rules

❷ Participants will be split into smaller groups (2-3 persons) and the following philosophical questions will be presented to them, each question on a card (See annex 2). Each smaller group will choose one card / several cads, they will then discuss and write down the answer to the philosophical question.

❸ Then this will be discussed in the large group, with all participants.

1. Are we all equal in rights and obligations?
2. Does the society we live in change who we really are?
3. Do we have the power to change the society in which we live?
4. Is it democratic to have economic inequality in society?
5. Are we stronger alone or together?
6. Do we live in a free world?
7.Do we make decisions in groups or individually?

STIMULUS AND CORE ACTIVITIES — 90 MINUTES

What is freedom?

Title: What Does Freedom Mean to You?
Source: https://www.youtube.com/watch?v=8MtP8vuVoS4

1. Divide the class in small groups and ask them to think and propose a philosophical question
2. The facilitator chooses a question or makes the participants choose for it
3. The enquiry starts.
4. Reflection and discussion on the enquiry.

CLOSING ACTIVITY

30 MINUTES

GROUP SCULPTURE

Participants are asked to create a group sculpture having as theme ‘freedom’, using their bodies and corporal expressions. Each of them will have a place within the sculpture. Then they will give a title to this sculpture and a photo will be made.

ADDITIONAL RESOURCES

https://www.teachingcitizenship.org.uk/resource/council-europe-competencies-democratic-citizenship-human-rights-and-intercultural

https://unesdoc.unesco.org/ark:/48223/pf0000181392

https://www.living-democracy.com/pdf/ro/V4/V04.pdf

DEMOCRATIC CITIZENSHIP /2 120 MINUTES

INTRODUCTION
WARM-UP
ICE-BREAKER

40 MINUTES

On the Board list the following questions:

- What is democracy?
- Are we all equal?
- What does it mean to be a citizen?
- Why do we need rules?
- Do we live in a fair society?

1. Invite students to write down their answers.
2. Discuss their answers in the class.

STIMULUS AND CORE ACTIVITIES — 50 MINUTES

Democracy is....

Title: Democracy is..
https://youtu.be/Arn8Fp1jyok

1. Divide the class into small groups and ask them to think and propose a philosophical question
2. Each participant votes for the philosophical question s/he prefers and explain why. The facilitator follows the discussion and keep it on a philosophical track.
3. The inquiry starts.
4. Reflection and discussion on the inquiry.

CLOSING ACTIVITY

30 MINUTES

WHO AM I?

Write a poem about you as a citizen in a European society using the concept arising from the discussion we had.

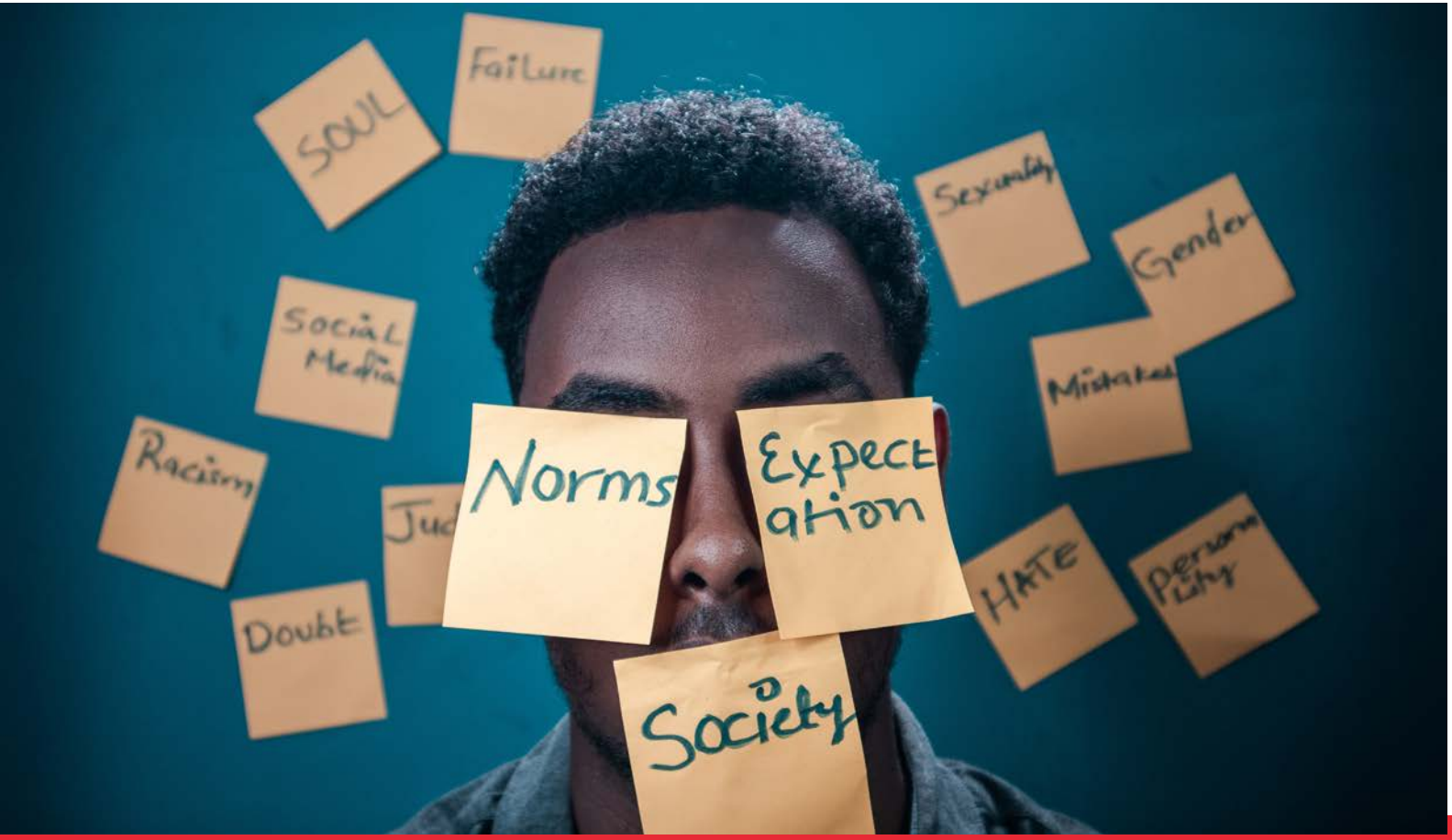
ADDITIONAL RESOURCES

https://www.coe.int/en/web/edc/charter-on-education-for-democratic-citizenship-and-human-rights-education

https://youtu.be/kiZNO_Lca8k

https://youtu.be/4Qz4yqM6NXM

https://youtu.be/aMOKfrV_dLw



SOCIAL CITIZENSHIP

FSC & IASIS

SOCIAL CITIZENSHIP/1 120 MINUTES

INTRODUCTION
WARM-UP
ICE-BREAKER

30 MINUTES

❶ Introduce the topic “Social citizenship and the Coronavirus restrictions”: the Mill’s harm principle (i.e. people should be free to act however they wish unless their actions cause harm to somebody else).

❷ Split the participants into smaller groups (2-3 persons) and present a list of cards containing a question (See annex). Ask the group to choose one card / several cads, then invite them to discuss and write down the answer to the philosophical question/s. Involve the whole class in the subsequent discussion.

List the following questions/activities:

• What is freedom in time of a crisis?
• What is being responsible during pandemic period?
• How can I deal with the loneliness during pandemic period?
• Is it ethical to travel to tourist destinations during pandemic periods?
• Do you think society has an obligation to health care workers in the event of a pandemic outbreak?
• In your view, is it justifiable for health care providers to refuse to provide care?

Participants are invited to write down their answers and eventually draw a funny image of a CORONAVIRUS!

STIMULUS AND CORE ACTIVITIES 60 MINUTES

Freedom in the time of COVID pandemic

Title: The Story of Coronavirus
Source: https://www.youtube.com/watch?v=w5HvxsOo00E

1. Divide the class in small groups and ask them to think and propose a philosophical question
2. The facilitator chooses a question or makes the participants choose for it
3. The enquiry starts.
5. Reflection and discussion on the enquiry.

CLOSING ACTIVITY

30 MINUTES

A CIRCULAR STORY

In a circular narrative, the story ends where it began. Although the starting and ending points are the same, the character(s) undergo a transformation, affected by the story's events.

Keeping in mind that, the participants will write/tell a circular story.

The participants will be asked to write/tell a circular story!

They will refer to the topic social citizenship in relationship with Coronavirus pandemic.

The Story Circle will follow 8 Steps:

- Description of a comfort zone.
- The desire of something different.
- Entering an unfamiliar situation.
- Adapting to the situation.
- Getting what they desired.
- Paying a heavy price for winning.
- Returning to their familiar situation.
- They have overall changed their perceptive.

EXAMPLES OF QUESTIONS:

- Should I hide the fact that I am slightly sick?
- I am a free person! What is freedom during a pandemic situation?
- I don't want to get sick! My neighbour is old and alone at home. Do I care?
- How can I handle the loneliness in case I have symptoms? Is it ethical at least to go at the supermarket or for a walk outside?

SOCIAL CITIZENSHIP/2 120 MINUTES

INTRODUCTION
WARM-UP
ICE-BREAKER

30 MINUTES

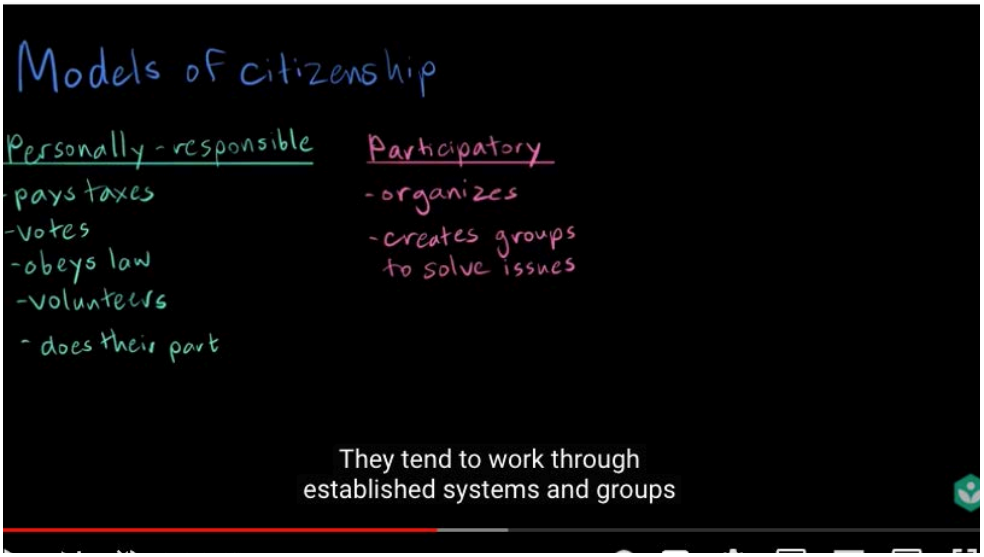
❶ Introduction of the activities and explanation of the rules

❷ Split the participants into smaller groups (2-3 persons) and present a list of cards containing a question (See annex). Ask the group to choose one card / several cads, then invite them to discuss and write down the answer to the philosophical question/s. Involve the whole class in the subsequent discussion.

- If the standard of living of a population steadily improves, does the wide gap between the rich and poor still matter?
- We live in society according to logical, theological, and cultural norms and rules. Can we still claim that we have free will?
- What is happiness in reality? And why must we strive and struggle in order to achieve it?
- Some behavioural characteristics may be frowned upon in one society but are completely acceptable in another. As a result, what determines and dictates what constitutes acceptable behaviour in a society?
- Would knowing your future make you happier or less happy? Is knowing your future enough to change it?
- Is the physical world a virtual reality manufactured by our brains, or does it exist at all?

STIMULUS AND CORE ACTIVITIES — 60 MINUTES

Models of citizenship



Title: Models of citizenship
Source: https://www.youtube.com/watch?v=1HRI5nEOwGM

1. Divide the class in small groups and ask them to think and propose a philosophical question
2. The facilitator chooses a question or makes the participants choose for it
3. The enquiry starts.
5. Reflection and discussion on the enquiry.

CLOSING ACTIVITY

30 MINUTES

WHO AM I?

Write a poem about you and the world you live using the concept arising from the discussion we had.

Do you consider yourself a good citizen? What traits do you think a good citizen should have?

ADDITIONAL RESOURCES

https://opinionfront.com/philosophical-questions-about-society

https://www.youtube.com/watch?v=1HRl5nEOwGM

EXAMPLES OF QUESTIONS

Questions: What do you think it means to be a good citizen?

What does a good citizen do?

What characteristics does that person have?

ANNEXES

1. QUESTIONNAIRES

PRE EVALUATION QUESTIONNAIRE

Philosophy can improve dialogue and communication

☐ Strongly disagree	☐ Disagree	☐ Neither agree nor disagree	☐ Agree	☐ Strongly agree

Critical thinking supports analysis and evaluation

☐ Strongly disagree	☐ Disagree	☐ Neither agree nor disagree	☐ Agree	☐ Strongly agree

I clearly understand the concept of democratic citizenship

☐ Strongly disagree	☐ Disagree	☐ Neither agree nor disagree	☐ Agree	☐ Strongly agree

I clearly understand the concept of social citizenship

☐ Strongly disagree	☐ Disagree	☐ Neither agree nor disagree	☐ Agree	☐ Strongly agree

I clearly understand the concept of environmental citizenship

☐ Strongly disagree	☐ Disagree	☐ Neither agree nor disagree	☐ Agree	☐ Strongly agree

POST EVALUATION QUESTIONNAIRE

I feel I have improved my communication skills

☐ Strongly disagree	☐ Disagree	☐ Neither agree nor disagree	☐ Agree	☐ Strongly agree

I feel I have improved my critical thinking

☐ Strongly disagree	☐ Disagree	☐ Neither agree nor disagree	☐ Agree	☐ Strongly agree

I clearly understand the concept of democratic citizenship

☐ Strongly disagree	☐ Disagree	☐ Neither agree nor disagree	☐ Agree	☐ Strongly agree

I clearly understand the concept of social citizenship

☐ Strongly disagree	☐ Disagree	☐ Neither agree nor disagree	☐ Agree	☐ Strongly agree

I clearly understand the concept of environmental citizenship

☐ Strongly disagree	☐ Disagree	☐ Neither agree nor disagree	☐ Agree	☐ Strongly agree

Comments and suggestions

2. DIALOGUE CARDS WORKSHOP DEMOCRATIC C./1

ARE WE ALL EQUAL IN RIGHTS AND OBLIGATIONS?

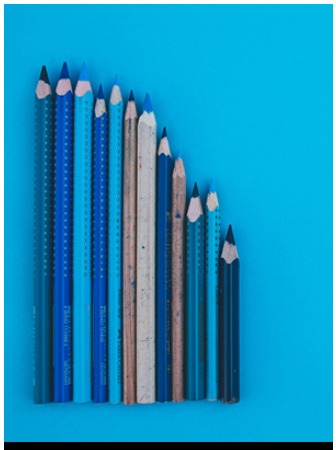
DO WE LIVE IN A FREE WORLD?

DOES THE SOCIETY WE LIVE IN CHANGE WHO WE REALLY ARE?

IS IT DEMOCRATIC TO HAVE ECONOMIC INEQUALITY IN SOCIETY?

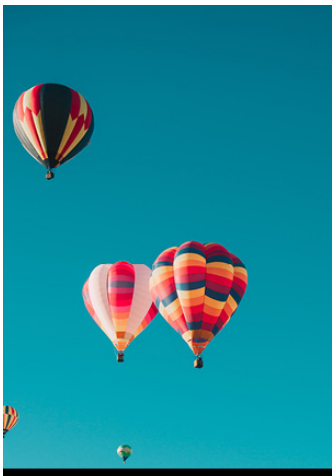
DO WE MAKE DECISIONS IN GROUPS OR INDIVIDUALLY?

DO WE HAVE THE POWER TO CHANGE THE SOCIETY IN WHICH WE LIVE?

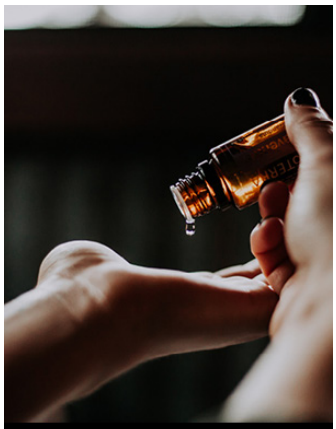


ARE WE STRONGER ALONE OR TOGETHER?

2. DIALOGUE CARDS WORKSHOP SOCIAL C,/1



WHAT IS FREEDOM IN TIME OF A CRISIS?



IN YOUR VIEW, IS IT JUSTIFIABLE FOR HEALTH CARE PROVIDERS TO REFUSE TO PROVIDE CARE?

DO YOU THINK SOCIETY HAS AN OBLIGATION TO HEALTH CARE WORKERS IN THE EVENT OF A PANDEMIC OUTBREAK?

WHAT IS FREEDOM IN TIME OF A CRISIS?

WHAT IS FREEDOM IN TIME OF A CRISIS?

IS IT ETHICAL TO TRAVEL TO TOURIST DESTINATIONS DURING PANDEMIC PERIODS?

3. DIALOGUE CARDS WORKSHOP SOCIAL C./2