

Good Practice : Me as a European Citizen. Reflections on Citizenship in Europe.

1. Start / statements:

- A coincidental group of participants is not a group, but a collection / gathering of individuals.
- Every individual is personally responsible for the choices he / she makes. There is no way to hide or to find an excuse in name of the group or the pressure of the group.
- Every individual belongs to a group on behalf of her / his own responsibilities and has to judge on behalf of these responsibilities which position he / she will take in the group.
- Every individual has to make choices between it's own responsible interest and the group interest

2. Objectives:

- Citizenship training aims to start with this "pre-group" to transform it into a real group of responsible individuals. A group of responsible individuals is more than the sum of the separated responsible individuals: there is also a community interest. When this is achieved, the responsible individuals became 'citizens'.
- To help the individual to grow towards a responsible individual, by
 - learning to know oneself
 - having a realistic self esteem
 - making choices for yourself
 - making choice as a member of a group
 - taking decisions as a group

3. The programme scedule:

3.1. How do you see yourself ?

→ **Step 0. Measuring the Zero-level (0-measurement):**

Measuring somehow the level of self esteem, self confidence, ... at the beginning of the project:

- write 5 positive an 5 negative characteristics of yourself on a paper and put it in an envelop.
- What do you expect from your participation in this program?
- What do you think you can learn in this program?
- Put the paper in an envelop, write your name on the envelop, seal it and keep it with you.
- (Eventually, write your address on it, so the trainer can send it to you at the end of the project.)

Concerning formal education, this step is ...	Concerning non-formal education, this step is ...	Concerning informal education, this step is ...
Possible, you can even do it on a digital way via weblog or e-portfolio	possible	not possible

→ **Step 1. Make a fast drawing of yourself on a A4-paper, with colour-pencil or marker**

Concerning formal education, this step is ...	Concerning non-formal education, this step is ...	Concerning informal education, this step is ...
Possible, you can even publish it on a website, -blog or e-portfolio.	Possible, you can even publish it on a website, -blog of the project.	possible

3.2. Me, myself and the others: how we see each other?

→ **Step 2. Make a fast drawing of the other group members on a A4-paper, with colour-pencil or marker.**

Remarks:

- Make sure your name is written on the back of the drawings you make. The drawings are not anonymous: every artwork is signed ...
- Tell the participants that they don't have to feel offended: fast drawing is somehow "super sizing" one or a few characteristics.

Concerning formal education, this step is ...	Concerning non-formal education, this step is ...	Concerning informal education, this step is ...
Possible , you can even publish it on a website, -blog or e-portfolio.	Possible , you can even publish it on the website, -blog of the project.	Possible , but not for everyone. Some of the participants will make more or less drawings... You can even publish it on the website, -blog of the project.

→ **Step 3. Stop the drawing and present all the drawings, so everyone can see them.**

Concerning formal education, this step is ...	Concerning non-formal education, this step is ...	Concerning informal education, this step is ...
Possible	Possible	Possible

→ **Step 4. Start comparing them:**

- Everyone can collect the drawings that he / she thinks is a portrait of himself / herself.
- Are there leftovers? Try to find out together who's portrait this is.

Concerning formal education, this step is ...	Concerning non-formal education, this step is ...	Concerning informal education, this step is ...
Possible	Possible	Possible

→ **Step 5. Discussion: Can you recognise yourself in the portraits the others made?**

- What do you think is ok?
- What do you think is not ok?

Concerning formal education, this step is ...	Concerning non-formal education, this step is ...	Concerning informal education, this step is ...
Possible , you can even give your comments on an e-portfolio	Possible	Possible

3.3. Me and the mirror

→ **Step 6. Make a drawing of yourself on a plastic folie on the mirror, while you look in the mirror.**

Concerning formal education, this step is ...	Concerning non-formal education, this step is ...	Concerning informal education, this step is ...
Possible	Possible	Possible

→ **Step 7. Compare this new mirror drawing with the first drawing you made.**

- Put them on each other: the paper drawing and the plastic mirror drawing
- Discussion: are the two drawings look-alikes or not?

Concerning formal education, this step is ...	Concerning non-formal education, this step is ...	Concerning informal education, this step is ...
Possible	Possible	Possible

3.4. We on the web: self reflection and reflection

→ **Step 8. Make some digital photographs**

- Make a photograph of the two self portraits on each other
- Make a photograph of your face behind the plastic folie drawing

Concerning formal education, this step is ...	Concerning non-formal education, this step is ...	Concerning informal education, this step is ...
Possible	Possible	Possible

→ **Step 9. The website or e-portfolio**

- Put the photo's on the website or e-portfolio
- Write some comments on the differences between the two portraits
- Post the drawing you made, on the e-portfolio / web comments of the others

By comparing the drawings, the participants can compare their "self image" in the beginning of the project and their "self image" in this stage of the project.

- Do they have more self confidence?
- What about their self esteem now and then?
- Is their "self image" adjusted?

Concerning formal education, this step is ...	Concerning non-formal education, this step is ...	Concerning informal education, this step is ...
Possible and very useful Eventually, publish some results and comments on a project weblog.	Possible Eventually, publish some results and comments on a project weblog.	Not possible Eventually, participants and public can give comments on a project weblog.

3.5. Me as a European Citizen: making a collage

→ **Step 10. Make an A3 collage about Europe as you see it, with you in the centre of it.**

- Use photo's, pictures, text, ... of magazines and newspapers to make the collage
- Think of a title of your collage

Concerning formal education, this step is ...	Concerning non-formal education, this step is ...	Concerning informal education, this step is ...
Possible, you can even do it on a digital way via weblog or e-portfolio	Possible, you can even do it on a digital way via weblog or e-portfolio	Possible, you can publish the results on a project website –blog

3.6. Visiting an exhibition on Europe or the European Union./ or visit the website
Experimenting Europe

→ **Step 11. Visit an exhibition about Europe or surf the internet to gather some useful and artistic information.**

Concerning formal education, this step is ...	Concerning non-formal education, this step is ...	Concerning informal education, this step is ...
Possible	Possible	Possible

3.7. Reflection on the visit

- *Questionnaire about how Europe is and can be / has to be*
- *Discussion in the group, using some textmaterials*

→ **Step 12. Groupdiscussion, with the questionnaire and text as food for thought.**

Concerning formal education, this step is ...	Concerning non-formal education, this step is ...	Concerning informal education, this step is ...
Possible, you can even do it on a digital way via weblog or e-portfolio.	Possible, you can even do it on a digital way via weblog or e-portfolio.	not possible, unless some of the participants will react on a project weblog.

3.8. Me as a European citizen: making a portrait of me as a European Citizen

→ **Step 13. Make a portrait of you as an European Citizen (see step 10) using the technique that you prefer.**

Concerning formal education, this step is ...	Concerning non-formal education, this step is ...	Concerning informal education, this step is ...
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→ **Step 14. What type of European citizen are you.**

- Compare yourself now with one of the archetypes (see David's list)
- Make a photograph of your self dressed up as / behaving like the archetype
- Make (let another make) a line drawing of yourself as that archetype: wall drawing
 - Put a huge paper : carton on the wall
 - Take a spotlight and place it (3m) in front of the paper
 - Put yourself between the spotlight and the paper, close to the paper
 - Let someone draw your shadow as an archetype on the paper

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Possible , you can even do it on a digital way via weblog or e-portfolio	Possible , you can even do it on a digital way via weblog or e-portfolio	Possible

3.9. We as European citizens

Now the individual line-drawings are on the wall, we 're going to decide we'll make a group portrait and how we'll do it.

→ **Step 15. Decide if you make a portrait of the group and how it will look like.**

- Decide if you 'll make a group portrait and who will be on it, be using the "decision-making-in-action-technique"
- If you agree, make a decision on how you'll do it:
 - Composition:
 - Will we paint the whole body? Only the head?
 - All together on one paper or on separate papers that we can put together afterwards?
 - Size:
 - Big or small
 - Real measure or ...
 - Material:
 - Paint, pencil, marker, charcoal, ...
 - Paper, wall, hardboard or canvas
 - Style:
 - Line drawing / painting
 - Abstract, kubism, surreal, ...

Decisionmaking-in-action

To get clear opinions out of a group in a fast and satisfying way, we let the group make choices on critical stages in the process.

There is no way back: once the decision is made, we go forward...

Everyone can give his own opinion on a question, by choosing one of the given choices.

The choices are:

1. Yes, I agree and go further with the group as is decided.
2. No, I don't agree, but I go further with the group as the group decides.
3. No, I don't agree, but the group can go further without me doing this. I don't leave the group, but I don't want to take part in this thing.
4. No, I don't agree and I don't want the group to do this. If this is the decision of the group, I step out of the group and I shall try to make it not happen ...

Of course it is interesting to know how participants vote during the process. Do they agree all the time? Do they have another valuable meaning? How does the group react? Is the group willing to change to keep the individual on board? ...

The observation of this discussion and a short rapport of it afterwards, can show a lot of information about the individual and group behaviour and adaptation. So it can be useful as a measuring instrument.

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Possible , you can even do it on a digital way via weblog or e-portfolio	Possible	Possible

→ Step 16. Make the group portrait.

Concerning formal education, this step is ...	Concerning non-formal education, this step is ...	Concerning informal education, this step is ...
Possible	Possible	Possible

→ Step 17. Make photographs during the painting process and when the job is done. Put the photo's on the website and write about your participation in the decision making.

An evaluation of your participation in the project. Keep in mind the envelop you posted to yourself in the beginning of the project... Comparing can be a kind of measuring.

Feedback on individual growth in dealing with a communal task.

Feedback about the group as a community where you belong to.

Toolbox

1. Measuring:

1.1. Working with blanco paper and envelops: to compare opinion before and after (*qualitative measuring*)

Measuring somehow the level of self esteem, self confidence, ... at the beginning of the project:

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1.2. "Cut-and-paste-technique" for making choices (*qualitative and quantitative measuring*)

1.3. "Decision making-in-action"-technique, to measure the involvement in the group.(qualitative measuring of personal and group involvement)

1.4. Measure the possible evolution, by comparing thoughts, opinions and actions during the process (qualitative measuring)

2. Evidencing

See the e-portfolio or website /-log contributions, the concrete results (artworks) and the reactions of a public when the results are showed in an exhibition.