

**ROUTE 1**

# **IDENTITY**

**Step by step to an active and  
democratic citizenship**

**Concept and coordination  
learning routes by**

**WIM KRATSBORN**

**12-25 years**



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# Come to gather

## Routes, themes and steps

### Aims

The basic questions and aims of the project To-Gather are:

1. What is going on in society and how can you gather knowledge about that?
2. How can you look at Europe from different perspectives?
3. How are the past, present and future linked with each other?
4. How can you develop your own identity as a democratic citizen in Europe in an active, cooperative, creative and empathic way? What does it mean to you and to the other?
5. How can you use aesthetics to understand reality, the self and the other?
6. What are the multi-cultural norms and values of the framework of human rights?
7. How can the 'multiple choice identity' and 'the five minds for the future' be developed in 'the multiple society'?

### The 5 Themes

The five core themes of To-Gather are 'Identity', 'Family and Friends', 'Good Work', 'Migration and Mobility' and 'The Other' because they play an important role in the life of each individual as well as for society as a whole. Each route has its very own and special atmosphere, because they were all designed in different countries and for each route in different combinations. Wim Kratsborn and Tessa Schinkel were involved in the design of all the routes. The To-Gather team used multiple intelligences and differentiated sources, tools and working forms in order to balance structured and flexible learning. Route 1 'Identity' was designed in Slovenia and the Netherlands with music. Route 2 'Family and Friends' was designed in Portugal and the Netherlands with drama. Route 3 'Good Work' was designed in

Denmark and Slovenia with design. Route 4 'Migration and Mobility' was designed in Latvia and the Netherlands using objects and an exhibition and Route 5 'The Other' was designed in the Netherlands and Slovenia with performance. I will explain the structure of each route later. The themes can be imagined as a cycle or a spiral, because it starts with the own person, and then slowly expands towards the Other in relation to the self.

### Real Life Learning

To-Gather is about 'real life learning'. We focus on the Other and it is important to us that the learner can transfer all issues to the own reality. To-Gather is also about knowing the unknown in order to make the worldview bigger. We do that in an aesthetical way, using music, art, drama, design, educational gaming, imagination, images and dance. It is about the own attitude within the framework of human rights.

### The 5 Learning Routes

The five routes are in essence a cycle or maybe a spiral, starting with self related to the other in route 1 and ending in route 5 with the other related to the self. In the meantime the learner has gathered more knowledge, further and deeper insight and a better attitude. In the first two learning routes, 'Identity' and 'Family and Friends', we look at the private life and get a deeper understanding of the own 'bubble'. What is the relation between the self and the Other and what does it mean for the personal life within the family and among peer-groups. In Route 3 'Good Work' the learning space is widened to the creation of the own life-environment. Concretely the children design their own playground. Route 1, 2 and 3 are about the own private world and about the question how the own 'bubble' is linked to Europe. In Route 4 'Migration and Mobility' and Route 5 'The Other', the learning space is further extended to Europe and

the rest of the world. Why are people migrating and what are the consequences for the land of arrival and the land of departure? The final route 'The Other' is an opportunity and invitation to get to know and mix different philosophies of life. An extra task is the organisation of a festival and this may be done after each route or after all the 5 routes have been followed. The own learning process can be visualised through a festival and shared with other learners in Europe using [www.to-gather.org](http://www.to-gather.org).

Each route follows 7 Steps as a way to develop active and democratic citizenship. The learners are invited to open their senses, gather knowledge, solve real life problems, communicate, create and present a product. This enables the own reflection and application of the subjects into reality.

### The 7 Steps

Each step is a phase in the learning process and a step towards an own identity as a citizen: 'the zone of proximal development' (Vygotsky). It is a learning-and a living-strategy. Step 1 is a sense opener. What does the subject mean to the learner? Step 2 is based on knowledge and theory and in Step 3 this knowledge is applied in reality. In Step 4, the learners communicate and reflect on the previous steps and prelect on the next ones. Step 5 is the preparation and Step 6 the presentation of the theme. Step 7 is a reflection and an integration of the route into reality and the own behaviour. What can I get out of this and how can I use it for my own life? The structure and phases of each route are essentially the same for the four age-groups. However, the age-groups 3-6/7-11 and 12-16/17-25 are combined in the route-handbook, while the suitability of the tasks for the age groups is carefully indicated. Differentiation is realised according to the level of knowledge, the working and presentation forms and as a result, a learner could follow each theme four times between the ages 3 and 25 years.

### The Structure

For the learning routes Tessa Schinkel and Wim Kratsborn designed a special structure that's useful in all the routes and themes. It provides general information for teachers in 'Come to gather' and continues to give a more detailed description for each theme in 'Hold the line', explaining the aims and giving a visual overview in the organizer 'The Bubble'.

'Braindrops' provides some theoretical background information with links to the book 'Europe makes sense' and other useful literature as well as aesthetical sources such as music, images and websites. Last but not least, each route is presented in 7 Steps for the learner and the teacher. Each step for the Learners Route is structured by 'Learner', 'Teacher', 'To-Gather' and 'Option'. Each step in the teacher route starts with preparation and then items are linked to the learners route. Learners will find attachments while teachers find a useful collection of knowledge, didactical tips and links to sources of knowledge, material and good practice from To-Gather-schools.

Even though there is a global structure that each student from 3-25 years should follow, we adapt to specific age-groups in terms of knowledge, working form and the materials used. But we also want to leave some space because each Step is a source of inspiration for you to develop further. As a To-Gather teacher you can use the basic structure we provide and adapt it to the level of your learners as well as to the educational setting of your country. We realized that it is impossible to produce one European learning route, because of big differences in education in Europe. However, we believe that every European will benefit from the To-Gather approach to learning as well as from the topics discussed. We witnessed a great diversity of ideas about learning strategies, didactics, level and ability of the learner and there's nothing wrong with that. Children in Ljubljana, for example, learn in a way that is completely different to what children do in the Netherlands. For example in Latvia the level of knowledge is higher and the children start to develop empathy and citizenship already about 2 years old. Students in Denmark learn more freely and creative, while students in Portugal and Latvia ask the teacher to give knowledge and a clear structure. Feel free to follow the route as we designed it or make and take your own steps and create a route that is suitable for your circumstances. That is exactly what the learners and teachers did during our practical tests between 2006 and 2009. Just make sure to share your experiences on [www.to-gather.org](http://www.to-gather.org). We will be happy to facilitate a lively discussion on

our website between teachers all over Europe because in our eyes, collaboration is the way forward.

The challenge of To-Gather, the European Multiple Choice Identity project is to design learning routes that are concrete and open, structured and flexible, knowledge-based and creative, learner-centred and teacher-centred, individualistic and cooperative, universal and diverse, national and European. We give basic knowledge and we try to find a balance with creative learning. It's up to you to gather more knowledge or to find other creative working forms or tools. The route is learner-centred, but in each step you have a guiding as well as a leading role by giving knowledge or instruction. That's why we also designed a teacher route next to a learner route. The route for the age-group 3-11 are directed to the teacher, while the routes for 12-25 are directed to the student. Furthermore we emphasize cooperative learning, but in some steps the learner has to work individually. Also the assignment is individual. Finally we try to be multi-perspectivistic by looking at a theme from different cultural and national points of view, while leaving for an own interpretation. Each route is about sharing responsibility of the learner and the teacher and each step is meant as an anchor during the learning and teaching process. We give material and suggestion and it's up to you how to use it with your own children or students in your own country. We are looking forward to hear your feedback on [www.to-gather.org](http://www.to-gather.org).

## Hold the line

**The aim of this route is to let each learner (12-25 years) develop an own identity as an active and democratic citizen in Europe. More concretely it is about the relation between the own person and the Other, focussing on knowledge, skills and attitudes. A student is born as a citizen and this should be developed further. To-Gather is about learning by doing and about freedom of thought, equality and solidarity.**

**Route 1 is full of music in combination with a role-play, art, drama and learning material. The metaphor for this route is 'Urban' because we want to look at a street culture of many cultures. As a 'multiple choice identity' students develop an own identity in an active, creative and flexible way. In 'Urban' the students show their identity through performance, which is about what they want to do in reality. The cultures of Step 1 and the activity with the Other in Step 3 are integrated with each other. The motto is: 'We can work it out'**

In Step 1 of this route the starting point is the self and the own classroom. The song 'Let's go urban' about youth culture is the sense opener. Music, drama and design are used in creative and interactive ways. Each student visualises his identity and culture with an 'MCI-clip'. The clip is also the cross-over to the homework to gather material about the roles at home and in the own environment.

In Step 2 students learn about their identity in the classroom, at home and in their environment. It is essential to involve family and friends in a communicative, active and creative way. In this step the own identity is related to the responsibility as a citizen. The teacher offers knowledge about the students as a citizen in the classroom, at home and in public from different entry points.

In Step 3 the students meet 'the Other'. The Other may be students or people who are different. Another option is to meet Others in the street, a hospital (people who are working there), a meeting point for minority cultures, a prison or a place for people with special needs. 'The Other' may also come into the class as a 'guest-speaker'.

Step 4 is about communication and reflection on the own identity, children's and human rights and citizenship. The students reflect on the clip 'Come to gather', where Europe is personified as a young woman. What can they do as a group to solve a problem in their own and/or another country.

The activities in Step 4 are differentiated for the age-groups 12-16 and 17-25.

The specific age-group 12-16 may concentrate on the game 'The European House'. The age-group 14-25 concentrates as a task-group on the identity of their own country and in one other country. But all age-groups work on their 'multiple choice identity' about a problem in the own and the other country. They visualize it in

the 'To-Gather-clip', in which each country makes a couplet of a song with images and words. Subjects can be racism, let's have a party, my 'wannabe', minorities or the stranger for example.

The age-group 12-14 integrates the 'To-Gather-clip' into the game. As a way of 'blended learning' the game may be presented in the exhibition.

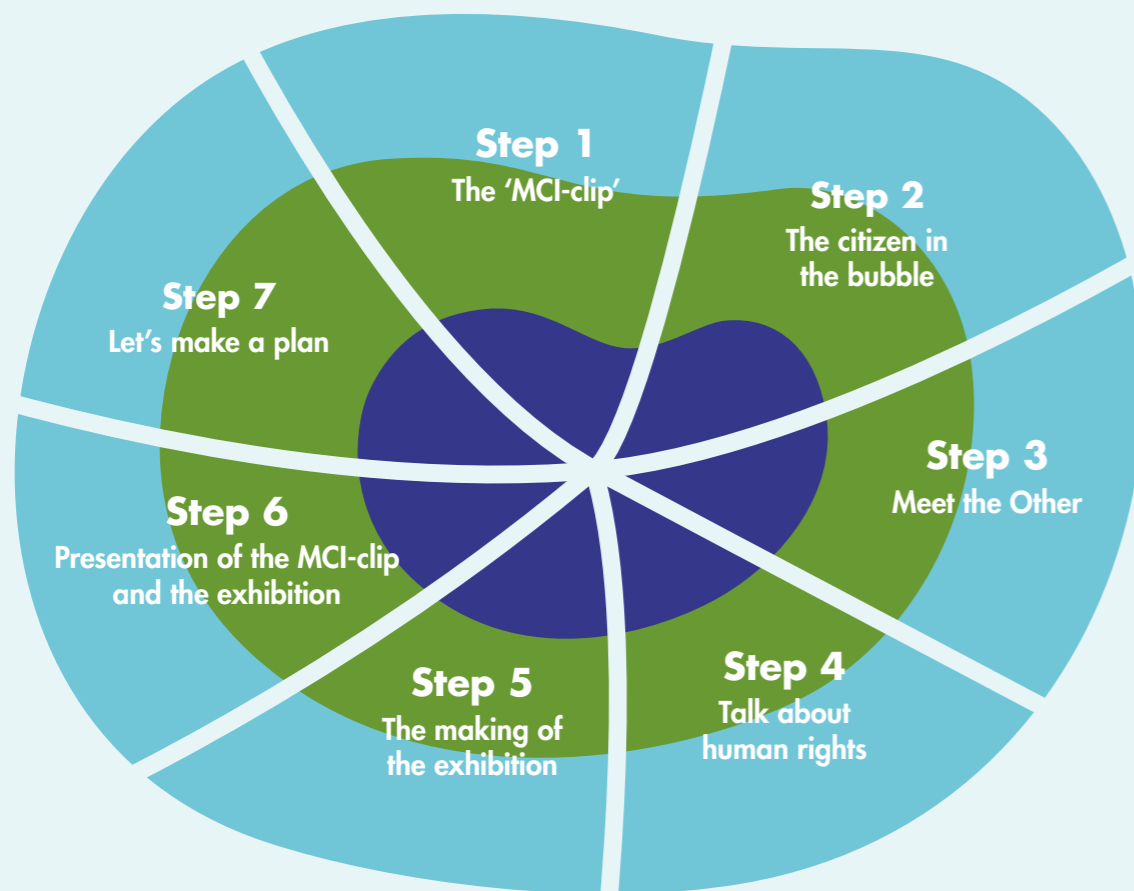
In Step 7 the students reflect on the route and use what they learned in reality by producing an action plan. Students at other places/schools may react on the action plan and on the exhibition.

Summary : In Route 1 'Identity' the learning process of each student can be seen as a spiral. Each student starts with the own person in Step 1 and concludes as a 'multiple choice identity' in Step 7, a mix of the self and the Other.

The aim of this learning route is to experience and develop 'a democratic way of life' by dealing with difference, diversity, conflict, freedom and responsibility for each other. By using multiple intelligences each student can participate in his own way. It is a democratic learning style, because each student should make a difference through the right knowledge, children's and human rights, identities and feelings, inclusion and skills. Citizenship for a student is about orientation and participation, diversity and integration, skills and behaviour to come to gather.

## Aims

- 1 To gather knowledge, insight and attitude about active and democratic citizenship.
- 2 To look at the self and the other as different.
- 3 To develop a 'multiple choice identity' in Europe.
- 4 To show the own and another culture in an interactive exhibition.
- 5 To share the process and the product ('exhibition') with other students.
- 6 Real life learning: To turn the steps of the route into a life-style (core reflection)
- 7 To work on the five minds for the future.



## Braindrops

### Read 'A Story of Europe', chapter in 'Europe Make Sense'

- What are the features of Europe as a 'multiple choice identity'?
- What are the perspectives of Europe in the future?

Read about the multiple choice identity in the multiple society in **chapter 2.1 'This is the Life' and in paragraph 2.2 'Youth of Today'** about young people. Who are the youth of today? Are they living in a 'bubble', isolated from reality or are they an active part of the real world? What are the features of the youth of today? Are they forever young?

### Read paragraph 3.1 'Plug in to gather' in 'Europe Makes Sense'.

What are similarities between young people in Western and Eastern Europe? In you may read about the relation between the multiple society, young people and different learning styles. In paragraph 3.2 'Let's twitter' you follow a student who works on Route 1 'Identity'.

### Read chapter 4 'Braindrops' in 'Europe makes Sense' about the theoretical/philosophical background of To-Gather.

### Read 'Plug in music' (paragraph 3.5 in 'Europe Makes Sense')

Music is very important for young people because it is a way to know and to give meaning to the self, the other and society. Gather music about identity such as 'Identity' OiVa Voj, 'Emerge' Fischerspooner, 'Heartbeats' The Knife, 'Music is math', Boards of Canada or 'Clipper', Autechre, 'The fear, Lilly Allen, 'The story', Brenda Carlile 'Dancing with myself', Billy Idol.

### Read 'Five minds for the future', Howard Gardner

What do young people need for the future? How may they become a balanced person? Howard Gardner describes five different minds such as the disciplined mind about knowledge and the synthesizing mind about making relations, which may be the most important one for a network- or multiple society. Young people have to learn and like to solve problems ('the creative mind'), to respect and value the other ('the respectful mind') and to think and live according to norms and values ('the ethical mind'). The teacher should reflect in each step how the children are working on the five minds for the future.

### Anthony Giddens 'Modernity and self-identity'

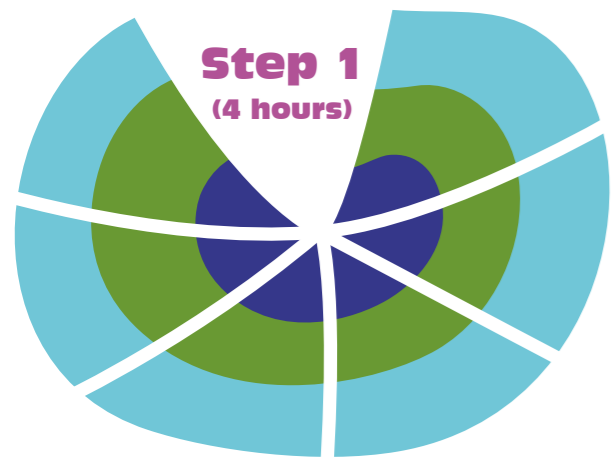
Young people are living in a bubble. How can they develop an own identity in the multiple society?

### Peter Sloterdijk 'Spheres'

- What is the relation between 'the bubble' and 'the spheres'?

### Kenneth Gergen 'The saturated self'

- What are the consequences of the saturation?



## Sense opened citizen

### Aims

- To open the senses about the personal identity and relate it to the own context.
- To visualize your ID through one or more of the To-Gather tools, (To-Gather-Bag, poster and 'the MCI-clip').
- To activate your identity in a multiple intelligent way with music, objects, art and design.
- To activate the five minds for the future.

### Learner

As a preparation, the learner gathers information, objects, clothes, music, pictures and other material about the own identity. What is your ID? What is important to you and how do you express it? Who are you? What objects, music, clothes and images are important to you? All material is collected in the To-Gather-Bag and brought to school. The To-Gather-Bag can be adjusted throughout the route.

### To-Gather

The teacher talks about the 7 Steps of the route. Presenting the own bag to the other students. Play your own music and present and share it with the other students. Create a small interactive task for the other students. What is your heartbeat? What is the meaning of music for you? Is it more than a feeling? Does your identity change with place and the time? The task-groups are selected according to their heartbeats, the rhythms of their favourite music. Five examples of heartbeats/rhythms are given. Listen to 'Let's go urban' (see attachment 1 and 2). Produce a few verses about your own identity, using the rhythm of the chorus. Sing or speak your chorus to the other students and use the instrumental version as background. Reflect on those personal verses/raps with the whole group. What are the basic elements of your identity? Do other persons agree? How do the others look at you? What's the relation between your personal identity and the context in the class, at home, in the peer-group or in the public sphere?

### Teacher

He gives information about identity-development of young people. He plays music about identity (for example Songs of Tori Amos, 'The fear' of Lily Allan, 'The story' of Brenda Carlile or 'Identity' of Oi Va Voi, 'Emerge' Fischerspooner, 'Heartbeats' The Knife, 'Music is math', 'Losing my religion', REM, I still haven't found what I'm looking for', U2, Boards of Canada or 'Clipper', Autechre).

### The learner

The learners produce a one-minute-clip about the own identity. They select their own 'heartbeat', the rhythm of the clip and underline it with words and images. The learner may use the instrumental version of 'Let's go Urban' as a starting point (see attachment 2).

### To-Gather

Some of the students present their MCI-Clip to the other students, who fill in the Feedback Ladder (attachment 3). The outdoor-activity is that the students gather words, pictures, music and objects from young people who are different. They make a collage/design and put it on the outside of their To-Gather-Bag. This activity visualises the own identity (what is in the bag) in the context of the Other (what is on the bag as the outside world). Listen to 'I'm not like everybody else' from The Kinks, 'Creep' from Radiohead, 'Human' from The Killers or your own music about identity.

## Teacher's route

### Step 1

#### Preparation

Watch the video clips 'Stand by me' and the video of Class G Lisbon ([www.to-gather.org / route 1](http://www.to-gather.org/route1)) -Gather music about 'identity'. You may use music that's close to your own heart(beat). You may even make your own 'MCI-Clip'. The students will present their MCI-Clip in Step 6. The clip is the anchor for this route. Look at a clip on YouTube: [http://vimeo.com/moogaloop.swf?clip\\_id=2539741](http://vimeo.com/moogaloop.swf?clip_id=2539741)

- Gather information about Fred Korthagen and his ideas about learning-styles.
- It is very important to explain the next steps of the route and that they have to make an interactive and creative exhibition and two clips.

#### Let's go urban

In Step 1 each student starts with his own and experienced identity. This is activated by the song 'Let's go urban'. In this way we use the communicative spirit of hip-hop as a sense opener. Music is very important in the process of designing and expressing the own identity. The students use the following questions as inspiration for their own clip: Do you have an ID? What is your favourite music? What is your heartbeat (rhythm)? 'Let's go Urban' (see attachment 1) and their own music is a good sense-opener because it is learning from the inside.

The students think about the following questions: What about the classmates? Who are they and is it true? How do they feel? How can they work things out?

#### The roles

The route consists of seven steps and each step is 'the zone of proximal development' (Vygotsky). It is a kind of slaloming between the own identity, new knowledge and reality. It is also a cycle, because the child starts with the own person, the self, and meets the Other in the classroom, the environment and another country. Finally, they focuses on the self in relation to the Other. The teacher and the students talk about their role(s) and the roles of the Other.

#### The Bubble

Young people live in a bubble. What are the veins to society? What happens to their roles in other places (contexts)? This is self-experience of 'the multiple choice identity'. Let's leave the MCI-Clip for a while to gather knowledge and to get to know the Other. The students may reflect on the MCI-Clip in Step 4 again and see what happened to their identity as a citizen.

#### To-Gather-bag'

Each student visualises his identity through the 'To-Gather-Bag'. This bag should be a paper bag, which the students organise themselves. Then they find material that express their identity such as clothing, music, lyrics, poems, pictures, images, brands, etc. Ask them to communicate with family and friends (the peer-group) because they have a big influence on the identity of a student.

#### MCI-Clip

A clip is a great way for young people to express their feelings through words, images and music and they know it from MTV. In one minute they have to be concrete and to be focussed on their identity. Furthermore in one minute it is appropriate to exchange with other students.

# The self



Picture by Tadej Bernik

# Let's go urban

music and Lyrics: Wim Kratsborn/2007

*We are Europeans, everybody is a star  
 I want to mix with you, no matter who you are. Don't you forget about me.  
 You're someone else, I really like to know,  
 Let's go urban, start the show.*

Urban is just a puppet with a hiphop mask  
 Strings pulled by labels to fool the mass  
 We need to leave it behind, leave it in the past  
 Urban was born for one sole reason, CASH  
 To block the message hiphop really broadcasts  
 To be on this track joh, I made it my task

May I introduce myself, credibility of the street  
 Beating the drum, dancing on my feet  
 You have to think fast, move your body  
 Feel urban. Everybody, yes everybody

I have shining eyes and I'm fat cool.  
 When you don't respect me, I feel like a fool  
 Who are you? Responsibility to fix?  
 We are different. Let's mix.

*We are Europeans, everybody is a star  
 I want to mix with you, no matter who you are. Don't you forget about me  
 You're someone else, I really want to know,*

Let's go urban, start the show.  
 The drama is what am I doing on this track ,  
 The vocals out of the tune and the rap so wack  
 So let me tell you the facts  
 Sing a longs ain't rap,  
 The song, hiphop it lacks  
 And how long will this song last  
 The wrong image it projects  
 It ain't me cause I'm all about backpack raps,

I am urban,  
 I'm the ghetto blaster  
 Stamp my feet, slower and faster  
 In this coolture, it's all about trans  
 Let's go urban, take that chance

I am magic, a lot of fantasy  
 Go with me, I will make you free  
 Recreating Europe, that you've never seen before  
 East, West, North, South, once more

*We are Europeans,(So this ain't out of tune) everybody is a star(I tell you the facts)  
 I want to mix with you, no matter who you are(this sing is all about rap)  
 You're someone else, I really want to know,  
 Let's go urban,(the right image it projects) start the show.  
 Don't you forget about me, (this song will last)*

Urban is just a puppet with a hiphop mask  
 Strings pulled by labels to fool the mass  
 We need to leave it behind and leave it in the past  
 Urban was born for one sole reason, CASH  
 To block the message hiphop really broadcasts  
 So being on this track joh, I made it my task  
 So to hell to being a European, I'm being urban  
 I'm hiphop and I keep it intact

## Feedback ladder

Feedback on the mci-clip of: .....

Name: .....

Do you have suggestions?

What don't you understand?

What do you learn from 'To-Gatherland'?

What do you value in 'To-Gatherland'?

## Body of knowledge

Mirjana Ule, *Forever Young? Social Psychology of growing up.* 2008.

- The main change of late modernity – life courses of individuals are not socially defined – they became the cause of individual choice and creation. This feature causes big changes in growing up, socialization and biographical continuity. But this doesn't mean that all individual choices are desired choices; many of them are urgent consequences of prolongation of schooling, continuing living with parents and economical dependency.
- Life courses of young people can be analyzed as a cross-section of three time dimensions: biographical time, social time (social representations of different generations: baby boom generation, hippy generation, generation X) and historical time.
- In life courses and passages (between childhood, adolescence, late adolescence, adulthood) we have to be aware of the importance of two conditions: *security* and *limitations*. If in individual biography the need for security is primary, he will be willing to pay a high prize for preserving traditional normative patterns. But when an individual wants to get rid of limitations, he will look for new possibilities and when he doesn't have good opportunities, he will become unhappy and tightened.
- Culturally prescribed and standardized rituals of life courses and passages help young people to transcend life crises, give them a sense of security and help to feel connectedness with past and planning of the future.
- In modernity sociological explanations of growing up were defined with general ideas of progress, passing from dependency to independency, from immaturity to maturity, from not formed identities to structured identities, but in late modernity this course is changing. Life courses are seen as much more ambivalent (not only opening new opportunities, but also growing of loneliness, anxieties, narcissistic pathologies etc.)!
- As U. Beck showed, individualization does not mean only growing of individual multiple choices and decisions, but mostly changes in the society controlling mechanisms.
- Reflective character of modern self (Giddens) emphasizes tendency to find a sense of life. That's why new generations search advises in therapeutic, medical, psychological and religious (New-Age) institutions.
- Youth was discovered in modernity (Giddens), but paradoxically enlightenment period in one way emphasized the idea of the individual who is free to take rational choices (and doesn't behave in shape of habits and traditions), and in other way bigger influence of public institutions of the state to individual life (obligatory schools etc.). School institutions are based on the reproduction of pedagogical relationship. Teacher is not only a person who helps pupil student with knowledge and experiences; he also has a legal right to take young people to new phases in growing up with grades, diplomas etc.
- In psychological terms adolescence is a period when individuals are solving two key relational processes: *attachment* and *identity* (capability for self-determination and self-presentation in relations).

Uncertainty of young generations is a response to double processes of individualization: growing of choices and uncertainty of the results of choices. In 80. and 90.ies Marcia found growing of young people with identity diffusion which is not yet a typical pathology (like borderline, pathological narcissism) but means growing of dangers for young people... Another characteristic of growing up today is that in some areas growing is fastening (sexual experiences) and in other areas it is lagging (economical independency).



## Knowledge based citizen

### Aims

- To gather basic knowledge about active and democratic citizenship, the multiple society and youth culture.
- To balance competences and responsibilities as a good citizen.
- To become more aware of the relation between the bubble, society and the multiple choices.

### Teacher

He talks about the multiple choice identity in the multiple society.

He plays the song 'This is the Life' from Amy McDonald

- Who and how are the youth of today?
- What does 'living in a bubble' and 'forever young' mean?
- What are the codes of the street?
- What are the features of citizenship?
- What's a citizen? (see attachment 5).

### Learner

The learner researches the concepts of identity and citizenship and finds out what it means for individuals in different environments such as the school, at home, in the peer-group, in the street and on the web. The learner looks for books, articles and youth projects on the internet and gathers information, images and music about theories of identity development and variations of citizenship. They put all findings into the 'To-Gather-Bag'.

Each student writes an essay about citizenship in the multiple society.

### To-Gather

The teacher plays five fragments of different kinds of music about life-styles of young people. For example: Nirvana ('It smells like teen spirit'), Coldplay, Amy MacDonal: Youth of today, Beyoncé, Black eyed peas, Prodigy, Britney Spears). Learners share their emotions about the music. What's the meaning of music as a source of knowledge and what does it mean to you?

The teacher gives five headlines from the news and students react on that.

The teacher asks some of the questions about citizenship in different places such as school, home, neighbourhood, nature, the country and Europe (see attachment 4).

Problem: Do we need a democratic push in our societies? What is the democratic paradox?

### Learner

Learners fill out the Field of View from the perspective of the past, the theory/ideas, the reality and the future (see attachment 6) How do the fields influence the individual identity/citizenship? They use their multiple intelligences with words, images and music/sound.

### To-Gather

Q&A about the citizenship: What is an active and democratic citizen?

What is a good citizen? What is the relation between the youth of today, the multiple

society and active and democratic citizenship?

What are the blockades, the possibilities and the responsibilities?

What is or should be a 'multiple choice identity'?

## Teacher's Route

### Step 2

#### Preparation

- Listen to music and images about identity.
- Research youth projects and youth cultures.
- Read in 'Europe makes sense' and other sources.
- Read an article from Micha de Winter.
- Invite guest-speakers from different youth cultures.

#### Lecture

In Step 2 the student is related to his own life environment, leaving his bubble to get to know society and good values of citizenship In what ways is the individual responsible for the observance of human and children's rights? The teacher gives basic information about 'the multiple society', 'youth of today' and 'citizenship' (features and responsibilities) and a Q&A is organised. What values and norms are important? Each student relates his identity to his context and visualises it in a digital or analogue Field of View with words, drawings, images and music. He also visualises the new knowledge, insight and attitude about citizenship in a booklet.

#### Entry points

It is essential to use different entry points to look at citizenship from different perspectives, to reach all students and to stimulate the use of multiple intelligence.

Entry points are:

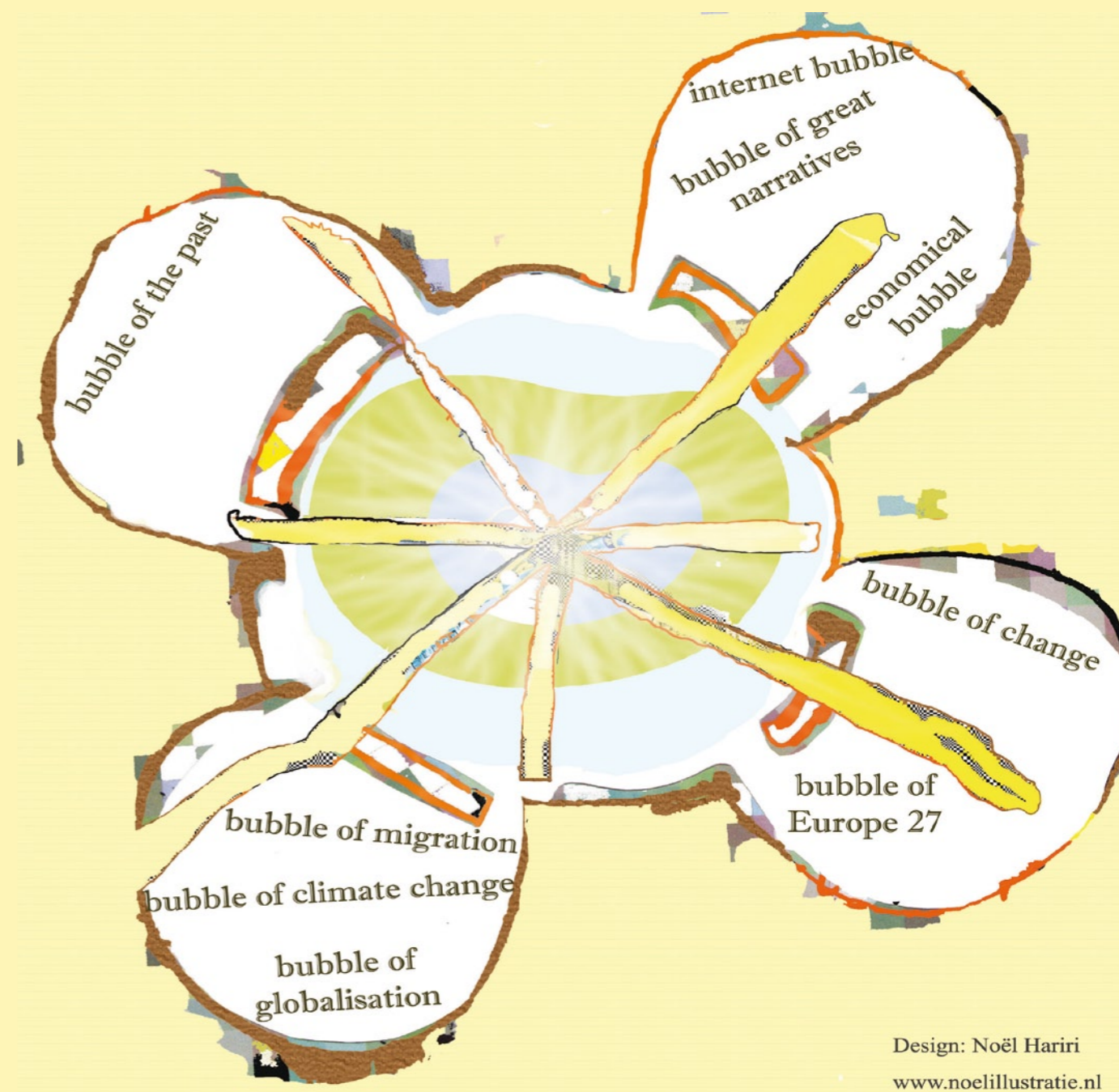
1. Narrative: tell a story.
2. Quantative/logical: use statistics, numbers, models or a structure.
3. Existential: Big questions about life. What's the meaning?.
4. Aesthetical: How and why it is beautiful?
5. Experiential: Hands-on. What can you do or make?
6. Interpersonal: How can you cooperate?

#### The Field of View

The Field of View is an organizer, a visualisation and an energizer of the relation between the person and the outside world. It fits with the idea of 'the multiple society' and 'the multiple choice identity'. Give an example of your own Field of View. It is essential that the student draws lines between himself as a citizen and the items in the fields. Read about systems-thinking and sustainable knowledge. The essay is a more verbal-linguistic way to tell the story. For more information about the Field of View, read paragraph 3.1 'Plug in To-Gather' in the book 'Europe makes sense'.

Place	Make a drawing, a story or a poem/rap or use a picture
<b>In the classroom</b>	<ul style="list-style-type: none"> <li>• What's your class-identity?</li> <li>• What groups are in your class?</li> <li>• With whom can you work together very well?</li> <li>• Is the atmosphere ok in the class?</li> <li>• What music or song fits to your class?</li> <li>• What would you like to change in your class? Give two examples.</li> </ul>
<b>In school</b>	<ul style="list-style-type: none"> <li>• How can you practice democracy in school?</li> <li>• About what may children decide in school?</li> <li>• Who's making the rules in school?</li> <li>• What rules can be deleted in school?</li> <li>• Gather pictures that visualize the sphere in school.</li> </ul>
<b>At home</b>	<ul style="list-style-type: none"> <li>• Are you a good citizen in your family and with your friends?</li> <li>• Do you have democratic parents?</li> <li>• Do you give a helping hand at home?</li> <li>• What music is played at home?</li> <li>• Are you a 'good friend' for your friends? Why?</li> <li>• Do you look at the Youth Journal at home?</li> <li>• Do you read the paper for kids?</li> </ul>
<b>In the environment</b>	<ul style="list-style-type: none"> <li>• What is not ok in your environment and what would you like to change first?</li> <li>• Do they destroy things in the environment on purpose?</li> <li>• What would you learn in the House of the Municipality?</li> <li>• Do you live in a beautiful neighbourhood?</li> <li>• Are there different people living in your neighbourhood?</li> <li>• Are your friends different then you?</li> </ul>
<b>In nature</b>	<ul style="list-style-type: none"> <li>• Are you a good citizen in nature? Give three examles.</li> <li>• How can you take care of a sustainable nature?</li> <li>• Are you going into nature sometimes?</li> <li>• Do you like nature?</li> <li>• Is nature important? Why?</li> <li>• What is your dearest animal?</li> </ul>
<b>In the country</b>	<ul style="list-style-type: none"> <li>• What can you find in the paper, the youth journal or internet about citizenship?</li> <li>• What kind of youth cultures are in your country?</li> <li>• Is your country a democracy?</li> <li>• What hiphop-songs are about your identity?</li> <li>• Gather pictures from the internet about national identity.</li> </ul>
<b>In Europe</b>	<ul style="list-style-type: none"> <li>• What is European citizenship?</li> <li>• How can you participate in the future of Europe?</li> <li>• What do you know about children in other parts of Europe?</li> <li>• Do you know music from another part of Europe?</li> <li>• What cultures are present in Europe?</li> </ul>

## The field of view





## Problem-solving citizen

### Aims

- To think out of the box.
- To research and try to solve a problem and to give a helping hand.
- To act in order to improve the situation of the Other related to human rights and the future.

### Teacher

He gives a lesson about the five minds for the future (Howard Gardner), focussing on 'thinking out of the box'.

What is the relation between living in 'the bubble' and the outside world?

The teacher provides information about the relation between the self and the Other and gives instruction about how to research and about 'service learning'.

### Learner

The learner gathers different and concrete examples of 'the Other'.

The learner engages with research about what is going on with 'the Other' in his environment: the classroom, home, the peer-group or the city.

The learners find concrete examples (music, films, stories, poems or interview) of alternative youth cultures of today. They take pictures or a video and interview, meet or visit 'the Other'. This exercise is about thinking out of the box, locally and globally and it can be related to different cultures, consumption, senseless violence, virtual life, street-life, minorities or vulnerable young people. The learners choose one concrete subject and identify a dilemma about human rights. Possible subjects: top-sports/ religion/ rich or poor / prison, hospital or the ghetto/ other interests/ disabled people/ drop-outs / minorities/ an activist in human or animals rights

### To-Gather

Circle talk about the Other according to diversity, human rights (freedom of speech) and racism.

Discussion about the song 'Black shoes' about an activist of human rights from the USA (see attachment 7). What do you want and what can you do?

### Learner

What should be done or made? The learner engages with problem-solving and finds ways how to give a helping hand.

They debate and produce an action-plan for the Other. The learners could for example organise a class-council, a school-parliament, present a performance with clothes, design and music.

## Teacher's route

### Step 3

#### Preparation

- Contact the Other to prepare the cooperation.
- Organise a guest-speaker such as a musician, a sportsman, a person with a disability, a transsexual or a drop-out.
- Gather material, music, poems, images or clothes that represent alternative life-styles.

#### Five minds for the future

*'If you don't know where to go you will end up somewhere else'*

1. 'The disciplined mind' is about gathering knowledge and becoming an expert in a subject such as history, geography, art or science.
2. 'The synthesizing mind' is about making links between elements of reality. What does a picture say about an event and the context? What does a situation say about a global development?
3. 'The creative mind' is about solving problems and about an open mind: 'thinking out of the box'. How can you think critically and flexible? How can you find the other? Do you want to gather new knowledge: 'searching the unknown'?
4. 'The respectful mind' is about knowing and respecting the other, who is not like you. It is about valuing other ways of living.
5. 'The ethical mind' is about values and norms. It is about using abstract ideas in daily life and avoiding stereotypes and prejudices.

#### The Other

- In Step 3 the students meet and work together with the Other. First they research as a task-group and do activities. For example in a care home, a hospital, a sport-centre, a prison, a meeting point of minority groups, a school for pupils with special needs, a youth-centre, the neighbourhood or the meeting point of drop-outs. They also try to solve problems. What are the codes of the street? The students identify and discuss examples for 'special' or alternative 'young people on the internet'.
- How can real life learning be integrated in reality and realised? The teacher provides and the student gathers information about street-life from different entry points.



Student designs outside 'the bubble', Koper, Slovenia

## Black shoes

*Dedicated to Loreena, human rights activist in the USA*

**Music and lyrics:** Wim Kratsborn

**Vocals:** Layla Radjab (plus shaker), Wim Kratsborn and Marielle Roberts

**Guitar:** Sander Oldersma

**Bass-guitar:** Arjan van der Linde

**Drums:** Henk Kuiper

Recorded, mixed, mastered and produced by Jan Doddema

Did you hear the news, about the lady dancing in black shoes?  
Lost tracks in the sand, evil's in the street  
I will try to follow the prints of her feet

On a hidden pathway, Loreena's on crusade  
Angel is on fire, the land of love and hate  
Balloons on Boston-bridge, you and me  
Under the fountain, the Eucalyptus tree

With a new name I will hide  
The pain of defeat and sadness  
(From 'The sixth sense', Anna Achmatova, 1917)

She's so disarming, going underground  
Conservative revolutions never make a sound  
Terror's freedom, who'll stop the rain?  
Thousand screams burn holes in her brain,

9/11  
7/7  
Good vibration  
No relation  
Project Zero  
Just for one day, a hero  
Suicides knockin' on heaven's door  
The future is not like it was before

Past that's no history, red coloured sand  
Let it flow between the fingers of your hand.  
She tries to change the arrogance of power,  
Revolutions sometime start, with one red flower

Did you hear the news, about the lady dancing in black shoes?



## Communicative citizen

### Aims

- To communicate with other young people on [www.to-gather.org](http://www.to-gather.org) about Steps 1-3
  - To reflect on human rights and the 'visualisation' of Step 1.
- To make contact with young people in another European country.

### To-Gather

Communicate with other students about Steps 1-3 and the content of the 'To-Gather-Bag'. Relate it to citizenship. What are the features of citizenship? What is the relation with the own identity? What about freedom, responsibility, conflicts, diversities, the self and the Other?

Each learner communicates with other young people about citizenship, human rights and diversity on the To-Gather website.

- What did you learn?
- What's the difference between young people from another country?
- What's the impact on the own identity and active and democratic citizenship?
- What would you like to change in your clip?
- Communicate with Amnesty and gather information about their work.
- Find examples that are outside the framework of human rights.

### Learner

Form a task-group of about 3 or 4 students to concentrate on the identity in the own country and in another country/culture in Europe.

### Option

- 12-16** 12-16: They may play the game 'The European House' to get to know the identity of their own and other countries and communicate about that (see attachment 11).

### To-Gather

Watch the clip 'Come to gather'(attachment 8).

Who is Europe?

Circle talk about the identities of Europe and your own identity and context.

Reflect and communicate about 'Europe' on the website, using the lyrics, the music and the images of the clip. What is the meaning of 'l'Europe c'est moi' / the stream we're in / confetti's falling down / Europe's well? What does it mean to your identity and your Field of View?

### Learner

The learners read some scenes of 'A Story of Europe' and think about the question: What's the past that's no history?

What elements of the past are still active in the present identity of your own country?

Use the two specific scenes from 'A Story for Europe' and communicate as 'Europe' with 'another Europe' on the website. What happened in your country at that time?

What is your national identity? Mention and imagine three features with a concrete example and a relation to citizenship.

The learner writes down the own story on one page 'I'm from.... Where are you coming from? Mail it to other students abroad (see attachment 9) and /or write a letter to another Europe/student and ask for an answer. (see attachment 10)

### To-Gather

Interchange the clip, three scenes of the story and the story 'I'm from...'

Communicate about the questions above.

## Teacher's route

### Step 4

#### Preparation

- Look at the clip 'Come to gather'. The clip shows 'Europe' as a young woman in contact with young Europeans. It is about the idea of Europe.
- Make contact with another teacher, who also works on Route 1 'Identity'.
- Gather images and music about young people in different countries and cultures.

#### Human rights

##### Option:

- 12-16** Some learners (12-16) play the game 'The European House'. They will not present 'The Mix-Factor'. It's important to organise this differentiation in a good way (attachment 11).

In Step 4 the students share the first three steps with their teacher, the own class, family and friends, and students on the website. The own identity/citizenship is related to the history of Europe. They experience Europe in multiple ways as a past that's no history by reading 'A Story of Europe', playing the game 'The European House' and looking at the clip 'Come to gather' (attachment 8)

On the website they chat and exchange music and ideas with students from other countries.

They make the step to the 'great community' and choose as a group another country in Europe with which they compare their own national identity.

The teacher gives information about citizenship, freedom, responsibility, conflicts, diversities, the self and the Other.

What is the relation with the own identity? Reflect on the Field of View.

#### A Story of Europe

In the story of Europe the history of Europe is told as fiction. Europe is personified as a young woman of 27 years/ages and she takes us to 27 places that were important in her life. It is about the past that's no history, the present and the future. Europe, like King Arthur and the Holy Grail, is searching for the five minds of the future that may help her to find her own way for the future. Students may get in contact with the 'idea Europe' in a sense-opened, knowledge-based, problem-solving and reflective way. The student experiences the history of Europe from different perspectives and tries to make it meaningful

for himself in the present and the future.

Furthermore the story is also a tool to communicate with other students in Europe about the differences and the similarities. The students can relate a scene with the history of their own country at that time. They can also write a letter to another Europe and hopefully they will get an answer (attachment 10). Another way to integrate the story of Europe is to write about identity: 'I'm from ....., where are you coming from?'

The story is also imagined in the clip 'Come to gather', starring Europe and in the clip 'A song of Europe' about the history of Europe through music by the band Audiofeel, images and words.

## Come to gather

Music and lyrics: Wim Kratsborn, 2008/2009

'L'Europe c'est moi', above us only sky.  
Good vibrations, you know why  
Human rights take us to the flow.

Memories may be painful, telling us where we should go  
It feels safe in the risk-society, confetti's falling down very very slow  
Every move you make in style. Everything is you and here  
We will be heroes in just a while. Come along with me my dear.

Come to gather. I'm waiting for you. The self and the other  
The earth is my mother. Warming up the 21st century  
Strawberry fields for ever, Strawberry fields for ever, ever, ever

De jo ar mani (dance with me)  
Braindrops gron og bla (green and blue)  
Identiteta minogoterih izbir, Identidade de Escolha Multipla  
(Multiple Choice Identity)

Ich bin Europafahig (I am ready for Europe)  
Tonernes farver er Luften jeg ander  
(the colour of the tones are in the air that I breath)  
Sevgi paylasildikca cogalir (love grows when you share)  
Que sera do meu amado? (what will happen my love?)  
Liberté est mon ame (liberty is my soul)  
El hurieje vie kalbie (freedom is my heart)  
Kam gres moja draga? (where are going my dear?)  
Where are you going my dear?

The stream we're in, makes it all begin  
Going upstream for a while. Focus on your smile  
And there's a story to tell. Europe's well  
Europe's well, Europe's well

Multiple identities make us proud. We can work it out  
Europe makes sense. Making new friends  
Come to-gather. Come to gather. Dance to gather, right now

## I'm from the Netherlands, where are you coming from?

Hello I'm Monique and 27 years old. I was born in 1981 and lived in Groningen in the north of the Netherlands ever since. Now I would like to tell you about myself as a student, trying to combine a part-time job and a part-time study. I'm Miss Multicultural because I work in a pizzeria with an Italian and even a Turkish waiter. I'm so sorry not to have time to go to fitness, although the pizzeria is a kind of fitness centre sometimes. Busy busy busy.

'Here we are now, entertain us' is my motto thanks to Curt Cobain. There's always a little angel sitting on my shoulder whispering: 'Keep smiling Monique'. Let's make a jump and go back to my primary school-years, when I had my own style next to the nerds. At secondary school I had many choices. I could be a 'gabber' with an Australian track-suite, an 'alto' with purple clothes or a 'garbage' with piercing, dreads, blue hair and only feeling happy when it rains. I was a 'Normaldo', taking no risk and just doing my thing. Nowadays I'm having my own style with a little help from my 115 friends on Hyves. My ID is fat cool with Coke, Levis, Fashionchick, Breezer, Top Fiona and Subway. That's me.

Let's talk about sex. Certainly one day the prince on the white horse will come. I hate these divorced 'Babyboomers' messing around with partner-exchange. Monique is single but with a boyfriend and one-night-stands. Where are you gonna sleep tonight? I ask myself.

Honestly boyfriends are hot 'n cold and change their minds like I change my clothes. So I'm happy to be multi-sexual and Kate Perry sings 'I kissed a girl and I liked it'. From that perspective the nineties were great with Blur singing: 'Girls who are boys who like boys to be girls'. It's my life and I do what I want. My friend owns house and sometimes I stay there. I love to have that peak-experience together with him. Sex should be great and me too. When I have painful problems, I just don't show it.

'Be a tough girl, Monique!' When it doesn't work I'm a bit worried or go to the therapist. Maybe you think now that I have no fears, but becoming 30 is an apocalypse to me. So this is my 'quarter-life crisis'. On the other hand it's cool to be a bit depressed sometimes or to read the book 'The Secret'.

Most of the time I live at home with my parents and they take good care of me, while giving me a lot of freedom. Home is also my private bank, because I can pin all the time when I'm broke. With my mother I like to sit on the coach watching television. We particularly like 'All you need is love' about people who are living far from each other and meet again. We always cry. My father doesn't like that programme and likes to take me to concerts. He's still feeling young.

Standing in front of the mirror I think: I love myself very much. So please pay some attention to me. I hate to be isolated and to miss something. My beauty is deep inside and my breasts are my business card. After some time I've learned how to behave and move in a medial, glossy and Hollywood style. When will I have my fifteen minutes of fame as a singer, actor, writer or model? I could be this year's next topmodel!! Day after day I'm working on myself by shaving, depilating and using hydra night-crème and Béyoncé says that I'm worth it. Sorry but I don't feel a victim of the capitalistic beauty industry.

When I see poverty on my flat-screen in my room during the 'Surprise Show', I feel bad. I think it is ok to help people in need. So Monique is social, creative and self-conscious. Sometimes I hear stereotypes that my generation is demanding, fickle, pampered, egocentric and narcissistic. It's your problem and this is the life. Where are you coming from? Please make contact with me on [www.to-gather.org](http://www.to-gather.org).

## Write a letter

Write a letter of your Europe to another Europe. The other Europe writes back to you. After reading the letter you start to talk to the other Europes ('the multilogue').

Place: ..... and time: .....

Dear Europe,

*I would like to write you a letter about what's happening to me and how I feel.  
On the backside I made a drawing of myself and my situation.*

*I'm looking forward to your answer.*

*Friendly greetings,*

Place: ..... and time: .....

Dear Europe,

*Thanks for your letter and this is my answer.*

## It's all in the game 'the european house'

Gaming is hot and extremely popular among millions of young people all over the world. In recent years, educational gaming has become increasingly interesting for the 'Net-generation', who grow up in a 'Network-society'. In educational gaming, young people can for example construct large communities and communicate within 'affinity groups', while developing strategic thinking and engaging with a concrete subject matter. Young people feel at home in cyberspace, they develop several parallel identities with creative and hypertext minds and easily deal with multi-tasks. For young people, the physical world is just another window. They may have different real and virtual identities that change according to time and space. They are fascinated by all the new digital possibilities and want to take advantage of it. Educational games may help them to enjoy learning and experience it as a way to explore who they are. This is learning as a form of pleasure. The development of gaming cannot be ignored and education has the responsibility to know the world of young people and to integrate it into the learning environment.

That is why I would like to welcome you to the game 'The European House', a special learning tool of the project 'To-Gather'. It may be used as a sense opener, a source of knowledge, a problem-solver, a way of communication, presentation and reflection. It is another option to create a 'multiple choice identity'. In the project 'To-Gather' we use multiple intelligent entry points such as music, drama, 'blended learning', natural and creative learning. Learners make real objects or materials with their hands, listen and dance to music, use aesthetics and research and study their own environment as real-life-learning. The aim of this game is to practice digital learning in relation to Europe, the own identity and the Other. It is a motivating, stimulating, collaborative, rewarding and inspiring experience to play a well-designed educational game.

The game is specially made for Route 1 'Identity', but may also be useful for the other routes.

The game starts at a square with five houses, each symbolising a different country: 'The Dutch House', 'The Slovenian House', 'The Latvian House', 'The Portuguese House' and 'The Danish House'. At first the player creates an individual avatar and has to go to the own house in order to know more about the history of the own country. There are several activities in the cellar of the house, where the player/avatar

engages with five themes such as the Golden Age, World War I and II. After completion of all themes, the player/avatar gets a key to open the house and find more exciting activities about the identity of this country. He enters 'The Hall' with all kinds of concrete images, objects and music about the national identity. The next 'level' is 'The Gathering-room', where they solve a problem of that country and meet other avatars. They can ask each other questions, give answers to the questions that are written on the wall and research the national/cultural identity further. After completion of the own house, the player/avatar can go to another house in order to research the identity of that country. He starts with the history in the cellar again before he can enter the house. The player/avatar develops an own identity in his own house and through visiting the other four houses he develops an own 'multiple choice identity' of Europe.

The payer/avatar finally visualizes his identity with a one-minute 'MCI-clip', in which he can use images, words and music. The aim is to share the clip on the website [www.to-gather.org](http://www.to-gather.org) and to communicate about it with other young people.

The avatar can play the game further at school or at home and can continue the game after the route has finished. Learners can also play further through 'mobile gaming'. They can form friendships and communities and even further explore other countries and cities by communicating with other players. They can exchange pictures or send each other tasks such as taking pictures of a building, a sculpture or a square of another city. 'It's hard fun'



## Creative citizen

### Aims

- To gather knowledge from different entry points about your own and another country.
- To design an interactive exhibition about active and democratic citizenship in your own country and in another European country.
- To think like Leonardo da Vinci and act multiple intelligent.
- To activate the disciplined, the synthesizing and the creative mind.
- To test the gathered knowledge of Step 1-5.

### Teacher

He gives a lecture about national identities in Europe

### To-Gather

Coached by the teacher, the students gather knowledge (text, images and music) and study the identity of another country.

### Option

The students may play parts of the game 'The European House' in their own and in another house. They can meet as avatars in 'The Gathering Room'.

### Learner

The students design an interactive and creative exhibition as a task-group about the identity of the own country and one other country. Each task group works on a different other country. The exhibition should comprise multiple intelligent information about the own and the other country as well as activities for the visitor.

They should integrate all the activities and material from the previous steps such as:

- The MCI-clip.
- The 'To-Gather-Bag.'
- Objects, music, images and information.

The students design a booklet of ca. 10 pages about the own identity in the context of the class, home, the peer group, the own and another country. For example: On the left page are images, drawings or pictures and on the right page information, a story or a poem.

### To-Gather

Collect materials at home or in the life-environment for the exhibition.

## Teacher's route

### Step 5

### Preparation

- Give some extra information about the national identities in Europe and specifically about the countries chosen by the students.
- Try to find music, art, objects and images to stimulate the task-groups.
- Look at the website for concrete examples in practice.
- Make contact with a teacher who also works on Route 1. Share experiences and suggestions on the To-Gather-website.

### The booklet

The booklet of 10 pages is a personal image of this theme. It is great for young people to have something of their own and concrete to keep. A suggestion is to put images on the left page and words on the right like a story or a poem. How to coach the different task-groups?

### 12-16: The game

- How to use the surplus value of gaming?
- How to use "The Gathering room" in the educational game 'The European House'?



Students from the University of Koper at work



## Cooperative citizen

### Aims

- To present the MCI-clip' and 'the exhibition' to the other task-groups.
- To present the exhibition on the website [www.to-gather.org](http://www.to-gather.org).
- To activate the respectful, ethical and synthesizing mind.

### To-Gather

The students present the interactive exhibition. It may be a real or a digital exhibition.

### Learner

Present the exhibition on the website [www.to-gather.org](http://www.to-gather.org). Discuss the exhibition with other students on the website.



**De-coupler**  
(From 'Palace of bubbles, Michael Boran)



**Antibody**  
(From 'Palace of bubbles, Michael Boran)

## Teacher's route

### Step 6

#### Preparation

- Look at the presentation from Porto and Lisbon on [www.to-gather.org/route 1](http://www.to-gather.org/route 1)
- Organise a place for the exhibition.
- Look at the presentation of Class G in Lisbon: art-exhibition on [www.to-gather.org/route 1](http://www.to-gather.org/route 1)

#### The presentation

How to organise an exhibition?

First to the students in the own class and then to other classes or students at school

All task-groups should make an interactive exhibition.

The students may use the 'feedback ladder' to feedback on the exhibition of other groups.

It's essential that the students have enough attention and respect for the work of other groups.

#### The feedback

Give feedback on the exhibition according to:

- The knowledge.
- The creativity.
- The interactivity.
- The concept of To-Gather.

*'If you don't know where to go, you will end up somewhere else.'*





## Reflective and active citizen

### Aims

- To reflect on the identity of your country and other countries.
- To cooperate with other students and design the 'To-Gather-clip, a compilation of different national/cultural identities.
- To reflect on the meaning for the behaviour, norms and values.
- To reflect and prelect on how to balance the five minds for the future
  - To activate all five minds.

### To-Gather

Communicate about the presentation.

### Teacher

He teaches about the five minds for the future and links them to the route.  
He links them to the next task and gives instruction for the making of the To-Gather-clip.

### To-Gather

In task-groups, the learners make a European clip 'The To-Gather-clip' with learners from one or more other European countries, using the music of 'Let's go urban' or 'Come to gather' or an own choice of music. Try to integrate elements of citizenship in the To-Gather-clip: freedom, responsibility, conflicts, diversities, the self and the other.  
Each country/task-group contributes one or two sentences, some pictures and words that are sung or written. The source of inspiration is 'Stand by me': [http://vimeo.com/moogaloop.swf?clip\\_id=2539741](http://vimeo.com/moogaloop.swf?clip_id=2539741)  
The clip is a kind of core-reflection.

### Learner

Learners do 'the interpersonal test' about the knowledge, the insight, the attitude and the clip. Each task-group asks questions to the other task-group for 10 minutes and vice versa.  
At the end the teacher may ask some questions, too. The other students are the audience.

### To-Gather

Learners reflect on questions such as: Do they want to be a multiple choice identity? What do they want to change and why? They design an action plan for real life according to the five minds for the future. In this plan they should prelect on the themes Family and Friends, Good Work (environment), Migration and Mobility and the Other. They could also think about different philosophies of life.

## Teacher's route

### Step 7

#### Preparation

- Explain the five minds for the future. Relate the disciplined mind, the synthesizing mind, the creative mind, the respectful mind and the ethical mind to the steps in the route.
- Integrate the five minds with citizenship.
- Preflect on the use of the five minds in the 'To-Gather-clip'.

#### The To-Gather-clip

Students from different countries make a European mix with the song 'Let's go urban' (instrumental version), the clip 'Come to gather' or a song of their own choice.

A source of inspiration is the clip 'Stand by me': [http://vimeo.com/moogaloop.swf?clip\\_id=2539741](http://vimeo.com/moogaloop.swf?clip_id=2539741)  
Students from different countries contribute to the clip with words, singing, pictures and/or music. The own MCI-clip is a source of inspiration.

Give examples and instruction for the making of the clip.

The clip is a visualisation of the own citizenship to share with other students in other countries. Anchors for the making of the clip are freedom, responsibility, security, conflicts, diversities, the self and the Other.

#### Interpersonal test

The interpersonal test is an interactive and multiple intelligent way to assess the knowledge, insight and attitude of the students. They ask each other questions in groups of 3 or 4 students. The aim is to make them responsible for their learning process and product. One group asks the other group questions for 10 minutes and then they change roles. Afterwards the teacher may ask some extra questions about important items that were missing. The teacher may also ask questions of higher quality. He may also ask for further explanations of a questions or an answer. The teacher doesn't take longer than 10 minutes.

The other students are the audience and they may give feedback on the interpersonal test at the end.



