

GLOSSARY

ACTIVITY

N° Sessions: Between 1/2.

Participants: 8-32 young people.

Age: 14-30.



WHAT
IS CIVIC
EDUCATION

RESUME

The youngsters will create their own definitions for eight concepts civic education. They will reviewed if their definitions are equal or different to the official meanings. Then, the youngsters will update their definitions and assimilate each concept.

MATERIAL

OBJECTS: White paper for notes. Flip-chart sheets to write and present the definitions. Cards with the concepts. Pens. Markers.

STEP-BY-STEP

1

According to the number of participants, **create at least four heterogeneous groups** (formed by two or four young people according to the total number of participants).

Each group will create a circle, receive a **flip-chart sheet** and a **card with the concept of the glossary** to work.

STEP-BY-STEP

2

Then, the facilitator will tell to the youngsters that **they need to create their own definition** to the concept that they received in the card.

Questions for the definition:

What is the first thing that comes to your mind when you read/hear that concept? What do you think are the synonyms of these concepts?

STEP-BY-STEP

3

Once the youngsters finish with their concepts, **each group will present to the others their definition** and how/why they have reached that meaning.

After all the presentations, **each group will express if they are agree or not**, if they maintain or modify the meaning (until they reach the final definition of each concept).

STEP-BY-STEP

After the first four definitions are ready, the facilitator give the final four cards with the concepts of the glossary.

The facilitator can order the concepts according to the perspectives and needs of the youngsters.

STEP-BY-STEP

4

Once the four concepts have the definition created by the youngsters, **the facilitator will share to the group the official definition of the concepts** according to the uCivic ToolKit.

In this regard, the youngsters will **compare their definitions with the official ones**. Then, the whole group will discuss the equalities/differences.

STEP-BY-STEP

Questions for the discussion:

Do you think that both definitions are equal? Do you think that both meanings match each other? In what aspects do you notice that there are differences? Why? Are you agree?

STEP-BY-STEP

5

After the young people expressed their opinions regarding both definitions, **the groups that work with each concept will update their definition** (if it is needed and always keeping their words and language).

Each group will present the final definition of each concept. The facilitator will explain and deepen each concept (if required).

STEP-BY-STEP

6

Finally, the youngsters will return to be only one group and **hold a feedback session** about the activity.

STEP-BY-STEP

Thematic Questions: *How was the process of creating a definition? Do the concepts were easy or difficult to explain? Were you aware that you already knew those concepts? Do you think it is important for young people to know these concepts?*

Experience Questions: *What did you learn? What do you like? What can be improved? A final comment.*

DEFINITIONS

A

The concept of **POLITICAL ATTENTION** refers to both: (1) the level of interest that people have in relation to the political reality of the society to which they belong; and (2) to the various mechanisms used to keep watching political events.

The concept of **POLITICAL PARTICIPATION** refers to involvement by people in activities that relate, directly or indirectly, to the political system. These activities can be done individually or collectively. Their purpose can be seeking to influence the political decision-making or the intention of expressing support for ideas or competing political platforms.

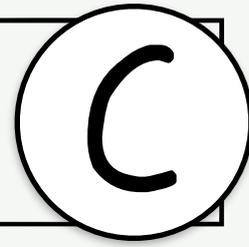
DEFINITIONS

B

On one side, **POLITICAL KNOWLEDGE** it refers to the amount of data on the political situation. On the other, the ability that the citizen have to interrelate such data. For several authors, if citizens have significant levels of political knowledge, their decisions will have higher doses of responsibility, fairness and inclusion.

The concept of **POLITICAL TOLERANCE** refers to the tendency of individuals to allow free political expression of those groups/individuals who have thoughts and demands opposite to theirs.

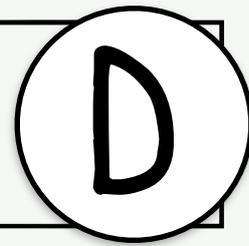
DEFINITIONS



POLITICAL EFFICACY is a civic competence that is linked, on one hand, to the capacity (self-declared) of understanding the political reality in which individuals are immersed. On the other hand, to the belief that individual and collective political actions can have an impact on the political process.

CIVIC COMPETENCES are personal, interpersonal and intercultural attitudes and aptitudes, as well as all forms of behaviour of an individual, to participate effectively and constructively in the social and political life of their environment.

DEFINITIONS



CIVIC EDUCATION pursues that people, especially the youngest ones, achieve an active participation as citizens of their country. For this, it addresses civic competences so that people are able to face social problems, learn to manage their emotions and, through learning, manage to control their way of dealing with situations of social, political and professional life.

CIVIC DEVELOPMENT refers to the fact that the process of acquiring civic competences, as happens with the incorporation of other affective, psychic and physical resources, is a phenomenon of an evolutionary type that all people go through. that it is possible to influence through different mechanisms (such as the ToolKit of this project).

