

Actions/Tasks: the teacher presents the digital wall that the students have completed on the interactive whiteboard. The students explain their ideas and the teacher comments on them.

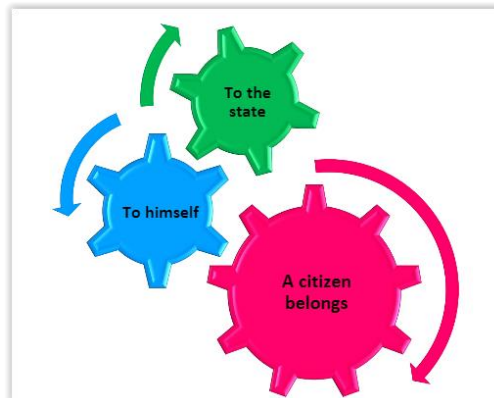
2nd Activity:

Time: 20'

Type of activity: presentation and discussion

Class organisation: whole class

Actions/Tasks: the teacher presents a [PPT](#) (Part 1) and explains issues involved in the office of citizen (definition of the concept, rights and responsibilities, informed citizen, autonomy and self-discipline and so on) and gives explanations if needed.



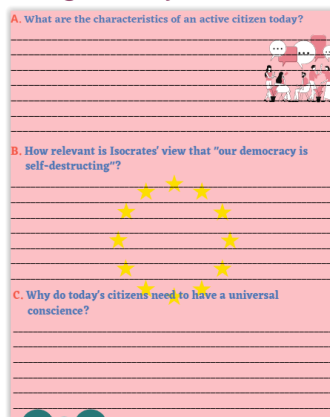
3rd Activity:

Time: 20'

Type of activity: group discussion and completion of worksheet

Class organisation: group work

Actions/Tasks: students are divided in groups and are asked to answer the questions on [Worksheet I](#). Members of groups can visit the other groups to exchange views if they feel they need some support. They can work either on the online worksheet or on google drive. They present in class and discussion follows. For language support, students are also provided (in the e-class) with a [glossary](#).



2nd Teaching period

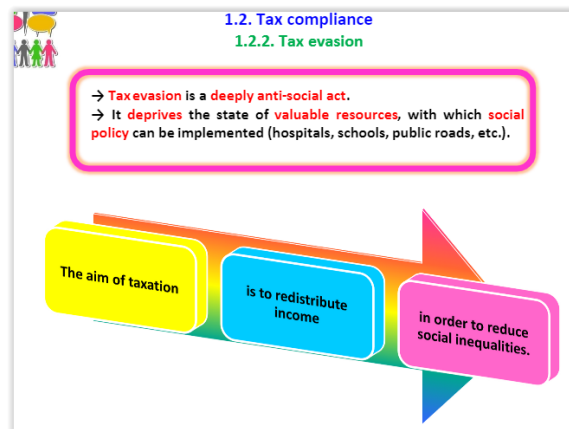
1st Activity:

Time: 20'

Type of activity: presentation and discussion

Class organisation: whole class

Actions/Tasks: the teacher presents a [PPT](#) (Part 2) and expands on tax compliance (direct & indirect taxes, tax evasion in their country and other European countries, tax havens) and gives explanations if needed.



3rd Activity:

Time: 30'

Type of activity: group discussion and worksheet completion

Class organisation: group work

Actions/Tasks: students are divided in 3 groups ([Group 1](#), [Group 2](#), [Group 3](#)) and each group is given a different worksheet to work on questions and interpretation of graphs. They can work either on the online worksheet or on google drive. They present in class and the teacher provides feedback.

Name(s): _____

Worksheet II Group 1

A. Which taxes are called direct and which indirect?
Give an example of a tax for each case.

B. Study the following graph, which shows the level of tax rates in Greece and various other European countries. What are your conclusions?

Corruption perceptions index (2019) in the European Countries.

C. How has corruption contributed to the lack of tax conscience?

Name(s): _____

Worksheet II Group 3

Study and comment on the chart below, which depicts the largest tax havens in the world and answer the questions that follow.

The most important tax havens of the world

Country	Foreign controlled corporations (%)	Local corporations (%)	Corporate Profit (\$ billions)
Ireland	15%	85%	\$16,833
Cayman	26%	74%	\$1,500
Singapore	26%	74%	\$1,500
Netherlands	26%	74%	\$1,500

Shifted profits received (S / billions)

Country	% of total profits	Effective tax rate
Ireland	15%	12%
Cayman	26%	0%
Singapore	26%	17%
Netherlands	26%	15%

Homework: Students are asked to study children's rights on the [document](#) and write down one right they were not aware of and how important it is on the [jamboard](#) created by the teacher.

They also learn and practice children's rights through flashcards on <https://h5p.org/node/1150473>.

3rd Teaching period

1st Activity:

Time: 10'

Type of activity: discussion

Class organisation: whole class

Actions/Tasks: The teacher discusses the students' answers on the previous worksheet and clarifies difficult issues.

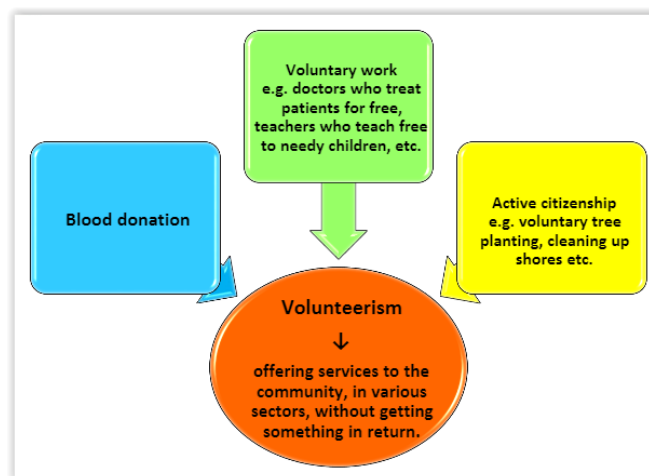
2nd Activity:

Time: 15'-20'

Type of activity: presentation and discussion

Class organisation: whole class

Actions/Tasks: the teacher presents a [PPT](#) (Part 3) and expands on social sensitivity, children's rights, volunteerism and gives explanations if needed.



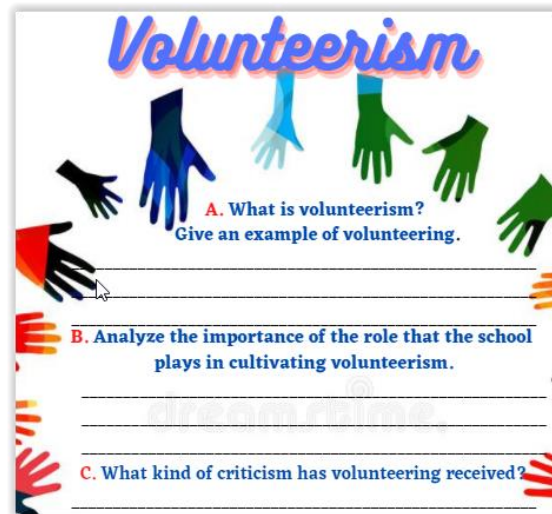
3rd Activity:

Time: 20'

Type of activity: group discussion and worksheet completion

Class organisation: group work

Actions/Tasks: students are divided in groups and are asked to answer the questions and interpret a graph on [Worksheet III](#). They can work either on the online worksheet or on google drive. They present in class and the teacher provides feedback.



Volunteerism

A. What is volunteerism?
Give an example of volunteering.

B. Analyze the importance of the role that the school plays in cultivating volunteerism.

C. What kind of criticism has volunteering received?

dreamstime

Project: Students are asked to work in small groups and create a poster promoting an aspect of volunteerism. They are provided with a variety of digital tools to choose from: <https://www.canva.com/>, <https://www.genial.ly/>, <https://piktochart.com/formats/posters/>, <https://crello.com/create/posters/>

Content assessment:

Students check content knowledge by doing an online [game/quiz](#).

Language practice:

1. Students practise vocabulary through various activities and games on [quizlet](#). For weaker students, the meaning in their native language could also be provided.
2. Students practise vocabulary related to children's rights on https://h5p.org/node/1150427?feed_me=nps
3. Students practise vocabulary through [games](#) and [crosswords](#)

Expansion:

A list of informational websites is provided in the e-class throughout the lessons and are suggested for further exploitation (see 'Informational material').