



MENU

CULTIVATING CIVIC ATTITUDE

Teacher's material
Choice Menu for Cultivating Civic Attitude

Learning Menu is a method of **differentiating instruction** that provides flexible ways to engage students and that can be adapted to various classroom environments. Students become familiar with different types of study methods that they can use to self-regulate learning in the future. Tasks include simpler activities for students with an average level of knowledge and more complex activities to challenge advanced students.

The ideas in the menu can be used to allow students to choose a dish from each group or to determine a choice of two or three dishes.



APPETIZERS

Say the first thought that comes to your mind when you hear the phrase "civic participation in the digital environment".

Create an attention-grabbing slogan that encourages your peers to use the digital environment to represent the interests and opinions of young people, influence decisions, and be more civically active.

Choose five words or word combinations that describe the civic participation of young people.



SALADS

Find an explanation or definition of the term "digital participation". Try to understand what this concept means. Tell others what you learned.

Share two examples from your life. One example that describes a situation where you or someone else did not get involved in solving a problem important to the community (class, young people, etc.), when you did not express or defend your opinion. The second - when you or someone else actively expressed your opinion, defended it, and participated in solving the specific problem. Describe the causes and consequences of both situations.

Mention three examples of how, in your opinion, young people can use digital technologies to express and defend their interests and opinions.



SOUPS

Work in pairs. Discuss the phrase: “The voice of young people in society is too silent”! Give reasons why you think this saying originated. Develop at least three arguments that prove the truth or falsity of this statement.

Choose a person who, in your opinion, is civically active, for example, active in an NGO. Contact the person and find out why he/she thinks civic participation is important, what it brings to a person and society, and how digital technologies help in this process. Define what you can learn from him/her.

Work in pairs. Discuss which factors facilitate and which factors hinder you and your peers from being civically active, proposing changes at school, in the local community, and actively participating in their implementation yourself.



MAIN COURSE

Conduct an experiment involving at least 5 participants. Create an idea that you think could contribute to the digital participation of young people. Model this idea and record the participant’s responses or behaviour. Collect the results and interpret them.

Create a survey and receive at least 10 responses. In the survey, find out what young people think about digital participation, what forms they use most often, and why. Collect the results and interpret them.

Choose a recent situation in the classroom, school, or society, in which the importance of youth participation was manifested. Analyse the situation, its causes and its consequences. Choose one participant from the situation and write a letter constructively presenting your thoughts.



DESSERTS

Find or create a picture, take a photograph, which, in your opinion, most accurately describes the civic participation of young people. Choose a name for the image, or photo.

Find and watch a film about a civically active young person or group of young people. Share what they are fighting for and how what changes they want to achieve. Tell us about this movie.

Find a story, poem, or song that reflects the importance of young people's participation in society and young people's vision of what is happening.



BEVERAGES

Praise yourself for being active! Mention specific information that was new to you about digital participation.

Define a commitment that you personally find meaningful after this lesson.

Which phrase made you think the most in this lesson, spoke to you personally?

