



## Didactical materials – France

<b>Keep a diary on European news</b>
<p>➤ <b>Description of the activity or resource</b></p> <p>The activity aims to keep a diary with news coming from different European countries which reveal values, and find a story that creates a reaction of the citizens, in order to express the citizens' values. Categories: Title, Country, Date and Place, Short story, Values revealed.</p> <p><i>For example:</i></p> <p><i>Title: Attempts against the newspaper "Charlie Hebdo"</i></p> <p><i>Country: France</i></p> <p><i>Place and date: 07.01.2015, Paris</i></p> <p><i>Short story: During a meeting with the whole redaction of Charlie Hebdo, two people came into the meeting room and killed 12 people (10 Charlie Hebdo's employees and 2 policemen). During Charlie Hebdo's life, the redactors received a lot of threats, because it is a satiric and humoristic journal laughing and kidding about everything, including politics, religion, civilian topics... After the attempts, hundreds of thousands of people were demonstrated against this act in the French street, but also abroad.</i></p> <p><i>Values revealed: Freedom of speech, Solidarity, Tolerance, Democracy</i></p>
<p>➤ <b>Method(s) used (group work, single work, plenum...)</b></p> <p>Single work but work in common (to group the information each week/2 weeks) and debate in plenum</p>
<p>➤ <b>Materials needed</b></p> <p>Informatics supports</p>
<p>➤ <b>Competencies developed by the learners</b></p> <ul style="list-style-type: none"> <li>- Create an awareness about common values revealed in different European countries</li> <li>- Develop a European values reflection</li> </ul>



## Creation of a film or an animation on a value

### ► Description of the activity or resource

Make the learners realize a short video on a topic related to values, society, citizenship...  
Preparatory work:

The learners have to: find a topic linked to citizenship, make documentary researches and do an introduction to the classroom leading to a debate. Then, they have to write the script, make graphic researches (definition of the supports and graphic needs: model, collage, cartoon, dolls and toys...), prepare the film set, do the firsts records and pictures, make some amendments and realize all the pictures and records. At the end, the last step is to focus on the message: (motto?) texts and arrangements.

The teacher can involve other teachers or professionals: teachers in civic education, teachers in arts, librarians, experts in film realization...

### ► Method(s) used (group work, single work, plenum...)

Group work (3 or 4 learners), presentation in plenum and debate

### ► Materials needed

Video materials: camera, software, computers...  
Creative materials for the conception of the scenario

### ► Competencies developed by the learners

- Foster the critical mind, the sense of responsibilities and the citizenship
- Develop the solidarity among the group, the collaboration and the separation of tasks

Activity developed by a teacher in Civic Education in France: [http://artic.ac-besancon.fr/lp\\_lettres/ecjs1.htm](http://artic.ac-besancon.fr/lp_lettres/ecjs1.htm) (films and videos)



## Micro-interviews in the street

### ► Description of the activity or resource

Ask 3 questions to a fixed number of people in the street, about values, and compare the answers with the results of the same questions asked in another European country.

*For example:*

*Secularism:*

*1/ Is secularism a really important value in your country?*

*2/ What does secularism mean in your everyday life?*

*3/ Could you live in a non-secularist country?*

*Freedom of speech:*

*1/ Is freedom of speech a really important value in your country?*

*2/ What does it mean in your everyday life?*

*3/ Could you live in a country where the freedom of speech isn't applied?*

The learners have to: choice of the different values, prepare of the questions by groups, make the repartition of the groups in the streets, share the results among the classroom and debate, write the results and communicate them to the other European learners and debate.

In order to compare different countries, the teacher has to find colleagues in Europe. If it is not possible, learners can also interview representatives of European countries in their city (countries' organizations, students in mobility etc.).

### ► Method(s) used (group work, single work, plenum...)

Group work and plenum

### ► Materials needed

Materials to take notes during the interviews

### ► Competencies developed by the learners

- Create an awareness about common and different values revealed in different European countries
- Development of a reflection on the European values
- Tolerance, openness to other opinions