

TIME	TITLE	DESCRIPTION	ADDITIONAL INFO
09:00 5'	Introduction part I	Trainers introduce themselves to group; introduction of Topic and overview of workshop programme	Introductory sequence, warm-up activity
09:05 10'	Introduction part II	<u>Task:</u> Trainer asks participants, what democracy means to them (ask them for examples, which you write on whiteboard); trainer introduces concept of democracy, provides overview of most important pillars of democracy (e.g. freedom of speech, equality, participation etc.)	<u>Social form:</u> Guided group discussion To introduce participants to the topic, familiarise them with democratic values. This sequence marks the transition to the actual topic of civil courage.
09:15 30'	Learning activity part I	<u>Task:</u> Trainer writes topic on board/flipchart and elicits answers of participants with regards to what civil courage is and what other notions / keywords they associate civic courage with provide participants with a recognised definition of civil courage (with examples) ->when does civil courage come into action in daily live - > possible transition to following learning activity	<u>Social form:</u> Guided group discussion Familiarise participants with notion of civil courage. Familiarise participants with other notions that are linked to / that they associate with "civil courage" (e.g. action, reason, support, discrimination etc. ...); ask them, which of these notions they think match with civic courage. Provide participants with a definition of civil courage (ask participants, when civil courage comes into action in real life; can they think of any examples -> serves also as possible transition to following learning activity).
09:45 30'	Learning activity part II	<u>Task I:</u> Trainer presents participants with different cases -> participants are asked to analyse situations. Guiding questions for discussion can be What has happened in this particular situation? What did you experience observe? Have you experienced something like this in your life? How is this connected with our life? How could one react in a situation like this? What do we learn from this? What could be the next steps?	<u>Social form:</u> In pairs / small groups Participants' awareness of civil courage is raised. Participants are equipped with knowledge of civil courage. Participants practice group discussion and opinion making. Participants are equipped with skills that are useful in situations, in which civil courage can be required.
10:15 30'	Learning activity part III	<u>Task II:</u> Cases are discussed in class and possible coping strategies are pointed out	<u>Social form:</u> Guided discussion Participants are provided with information on counselling centres Participants' awareness of civil courage is raised. They are presented with different situations, in which civil courage can be required. Different learning styles are acknowledged by choosing diverse methods.

TIME	TITLE	DESCRIPTION	ADDITIONAL INFO
10:45 30'	Learning activity part IV	<u>Task:</u> Participants are presented with short video clips, in which civil courage is exemplified. Then, content of video clips is discussed in group setting, guided by discussion questions above.	<u>Social form:</u> Group setting Participants' awareness of civil courage is raised. They are presented with different situations, in which civil courage can be required. Different learning styles are acknowledged by choosing diverse methods.
11:15 5'	Closing sequence	<u>Task:</u> Q&A session; participants are also provided with information of counselling centres, specialised on topics related to civil courage	<u>Social form:</u> Group setting Any unresolved issues can be addressed in this sequence. Participants are provided with information on counselling centres, links etc. that are specialised on topics related to civil courage.

11:20

TOTAL LENGTH: 02:20

Wake UP! IO3_WS_Democratic Citizenship_To support a strong civil society - block details

09:00 5' **Introduction part I**

Trainers introduce themselves to group; introduction of Topic and overview of workshop programme

ADDITIONAL INFORMATION

Introductory sequence, warm-up activity

09:05 10' **Introduction part II**

Task: Trainer asks participants, what democracy means to them (ask them for examples, which you write on whiteboard); trainer introduces concept of democracy, provides overview of most important pillars of democracy (e.g. freedom of speech, equality, participation etc.)

ADDITIONAL INFORMATION

Social form: Guided group discussion

To introduce participants to the topic, familiarise them with democratic values.

This sequence marks the transition to the actual topic of civil courage.

09:15 30' **Learning activity part I**

Task: Trainer writes topic on board/flipchart and elicits answers of participants with regards to what civil courage is and

what other notions / keywords they associate civic courage with

provide participants with a recognised definition of civil courage (with examples)

->when does civil courage come into action in daily live -> possible transition to following learning activity

ADDITIONAL INFORMATION

Social form: Guided group discussion

Familiarise participants with notion of civil courage.

Familiarise participants with other notions that are linked to / that they associate with "civil courage" (e.g. action, reason, support, discrimination etc. ...); ask them, which of these notions they think match with civic courage. Provide participants

with a definition of civil courage (ask participants, when civil courage comes into action in real life; can they think of any examples -> serves also as possible transition to following learning activity).

09:45 30' **Learning activity part II**

Task I: Trainer presents participants with different cases -> participants are asked to analyse situations. Guiding questions for discussion can be

What has happened in this particular situation? What did you experience observe?

Have you experienced something like this in your life? How is this connected with our life?

How could one react in a situation like this?

What do we learn from this?

What could be the next steps?

ADDITIONAL INFORMATION

Social form: In pairs / small groups

Participants' awareness of civil courage is raised.

Participants are equipped with knowledge of civil courage.

Participants practice group discussion and opinion making.

Participants are equipped with skills that are useful in situations, in which civil courage can be required.

10:15
30' **Learning activity part III**

Task II: Cases are discussed in class and possible coping strategies are pointed out

ADDITIONAL INFORMATION

Social form: Guided discussion

Participants are provided with information on counselling centres

Participants' awareness of civil courage is raised. They are presented with different situations, in which civil courage can be required. Different learning styles are acknowledged by choosing diverse methods.

10:45
30' **Learning activity part IV**

Task: Participants are presented with short video clips, in which civil courage is exemplified. Then, content of video clips is discussed in group setting, guided by discussion questions above.

ADDITIONAL INFORMATION

Social form: Group setting

Participants' awareness of civil courage is raised. They are presented with different situations, in which civil courage can be required. Different learning styles are acknowledged by choosing diverse methods.

11:15
5' **Closing sequence**

Task: Q&A session; participants are also provided with information of counselling centres, specialised on topics related to civil courage

ADDITIONAL INFORMATION

Social form: Group setting

Any unresolved issues can be addressed in this sequence. Participants are provided with information on counselling centres, links etc. that are specialised on topics related to civil courage.
