



Project Website <https://pros4democracy.internprize.eu/>

Activity Video Summary <https://www.youtube.com/watch?v=a-EQ8xleevw>

Lesson Category

Socio-Emotional Literacy

Title

The dignity of citizen: free, responsible and active citizen

Area(s)

Political debate in the media; evaluation of sources and information

Objectives

- 1. Learn the meaning of the citizen and his role from antiquity to the present day.**
- 2. Realize the degree of influence of political sayings on citizens.**

Time needed

8 teaching hours

Materials needed

Computer and a sheet of paper

Age level(s)

14-18

Number of participants per group

The whole class in groups of 4



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The dignity of citizen: free, responsible and active citizen
Originally designed by **Platon Schools** as a part of the EuroVoters project

<https://eurovoters.eu>

Step-by-step description of activity

1. The question is "what is a citizen?"
1. The teacher makes a small historical review of the concept of the citizen from antiquity to the present day.
1. Students write a short text (70-80 words) on the subject of the citizen then and today.
1. 10 minutes are available for students to read texts.
1. The teacher, after dividing the students into groups of 4 people and appointing a coordinator for each of them, distributes to each group a worksheet which refers to sayings of famous politicians.
6. Students read political sayings and discuss with each other whether they have an impact on citizens.
6. The coordinator records the views of his group.
6. Then the teacher gives the floor to each group to present in a pre-planned oral speech their views in the plenary of the class.
6. Discussion follows.
6. The students vote for their favorite political saying and justify - those who want - the reason they chose it.

Strategies of teaching and learning

Critical event analysis, real learning and practice communities.

Evaluation

Students can find other political sayings and present them to the class after explaining why they chose them.

Notes to the educator

The teacher helps the students when necessary and provides them with information only to help them achieve the above goals and conclusions.

- The activity can be applied to Language Education and Citizenship courses.

Notes to the students

- Students can use computers throughout the lesson if additional clarifications are needed.

Suggestions for follow-up activities:

The students divided in groups can prepare a small notebook or diary with sayings of great politicians and post it on the school website. In addition, they can collaborate with students from another country and collect political sayings of Greek and foreign politicians and present them to the class justifying the reason they chose them.

Worksheet

Study the following sayings of famous men and interpret them in your own words.

Do you agree or disagree with them and why?

1. The best argument against democracy is a five-minute discussion with the average voter.
Winston Churchill, 1874-1965, British Prime Minister, Nobel Prize 1953
2. Vote for the one who promises the least. It will be the least disappointing.
Bernard Baruch, 1870-1965, American businessman & politician
3. Just as I would not want to be a slave, so I would not want to be a master either. This expresses my conception of democracy.
Abraham Lincoln, 1809-1865, American President