

Joint development, piloting and validation of entrepreneurial mindset and key skills curricula and training materials for third countries



Entrepreneurial Mindset and Key Skills for All

ERF CURRICULUM: [CITIZENSHIP] – METHODOLOGICAL TOOLS

TASK ID AND TITLE 2.2: JOINT DEVELOPMENT OF THE CURRICULA AND TRAINING MATERIALS FOR ERF

PARTNER RESPONSIBLE FOR THIS ACTIVITY: MMC MEDITERRANEAN MANAGEMENT CENTER

1

ERF MTs Template

Task 2.2



**Co-funded by
the European Union**

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

PROJECT MAIN DETAILS

Programme:	Erasmus+
Key Action:	Lump Sum Grants
Project title:	Joint development, piloting and validation of entrepreneurial mindset and key skills curricula and training materials for third countries
Project Acronym:	EMSA
Project Agreement Number:	101092477
Start Date:	01/01/2023
End Date:	31/12/2025

COORDINATED BY



PROJECT PARTNERS



ARAB COLLEGE OF
APPLIED SCIENCES



Jordan Youth Innovation Forum
الملتقى الأردني للإبداع الشبابي



TABLE OF CONTENTS

ERF curriculum: [TITLE OF COMPETENCE] – METHODOLOGICAL TOOLS	1
TASK id and title 2.2: Joint Development of the curricula and training materials for ERF	1
PROJECT MAIN DETAILS	2
COORDINATED BY	2
PROJECT PARTNERS	2
Table of Contents	3
summary of the methodological tools	4
Compulsory Methodological tools	7
1. POWERPOINT PRESENTATION	7
Additional methodological tools	9
2. E.G., OPEN-ENDED QUESTIONS	Error! Bookmark not defined.
3. E.G., Close-ended questions	Error! Bookmark not defined.
3.1 True/False Questions	Error! Bookmark not defined.
3.2 Multiple-Choice Questions	Error! Bookmark not defined.
3.3 Multiple-Response Questions	Error! Bookmark not defined.
3.4 Sequence Questions	Error! Bookmark not defined.
3.5 Matching Questions	Error! Bookmark not defined.
4. E.G., Group Discussion/brainstorming <i>[Please delete accordingly.]</i>	Error! Bookmark not defined.
5. E.G., Group exercise/individual exercise <i>[Please delete accordingly.]</i>	Error! Bookmark not defined.
6. E.G., experiential workshop	Error! Bookmark not defined.
7. E.G., role play	Error! Bookmark not defined.
8. E.G., case study	Error! Bookmark not defined.
9. E.G., VIDEO PROJECTION AND ANALYSIS	12

SUMMARY OF THE METHODOLOGICAL TOOLS

Competence Title	ERF Competence: CITIZENSHIP
Learning Outcomes for the Competence	<ul style="list-style-type: none"> • <i>Recognize citizenship elements and how they foster belonging and societal harmony.</i> • <i>Understand how gender and citizenship intersect to shape access to rights, responsibilities, and participation in societal structures.</i> • <i>Understand the influence of cultural diversity and identity on personal and collective citizenship.</i> <p><i>In terms of skills:</i></p> <ul style="list-style-type: none"> • <i>Apply critical thinking to analyze diverse forms of political and civic participation to support a more engaged and inclusive society.</i> • <i>Evaluate the impact of inclusive policies on marginalized groups and propose strategies to address gender inequalities in citizenship.</i> • <i>Evaluate the impact of inclusive and exclusive citizenship policies on the participation of cultural minorities in society.</i> <p><i>In terms of competences:</i></p> <ul style="list-style-type: none"> • <i>Demonstrate responsibility in fostering inclusivity by respecting diverse perspectives and actively contributing to a culture of civic engagement within one's community.</i> • <i>Demonstrate the ability to foster equitable participation in civic, social, and professional environments.</i>

	<ul style="list-style-type: none"> <i>Promote active engagement and inclusivity by fostering mutual understanding related to cultural differences in civic life.</i>
--	---

Methodological tool Type	Number of Methodological tools
<input checked="" type="checkbox"/> Lecture (compulsory)	1
<input type="checkbox"/> Open-ended questions	
<input checked="" type="checkbox"/> Closed questions	1
<input checked="" type="checkbox"/> Group discussion	2
<input type="checkbox"/> Brainstorming	
<input checked="" type="checkbox"/> Individual exercise / Case study	1
<input checked="" type="checkbox"/> Group exercise	
<input type="checkbox"/> Experiential workshop	
<input type="checkbox"/> Role play	
<input type="checkbox"/> Video projection and analysis	1
<input type="checkbox"/> Other (Please indicate)	
Total Number of Methodological tools:	

Referencing the Methodological tools

**PPT for PowerPoint Presentation/MT for other Methodological Tools + Competence
number_Number_of_methodological_tool**

Example:

PPT5.3_0 = PowerPoint presentation, on ERF competence Science & Technology, 1st tool

MT5.3_1 = Methodological tool, on ERF competence Science & Technology, 5.2 Topic

MT5.3_2 = Methodological tool, on ERF competence Science & Technology, 5.2 Topic

MT5.3_3 = Methodological tool, on ERF competence Science & Technology, 5.2 Topic

MT5.3_4 = Methodological tool, on ERF competence Science & Technology, 5.2 Topic

MT5.3_5 = Methodological tool, on ERF competence Science & Technology, 5.2 Topic

MT5.3_6 = Methodological tool, on ERF competence Science & Technology, 5.2 Topic

COMPULSORY METHODOLOGICAL TOOLS

1. POWERPOINT PRESENTATION

Methodological tool Code and Title	Citizenship 5.3_0 PPT
Competence Title	Citizenship
Learning Outcomes covered by the Methodological tool	<ol style="list-style-type: none"> 1. <i>Understand the influence of cultural diversity and identity on personal and collective citizenship.</i> 2. <i>Evaluate the impact of inclusive and exclusive citizenship policies on the participation of cultural minorities in society.</i> 3. <i>Promote active engagement and inclusivity by fostering mutual understanding related to cultural differences in civic life.</i>
Methodological tool Aim	To deliver a lecture on the topics and subtopics of the module.
Hints and tips for the trainer to use the Methodological tool	<i>The training aims to equip participants with a comprehensive understanding of citizenship, emphasizing its core values of inclusivity, civic responsibility, and active participation. Through exploring the legal, social, and political dimensions of citizenship, participants will learn how these aspects contribute to a cohesive society and individual identity.</i>
Attachment for the usage of the Methodological tool	PPT5.3_0



ADDITIONAL METHODOLOGICAL TOOLS

GROUP EXERCISE

Methodological tool Code and Title	CITIZESHIP MT5.3_1 Group Exercise
Competence Title	CITIZESHIP
Learning Outcomes covered by the Methodological tool	<ol style="list-style-type: none"> 1. <i>Understand the influence of cultural diversity and identity on personal and collective citizenship.</i> 2. <i>Evaluate the impact of inclusive and exclusive citizenship policies on the participation of cultural minorities in society.</i> 3. <i>Promote active engagement and inclusivity by fostering mutual understanding related to cultural differences in civic life.</i>
Methodological tool Aim	E.g., To practice individuals to reflect on the most important scientific and technological inventions
Hints and Tips for the trainer to use the Methodological tool	✓ E.g., Ensure that the participants understand the instructions for the activity fully before they start; clarify if necessary.
Attachment/s for the usage of the Methodological tool	Provided in the activity description below (if applicable).

Methodological Tool - Discussion

MT5.3_1

Group Exercise/Individual Exercise Title (if different from the MT title)

"In this activity, we'll explore the concept of cultural diversity and its impact on our communities and workplaces."
<i>Description of the Group Exercise/Individual Exercise</i>
Cultural diversity brings a wealth of perspectives, experiences, and ideas that enrich our understanding of the world and foster creativity and innovation. However, embracing diversity can also present challenges, such as misunderstandings or barriers to inclusion. Through this discussion, we aim to reflect on the benefits and challenges of cultural diversity and how we can contribute to creating inclusive environments that value and celebrate our differences. Your insights and personal experiences will play a key role in making this activity meaningful and engaging for everyone."
<i>Estimated Duration (broken down into steps, if necessary)</i>
30 Minutes
<i>General Guidelines (for the trainer)</i>
<i>"How does cultural diversity in your community or workplace contribute to new perspectives and shared experiences?"</i> <i>What challenges might arise when embracing these differences?"</i>
<i>Instructions (for the participants)</i>
<i>"How does cultural diversity in your community or workplace contribute to new perspectives and shared experiences?"</i> <i>What challenges might arise when embracing these differences?"</i>
<i>Online Classroom Setting (if applicable)</i>

You use a mentimeter and set an open ended question to see their reaction

Methodological Tool - Discussion

MT5.3_2

Group Exercise/Individual Exercise Title (if different from the MT title)

Explain the concept of cultural identity and its connection to citizenship.

Description of the Group Exercise/Individual Exercise

Highlight how cultural groups contribute to the richness of society by sharing unique traditions, languages, and values .Wrap up the activity by reflecting on how acknowledging and valuing cultural diversity enhances societal harmony and citizenship. Emphasize that understanding cultural identity is key to building inclusive communities where everyone feels a sense of belonging.

Estimated Duration (broken down into steps, if necessary)

30 Minutes

General Guidelines (for the trainer)

List cultural groups you know exist in your community or country.

What traditions, languages, or values are associated with this group?

Instructions (for the participants)

List cultural groups you know exist in your community or country.

What traditions, languages, or values are associated with this group?

Online Classroom Setting (if applicable)

You use a mentimeter and set an open ended question to see their reaction

9. E.G., VIDEO PROJECTION AND ANALYSIS

Methodological tool Code and Title	MT5.3_2
Competence Code and Title	CITIZENSHIP
Learning Outcomes covered by the Methodological tool	✓ <i>Develop the ability to critically analyze inclusive and exclusive citizenship policies and assess their impact on the integration and participation of cultural minorities within society.</i>
Methodological tool Aim	To how citizenship impacts social class and state-society relations
Hints and tips for the trainer to use the Methodological tool	The aim of this activity and video is to inspire reflection on the responsibilities and unifying ideals of U.S. citizenship, encouraging active civic engagement and appreciation for democratic rights.

Attachment/s to use the Methodological tool	Provided in the activity template below (if applicable).
--	--

Methodological Tool – Video Analysis
MT5.3_3
Video Title (if different from the MT Title)
Citizenship: A convergence of cultures and identities Suzanne Kirk TEDxSavannah
Video Source (e.g., URL)
https://www.youtube.com/watch?v=ZzidNQZD8Ow
Video Creator (Person/Organisation/Authority)
TEDxTalks
Video Duration (if a segment of the video should be projected, please indicate also start and end time)
12.09
Estimated Duration (of the Activity) (broken down into steps, if necessary)
30 Minutes
General Guidelines (for the trainer)
Instructions regarding the questions and answers: <ol style="list-style-type: none"> 1. Encourage students to identify the central theme presented. 2. Prompt students to recall and summarize the main arguments

3. Invite students to share their personal reflections and opinions
4. Encourage students to apply the video's ideas to practical situations

THE DECISION TO PURSUE U.S. CITIZENSHIP

1. Challenges of Identity:

- Initially, the speaker felt like an outsider, questioning what it meant to belong in America.
- Over time, she built roots and decided to formalize her connection by becoming a citizen, driven by the desire to vote and participate in American democracy alongside her family.

2. Misconceptions and Complexities:

- She dispels myths about the process, explaining that marriage to a U.S. citizen or being from Canada doesn't make naturalization automatic or easy.
- The path involved significant administrative steps, including a detailed application, an in-person interview, and a civics test.

THE IMPORTANCE OF THE CIVICS TEST AND UNDERSTANDING CITIZENSHIP

- **Civics Test Examples:** She highlights some sample questions, such as the number of voting members in the House of Representatives and the year the U.S. Constitution was written.
- Passing this test reinforced her understanding of American history and values, giving weight to her citizenship.

REFLECTING ON THE RESPONSIBILITIES OF CITIZENSHIP

Civic Engagement:

- Citizenship comes with duties like respecting others' rights, staying informed on local issues, and participating in the democratic process.
- The speaker encourages a deeper reflection on these responsibilities, which she believes are sometimes overlooked by those born into citizenship

Instructions (for the participants)

This video is a personal reflection on the journey and significance of becoming a U.S. citizen. The speaker shares her experience transitioning from Canadian to American culture, her decision to pursue naturalization after decades in the U.S., and the rigorous process involved, including the application, interview, and civics test. She highlights the responsibilities of citizenship, such as civic engagement and respect for others' rights, which she finds both inspiring and essential for a strong democracy. The video culminates in her belief that, despite differences, the shared ideals of citizenship can bring Americans together.

The speaker reflects on the day she became a U.S. citizen in Charleston, South Carolina, among diverse individuals from different backgrounds, all unified by the goal of naturalization.

Her journey from Toronto, Canada, to the U.S. as a teenager involved adapting to cultural shifts, from understanding local customs to building a life in the South.

After reviewing the video can you answer to the following Open questions.

1. What is the main topic discussed in the video?
2. What are the key points or arguments made by the speaker?
3. What are your thoughts or reactions to the ideas presented?
4. Can you think of any real-world examples that illustrate the concepts discussed?

Debriefing Questions

5. What is the main topic discussed in the video?
6. What are the key points or arguments made by the speaker?
7. What are your thoughts or reactions to the ideas presented?
8. Can you think of any real-world examples that illustrate the concepts discussed?

Remarks by the Trainer

<i>Adaptation of the Methodological Tool for Asynchronous Learning (what to change) (if applicable)</i>

<i>Methodological Tool - Discussion</i>
MT5.3_4
<i>Group Exercise/Individual Exercise Title (if different from the MT title)</i>
Cultural Identity and Civic Engagement
<i>Description of the Group Exercise/Individual Exercise</i>
A specific example of this is voting. In Greece, participating in elections has historically been viewed as a civic duty tied to the country's deep-rooted democratic traditions, dating back to ancient Athens. A strong sense of community, rooted in shared traditions, history, and religion, influences how individuals perceive their roles in society. For example, during national celebrations such as Greek Independence Day, people come together not only to honor their heritage but also to reflect on their collective responsibility to preserve their democratic values.
<i>Estimated Duration (broken down into steps, if necessary)</i>

30 Minutes
<i>General Guidelines (for the trainer)</i>
<i>How does your cultural identity influence your understanding of civic responsibilities, like voting, volunteering, or participating in community activities?</i>
<i>Instructions (for the participants)</i>
<i>How does your cultural identity influence your understanding of civic responsibilities, like voting, volunteering, or participating in community activities?</i>
<i>Online Classroom Setting (if applicable)</i>
<i>You use a mentimeter and set an open ended question to see their reaction</i>

Methodological Tool – Video Analysis
MT5.3_5
Video Title (if different from the MT Title)
Losing Sight of Your Cultural Identity Dr. Kasia Suarez
Video Source (e.g., URL)
https://www.youtube.com/watch?v=TSfICk9E-Po
Video Creator (Person/Organisation/Authority)
TEDxTalks

<i>Video Duration (if a segment of the video should be projected, please indicate also start and end time)</i>
07.09
<i>Estimated Duration (of the Activity) (broken down into steps, if necessary)</i>
30 Minutes
<i>General Guidelines (for the trainer)</i>
<i>Instructions (for the participants)</i>
<p><i>Dr. Katajina Malashevskva shares her journey of moving to the U.S. as an 8-year-old, filled with fear of the unknown and difficulty adapting.</i></p> <p><i>She reflects on her struggles with the language, making friends, and feeling different in an unfamiliar environment.</i></p> <p><i>In the video, Dr. Katajina Malashevskva shares her journey as an immigrant, detailing the challenges she faced in adapting to a new culture, including language barriers, bullying, and a sense of lost identity. Over time, particularly through her studies in education and psychology, she learned the value of embracing her Polish heritage and supporting others in similar situations. She emphasizes the importance of fostering acceptance and open-mindedness in children to prevent the formation of biases, encouraging immigrants to proudly celebrate their backgrounds. Her story serves as a call for society to embrace multiculturalism and create a more inclusive environment for future generations.</i></p> <p><i>After reviewing the video can you please answer to the following questions</i></p>

1. What did Dr. Katajina Malashevskaja struggle with the most when she moved to the United States?

- A) Learning new school subjects
- B) Adapting to a new cultural identity and feeling accepted
- C) Making friends due to language barriers
- D) Finding job opportunities as an immigrant

2. In her talk, Dr. Malashevskaja emphasizes the importance of teaching children to be:

- A) Competitive and ambitious
- B) Respectful and open-minded towards other cultures
- C) Focused on their own cultural backgrounds
- D) Quiet and reserved in diverse environments

3. According to Dr. Malashevskaja, one way immigrants can feel more accepted is by:

- A) Changing their cultural practices to blend in
- B) Embracing their heritage and sharing it proudly with others
- C) Limiting interactions with people outside their culture
- D) Learning only the dominant language

Debriefing Questions

<p>What did Dr. Katajina Malashevskaja struggle with the most when she moved to the United States?</p> <p>A) Learning new school subjects B) Adapting to a new cultural identity and feeling accepted C) Making friends due to language barriers D) Finding job opportunities as an immigrant Answer: B) Adapting to a new cultural identity and feeling accepted</p> <p>2. In her talk, Dr. Malashevskaja emphasizes the importance of teaching children to be:</p> <p>A) Competitive and ambitious B) Respectful and open-minded towards other cultures C) Focused on their own cultural backgrounds D) Quiet and reserved in diverse environments Answer: B) Respectful and open-minded towards other cultures</p> <p>3. According to Dr. Malashevskaja, one way immigrants can feel more accepted is by:</p> <p>A) Changing their cultural practices to blend in B) Embracing their heritage and sharing it proudly with others C) Limiting interactions with people outside their culture D) Learning only the dominant language Answer: B) Embracing their heritage and sharing it proudly with others</p>
<p><i>Remarks by the Trainer</i></p>
<p><i>Adaptation of the Methodological Tool for Asynchronous Learning (what to change) (if applicable)</i></p>

MT5.3_6 Methodological Tool True or False

Please indicate whether the statement(s) below is/are true or false.

Statement: The United Nations Declaration on the Rights of Indigenous Peoples emphasizes the importance of protecting cultural practices and identities within broader citizenship frameworks.

True

False

Correct Answer True

Level of Difficulty ☒ Low ☐ Medium ☐ High

Statement: Embracing cultural identity within citizenship can help turn diversity into a unifying force rather than a source of division.

True

False

Correct Answer True

Level of Difficulty ☒ Low ☐ Medium ☐ High

Statement: Identity-based communities, such as cultural or religious groups, can help individuals feel more connected to society as a whole.

True

False

Correct Answer True

Level of Difficulty ☒ Low ☐ Medium ☐ High

Statement: Individuals with similar cultural identities are less likely to participate in civic engagement activities.	
True	
False	
Correct Answer	False
Level of Difficulty	<input checked="" type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High

Statement: Citizenship in modern society is solely defined by legal status within a state	
True	
False	
Correct Answer	False
Level of Difficulty	<input checked="" type="checkbox"/> Low <input type="checkbox"/> Medium <input type="checkbox"/> High