



In-school training offers (SchiLW) offered by the ZpB academic year 2023/24

for the formal educational sector
Teachers and employees of the school
counseling services



The class council - strengthening democratic competencies, learning democracy

Sequential training

Context

'Democrats don't fall from the sky.' (Himmelmann, Gerhard)

In order to enable children and young people to learn what democracy, co-determination and responsibility in society mean, moments in which they experience negotiation processes and participation are important. Participation is a fundamental element of any democracy. School as a place of learning has a central role in this process.

At school, this concept means for children and young people, among other things: Participation and co-decision-making on issues that affect their everyday life in class. The development of a democratic school culture, the participation of students in decision-making processes, learning democracy both at school and at any class level, as well as methods for dealing with issues in a solution-oriented manner are building blocks that are touched by the class council at different levels.

The class council is a practical method of citizenship education that aims the learning and implementation of democratic processes. It offers many possibilities to actively involve a class in the school community and thus to practice participatory school culture.

Objective

Knowledge: The participants are going to

- know why and how to use and implement the class council
- know the various possibilities of using the class council
- know several helpful tools and materials

Skills: The participants

- are familiar with basic democratic methods, e.g. collective decision-making, e.g. by voting
- can prepare and conduct a class council
- know how to realize project planning within the class council and
- are able to fill the class council with different contents

Attitude: The participants

- intend to use the class council in various ways
- promote project work of their students
- are aware of the importance of their students' being involved in the democratic processes
- want to implement the method of the class council in their daily work or extend its use
- are willing to give their students more rights to participate in their daily school life.

Content

Module 1: The class council - strengthening competencies, learning democracy

Introduction to the topic: democratic school culture, historical background of the class council

- explanation of the class council method (requirements, procedures, roles)
- practical development of a concept for the class council for the own lessons
- explanation and providing of materials.

Module 2: Exchange session, thematic focus: burning topics

The focus here is in particular on the exchange and networking of participants as they already implement the class council in their class and have been able to gain initial experiences. The participants should have the opportunity to talk to each other, to exchange experiences, problems that have occurred and possible strategies for solving them. Above all, however, it is also about the participants getting new ideas and being inspired by other practical examples. Furthermore, topics are to be identified and discussed together in order to pave the way for future offers adapted to their needs. The focus of the exchange meeting will be on dealing with discriminatory language and controversial topics in school settings:

- getting to know different types of discrimination
- necessity of treating critical and controversial issues
- learning about the legal situation regarding freedom of speech in Luxembourg
- discovering ways to respond to hateful statements made by children and young people

This training module primarily provides the opportunity to deal with difficult or even inhumane statements and to discuss the limits of freedom of speech. It is also intended to help professionals to prepare for situations in which children make such statements. As a teacher, you often don't know how to react at first. However, it is important to pick up on such statements and understand the reason behind them. The participants analyze case studies, discuss their points of view with each other and discuss how to deal with such situations. They receive practical advices on how to deal with such situations, both on their own and as a team.

Module 3: New ideas for my class council - methods and activities for class councils

While conflicts and problem-solving initially dominate the class council, those who have practiced it, both children and teachers, can also use it to develop and implement projects, to discuss issues of mutual interest, and to develop ideas and demands that will find their way out of the classroom and into the entire school community. Briefly, the class council offers many possibilities to actively involve a class in the school community and thus to live a participative school culture. This training will show participants how to introduce new elements into the existing class council and strengthen participation. These new elements can also ensure that a class council can be (re)revived. The participants have already gained experience with the implementation of the class council and/or are currently implementing it in their class. The participants are generally informed about the objectives, procedures and roles of a class council. This is not an introductory session in which the basics of class council are discussed.

Targeted audience	Teachers and school personnel of the counselling service of the EF (starting from C2) and the ES.
Duration	3x 3 hours
Languages	Luxembourgish, German, French, English
Work formats	<ul style="list-style-type: none">• presentation• discussion• partner and group work
Modalities	This training is a sequential program, which consists of three consecutive modules. Registration for this training includes mandatory participation in the three modules. Optionally, it is possible to book only modules 1 and 2 together.

Strengthening class representatives - practical tools for class teachers

Sequential training

Context	In Luxembourg secondary schools, the class representatives are part of the students' representation, in addition to the students' committee (Schülercomité). This training intends to show the participants how to prepare the class representatives for their duties in order to strengthen their function as a part of the students' representation.
Objective	<p>Knowledge: The participants</p> <ul style="list-style-type: none">• receive basic knowledge about the importance of participation and students' representation and how this could be discussed with the students using activities• learn about the responsibilities and missions of class representatives and how to organize class representative elections using democratic principles together with the class. <p>Skills: The participants will</p> <ul style="list-style-type: none">• gain knowledge about the basics of a democratic school culture and about the principles of student representation in Luxembourgish secondary schools.• Furthermore, concrete ideas and activities will be presented to strengthen and sensitize the class and the class representatives. <p>Attitude: The participants are prepared to reflect on their tasks and their practice and to apply their newly acquired knowledge in everyday school life.</p>
Content	<p>Module 1 (attendance training)</p> <p>The class representatives are the spokespersons for their class and represent their fellow students to the school management, the teaching staff or the students' committee, for example. The following questions are part of this training course:</p> <ul style="list-style-type: none">• How can class representative elections be organized? What are the challenges? What is the role of class representatives in a school?• To what extent is there cooperation with other school committees?• How can cooperation and communication between the individual representative groups be organized?• How can a teacher prepare the students of a class to understand the importance of student representation and prepare them for cooperation with other representative bodies?• How is the function of the class representatives perceived and defined by the class at all?• How could the teacher support the class representatives during the school year?• Where are the class representatives located within school representation structures?• How is it possible to improve the reach and visibility of class representatives? <p>Module 2 (online event)</p> <p>The focus of the 2nd module of the training is in particular the exchange and networking of the participants who have already applied first methods in their classroom and have thus been able to gain first experiences. The participants should have the opportunity to talk to each other, to exchange experiences, problems that have occurred and possible problem-solving approaches. Above all, however, it is also about the participants getting new ideas and being inspired by other practical examples. Furthermore, topics are to be identified and discussed together in order to pave the way for future offers adapted to the participants' needs.</p>
Targeted audience	Teachers of the ES as well as coaches of the students' committees
Duration	4 hours (3 hours attendance training + 1-hour online meeting)
Languages	Luxembourgish, German, French, English

Work formats

- discussion
- lecture
- exchange
- brainstorming
- World Café
- group work

Modalities

This training is a sequential program, which consists of two consecutive modules. Registration for this training includes mandatory participation in both modules.

Burning topics! How to deal with them as a teacher?

Sequential training

Context

The handling and discussion of current issues cannot be avoided in everyday school life: Actuality can become a topic in every school subject, and as a result, controversial topics and discussions can lead to risky - as they are often emotionally charged - situations in every class. A school should be a place where controversial topics are discussed so that young people can learn to argue in a constructive way.

For a democracy, in fact, it is essential to practice how to interact with and respect people whose values are different from your own, without sharing their opinions. If young people do not get this opportunity, they may rely too much on friends and social media, and may be frustrated and confused about important issues affecting them, their communities, or global events. All teachers can help them engage constructively with burning issues. However, this requires some training, which this module provides.

'Themen, déi brennen!' is based on the concept of 'Teaching Controversial Issues', a project initiated by the Council of Europe (CoE) and the European Commission (EC) which has been adapted for Luxembourg by the Zentrum fir politesch Bildung.

Objective

Knowledge: The participants know

- their own attitudes toward burning issues and the challenges of dealing with them
- why it is important to discuss controversial issues in school
- what kind of engagement they can ask students to engage in
- how to successfully teach controversial issues

Skills: The Participants are able to

- deal with emotionally charged situations
- create an atmosphere for constructive discussion
- promote real dialogue instead of heated debate or arguments
- Involving young people in a dialogue based on democratic principles

Attitude: The Participants

- recognize the importance of engaging young people in democratic dialogue about controversial issues
- gain confidence to include discussing controversial issues as part of their daily practice
- reflect on teaching controversial issues in a whole school approach perspective

Content	<p>Unit 1: Personal skills (2 hours)</p> <ul style="list-style-type: none"> • How do you define what a controversial topic is? • How to get familiar with a controversial topic? <p>Unit 2: Theoretical competencies (4 hours)</p> <ul style="list-style-type: none"> • Why should controversial topics be taught in school? • What does the legislation allow and what does it not allow? • Should teachers always take a neutral posture? • What kind of commitment can we ask of students? • What counts as a success in the classroom? <p>Unit 3: Practical Skills (4 hours)</p> <ul style="list-style-type: none"> • What kind of atmosphere do you need for successful discussions? How do you create it? How can you encourage real dialogue in contrast to debates? • How do you handle highly emotional situations? <p>Unit 4: How is this applied in practice? (2 hours)</p> <p>After the 3rd unit, the participants practice the knowledge and skills they have acquired. The 4th unit offers an opportunity for reflection.</p> <ul style="list-style-type: none"> • What works well in everyday life? What does not? • Where and how could one improve?
Targeted audience	Teachers and school personnel of the counselling service of the ES
Duration	12 hours
Languages	Luxembourgish, German, French, English
Work formats	<ul style="list-style-type: none"> • lecture • selection of PowerPoints and videos • discussion in small and large groups • exchange between participants • feedback • reflection and evaluation • positioning exercise
Modalities	Alternatively, only the two-hour introduction to the topic (Unit 1) may be booked. However, for school-internal further trainings we recommend a realization of the training in its total extent of 12 hours.

Léieren duerch Engagement (LdE) - Implement project work in a multidisciplinary approach and combine it with students engagement

Sequential training

Context	<p>Léieren duerch Engagement (LdE) is a form of teaching and learning that combines students' social engagement with subject-based learning. The students work in an interactive way, experience self-efficacy as well as responsibility and a change of perspective. Children and young people implement community projects in their municipality or environment and become active in social, ecological, or cultural issues that move them. They get involved with other people and strengthen skills that are important in a democratic society.</p> <p>However, they are not engaged separately from or in addition to the school, but as part of the lessons and closely linked to the subject-specific learning. The project is planned and reflected upon together in class (multidisciplinary). The method is suitable for all types of education, age groups and subjects. In this training the method and the practical material published by the Zentrum fir politesch Bildung will be presented.</p>
Objective	<p>Knowledge: The participants know</p> <ul style="list-style-type: none">• the teaching and learning method Léieren duerch Engagement (LdE), its standards and examples• the content of the material box Léieren duerch Engagement - theory & practice <p>Skills: The participants are able to guide their students through the different phases of a LdE project.</p> <p>Attitude: The participants reflect on alternative teaching and learning methods, the meaning and consequences of introducing them in the classroom.</p>
Content	<p>Module 1 (attendance training)</p> <p>The teaching and learning method Léieren duerch Engagement with its objectives, standards, competences to be developed, practical examples and existing networks will be presented. On the basis of the materials and impulses elaborated, the participants learn how they can integrate LdE as a project in their lessons. With the support of the instructor, they plan a LdE project with and in the classroom.</p> <p>Module 2 (online event)</p> <p>The focus of the 2nd module of the training is in particular the exchange and networking of the participants who have already applied first methods in their classroom and have thus been able to gain first experiences. The participants should have the opportunity to talk to each other, to exchange experiences, problems that have occurred and possible problem-solving approaches. Above all, however, it is also about the participants getting new ideas and being inspired by other practical examples. Furthermore, topics are to be identified and discussed together in order to pave the way for future offers adapted to the participants' needs.</p>
Targeted audience	Teachers of the ES
Duration	3 hours
Languages	Luxembourgish, German, French, English
Work formats	<ul style="list-style-type: none">• lecture• trying out the working materials from the handbook 'LdE- Theory and Practice'• group work• discussion• concept development

Help! What to do during the Democracy Week?

Sequential training

Context	<p>Every year in October, the 'Democracy Week' takes place in Luxembourg's secondary schools across the country. This moment is to be filled with workshops, different activities and topics around democracy. Schools are free to decide how they want to organize this week with and for the student community. In addition to a brief introduction to the topic, a review of Democracy Week will introduce the training. Afterwards, the participants will have the opportunity to get to know the objectives, offers and possibilities of the Democracy Week. Furthermore, first ideas for planning and implementation can be developed and collected.</p>
Objective	<p>Knowledge: The participants know</p> <ul style="list-style-type: none">• the objectives of the Democracy Week• various materials and offerings they can use for Democracy Week at their school. <p>Skills: The participants are able to</p> <ul style="list-style-type: none">• develop a concept for the planning of the Democracy Week at their school• implement ideas and possibilities for the successful organization of the Democracy Week. <p>Attitude: The participants will</p> <ul style="list-style-type: none">• Recognize the importance of Democracy Week for the students, school personnel, and school community• are open to develop the concept, planning and implementation together with the student community.
Content	<p>Module 1 (attendance training)</p> <ul style="list-style-type: none">• presentation and explanation of the official framework of the Democracy Week• development of ideas and discussions to conceptualize the content• creation of an individual schedule to organize the planning of the Democracy Week <p>Module 2 (online event)</p> <p>The focus of the 2nd module of the training is in particular the exchange and networking of the participants who have already applied first methods in their classroom and have thus been able to gain first experiences. The participants should have the opportunity to talk to each other, to exchange experiences, problems that have occurred and possible problem-solving approaches. Above all, however, it is also about the participants getting new ideas and being inspired by other practical examples. Furthermore, topics are to be identified and discussed together in order to pave the way for future offers adapted to the participants' needs.</p>
Targeted audience	Teachers and school personnel of the counselling service of the ES
Duration	3 hours
Languages	Luxembourgish, German, French, English
Work formats	<ul style="list-style-type: none">• discussion• presentation• presentation of good practice examples by students and pedagogical staff• individual, partner or group work
Partners	Zentrum fir politesch Bildung (ZpB) in collaboration with the Ministère de l'Éducation nationale, de l'Enfance et de la Jeunesse (MENJE) and the Jugendrot

Teaching in a different way - motivating students with the help of methods of citizenship education in social science subjects

Context	<p>A strong democracy requires independent thinking and active participation in society. Important competencies here are, for example, a change of perspective, autonomy, acceptance of responsibility, the ability to recognize problems and seek solutions, critical reflection and a willingness to engage in dialogue. These skills are promoted and strengthened by the methods of citizenship education. Even though the latter is present across all subjects, methods of citizenship education are particularly suited to the fields of social sciences.</p> <p>The methods are suitable for making the lessons more student- and interest-oriented. The learners, as an active part of the lesson, show themselves motivated and learn:</p> <ul style="list-style-type: none">• researching, critically questioning and preparing information• formulating and contextualizing arguments• analyze events and developments• recognize and understand complex interrelationships• comprehend and question processes and decisions
Objective	<p>Knowledge: The participants know</p> <ul style="list-style-type: none">• the goals and basics of citizenship education,• the goals and contents of the different methods of citizenship education,• what is important when dealing with social and political issues,• practical examples of the use of the methods that are mentioned,• how to use those methods,• what is important when formulating work assignments. <p>Skills: The participants are able to</p> <ul style="list-style-type: none">• apply the methods to their own practice,• design lessons in a student- and interest-oriented way,• put methods they already know into the context of citizenship education,• accompany students in the process of forming their own opinions without overwhelming them. <p>Attitude: The participants are</p> <ul style="list-style-type: none">• open to experimenting with new methods,• open to explore social, political and controversial issues with the students,• aware of their role as a civic education facilitator and know what this implies.
Content	<p>In this training the objectives and contents of the methods of citizenship education are presented, as e.g. discussion formats, simulations, role plays, positioning exercises or research and writing exercises or audiovisual productions.</p> <p>Numerous examples from pedagogical materials of the Zentrum fir politesch Bildung will be used to show how these can be applied in social science subjects and linked to a wide variety of topics.</p> <p>The participants will also deal with the challenges they face as teachers in citizenship education and look at ways of preventing and responding to them.</p>
Targeted audience	Teachers of the ES
Duration	2,5 hours
Languages	Luxembourgish, German, French, English

Work formats

- presentation
- experimenting with the methods
- discussion and exchange

Politicians at our school - What to keep in mind?

Context	<p>The years 2023 and 2024 represent election years in which candidates are expected to visit schools more frequently. The ministerial instruction of June 2, 2014, on visits by political representatives in secondary schools states that 'visits by politicians to lycées and lycées techniques as part of educational activities are permitted.' It also mentions that 'special attention' must be paid to the design of such events. But what does this mean in reality?</p> <p>This seminar will reflect on the opportunities and risks of outreach by politicians in educational institutions and discuss how such events can be organized.</p>
Objective	<p>Knowledge: The participants</p> <ul style="list-style-type: none">• are familiar with the legal framework,• understand the challenges associated with such events,• know the principles of the Beutelsbach Consensus ('Beutelsbacher Konsens - Überwältigungsverbot, Kontroversgebot, Schülerorientierungsgebot'). <p>Skills</p> <p>The participants learn methods and formats that lead to the successful conduct of a meeting with people from the political sphere inside or outside the educational institution.</p> <p>Attitude: The participants</p> <ul style="list-style-type: none">• reflect on their own attitudes and interactions with both politicians and the young people they will meet,• are encouraged to integrate these reflections into their practice.
Content	<p>Presentation of the legal framework and challenges. Reflection on the following questions:</p> <ul style="list-style-type: none">• Are schools 'apolitical' places?• Who has the right to act in schools?• What are the conditions for the smooth running of any activities involving people from the political sphere?
Targeted audience	Teachers of the ES
Duration	2 hours
Languages	Luxembourgish, German, French, English
Work formats	<ul style="list-style-type: none">• discussion• analysis of practical examples• group work

Remembrance work in citizenship education - Fünfbrunnen

Context	<p>The monastery of Fünfbrunnen (Cinqfontaines) has been a commemorative and educational site since 2022.</p> <p>During the Second World War, Jews who had previously been forced to leave their homes were detained here. Most of them were later deported to concentration camps. As a result of an agreement with the Jewish community, the monastery was acquired by the government in order to promote knowledge and memory of the Shoah, as well as the values of humanity and human rights there.</p> <p>Today, the Fünfbrunnen Educational Center is a place of remembrance for the victims of the Shoah, but also a place of learning and a meeting place with offers for citizenship education and human rights education. The educational activities at the center are provided by the Service national de la jeunesse (SNJ) and the Zentrum für politische Bildung (ZpB). The center is managed by the SNJ, which is part of the Ministry of Education, Children and Youth.</p>
Objective	<p>Knowledge: The participants</p> <ul style="list-style-type: none"> • know about the role of remembrance and commemoration in the Luxembourgish society • know the history of the place Fünfbrunnen • know about the inhabitants of the 'Jewish retirement home' established there during the Second World War, their living conditions and their fate • get to know the different activities for children and young people <p>Skills: The participants</p> <ul style="list-style-type: none"> • are able to plan a class visit to Fünfbrunnen for children and young people and to integrate a guided tour and workshops in their lessons • are familiar with the educational approach to the topic of the Shoah • are able to establish a connection to relevance to the present day <p>Attitude: The participants are encouraged to visit an extracurricular place of learning</p>
Content	<p>In the very diverse and heterogeneous society of Luxembourg, children, young people and their families often remember and commemorate events differently. What we want to remember together as a society is far from being uncontroversial and is always in a state of transition. For instance, there are often discussions about monuments, street names, and special days of celebration and commemoration. Remembering can promote social cohesion, democratic values, solidarity, civil courage, empathy and the ability to act. However, it can also divide societies if it is instrumentalized. During this training, participants become aware of the diversity of these memories and learn how to exchange their memories and commemoration with others. They will recognize the value of remembrance and commemoration and discover different methods of commemorative work.</p> <p>During a guided tour, the participants discover the monastery complex and its history. Based on biographical examples, they learn how the Shoah happened in Luxembourg: Arriving in Fünfbrunnen, living, surviving and dying, deportations to the concentration and extermination camps. Afterwards, the participants themselves will have the opportunity to participate in the activities being offered, in order to get to know the specific program for pupils. This includes the educational offer about the Shoah in Luxembourg as well as human rights education.</p>
Targeted audience	<p>Teachers of the EF (from C2) and ES who are teaching the subjects history, politics, social sciences or life and society.</p>
Duration	<p>3 hours</p>
Languages	<p>Luxembourgish, German, French, English</p>
Work formats	<ul style="list-style-type: none"> • guided tour and theoretical input • trying out the activities • discussion and exchange
Modalities	<p>This is a training session that takes place directly in the center of Fünfbrunnen (Centre Cinqfontaines). Most of the guided tour will take place outside. In the event of bad weather, please bring weatherproof clothing.</p>

Simulations in citizenship education - DemocraCity

Context	Citizenship education is more than just transmitting information. Its purpose is to make democratic processes accessible and tangible. DemocraCity is a simulation that makes this possible.
Objective	<p>Knowledge: Participants will know the steps of the simulation.</p> <p>Skills: The participants</p> <ul style="list-style-type: none">• are able to implement the offer within their lessons and to analyze which competences of the students are activated and promoted.• Recognize the workshop as an opportunity to identify current issues that are important to their students <p>Attitude: The participants reflect the background and the goals of the DemocraCity.</p>
Content	<p>The simulation DemocraCity facilitates a better understanding of decision-making processes and complex political contexts through the active involvement of the participants. The simulation is presented in the training, individual steps are being carried out, reflected and discussed by the participants.</p> <p>The training will also explore how the simulation can be adapted for students of the EF and ES. Videos of the DemocraCity workshop can be found here: https://zpb.lu/democracity/</p>
Targeted audience	Teachers and school personnel of the counselling service of the EF (starting from C2) and the ES
Duration	2 hours
Languages	Luxembourgish, German, French, English
Work formats	<ul style="list-style-type: none">• presentation• simulation• discussion

Places of democracy - the Chambre des Députés

Context	<p>The Zentrum fir politesch Bildung has been offering a series of new educational workshops #MengChamber since January 2022, consisting of various interactive, exchangeable modules, including a treasure hunt, a simulation, a debate, an activity around a timeline, an interview with parliamentarians, a guided tour of the buildings, and participation in a plenary meeting. These activities are designed to give young people an understanding of how democracy works in Luxembourg and how the Chamber of Deputies works, so they can connect to their everyday lives in an out-of-school learning environment.</p>
Objective	<p>Knowledge: the participants</p> <ul style="list-style-type: none">• get to know the main contents and the course of the pedagogical workshop of the ZpB, #MengChamber• recognize the didactical and pedagogical considerations on which this workshop is based <p>Skills: the participants</p> <ul style="list-style-type: none">• know how to make a connection between democratic institutions and the daily lives of young people, enabling them to get a better understanding of the decision-making processes in our democracy. <p>Attitude: the participants</p> <ul style="list-style-type: none">• know the advantages of extracurricular learning settings
Content	<p>Laws affect everyone. But who makes them? How are they formed? Why do processes take so long? What do members of parliament really do? Do they really just babble? And what does parliament have to do with young people? How can young people get more involved?</p> <p>This training is intended to provide teachers of EF and ES classes with a similar, but shorter, version of the workshop. The training takes place in the Parliament, so the participants get to know the place where the action takes place. In addition, you will also discover the activities that will help young people understand how democracy works in Luxembourg and how the Chamber of Deputies works.</p>
Targeted audience	Teachers and school personnel of the counselling service of the EF (starting from C2) and the ES
Duration	3 hours
Languages	Luxembourgish, German, French, English
Work formats	<ul style="list-style-type: none">• presentation• simulation• discussion
Partners	Zentrum fir politesch Bildung (ZpB) in collaboration with the Chambre des Députés
Modalities	This offer represents a training that takes place directly on location, i.e. in the Chambre des Députés.

Places of democracy - the court of justice

Context	The YOUstice workshop provides knowledge about jurisdiction for groups of 6 to 24-year-old students from elementary school, middle or high school, as well as classes of professional education (from 15 years old). The workshop is a full-day event. Young people learn the basics of the justice system in Luxembourg and find out how a trial is conducted. They also explore the role of the third power and the importance of a constitutional state in a democracy.
Objective	<p>Knowledge: The participants know the</p> <ul style="list-style-type: none">• content of the workshop• didactic and pedagogical considerations underlying this workshop <p>Skills: The participants will be able to make a connection between democratic institutions and the daily lives of young people and will gain a better understanding of how our democracy works.</p> <p>Attitude: the participants know the advantages of extracurricular learning settings</p>
Content	<p>Young people often have the idea that judges are there to punish people. But what do they actually do? What happens during a court case? What does (fair) judging mean? Who is involved? And what does the court have to do with democracy and the rule of law?</p> <p>During this training, the participants observe part of a criminal trial and then have the opportunity to discuss with actors of the judiciary and ask their questions. They will also discover activities that will help young people understand how democracy works in Luxembourg and how the judiciary works. During this training, teachers will learn about the different parts of the workshop and the benefits of this extracurricular learning setting.</p>
Targeted audience	Teachers and school personnel of the counselling service of the ES
Duration	3 hours
Languages	Luxembourgish, German, French, English
Work formats	<ul style="list-style-type: none">• situational learning• interaction with actors of the justice system
Partners	Zentrum fir politesch Bildung (ZpB) in collaboration with the Administration judiciaire
Modalities	This offer represents a training that takes place directly on location, i.e. in the judicial district (Cité Judiciaire) of the city of Luxembourg.

Den DemocratieLabo - an interactive exhibition about democracy at your school

Context	<p>Just like in a real laboratory, the exhibition Den DemocratieLabo invites visitors to discover new things, to experiment and to research.</p> <p>There is no such thing as 'THE' democracy. Democracy is to be understood as a process that is never finished and that depends on new ideas, other opinions and therefore is constantly evolving. The exhibition Den DemocratieLabo tries to bring democracy in all its facets closer to its visitors in an interactive and non-judgmental way by including experiments. This also includes asking open questions as well as representing other opinions and the resulting conflicts.</p> <p>The visit of the exhibition Den DemocratieLabo is suitable for everyone from the age of 12. There are three different ways through the exhibition, so that there is something for every visitor.</p>
Objective	<p>The visitors should be encouraged to reflect on social, societal, political and historical topics. The exhibition is intended to awaken the interest of visitors in order to exchange ideas with others and thus to get to know different points of view and different experiences.</p> <p>Knowledge: The Participants know that democracy is complex, constantly changing, and not carved in stone. Democracy is alive! New efforts are always needed to ensure its continuation.</p> <p>Skills: The participants understand,</p> <ul style="list-style-type: none">• that there are different ways to explore democracy• the different perspectives from which democracy can be approached• that democracy cannot be taken for granted, that it always requires new input and that it is always in transition. <p>Attitude: The participants</p> <ul style="list-style-type: none">• dare to critically question topics that deal with democracy• Are encouraged to exchange ideas with each other and are open to new ideas
Content	<p>In the DemocratieLabo, as the name suggests, we focus on democracy. This can be done using different methods and from different perspectives, in order to do justice to the complexity of the topic and the different age groups. Here we are dealing with the following topics:</p> <ul style="list-style-type: none">• participation• polarization• social change• integration• role of the media• elements of the principles based on the rule of law• human rights• Identity(ies)• prejudices• freedom• inequality• justice <p>The focus is therefore not on democratic institutions, but in particular on current issues that affect how people live together in their society. The questions being asked are not about</p>

how elections are run or how the government is composed, but rather about questions such as:

- 'What is my opinion on the subject at all?'
- 'What do we do when we disagree?'

The visitors explore the areas of tension in democratic societies and realize: 'That also concerns me.'

Furthermore, the participants are introduced to ways in which they can explore individual topics with their students within their lessons. This also includes the availability of pedagogical material that can be used to follow up on the lab visit in the classroom.

Targeted audience	Teachers of the ES
Duration	2 hours
Languages	Luxembourgish, German, French, English
Work formats	<ul style="list-style-type: none">• experimenting• reflection• discussion
Modalities	The training can be organized and offered if the exhibition Den DemokratieLabo is currently located at your school at that time.

The exhibition *100 Joer allgemengt Walrecht - #Wielewatmirsinn* at your school

Context	<p>The year 2019 marks the 100th anniversary of the implementation of universal voting rights in Luxembourg. This anniversary is a perfect occasion to discuss the right to vote and the development of democracy in Luxembourg in the classroom or with a group of young people.</p> <p>This training includes a visit to the roll-up exhibition <i>100 Joer allgemengt Walrecht - #Wielewatmirsinn</i> and a presentation of the pedagogical guide.</p>
Objective	<p>Knowledge: The participants know the term democracy in its entire meaning (political form of state, form of society and way of life) as well as the development phases of democracy in the last 100 years in Luxembourg.</p> <p>Skills: The participants are able to prepare lessons/activities related to this topic.</p> <p>Attitude: The participants will question their own opinions about democracy in the present time and deepen their knowledge about the main development phases of democracy in Luxembourg during the last century.</p>
Content	<p>The training includes a visit to the exhibition <i>100 Joer allgemengt Walrecht - #Wielewatmirsinn</i>. The exhibition shows the history of the right to vote in Luxembourg from the French Revolution to the present. Through 27 roll-ups, the participants will learn about the challenges of the democratic struggle for the right to vote at that time.</p> <p>After the visit, the educational offer for school classes is presented. Through this booklet, a brief overview of the concept of democracy is made available, illustrating the evolution of democracy through key dates in Luxembourg's history (1919, 1937, 1940), the limits of freedom of expression, the stages of women's emancipation, civic participation, institutionalized democracy, democracy in the labor world, ...</p>
Targeted audience	Teachers of the ES
Duration	1 hour
Languages	Luxembourgish, German, French, English
Work formats	<ul style="list-style-type: none">• visit of the exhibition• presentation• practical use and evaluation of the pedagogical offer
Modalities	The training can be organized and offered if the exhibition <i>#Wielewatmirsinn</i> is currently located at your school at that time.

The exhibition *State of Deception* at your school

Context	<p>The exhibition <i>State of Deception</i> developed by the U.S. Holocaust Memorial Museum is a documentation of Nazi propaganda methods used to exploit the fragile democracy after World War I in order to win the favor of German voters, support a radical election program, and justify the start of the war and mass executions under Nazi Germany.</p> <p>The extensive exhibition on this subject was shown in Washington at the U.S. Holocaust Memorial Museum and has been seen in various European cities. This version of the exhibition is a touring exhibition and includes 16 roll-ups and an accompanying educational dossier developed by the Zentrum für politische Bildung.</p>
Objective	<p>Knowledge: The participants know</p> <ul style="list-style-type: none">• the meaning of the term Propaganda• the lines of development of the propaganda means used by the National Socialist Party of Germany in the 1920s, 30s and 40s <p>Skills: The participants will be able to</p> <ul style="list-style-type: none">• explore how propaganda was used by the National Socialist Party of Germany• analyze how propaganda has evolved and how it looks today <p>Attitude: The participants are encouraged to</p> <ul style="list-style-type: none">• question their own vulnerability for propaganda• reflect on the connection between the subjects they teach and how students are affected by it, using meaningful examples
Content	<p>The trainers will present the itinerant exhibition, the size, the content and the modalities for lending it to the public. Another focus of the training is on the pedagogical material accompanying the exhibition and the question of how this material can be used with young people.</p>
Targeted audience	<p>Teachers and school personnel of the counselling service of the EF (starting from C2) and the ES</p>
Duration	<p>2 hours</p>
Languages	<p>Luxembourgish, German, French, English</p>
Work formats	<ul style="list-style-type: none">• presentation• group work
Modalities	<p>The training can be organized and offered if the exhibition <i>State of Deception</i> is currently located at your school at that time.</p>