



# Nurturing active citizenship 2 - (Short Version - Part 2)

(Resource ID: 390)

**Samantha Prior**

samantha.prior(at)ul.ie

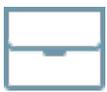
This teaching resource is allocated to following University:

**UL - University of Limerick**

Institution:

**University of Limerick**

<http://www.sustainicum.at/en/modules/view/390.Nurturing-active-citizenship-2-Short-Version-Part-2>



**Group work**



**11 to 30  
students**



**Up to 3 lecture  
units**



**English, Shqip**

The teaching resource outline Active citizenship - (Short Version - Part 1, 2 and 3) describes the draft of a teaching resource consisting of 3 parts, that has been generated to make students aware of the role active citizens have played in forming the society we know today. This teaching resources provides students with some examples of famous active citizens, views from public representatives and encourages them to look at the part they could play in changing policies and improving society. These teaching resources will incorporate but are not limited to the following methods: · Mental Map · Presentation · Case Study Teaching · Researching · Fieldwork Visit · Discussion The teaching set describes three independent teaching resources, which are

designed to be completed one after another these include: 1. Mental Map – What is active citizenship? And a presentation from stakeholders 2. Case Study Teaching – Examples of active citizenship around the world 3. World Café – How do we decide who to reward? And an Award Presentation Active citizenship – (Short Version – Part 1, 2 and 3) is based (and slightly modified) on the Teaching Resource, “Nurturing active citizenship among youth in Kosovo: Can young people help Kosovo address social and economic issues?”. The original teaching resource was divided into 3 parts to make the resources accessible and allow them to be integrated at different points in the lectures, introducing innovative teaching methods and thus enhancing the overall learning experience for students.

## **Part 2 – Case Study Teaching – Examples of active citizenship around the world**

The students will compare their ideas of active citizenship to those in the case studies. They will be introduced to famous case studies of active citizens around the world and what they have done to carry out changes around the world; for example, Malala Yousafzai who at 11 years old began campaigning for education for girls and is the youngest recipient of the Nobel Peace Prize. The students will be asked to research a famous or ordinary active citizen and write a project as to why they should be nominated for an active citizenship award.

### **Main Text:**

Active citizenship among young people is the best way to promote social and economic change in transitional societies. Three important ways in which young people can contribute to social and economic change include: self-development, interaction and social actions. The first step to nurturing active citizenship among young people is to identify barriers to youth participation starting at home, school, community and institutions. Through presentations and a field work visit with local governmental institutions, students will be able comprehend first hand, how the relationship between citizens and the government is built.

Students will get the opportunity to look at famous examples of active citizens, as well as local citizens who have made dramatic changes to policies and the way in which we look at society today. The aim of this teaching resource is to promote the idea of active citizenship and reward

those who have been active participants in society, with the hope of encouraging the students and young people to think about their own responsibility in society.

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## Teaching Tools & Methods



Case study   Written material

## Integration of Social Stakeholders

NGOs and public representatives are involved as active partners in the lecture, they will present their ideas of active citizenship and experiences they have had with active citizens. The students will benefit from this, as they will get different perspectives of active citizenship, and could possibly begin to look at their own responsibility as active citizens.

## Strength

- Mutual learning for students, local government representatives and local community representatives
- Students think about their own opportunities and responsibility in the context of active citizenship
- Related to the local challenges/needs of the community

## Weakness

- Local government representatives may not be willing to cooperate and may not take students' proposals seriously

## Learning Outcomes

- Observe the famous case studies of active citizenship
- Research a famous or local active citizen
- Interview local residents, NGOs and public representatives

## Relevance for Sustainability

To create collaborations between students, NGOs and local government representatives which will help students gain knowledge and understand

the effect of active citizenship on the policy making process and participate in global change.

## Related Teaching Resources

No specific previous knowledge / related resources required

## Preparation Efforts

Low

## Preparation Efforts Description

N/A

## Access

Free

## Assessment

N/A

## Credit/Certification Description

N/A

## Sources and Links

Original Teaching Resource - <http://sustainicum.at/en/modules/view/294>

## Funded by

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