BEUCITIZEN
BARRIERS TOWARDS EU CITIZENSHIP

EU citizenship: investigate, understand, act

Five workshop modules for advanced level secondary school and tertiary / higher education students

Contents

Introduction

The workshop modules presented below vary in topics, learning objectives as well as in types of assignments. It is about getting a grip on the EU, finding strategies to find your way, using the EU for problem solving, conceptualising the EU and EU citizenship so you can think about the future of EU citizenship and maybe even on how to improve EU citizenship. Together the modules cover a broad spectrum of aspects of EU citizenship, and train a broad set of knowledge, skills and attitudes. Teachers and lecturers can use each of the module individually as a standalone workshop module or use several of all of them as a series.
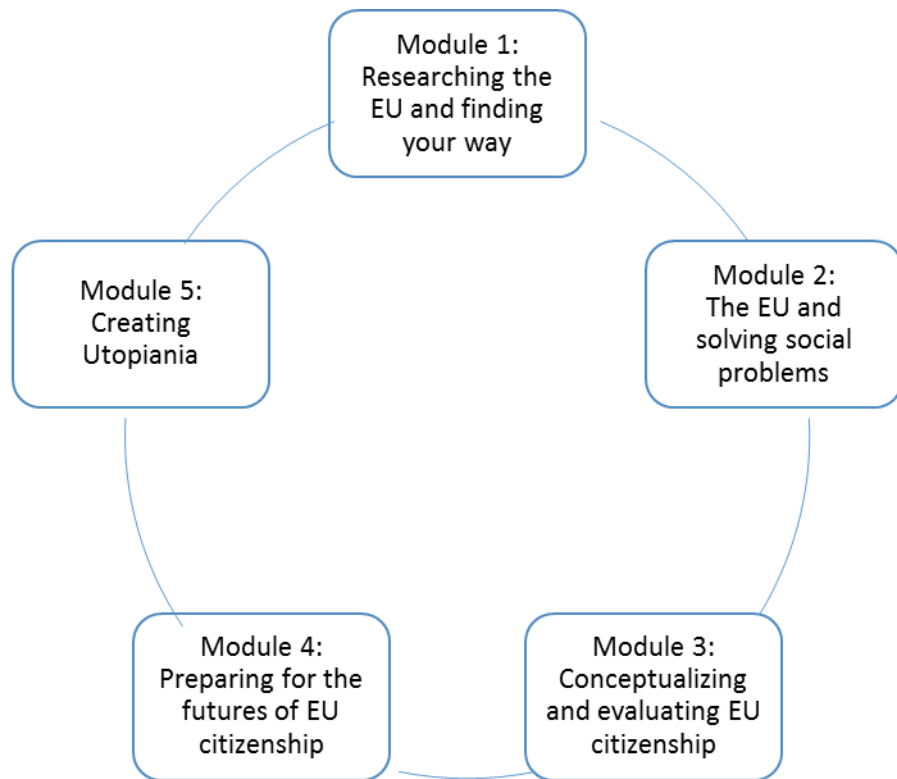
Figure 1: EU citizenship workshop modules

Throughout Europe young adolescents are hardly or only partial educated in what their EU citizenship rights are, nor are they trained or empowered in competences to exercise or claim their rights. Although the EU is in reality not more than 'five or less handshakes away', it is

experienced as distant. How to actively influence political decision-making is not known. This is one of the conclusions of a comparative study on civic education in seven EU-countries (Bakker

et al., 2017). As a result, young adults leave secondary school without being taught the civic and political competences to participate in the variety of political communities they belong to.

It is important to know your rights and to know that these rights are not only relevant for 'movers' or on holiday, but also in your daily life at home. Experiencing that choices made on the EU level affect your daily life and experiencing how to exercise these rights and how to influence decision-making on choices made on the EU level, will help to develop the civic competences you may need in the future, including the competences that relate to your position as an EU citizen.

This teaching material consists out of five EU citizenship workshop modules. The target group is youth in the age of 17/18 till 20/22 years across the European Union, who are in the last stages of their secondary school education and/or who are in the first phase of their higher or tertiary education (bachelor). The level of the workshop modules is advanced. The teaching modules include the following topics:

1. *Researching the EU and finding your way*
   This module combines research on the European Union with the usage of the ICT. The EU is a complex political entity that consists out of numerous bodies. Jurisdictions, roles and positions of each body in the EU political architecture are often not clear and, therefore, it is necessary to synthetize and organize it into a meaningful whole.

2. *The EU and solving social problems*
   This module focuses on bridging the gap between the school and the community and supports students' activism at the same time. Students solve, by working in groups, a social problem within the community. When they solved a problem, they present it in front of the classroom to discuss their solution. The module strengthens logical thinking of young people, focus on teamwork in solving communal problems by taking into consideration different EU practices.

3. *Conceptualizing and evaluating EU citizenship*
   In this module students develop their own country and need to formulate how each person becomes a citizen of that country. The aim is to raise awareness on matters such as

citizenship, diversity, inclusion and migration. The exercise starts from the known, concrete constructs, so it could later develop into more abstract and complex concepts.

4. Preparing for the futures of EU citizenship

This module includes a scenario exercise. The exercise consists out of a set of activities through which students, by working in groups, discuss and assess thinkable future scenarios of EU citizenship. Moreover, students are stimulated to discuss what might happen with EU citizenship in different circumstances and to discuss what repertoires of action by which actors might protect, foster or boost EU citizenship in alternative futures.

5. Creating Utopiania

This workshop module includes a simulation exercise of defining the boundaries of political community, diversity, inclusion and exclusion to the society, different categories of citizens and rights. The simulation consists of set of activities through which students, through work in groups, public discussion and voting following the discussion, develop the constitution and the foundations for the rights, identity and membership to the imagined state Utopiania.

Module 1: Researching the EU and finding your way
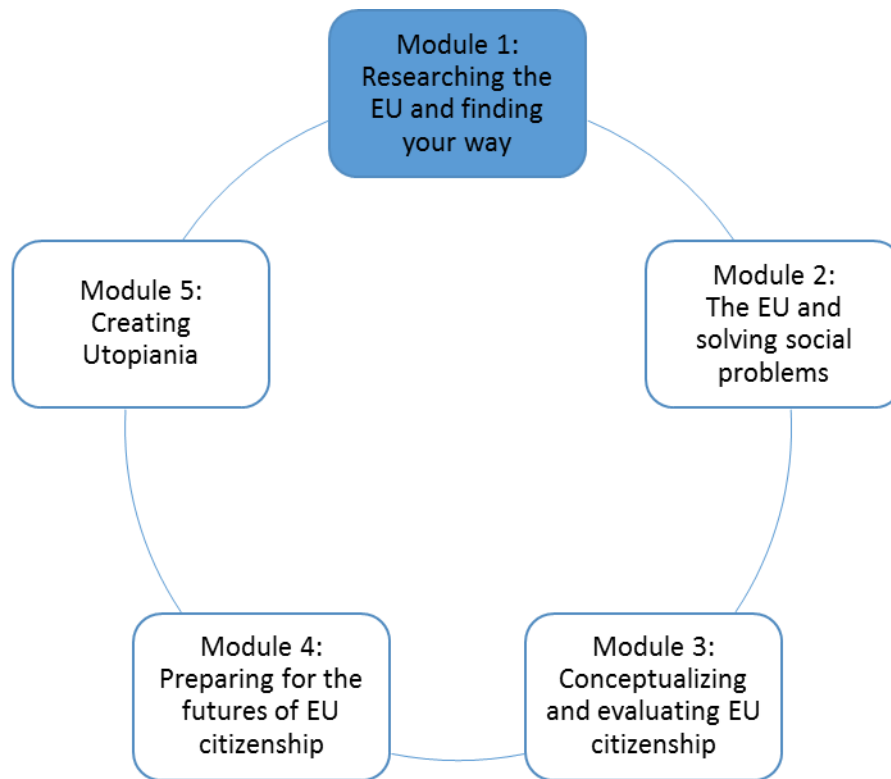
Introduction/problem

The European Union is a complex *sui generis* political entity that consists out of numerous bodies. Jurisdictions, roles and positions of each body in the EU political architecture are often not clear and therefore it is necessary to synthetize and organize it into a meaningful whole. Apart from that, young people acquire most of the information from online resources, however schools do not offer plausible training in searching data. Using ICT in education is considered to be crucial for today's students. This exercise therefore combines a research on the European Union with the usage of the ICT.

Outputs

The aim of this exercise is to get students familiar with the relevant EU bodies and to teach them how to find information online. Exercise *Know the EU – a digital research* develops analytical and digital skills among students and by doing so enchases the digital and the EU citizenship.

Anticipated cognitive outputs (*knowledge*):

- Student acknowledges different EU bodies;
- Student comprehends the difference between various EU institutions;
- Student recognizes jurisdictions of the three main EU institutions;
- Student is familiar where to find information on the EU matters online.

Anticipated psychomotor outputs (*skills*):

- Student develops digital skills by using online browsers;
- Student distinguishes important from unimportant information;
- Student demonstrates the ability to synthetize lots of information into a meaningful whole.

Anticipated affective outputs: (*attitudes*):

- Student supports the EU policy architecture;
- Student values the division of powers;
- Student develops positive stance towards digital research.

Number of players:

- Up to 25

Material needed:

- Cellphones, flipchart papers, markers, pens

Time:

- 30-45 minutes

Description

A teacher writes on a board three categories:

- EU institutions
- EU agencies
- Other EU bodies

The teacher instructs students to find as much as possible entities that fit into one of these categories. Students should use their cellphones to find these entities and to describe them in one sentence. It is important not to give any other instruction on the content since their task is

to find it on their own. It is anticipated that 10-15 minutes is enough to carry out this activity. Once this is done, teacher facilitates the process of the joint listing aforementioned entities at

the board. Once entities are written, discussion on the real takes place. Whole classroom, together with teacher, comments roles of the aforementioned EU bodies.

Questions for reflection:

1. What did you think about this exercise?
2. How did you decide which entity goes into which category?
3. Which websites did you visit?
4. Who make laws at the EU level?

Module 2: The EU and solving social problems
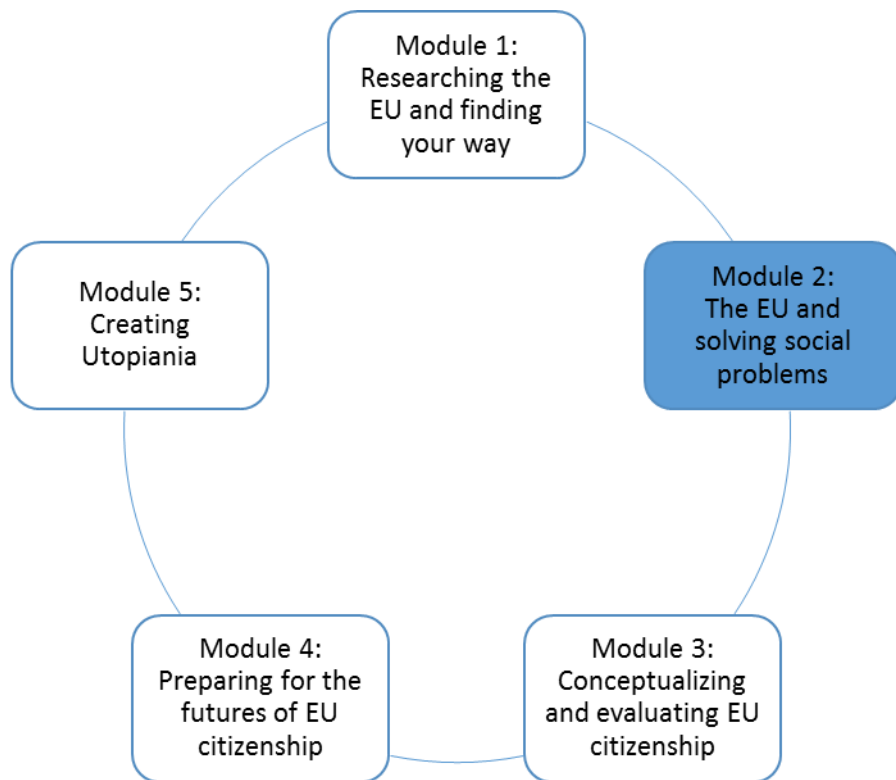
Introduction/problem

One of the main problems of contemporary education systems, particularly in the post-communist countries is its parallelism with the societal sphere. Students usually acquire skills that are only marginally linked with the real life and if those skills are acquired, they do now how to apply it in solving everyday problems. Citizenship education is one way to overcome this duality. Therefore, it is necessary to introduce problem solving exercises related to the topics relevant for everyday life. The exercise focuses on bridging the gap between the school and the community and supports student activism at the same time.

Outputs

The goal of this exercise is to strengthen logical thinking of young people, focus on teamwork in solving communal problems by taking into consideration different EU practices. Additionally,

The EU and solving social problems helps young people to understand mechanisms for the citizens' policy impact and facilitates different factors that may influence policy decision.

Anticipated cognitive outputs (*knowledge*):

- Student comprehends local, national and EU decision-making system;
- Student recognizes relevant actors in the decision-making system at the local, national and EU level;
- Students defines communication mechanisms relevant for contacting relevant bodies responsible for solving societal issues;
- Student acknowledges different points of view in a given community.

Anticipated psychomotor outputs (*skills*):

- Student develops logical thinking;
- Student comprehends causality in a policy vocabulary;
- Student demonstrates ability to solve simpler societal issues;
- Student develops communication skills;
- Student advances teamwork skills;
- Student formulates one's arguments in a precise and coherent way.

Anticipated affective outputs (*attitudes*):

- Student values legal mechanisms of the policy impact;
- Student emphasizes with different actors and points of view;
- Student justifies the procedural rules for the citizens' impact on decision-making.

<u>Number of players</u>:

- 14-21

<u>Material needed:</u>

- Flipchart papers, markers, pens

<u>Time</u>:

- 60 minutes

A teacher, together with the whole group of students, brainstorm problems in a given community. The problems can vary from the lack of parks in a neighborhood or inadequate minority representation in a parliament. Several most interesting (or relevant) problems are chosen, depending on the group and their interests. The group of students is divided into smaller working groups of six or seven participants and one of the problems is assigned to each group. Each group is given a piece of flipchart paper and asked to solve a concrete problem by using the following methodology:

- PROBLEM (what is the problem);
- CAUSE (what is the main cause of this given problem);
- RELEVANCE (why is this problem relevant? For whom?);
- SOLVING PLAN (propose the problem solving plan? Who has the power to solve the problem? What steps should be implemented in order for this plan to work?);
- BENEFITS (which positive effects would the implementation of the proposed plan bring? To whom?).

Once groups solve the problem, they should present it to the classroom and other groups give their comments. A teacher suggests additional or more appropriate mechanisms in order to execute the plan by giving similar examples (e.g. ombudsman, European civic initiative, petitioning, advocating can be introduced). Discussion takes place, and the teacher facilitates.

This exercise can stop here or it can be continued by encouraging students to try to execute their plan by meeting with stakeholders in the specific problem area. A teacher can give homework to students to elaborate their plans by using acquired knowledge in the discussion.

Module 3: Conceptualizing and evaluating EU citizenship
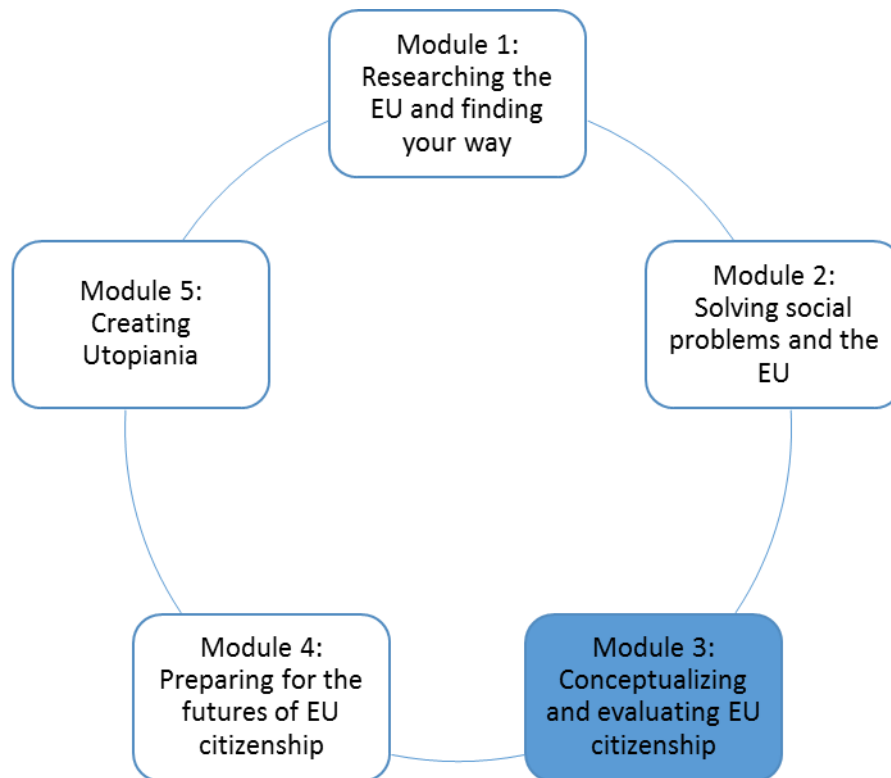
Introduction/problem

Citizenship as a concept is often unclear, vague and stretched omnipresent word, hard to understand for adolescents. Even though it is a popular concept at the EU policy level, young people often have problems understanding it and applying in their everyday life. Contemporary challenges linked with the matter of citizenship, such as migration crisis, additionally confuse adolescents, often leaving them in dark about the relevant concepts necessary for understanding the reality of their life. Due to the ambivalence of the citizenship concept, it is important to approach it by using familiar concepts, known by students. Therefore, this exercise starts from the known, concrete constructs so it could later develop into more abstract and complex concepts.

<u>Outputs</u>

The aim of this exercise is to raise awareness on the matters such as citizenship, diversity, inclusion and migration as such. The presented education module develops all three types of the functional domains of the competence – knowledge about the matter, skills relevant for assessing and exercising these matters, and attitudes related to citizenship, diversity, inclusion and migration.

Anticipated cognitive outputs (*knowledge*):

- Student defines what is a citizenship;
- Student is familiar with different types of citizenship;
- Student describes the difference between citizens and non-citizens;
- Student acknowledges cultural and ethnical differences among citizens;
- Student recognizes the concept of migration;
- Student is familiar with the concept of inclusion and acknowledges its benefits for the society.

Anticipated psychomotor outputs (*skills*):

- Student assesses pros and cons of migration crises;
- Student formulates arguments on the relevance of citizenship;
- Student develops critical thinking about the issues of diversity;
- Student explains positive and negative effects of different types of citizenship;
- Student solves simple problems in terms of diversity.

Anticipated affective outputs: (*attitudes*):

- Student questions the concept of citizenship present in one's country;
- Student criticizes ethnocentrism and exclusivism;
- Student values diversity;
- Student justifies the relevance of inclusion for the democratic society.
-

<u>Number of players</u>:

- 15-30

<u>Material needed:</u>

- Flipchart papers, markers, pens

<u>Time</u>:

- 45-60 minutes

<u>Description</u>

A group of students (classroom) is divided into smaller working groups of four or five participants. Each group is given a piece of flipchart paper and asked to come up with their own brand new country. The country should have:

- A name
- A location
- A flag or symbol

When the group decide the name, location and flag/symbol, the group members individually have to think about how each person becomes a citizen of that country. What are the criteria for citizenship? Is citizenship given by birth or by descent? Can anyone become a citizen? Each student writes down his/her opinion. Then the members of the subgroups share and discuss their thoughts with each other.

The next step for the groups is to figure out the criteria for voting. Who can vote in this country? Do you have to be a citizen of that country? All the groups then come back together and present their results.

Questions for reflection:

1. How did you understand citizenship?
2. How do you become a citizen of your country?

(If the group offers an 'easy' solution of saying everyone can become a citizen whenever they want, ask them about tourists – can tourists come and become citizens? Therefore, if you only live in this country for one week per year, can you vote? Should you be able to vote? If the group restricts the citizenship, question and challenge them on the fairness of these restrictions and why these restrictions were put into place.)

3. Would your countries be open for migrants? Why?
4. How would you solve the problem majority-minority if these two conflicted?

After all the groups have presented, ask people to move towards the country in which they would prefer to live. See if the group stays with their own country, and if so, ask if they already made an attachment to a country because they were part of its creation.

Module 4: Preparing for the futures of EU citizenship
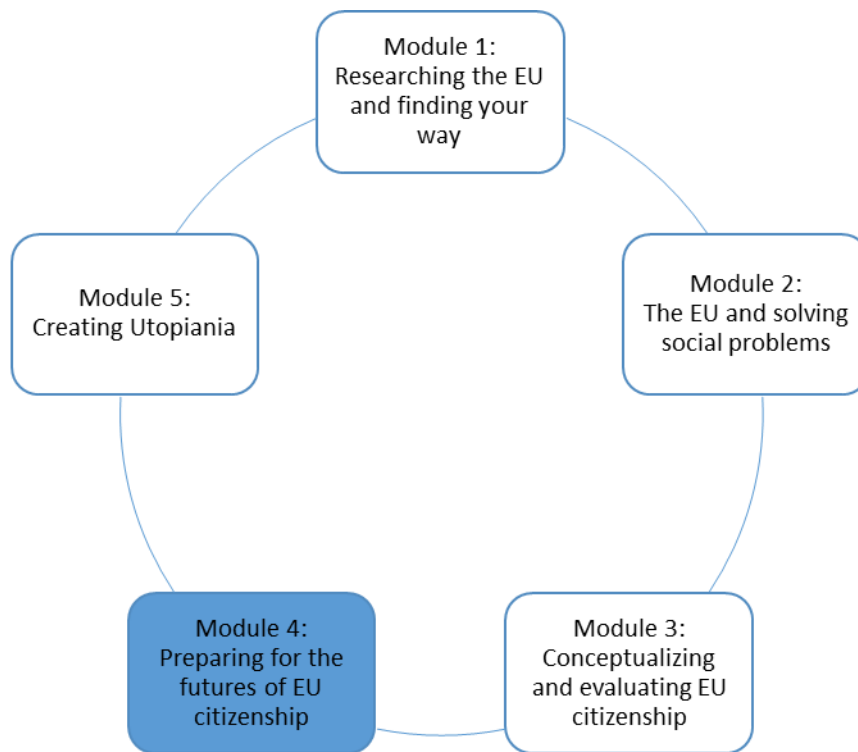
Introduction/problem

European Union (EU) citizenship is more than a status, more than a set of civic, political, economic and social rights. It is about being able to participate in society, to develop ones capacities and to contribute to the organization of society. EU citizenship includes therefore influencing decision-making on rules, policies and practices that effect one's own national and local societies. The chances and opportunities to do so differ between countries and in time. Furthermore, economic crisis and national and EU policy responses to these crises, create potentially new inequalities and new barriers for youth. Several trends in our societies may hinder or stimulate the future participation of youth in society. Although the future can't be predicted, it is possible to prepare ourselves for different thinkable futures. And who are better positioned to think about the future than the next generations themselves? With that in mind, you can look at the future of EU citizenship by looking, as an experiment of thought, at different scenarios for the future of the EU and its implications for EU citizenship. How might the EU look like 15 years from now? What choices can we make within these futures? What can we do, given our position and role, to foster (cross border) rights and citizen participation for the future?

Outputs

The aim of this exercise is to feed the discussion on what might happen with EU citizenship in different circumstances and to stimulate the discussion on what repertoires of action by which actors might protect, foster or boost EU citizenship in alternative futures.

Anticipated cognitive outputs (*knowledge*):

- Student defines what is citizenship and EU citizenship;
- Student is familiar with the different levels of citizenship (local, national and European);
- Student creates different thinkable futures for the EU;
- Student recognizes and evaluates potential impacts of thinkable futures of EU citizenship.

Anticipated psychomotor outputs (*skills*):

- student participates in discussions on issues related to (EU) citizenship;
- student formulates arguments on the relevant issues;
- student develops sociological imagination skills;
- critical thinking about EU citizenship;
- student advances teamwork skills;
- student advances presentation skills.

Anticipated affective outputs (*attitudes*):

- student questions the concept of EU citizenship in the country;
- student values different actors in society.

Number of players:

- 12 – 28 players

Material needed:

- Flipchart papers, markers, pens

Time:

- 120 – 160 minutes (can be divided in different stages for multiple days)

The proposed exercise includes six main activities through which defined learning outcomes are aimed to be achieved.

Activity 1: introducing EU citizenship and explaining the exercise (10 to 20 minutes)
The teacher explains briefly the exercise of today. For this exercise, it is necessary to first explain briefly the meaning of citizenship and the meaning of EU citizenship.

Citizenship is about a legal status – having a set of civic, political, economic and social rights – and about being able to participate in society and to have the feeling of belonging to a society.
The teacher can ask: *what are examples of concrete citizenship rights?*
Possible answers can be the political right to vote for the municipality (local level) and parliament (national level), or the right on education.

Since the Treaty of Maastricht (1992), every person holding the nationality of an EU member state is automatically a citizen of the EU and is granted an additional set of rights. In 2007, the Lisbon Treaty strengthened EU citizenship by making the EU Charter of Fundamental Rights legally binding and by expanding the opportunities for democratic participation and increasing the visibility of EU citizen rights. But it is also about participation in and the feeling of belonging to the EU community.

The teacher can ask: *what are examples of concrete EU citizenship rights?*
Possible answers can be the political right to vote for the European Parliament, the freedom of movement, etc.

Several trends in our society may hinder or stimulate EU citizenship in the future. Although we cannot predict the future, it is possible to prepare ourselves for different thinkable futures. Today, we will look to the future of the European Union. How would the world look like 15 years from now? Today we will develop 4 thinkable futures, after we will discuss the implications of these futures for EU citizenship. The question is what can we do, given our position and role, to foster EU citizenship; to foster (cross border) rights and citizen participation for the future?

Activity 2: discussing and determining priorities of EU citizenship (15 - 20 minutes)
Before the 4 thinkable futures are developed, 2 activities have to take place (activity 2 and 3). The whole class, including the teacher, discuss what for them are the most important elements for EU citizenship. What should be available in terms of institutions, rights, services, opportunities, protection, values, etc? All suggestions are written down by the teacher. After 10

minutes, a top 5 values need to be chosen by the class. The teacher writes down the chosen top 5.

Examples can be: privacy protection, democracy, peace and stability, etc.

PRIORITIES:

1. …………………………………………
2. …………………………………………..
3. …………………………………………..
4. ………………………………………….
5. ………………………………………….

Activity 3: discussing and defining driving forces in society (15 - 30 minutes)

The next step is to identify which driving forces are relevant that directly or indirectly affect conditions for (EU) citizenship. What are the driving forces (or trends) we see in society that influence either positive or negative the opportunities to exercise EU citizenship? The whole class, together with the teacher, identify which driving forces in nowadays society are notable. In total, four driving forces, identified as the opposites of two continua, need to be defined as critical in terms of their impact on EU citizenship.

The forces can be political, cultural, economic, social or institutional. Examples can be: nationalism versus Europeanism, dominance of the state versus dominance of the market, geopolitical instability versus geopolitical stability, economic growth versus economic recession, etc.

The teacher draws the following figure on the board (depending on the chosen driving forces):

State dominance

Nationalism   *Europeanism*
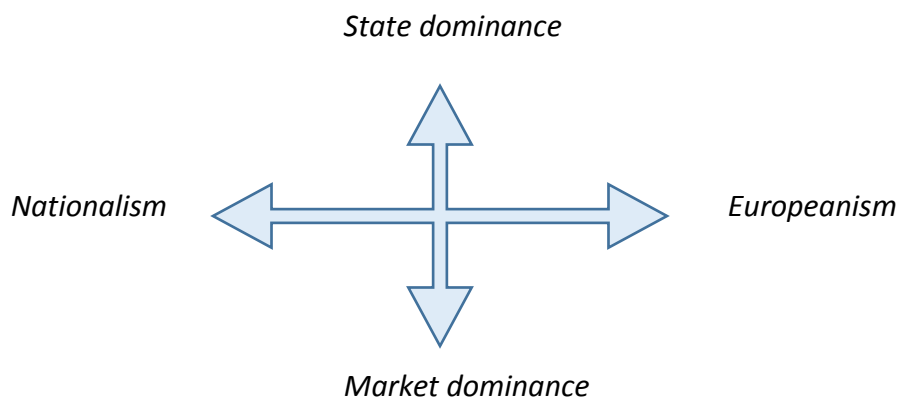
Market dominance

Activity 4: imagining four different worlds (20 - 30 minutes)

By selecting the driving forces, for instance Europeanism (or the opposite) and dominance of the market (or the opposite), choices can be made for four distinct thinkable scenarios.

Combining the driving forces leads to four different worlds, as shown in the image:
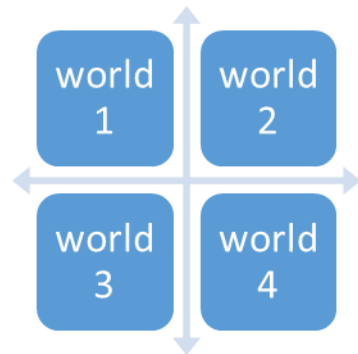
Hence, a world where state dominance and nationalism are strong World 1 will be developed; a world where state dominance and Europeanism are strong World 2 will be developed, etc.

The teacher divides the class in four smaller groups. Each group has to develop 1 of the 4 worlds (the teachers decides which group gets which world).
- Based on the driving forces; what alternative future can you imagine?
- What is the name of the thinkable world?
- How does this world look like?
    o Governance and politics?
    o Economy?
    o Citizens and civil society?
    o Social equality/social inclusion?
    o Etc.

Students can visualize this on a flipchart in key words, images and drawings.

Activity 5: Analysing consequences for EU citizenship and formulating repertoires for action (30 minutes)

Once the possible future worlds are created, the students need to imagine in (the same) subgroups what the different future would mean for the earlier mentioned priorities. They can

score each priority on a 1-5 scale in which 1 means 'definitely not respecting the priority' and 5 means 'definitely respecting the priority'. The students can write the scores down on paper.

For instance, the scores can look like this:

PRIORITIES:	*SCORE:*
1. For instance, democracy	2
2. …………………………………..	5
3. …………………………………..	1
4. ………………………………….	3
5. …………………………………..	4

It is likely that in most worlds (some) priorities are vulnerable. That's why students need to be asked to think about some kind of repertoire to ensure or stimulate the different kinds of priorities. Who can do what to foster or boost the earlier mentioned priorities of EU citizenship?

Examples are for instance:
- Citizens can organize themselves when there is minimum government protection and citizens as a consumer and employee can put pressure on the market by, for instance, organizing strikes or boycotting organizations.
- When governments are strong, they have the opportunity and sources to protect their own citizens and safeguard EU citizenship by, for instance, strengthening law and legislation.
- Civil society can play a critical role by fostering innovations when governments are strong, but also moderate the impacts of the market.

Activity 6: presenting and discussing the 4 worlds (30 minutes)
Each group selects one representative to present their thinkable future world. He/she presents shortly how their future world looks like, their formulated impact for the EU citizenship priorities and their repertoires for action.

The teacher includes the scores of each scenario for the earlier defined priorities in the following scheme:

Priorities	World 1	World 2	World 3	World 4
xxx	Score 2			
xxx	Score 4			
xxx	Score 5			
xxx	Score 1			
xxx	Score 3			

After the four presentations, the teacher facilitates the discussion on the thinkable futures and can ask some questions for reflection:

- What did you learn from this exercise?
- What can you do more yourself to foster (EU) citizenship?

Module 5: Creating Utopiania
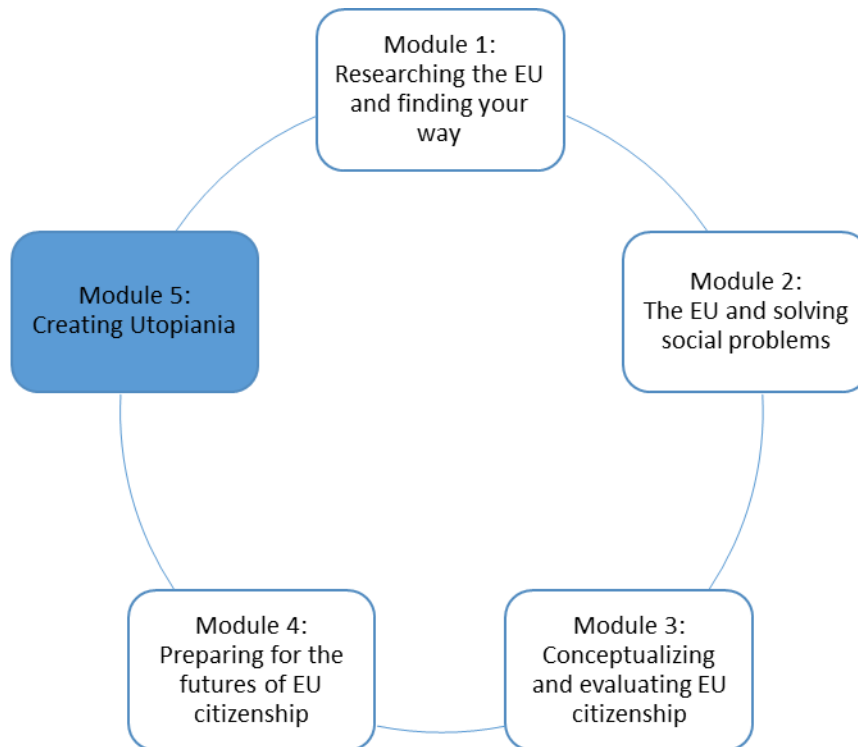
Introduction/problem

In contemporary social science literature, citizenship represents a rather ambivalent concept, which means many things for various scholars engaged with its study (Joppke 2007). However, in its fundamental meaning it denotes a membership to a particular political community and this membership develop on three main dimensions: status, rights and identity (Joppke 2007). According to Joppke, status dimension determines formal criteria to membership to citizenship, rights dimension relates to the scope of rights attributed to particular category of citizens, and finally, identity dimension is the reflection that the first two dimensions have on the identity of particular citizenship regime. In the proposed simulation, students will engage with discussion and work on all three dimensions of citizenship.

In addition, the proposed simulation builds on two additional theoretical foundations:

Firstly, it builds on the idea of civic culture as a necessary precondition for participation in democratic society, as developed in the work of Almond and Verba (1963).

The concept of political culture has experienced a broad application in contemporary social sciences following Almond and Verbas's study 'Civic culture' published in 1963. For them, political culture is defined as pattern of orientations towards political objects among the members of the nation (Almond and Verba, 1963: 15). They differentiate between three elements of individual orientation: cognitive orientation refers to individuals' knowledge of and beliefs about the political system; affective orientation includes feelings about the performance and structure of the political system and finally, evaluation orientation includes the judgments and opinions regarding political objects. Considering the pattern of combinations of orientations on aggregate level that exist between individuals and key political objects, they identify three main types of political culture; parochial, subject and participatory political culture. Civic culture represents the mixed model of various elements of the three dominant cultures which provides a balances model necessary for successful functioning of democratic societies. In this model, participatory elements are dominant, but also parochial and subject elements are needed in order to ensure responsible implementation of agreed decisions and policies.

Secondly, it applies the idea of *vail of ignorance* as a concept developed by John Rawls (1971) for formulating the just foundation for fair society in the context of contemporary modern political communities marked by plurality of cultural and gender identities, religious doctrines and political ideologies. For creating the just foundations of the fair society, Rawls proposes a *vail of ignorance* as a starting point of thought experiment of creation of just society. In his approach, before deciding on the criteria of justice for the multicultural society, individuals have to put themselves in the position in which they are not aware of their particular identity or social and economic position. However, they are aware that once they come to agreement on the criteria of justice in society, they will have to come out from the vail of ignorance, become aware of their particular identities and accept the rules of justice formed behind the vail of ignorance.

In the proposed simulation, all the students are aware of the social stratification and history of the future state Utopiana, but in the proposed Activities 1 till 4 they are not aware of their particular individual position within this constellation. Only in Activity 5 they come out of the vail of ignorance, and critically reflect whether the foundations of their state are solid ground for development of civic culture.

Outputs
The aim of the exercise is to raise awareness among the students on the complex issues of constitution of membership to political community, idea of social and political justice, inclusion and exclusion from the society, active citizenship and informed political debate and process of public decision making with its consequences for the society, minorities and individuals. The proposed simulation develops all three types of functional domains of the competence on the

matter: knowledge, skills and attitudes related to the issues of constitution of the membership to political community, different categories of social membership, inclusion and exclusion and participation in public decision-making process.

Anticipated cognitive outputs (*knowledge*):

- Student recognizes a process of state formation and constitution of citizenship categories, identities and rights;

- Student recognizes the membership to political community and concept of citizenship;

- Student acknowledges cultural, social, gender and economic differences among citizens;

- Student recognizes and is familiar with the concept of inclusion and exclusion from the society;

- Student is recognizes and is familiar with the political decision making process in society

Anticipated psychomotor outputs (*skills*):

- Student simulates the voting behavior, thus develops skills for political participation;

- Student participates in deliberative debate on issues related to citizenship;

- Student formulates arguments on the relevant issues related to constitution of political community, identity and citizenship;

- Student develops critical thinking about the boundaries of rights, identities and political community;

- Student explains positive and negative effects of different types of citizenship, membership and associated rights;

- Student recognizes potentials of positive and negative consequences of the majority *vote vis a vis* minority rights;

- Student develops capabilities to perceive an issue from the perspective of endangered minority in society;

- Student solves simple problems in terms of diversity.

Anticipated affective outputs: (*attitudes*):

- Student questions the concept of citizenship present in one's country;

- Student recognizes the importance of protection of minorities and cultural diversity in society;

- Student values diversity;

- Student justifies the relevance of inclusion for the stability of democratic society.

Number of players

- 15-30 players

Material needed

- Flipchart papers, papers, board, markers, pens

Time

90 – 110 minutes

Description

The proposed simulation of defining criteria for inclusion and inclusion to political community, scope of rights for different categories of citizens and drafting the constitution of imagined state Utopiania, is consisted of five main activities through which defined learning outcomes are aimed to be achieved.

It begins with (1) teacher introducing the scenario and explaining the exercise to students, continues with (2) work in groups on proposing the answers to specific citizenship and membership related issues, followed by (3 and 4) the public discussion on group proposals and deciding on the final draft of the constitution of the new state Utopiania. In the final part, (5) each student is attributed to particular citizenship identity, through which he/she can critically reflect on the justice of Utopiania and complexity of the question of political justice and membership to society.

Activity 1: Introduction to scenario of Utopiania and explaining the exercise to students (10 minutes)

Teacher introduces a topic of activity to class-room students. Teacher describes that they are in situation in which they have to create a new state Utopiania, after the violent war that lasted for five years. On the territory of their future country, there was a conflict between the Catholic majority and Muslim minority. Catholic majority constitutes around 80 percent of population, while Muslim minority constitutes around 15 percent of population. Catholic majority speaks Croatian language, while the Muslim minority, besides Croatian, also speaks Arabic language, which is part of their cultural identity. Five percent of population is atheists. The most of the population is heterosexual but there is a significant minority of ten percent of gay population living on their territory. The Catholic majority won the war, but there were huge losses on both sides. On the territory of the future country, there is around 20 per cent of population, which are considered as wealthy or extremely wealthy, 60 percent are middle class families and 20 percent are economically poor or extremely poor.

After introducing students with the scenario, teacher randomly divides the group to smaller groups with up to five students to a group and provides instructions; each group has to define the Constitution of the future state by answering and proposing articles on the following issues/questions:

1. Defining the criteria of membership: Who can become a member of the state? Is there going to be a defined distinction between majority and minority? On which criteria should majority vs. minority be defined? What is going to be an official language of the future state? Are there going to be special rights for minority? Will the future state allow all inhabitants be to stay and live in its territory? Who will have a right to vote? Who can become elected for President and to Parliament?

   Example of possible article:

   Utopiania is a state of Catholic majority. Utopiania does not recognize special rights of any other minority rights, but grants equal citizen right to all who live in Utopiania. Voting rights are granted to all citizens equally, but only Catholics can be nominated to President positions or as candidates for representatives in the Parliament.

2. How is family defined in the Utopiania? How will marriage be defined (As a community between man and women; as community between same sex partners or both)? Who will be allowed to adopt children (Only married couples? Single parents? Gay couples?)

Example of possible article:

Marriage is a community between a man and women, and only heterosexual couples are allowed to adopt or have children.

3. Who will pay for public services? Are education and health services going to be paid by state, private individuals or combination of both? Will there be any benefits for poor?

Example of possible article:

In Utopiania, all citizens have equal right to access to education and health. State covers all the costs of public services and provides a minimum wage welfare benefits for the poor.

Activity 2: Work in groups (30 minutes)

Teacher allows 30 minutes to each group to discuss and come with the position on the named three set of issues. Each group selects one representative, to represent their position on the named questions to the rest of the class.

Activity 3: Presentations of the Constitution proposals of each group (20-30 minutes)

Each group has up to three minutes to present their standpoints. Teacher writes on the board the proposed answers (articles) of every group on the board.

Activity 4: Public discussion and voting on the draft of Constitution of Utopiania (20 minutes)

After all the articles are written on board, teacher facilitates the discussion on the proposed articles. After the discussion, all the students vote on every single article proposed on the board. Only those articles that have majority of all students in the classroom are elected as the foundation of the future state. After the voting, teacher erases non-elected articles and reads only those, which got majority of votes and which now constitute the foundation of the new state.

Activity 5: Ascribing identity to each students and final discussion on the principles of justice and citizenship in Utopiania (up to 20 minutes)

Once the Constitution of the state is enacted, teacher randomly provides to each student a piece of paper in which student can see to what category of citizen he belongs. The paper should involve variety of possible identities (e.g.: identity 1: Catholic, Gay, Poor, bilingual, identity 2: Muslim, Rich, Heterosexual, Bilingual, identity 3: Catholic, heterosexual, poor, Croatian language, identity 4: Atheist, Gay, Extremely Wealthy, Bilingual, etc.). The students again engage in discussion on the Constitution and the nature of the Utopiania, but now by comparing whether it is just for their particular identity, and discuss what they would change in Constitution considering the special needs of their identity in order to produce a society and state based on the idea of justice.

Literature:

Almond, A. and Verba, S. (1989/1963). The Civic Culture, Political Attitudes and Democracy in Five Nations. Newbury Park: Sage.
Joppke, C. (2007) Transformation of Citizenship: Status, Rights, Identity, Citizenship Studies, 11(1), 37-48.
Rawls, J. (1971) Theory of Justice, Boston: Harvard University Press