



BRIDGES OVER TROUBLED WATER

The methodology is an output of the Erasmus+ project, Small-Scale Partnership (project number: 2021-2-CZ01-KA210-SCH-000051068). Project was implemented by Labyrinth School - Grammar and Primary School, Ltd., Brno, in collaboration with Lab School Paris. It took place in the period from May 2022 to December 2023, with students from the lower secondary school. The project is based on long-term collaboration between the two schools, which began in 2016.

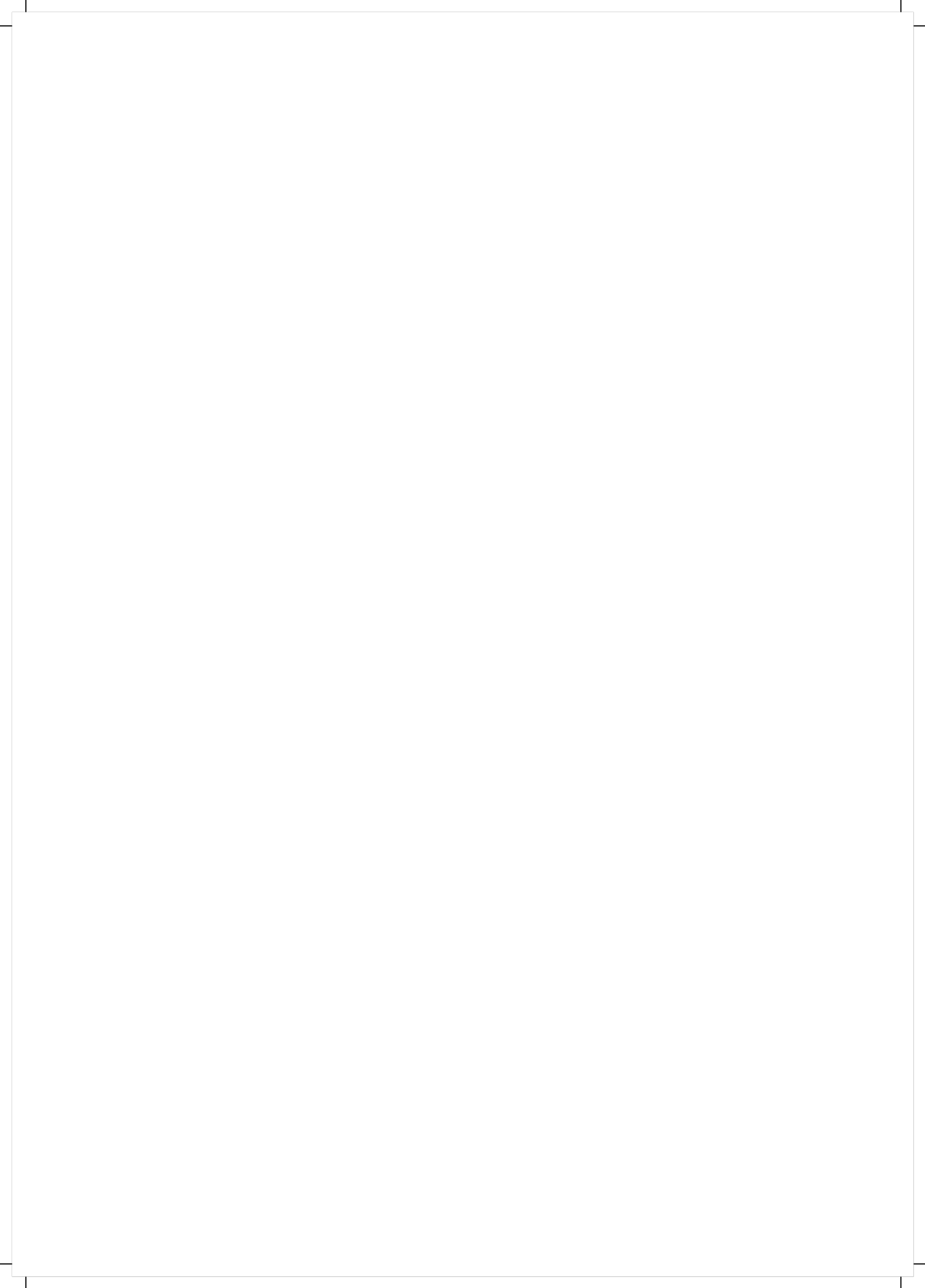




Bridges over Troubled Water

Values as a Bridge to Active Citizenship

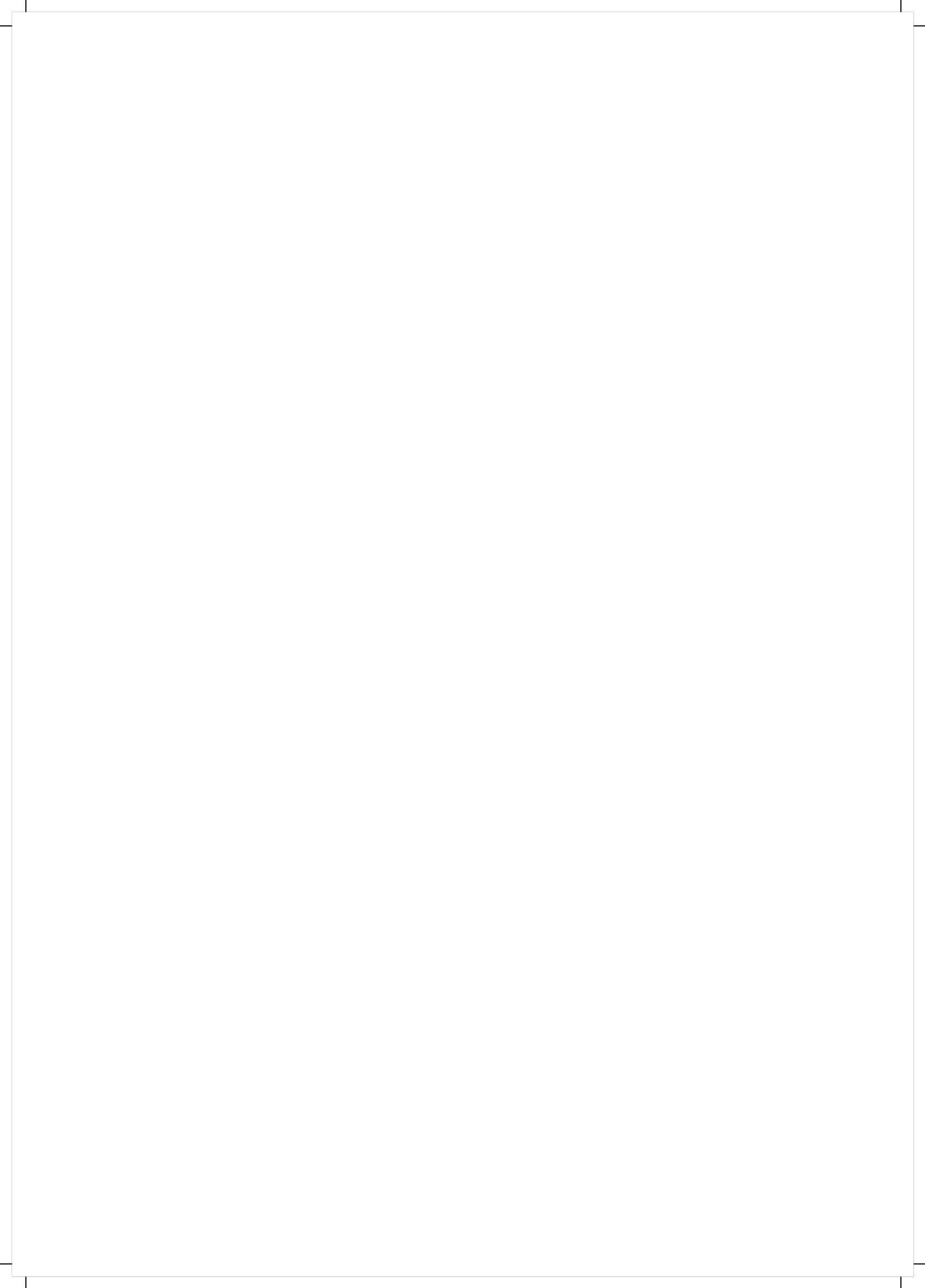
LESSONS FOR TEACHERS



CONTENTS

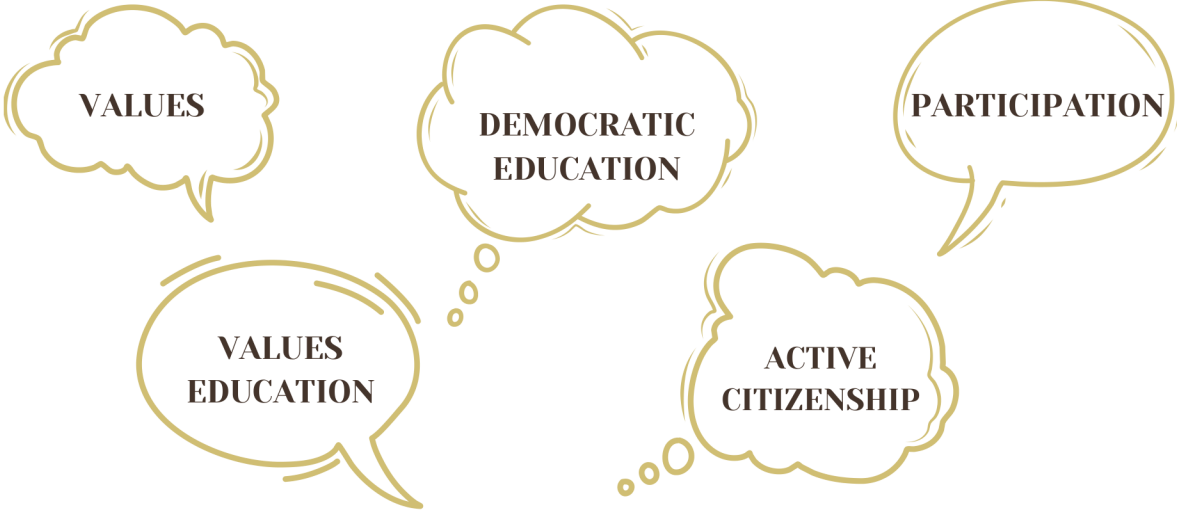
INTRODUCTION TO THE METHODOLOGY	5
Background	5
Methodology content	5
Project reflection	6
School profiles	7
1. WHAT ARE VALUES?	9
Lesson 1 - What are values? (45 min.)	9
Lesson 2 - Me and values (min. 3 x 45 min.)	11
2. VALUES AROUND US	19
Lesson 3 - Values in school (min 2 x 45 min.)	19
Lesson 4 - Values now and before (min. 2 x 45 min.)	21
Lesson 5 - Advertising and values around us (min. 2 x 45 min.)	23
Lesson 6 - Artists and their values (45 min.)	27
3. HOW WE COMMUNICATE OUR VALUES	29
Lesson 7 - Intergenerational values interview (project)	29
Lesson 8 - Values and democracy (2 x 45 min.)	34
4. VALUES AND ACTIVE CITIZENSHIP	37
Project 9 - Values on the wall	37
Project 10 - Music and values	39







INTRODUCTION TO THE METHODOLOGY



This methodology is one of the final outputs of the Erasmus+ project, Small-Scale Partnership (project number: 2021-2-CZ01-KA210-SCH-000051068), implemented by Labyrinth School - Grammar and Primary School, Ltd., Brno, in collaboration with Lab School Paris from May 2022 to December 2023, with students from the lower secondary school. It builds upon the long-term collaboration between the two schools, which began in 2016.

The project, titled "Bridges over troubled water – values in the Czech and French environment as a bridge to active citizenship," aimed to anchor values and democratic education, strengthen students' civic competencies, activate children for communication, collaboration, and proactive behaviour based on historical and contemporary stories about values. It aimed to create metaphorical bridges for mutual understanding. The project consisted of four phases, including two project weeks conducted independently by each school and two joint project weeks, one in Brno and one in Paris.

BACKGROUND

The theme of democratic and values education is increasingly mentioned in the context of 21st-century education, with roots dating back to the early 20th century when educator John Dewey laid the foundation for laboratory schools. Dewey believed education should be closely connected to real life and respond to its needs.

Democratic education can be viewed from several perspectives. Huddleston and Garabagiu (2005), for example, consider education in democracy, shaping the school environment and climate, education about democracy (e.g. innovative school programmes), and education for democracy, such as direct student participation (student parliaments, community work, etc.).

As for values specifically, we refer to Schwartz's model of universal values. Schwartz's model of basic human values, developed by psychologist Shalom H. Schwartz (cf. Schwartz & Bilsky, 1987), is a theoretical framework that seeks to identify and organize the common values that underlie human motivation and behavior across cultures. The model is based on the idea that individuals and societies prioritize a set of core values, and these values influence attitudes, behaviors, and social interactions. We take into account the practical implications of values in the students' daily lives: what are the relationships between values, life skills, civic engagement and well-being?

Both schools, as part of the LabSchoolsEurope project, focused intensively on mapping and sharing experiences in democratic education, covering skills, knowledge, values, and attitudes (see the competency model for democratic culture). Both agree that developing competencies for democratic culture should be an integral part of school curricula and a lived vision of any school, shaping daily practice. A solid values framework is crucial for shaping each child on their journey to lifelong learning. Supporting children in building these foundations makes them confident, anchored, open, engaged, and, above all, self-learning individuals. The emphasis is on creating new opportunities to build this values foundation, transcending school boundaries, seeking collaboration opportunities, and exploring cultural differences enriching for all.

METHODOLOGY CONTENT

This methodology offers activities focused on values and democratic education, shaping students for proactive behaviour. It is divided into chapters based on the project's phases, implemented with students over one school year. The theme of values became a key focus, particularly integrated into social sciences, languages, and arts. The methodology can be used as a whole or specific areas can be chosen depending on time constraints, with each lesson including a designated timeframe.

The introductory part deals with defining values and self-awareness (What are values?). The subsequent chapters focus on values around us and how to use awareness of values for active participation (chapter: Values as a bridge to communication and mutual understanding). The methodology includes worksheets used in various topics.

PROJECT REFLECTION

Through the implemented activities, both schools created conditions for values to become lived values for students, contributing to the improvement of the well-being of individuals and the entire learning community. Key competencies, especially civic, communicative, social, and problem-solving skills, were developed. The language skills of students were naturally strengthened throughout the project.

A deeper understanding of values built metaphorical "bridges" between schools, nations, and generations, helping change ingrained stereotypes and reinforcing selected values. Ultimately, it led to active involvement and addressing societal issues.

The final reflection of students from both schools

"I personally never even thought about values but now after this project I feel like I am more aware of my important values. This makes it easier to find the right friends."

"It will help me include people who might not know the same things I do, or don't find them normal, and teach them. And also for me to learn other people's hobbies, and things they like to do."

"I realized how important and awesome sharing art is, and that not even a language barrier can change that."

SCHOOL PROFILES

LABYRINTH – Grammar and Primary School, Ltd., Brno

LABYRINTH - Grammar and Primary School, Ltd., is the first laboratory school in the Czech Republic, founded in 2016. It is part of the Lab Schools Europe network, the International Association of Laboratory Schools, and is included in the network of faculty schools in the Czech Republic. The school is a fully organized primary school and a secondary school. Its total capacity is 360 students. The school fulfills the mission of laboratory schools in transdisciplinarity, transferability, experimentation, and collaboration. It collaborates with academic experts, applying the latest findings from psychology, neuroscience, pedagogy, and other fields.

The school community consists of a dynamic and diverse group of children, with each child viewed as an individual. The school works with both the strengths and weaknesses of individual children, fostering their own learning strategies and working with mistakes. It supports the education of the entire community, inside the community, for the community, and across generations.

The school supports proven and innovative teaching methods and approaches. The school network is built on relationships that create a safe and supportive environment. The school has long focused on values and emphasizes strengthening students' competencies. Individualized approaches, learning in contexts, and creating conditions in school that simulate real-life conditions are essential.

The school regularly participates in projects focused on strengthening democratic education and collaborates with organizations such as the Karel Janeček Foundation, Podané ruce, and the Paměť (Memory) Association. It is a partner in the Erasmus+ project LabSchoolsEurope: Participatory Research for Democratic Education.

LABYRINTH's educators have prior experience with democratic education and active citizenship through projects like Extra třída (Extra Class), Hrdina třetího odboje (Hero of the Third Resistance), Centrum demokratického učení (Center for Democratic Learning), Člověk v tísní (People in Need), Euroclio, etc. The school meets the requirements of the Czech Education Programme (RVP ČR) and includes innovative approaches in its School Educational Programme, such as ITV, CLIL, and tandem teaching, with a focus on digital competencies and formative assessment.



Lab School Paris

Lab School Paris is designed as a school open to the world, aiming to provide children with all the knowledge and skills they will need to live, act, and succeed in the world of tomorrow.

In the 2021/2022 school year, Lab School Paris expanded to accommodate 90 students in grades 1 through 9 (ages 6 to 14) in three mixed classes. The school plans to offer education up to the 12th grade, covering high school, by 2024. Each subsequent year will see the opening of a new grade. With support from foundations and charitable funds, Lab School Paris continues to build an inclusive school with a truly diverse group of children, from different cultural and social backgrounds, including socially disadvantaged children and those with special educational needs, particularly autism spectrum disorders and learning disorders.

The composition of students attending the school is diverse in terms of age, origin, nationality, social status, and cognitive abilities. This diversity fulfills educational goals related to openness, respect for others, and the ability to create connections with people from all backgrounds. The school places an emphasis on the development of soft skills, such as student counselling, peer mediation, collaborative rule-making, philosophical debates, and daily involvement in ecological and solidarity-focused, democratic projects. Lab School Paris has experience in Social and Emotional Learning (SEL), the action research project "Emotions, Art, Soft Skills, and Democracy in School," European projects Erasmus+ LabSchoolsEurope: Participatory Research for Democratic Education, and the project "Schools as Living Labs."





1. WHAT ARE VALUES?

The whole project begins with the students clarifying how they perceive the topic of values, what examples they can provide and what is personally important to them in life. An important part is also space for sharing the values of all the students in the class and a collective reflection on what we have in common or how we differ. In all the lessons, we consciously support listening and respectful communication.

To introduce the topic, you can choose between two lessons. One offers a basic introduction for 45 minutes, while the other is more comprehensive with more space for creativity and it can be planned for 3 or more consecutive lessons.

LESSON 1

45 min.

What are values?

Objectives

- Students define what values are and give examples
- Students create categories of values based on relationships or similarities

Duration

45 min.

Materials

post-it notes or virtual space for collecting examples of values (Klaxoon, Padlet, etc.)

Authors

Pascale Haag, Adrien Rovillain

Procedure

- Ask students to work in pairs or threes and to write down various examples of values which they personally think they have. They can write them on paper (preferably sticky notes) or in an online tool of your choice (e.g. Klaxoon, Padlet). Starting together with a brainstorm may help students. Set a time limit (e.g. 5-10 min.).
- Then read the values together and in case of any confusion, let students ask each other to explain their thoughts. Follow up with a discussion on what the word “values” actually means. What could the definition be? You can enliven the discussion with quotes, e.g., "A value is like a compass."
- Now, based on the collected values from the beginning of the lesson (either on paper or online), ask students to work in small groups and to come up with different categories into which they could place the values.



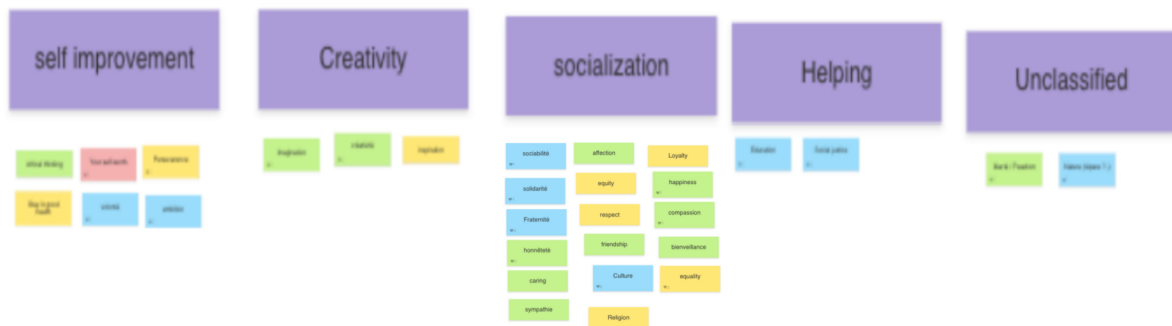
How many categories based on similarity can you create?

- Give students a time limit, and then each group shares their ideas.



Lab School Paris

In small groups, students determined the following categories based on their listed values: personal development, creativity, enriching our inner world, relationships with others, and caring for others. Everyone in the class had the opportunity to share their own values and hear what others had. Some values could not be assigned to the created categories, such as "nature." Through additional questions, students realized that it is not a value, and some papers were adjusted, for example, by changing "nature" to "living in harmony with nature." The discussion helped some students become aware of values they don't usually talk about.





★ LESSON 2

min. **3 x 45 min.**

Me and values

Objectives

- Students explain in their own words what values are and why they are important in life
- Students create a mind map with examples of values and then portray some of them live
- Students create their own "values purse" and specify which people are connected to those values for them (e.g. as role models)
- Students write down their current TOP 5 values and justify why some values are more important to them than others.

Duration

min. 3 x 45 min.

Materials

large papers for mind maps (1 per group), markers, materials for creating purses, small papers for values (5 per student)

Space

at the beginning of the lesson, work in a circle without desks

Worksheets

My TOP 5 Values

Authors

Monika Votava Mandelíčková, Lukáš Tvrdoch

Used sources and inspiration

Pekárková, A. Přemýšlíme o hodnotách (Thinking about values),
Odyssey Project, 2007.
Competency Mapping course Ch-Q method (Value purse activity)
Game database od CDU (Game and discussion in a circle)

1.





Procedure

30–45 min.

Game and discussion in a circle

- In the introductory activity, create a circle of chairs with one extra chair. The player to the left of the empty chair starts a sentence: "The seat to my right is empty, and I want _____ to sit there..." and adds the name of the person and the reason why they want that person to sit there (e.g. Tom because he is a good friend). Tom thanks the person and takes the seat. Tom frees up his first chair, and the person sitting to the left of that chair continues in the same way: "The seat to my right is empty.." etc. It is important to justify quality that the student appreciates about the other person. Play the game until everyone changes seats at least once. If there is someone who has not been invited to change seats, the teacher asks him or her.
- Stay in a circle and follow up with reflection questions focusing on personal values and the general importance of values in our society. Choose questions that are relevant to your class and context:



*What did you hear in this game?
What do you value about your classmates?*

What would you definitely not want to give up in life?

What would you wish for if a magical grandparent offered to grant any wish for you?



*What behavior have you observed in someone recently
that you definitely disapprove of? What bothers you about it and why?*

What do you appreciate about other people?

What do you think you would never do? Why?



What needs to be protected most in the world? What is most important for the world?

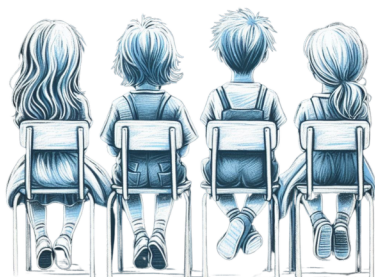


<https://cedu.cz/hra/po-me-pravici-je-volne-misto>

45 min.

Mind maps and live images

- Divide students into groups. Their task is to write down a mind map of as many values as they can think of. Encourage students to be creative – they can use various colours, and besides key words, they can also add symbols and images. The groups do not show their posters to each other. Give them 15 minutes to work.
- Then ask each group to choose one value they wrote down and create a live image or mime for it. The groups then present that value and the others guess what value they portrayed.
- The groups can now show their mind maps and briefly introduce them. Allow time for questions. Alternatively, you can hang the posters on the wall and create a "gallery," with 5 minutes reserved for viewing. Ask them what caught their attention and what they would like to ask more about. You can return to the hung posters in subsequent lessons.





45-60 min.

Values purse and my ranking

- Each student receives 5 papers and writes down 5 important values for them (one on each paper). To spark creativity, students can choose from differently coloured papers. If the value is connected to a specific person – either in relation to them (e.g., love and parents) or as a role model (e.g., fair behaviour and a coach) – they can write these names on the other side.
- Prepare various materials in one place in the classroom (papers, strings, fabrics, bubble wrap, magazines, glue, tape, staplers, etc.). The students' task is to create a "purse" (envelope, box) into which they can safely place their 5 values on pieces of paper. Specify additional criteria if needed. For example, if students keep portfolios, you can mention the maximum size of the product. Give students a time limit, e.g., 20 – 30 min.
- During the reflection, the students can show their creations and appreciate each other's work. In the discussion, pose the following questions:



If you had to give up one value from your purse, which one would it be and why?

Let students physically take that value out from the purse, and proceed in the same way.



Which value will remain last? Which one is now the most important in your life?

A personal TOP 5 is created by gradually putting aside values.



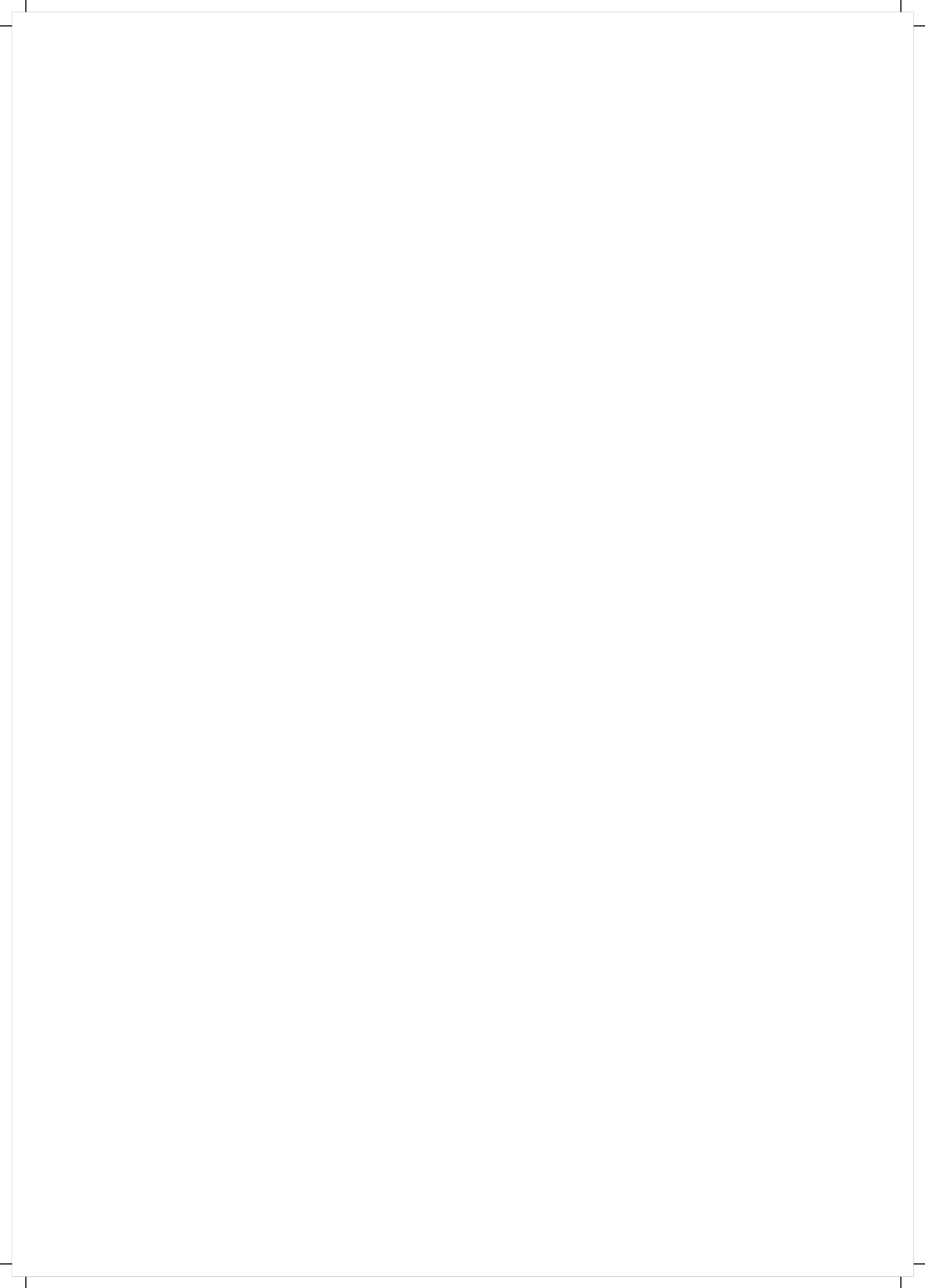
How difficult or easy was it for you to choose and put aside the papers?

Would you change anything now?

Why is the last card the most important for you?

- Write your ranking with the current date in the prepared worksheet (**My Top 5 Values**). Later, you can revisit it and check if it's still the same or if something has changed and why.





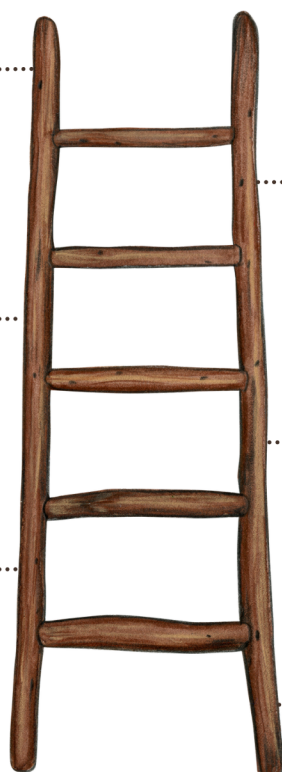


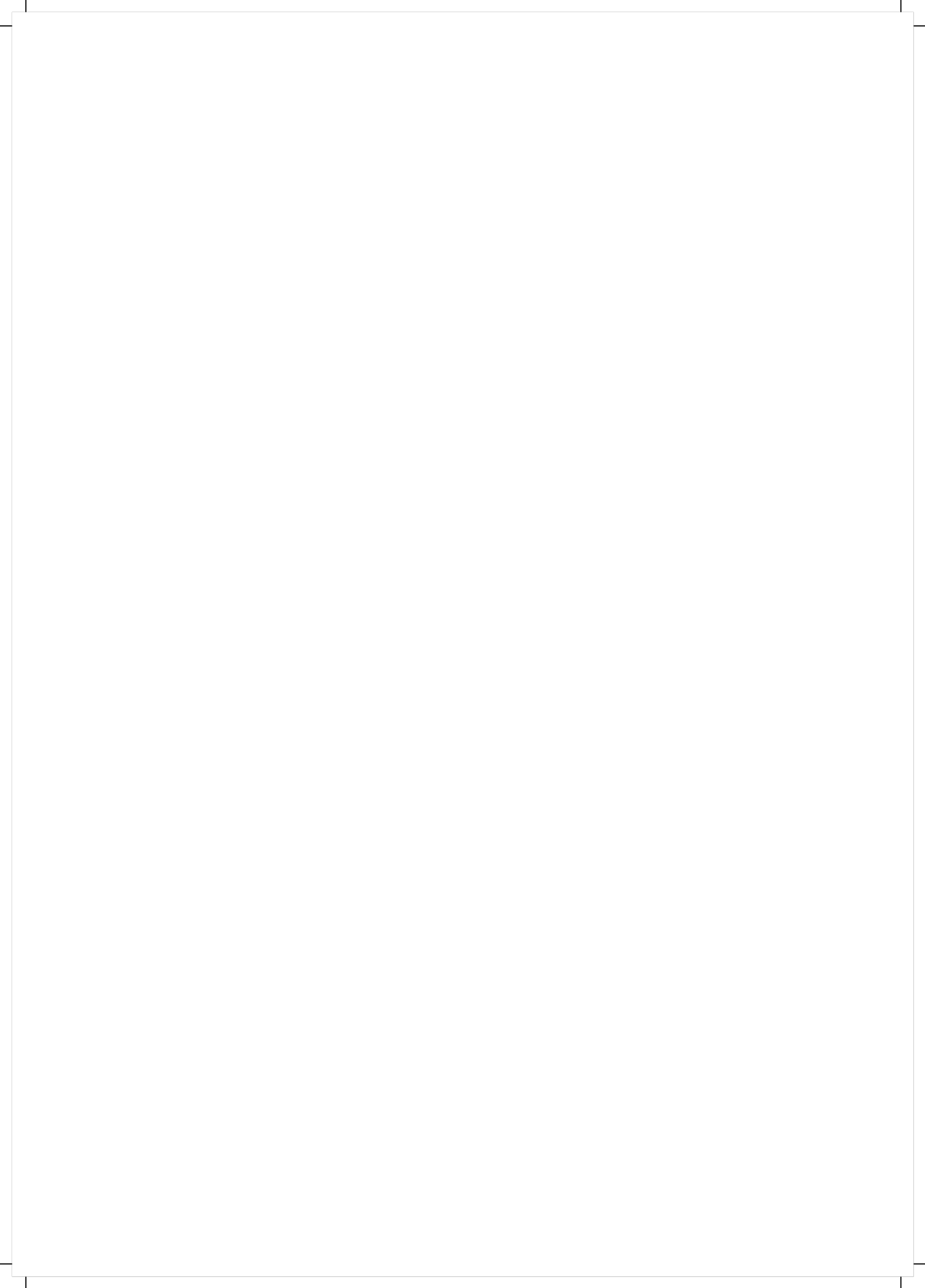
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My Top 5 Values

What values do I know? What different values do my classmates hold?

Why is it important to know what values are important to me?
How can this be useful for me?





OPTIONAL FOLLOW-UP ACTIVITY

45 min.

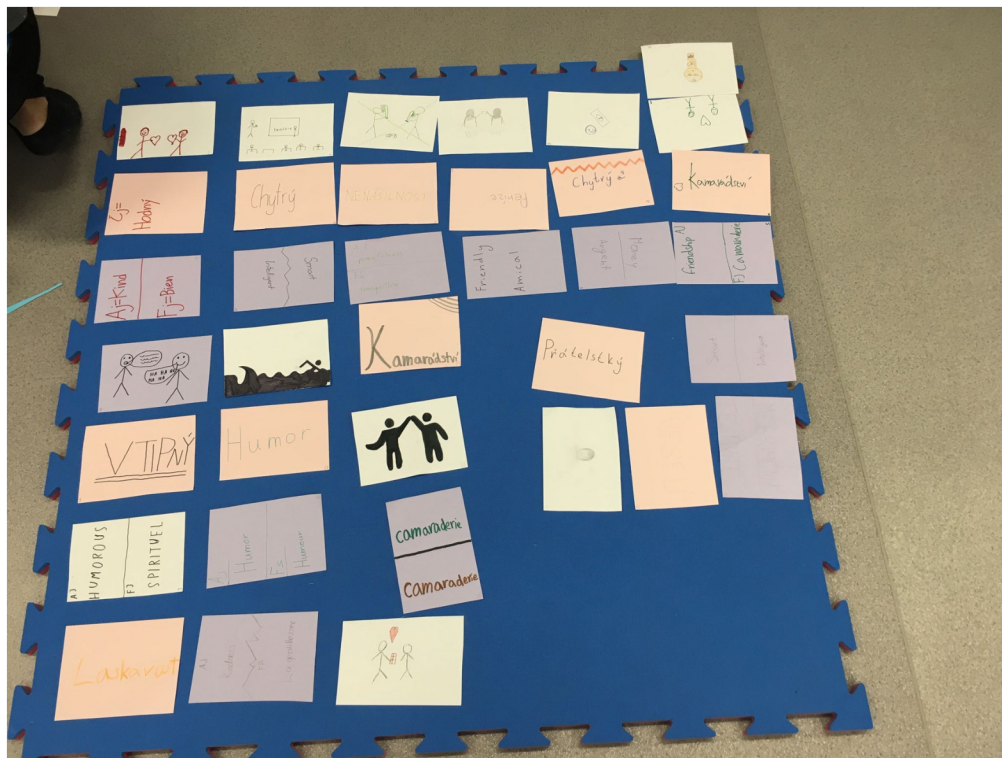
Tripleto or playing values cards

Materials

posters with values from the previous lesson, blank pieces of paper for game cards – made of hard paper and of the same size (3 cards for each pair), you can have magazines with pictures for cutting out, scissors and glue.

Procedure

- At the beginning of the lesson, look again at the values from the mind maps on the created posters. Write these values on the board in several columns. There should be at least as many values as half of the students in the class.
- Divide students into pairs, with each pair choosing one value (each pair a different one). Explain to students that they will be creating cards for Tripleto, which is similar to “pairs” but with three cards. The first card will have the value written on it, and the second card will have a drawing or symbol related to it, or students can find a suitable picture in a magazine and paste it there. On the third card, the value will be translated into a foreign language you want to reinforce with students. Set a time limit for students (e.g. 15 min.).
- Each pair then presents their cards.
- And now it's time to play!





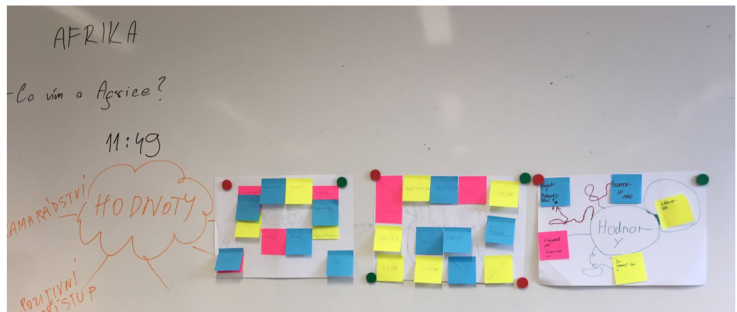
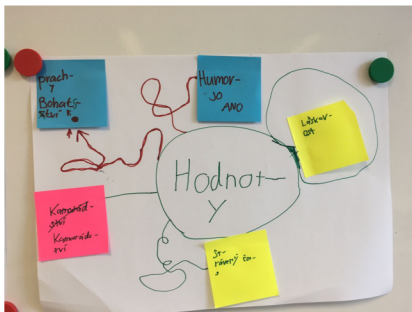
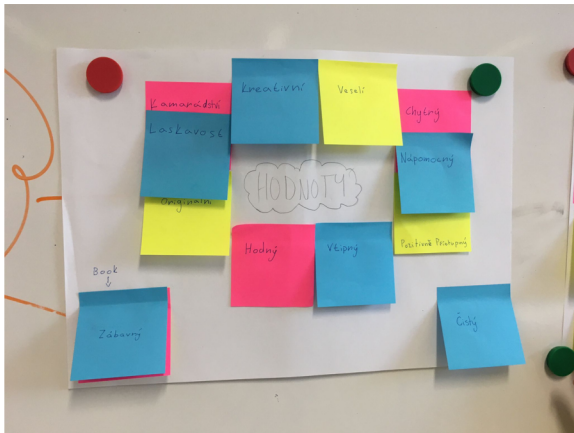
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LABYRINTH School, Brno

Examples of values collected: cooperation, help, respect for different people, freedom of speech, health, humanity, responsibility, reliability, justice, wealth, independence, prosocial behaviour, freedom, friendship, love for others.

In presenting values, we also went back in time. We discussed generally accepted values in our society, such as Roman (pursuit of truth), Jewish (Ten Commandments), European Middle Ages (Christianity and chivalry), modern times (faith in reason), experience of World War II (uncertainty and questioning of all previous values), and present-day (arrival of economy and market). Various conventions and agreements about what our state and society respect and adhere to were also mentioned (e.g., Convention on the Rights of the Child). These reflect the values recognized by our society.

Various texts, proverbs, and quotes focused on values are useful helpers in this topic. We can effectively use them as inspiration for discussions with students. For example, Socrates' quotes emphasize the importance of reason and rational thinking. Each person relates to the world differently, so the discussion about personal values can be quite a personal matter for some. Discussions and various exercises on these topics require great sensitivity from the teacher and an emphasis on a safe environment in the classroom among students.





2. VALUES AROUND US

After familiarizing ourselves with values in relation to ourselves, we can shift our attention to exploring values around us. Our immediate surroundings, school, or the media space that surrounds us offer opportunities for exploration. Learning can take place both in and outside the school, for example, during orientation days or at a location where historically significant personalities are remembered.

The first lesson, "Values in School," will help your students explore the values of the school and identify which ones they would like to strengthen. One of the goals of this lesson is to impart to them the shared responsibility for consciously creating a pleasant and respectful environment for everyone and supporting other values as well. We provide them with space for suggestions and the implementation of school "mini-projects."

The next lesson focuses on personalities across centuries and their significance for both past and present society. Students seek information, present it, and discuss what connects selected historical figures and why society now considers it important to remember and learn from them.

The final lesson guides students in the analysis of advertisements and in uncovering the tools and strategies used in them. Advertisers intentionally work with societal values, particularly with the values of the target groups for their products or services. To enhance understanding, students will eventually try to create their own advertisements.

LESSON 3

min.

2 x 45 min.

2i

Values in School

Objectives

- Students explain how school values manifest in the daily life of the school and provide examples.
- Students identify key values within their class community and suggest ways to strengthen them.
- Students propose specific "mini-projects" to reinforce school values.

Duration

min. 2 x 45 min.

Materials

large sheets of paper, markers, materials prepared with school values (e.g., codes, outdoor games, crosswords)

Tip

The programme can be also carried out outdoors.

Authors

Monika Votava Mandelíčková, Eliška Halbichová (the author of the codes)

Note

This activity is suitable for the beginning of the school year, e.g. during orientation days, to help form and strengthen the class community. Students have the opportunity to start identifying with the school.

Procedure

- Prepare a large sheet of paper with a simple drawing of a school. Ask students to write down everything that comes to mind when the name of their school is mentioned.
- Afterwards, review everything that was written down, provide space for explanations and additional questions. Focus on the philosophy and values of the school.
- Next, students will learn more about the values of the school. Choose an interactive format, such as solving some prepared codes. If you are outdoors, you can do a quest.

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- Divide students into as many groups as there are values discovered in the previous activity. Now focus on a deeper understanding of each value. Prepare one large sheet of paper for each value. Distribute the papers around the space, with each group working on a different one.
- The task is to answer:



How do you think this value is reflected in school life and daily learning?

Can you recall a specific situation or event related to this value?

- Set a time limit for each poster (e.g. 5 min.), and when you signal, the groups will switch to the next value.
- When the entire process has been completed, and the groups return to their first poster, give them time to read and prepare a summary to present to the whole class. Reserve time for discussion and for adding thoughts or connections that students might have missed.
- Challenge the entire class to discuss which of these values they would like to strengthen in school, specifically in their class. What would they like to see and experience more of?
- Conclude the lesson by collecting ideas on how the school and students themselves could support these values. The result could be "mini-projects" that students will implement in the future.





LABYRINTH School, Brno

Examples of values from Labyrinth School that students worked on:

Respect: I act with respect towards myself and others. I believe in my own worth and in the inner values of all people. I act honestly and ethically, considering the feelings, culture, and opinions of others and the environment in which I live.

Consideration: I think about others, am aware of their needs, and perceive their feelings. I am kind and empathetic to others.

Excellence: I strive for the highest personal success in life and am aware of my contribution and responsibility for the success of the team and the community in which I live. I do everything to the best of my ability. I constantly seek improvement and am not afraid to try new things. Opportunities are a stimulus for my personal growth.

Morality: I uphold ethical principles. I do the right things at the right time and have the courage to stand up for what is right.

Responsibility: I am responsible for myself. I am honest and honourable and complete the work or tasks I have started. I am responsible for my actions towards people and the environment in which I live.

Resilience: I believe in myself and know that when I truly want something, I can achieve it. I know my strengths, which I develop, and my weaknesses, which I work on diligently. I am not afraid to accept new challenges. I can adapt to unexpected changes, which I perceive as an opportunity.

Harmony: I promote social cohesion. I value cooperation, tolerant communication, and mutual trust. I perceive diversity as an opportunity.

At the end of the lesson, students identified two values they perceive as crucial in school: respect and harmony. Then they divided into smaller teams, which proposed various activities to strengthen these values throughout the school.

Activity 1:

The students perceived some lessons as too long and exhausting. They proposed a 5-minute meditation break to divide it up. During this meditation, they played relaxing music and guided their classmates through relaxation exercises. The students lay on the floor on mats. This meditation moment was repeated several times during the term.

Activity 2:

Students decided to create a relaxation corner, a quiet zone, in the school. First, they identified places in the school where the corner could be established. Then they discussed with the school management under what conditions this relaxation corner could be created in the designated area. They created the equipment, sewing pillows with mandala motifs, crafting wooden balance boards, and preparing the space with curtains. In the end, they implemented everything successfully.





LESSON 4

min.

2 x 45 min.

Values now and before

Objectives

- Students search for essential information about historically significant people in their country and create an output about one of them (e.g. a poster, presentation, or video).
- Students generalize what selected significant people have in common and with which values society associates them and why.

Duration

min. 2 x 45 min.

Materials

Prepare a list of significant personalities for students to choose from, covering various areas (politics, education, science, art, philosophy, sports) and ensuring gender representation. Also, include personalities that students may not have heard of.

Authors

Monika Votava Mandelíčková, Lukáš Tvrďoch

Procedure

- Start with a brainstorming session:



*What historically significant people are frequently discussed in our history?
What people or heroes do you recall?*

- List suggestions on the board and then discuss:

Why are these people significant?



Why do they appear in textbooks?

Is there something they might have in common?

- Divide the students into small groups. Their task will be to gather information about selected historical figures. You and the students can decide on the output of this research – it could be creating a creative poster, a profile in a pre-prepared form, developing a real website, a short video, podcast, or presentation of the personality according to given criteria. In addition to finding important information, students should explain in their own words why the selected personality is significant for our history and what values they represent for contemporary society. Agree with the students on the time they will need for this task.
- After each group presents their chosen personalities, you can ask the following questions:



What was completely new for you? What didn't you know before?

What caught your interest or surprised you? Why?



Why do we currently consider these personalities significant?

What values do they represent for our society now?

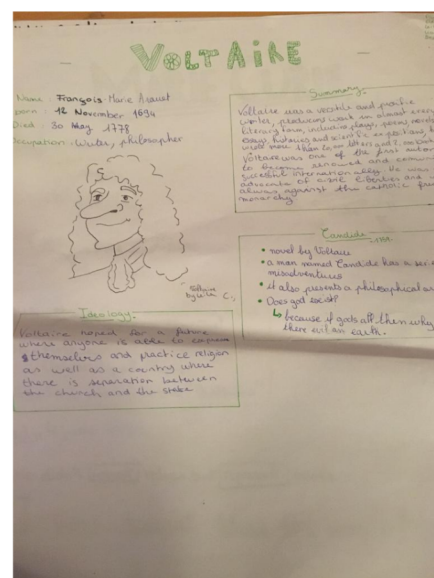
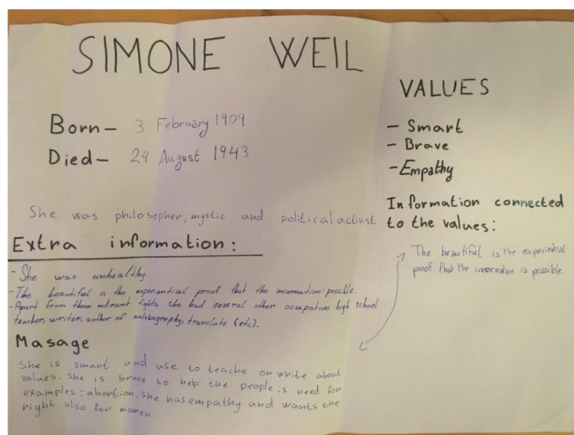
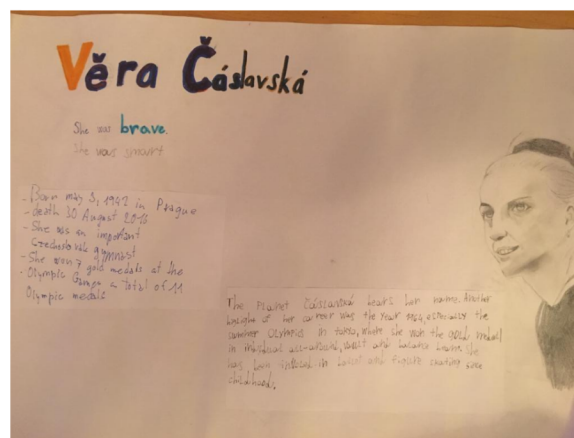
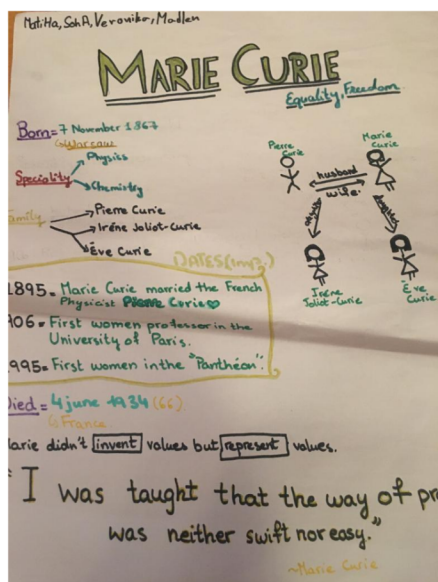
- If time allows, students can develop their answers for the final question, focusing on generalization and evaluation, in another task. They can use the form of a blog post, essay, free writing, etc.

Lab School Paris and LABYRINTH School, Brno:

In Paris, local students visited the Pantheon, where the remains of French people are buried. Through the history of this place, they delved into the topic of these people and discussed how students perceive them. Were their actions and work beneficial to our society? What values did they likely uphold?

Students in Brno explored personalities such as Charles IV, Jan Hus, Jan Amos Comenius, Václav Havel, Olga Havlová, Věra Čáslavská etc. They named the values these figures represented and creatively processed them into posters, formally into essays, or freely wrote their thoughts.

During the joint project week of French and Czech students, 5 Czech and 5 French personalities were introduced, and their profiles were developed in mixed groups.





LESSON 5

min.

2 x 45 min.

Advertising and values around us

Objectives

- Students deduce the values deliberately portrayed in advertisements and how they influence our consumer behaviour.
- Students create their own advertisements and justify the values reflected in them.

Duration

min. 2 x 45 min.

Materials

Prepared examples of advertisements – current and from the past (from printed media, videos, etc.). Ask students to bring an example of an advertisement to the class.

Authors

Adrien Rovillain, Fabrice Barbier

Procedure

45 min.

Advertisement analysis

- Start the class with several examples of current advertisements that you will analyze together with the students. The examples should show how advertisements use humour, colours, environment, and music.
- Students then divide into small groups and analyze the advertisements they brought to the class.



How did the authors want to convince the target audience, potential future customers, to buy their product or use their services?

What tools do they use?

- Then, together, categorize the advertisements (both those you brought and those from students) based on this assignment:
 - 1) An advertisement that is most in line with my values and worldview (e.g., an advertisement for outdoor clothing in the wilderness, or for food and drink linked to entertainment and friends for someone else).
 - 2) An advertisement that annoys me the most - I disagree with it (e.g., cleaning products with traditional gender roles).
 - 3) An advertisement that doesn't touch me at all.

- Ask students

What comes to your mind regarding this categorization?



Why did we do this activity?

What do you take away from it for yourself?

- Introduce the topic of values if students don't bring it up themselves.



45 min.

Creation of advertisement

- In groups, students create an advertisement of their choice. They first agree on the product or service they will offer, the target audience, and the form of the advertisement. The task is for them to think about values that will align with the values of the target audience and to deliberately use one of the discussed tools in the creation. Set a time limit. Recommended time: at least 30 minutes.
- This is followed by a presentation of the advertisements. Classmates analyze each other's advertisements:



*What values does the advertisement portray?
How and with what intention?*

FOLLOW-UP ACTIVITY

45 min.

Journey into the past

Procedure

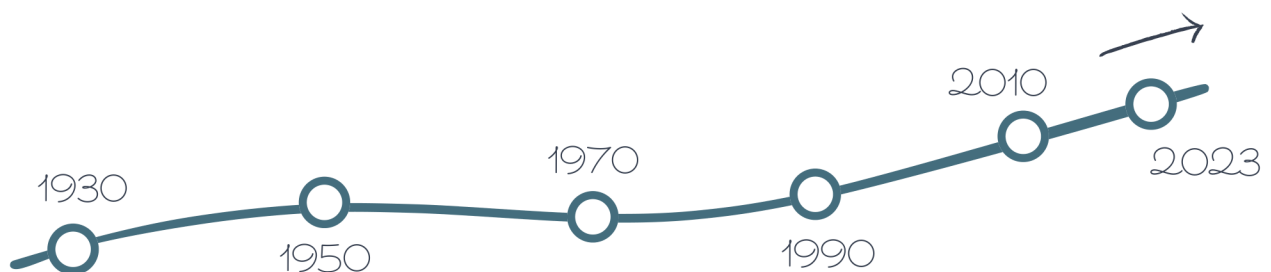
- You can direct students' attention to the past and reflect on how advertising and values have changed over the last 30 or more years. Offer them examples of advertisements from the past and focus on their analysis.



What values do they recognize in the advertisements?

What do they reveal about that time and society?

- Students then summarize how they think values in society have changed since then. They can first discuss in pairs or groups, jot down their thoughts in bullet points, and briefly present. Alternatively, this can be used as an individual assignment (e.g., write a blog post, essay, or express everything in poetry).





Lab School Paris

Throughout the various activities, students had the opportunity to confront the question:

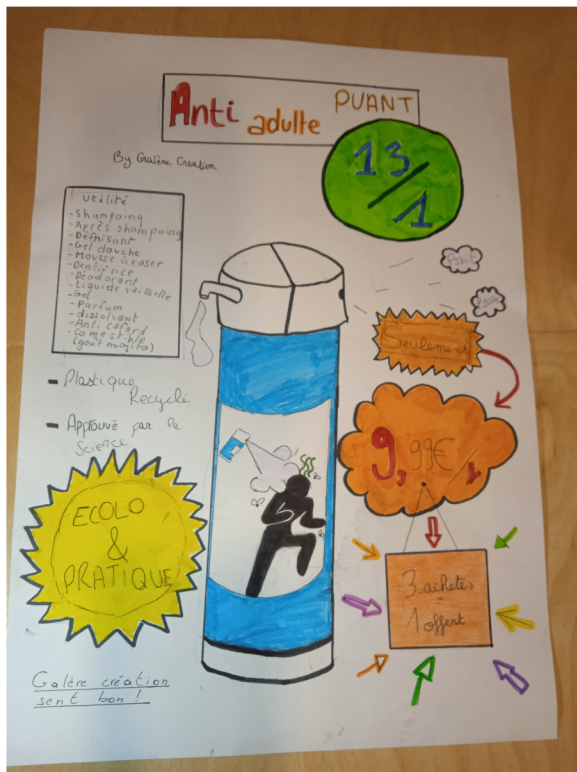
What truly influences our purchases?

What factors do we consider?

Are our purchases always in line with our values?

How does advertising influence this?

Students reflected on how advertising deliberately, sometimes very manipulatively, uses our values to increase sales. Old advertisements particularly intrigued students. They were especially surprised by some of the values they recognized, such as in car advertisements and the association with masculinity. Different parodies of well-known advertisements also helped in our learning because that's where creators hit on advertising strategies and tools. Parodies were part of the concluding part of the class when students summarized insights from previous activities.





LESSON 6

2 x 45 min.

Artists and their values

Objectives

- Students formulate arguments for and against the question: Should we boycott artists whose values are not in line with ours?

Duration

2 x 45 min.

Author

Charlotte Allamargot

Procedure

- Start with a question for a discussion in pairs



How important is it for you that a person you respect shares similar values to yours?

- After a few minutes, give space to hear several opinions from the class. If time allows, suggest an imaginary line in the class (one end "yes," the other "no") and ask all the students to imagine it as a scale, positioning themselves based on their answer. Let students explain their positions.
- Transition to the topic of artists and their works. Do students know any examples of artists (writers, musicians, actors, etc.) whose works they admire or respect, but whose behaviour is not always in line with their values?
- Present examples of artists whose personal lives are controversial (e.g. John Lennon and domestic violence, Polanski and sexual abuse, Kanye West and antisemitism). Then move on to the discussion questions:



Does the artist's work take precedence over their values?

Should we interpret the work in connection with our values? Can it be separated?



Should our values guide us not only our lives but also in art?

Should we boycott an artist or their art due to a misalignment with our values?

- You can conclude the lesson with a discussion or choose a follow-up activity.

SUGGESTIONS FOR FOLLOW-UP ACTIVITIES

- Simulate a trial with one of the artists. Allow enough time for both sides to search for information. You can draw inspiration from real case studies. In the next class, conduct the trial with clear rules. Support students in reflecting on the entire activity and their positions.
- Direct the discussion towards whether our perception of artists and their values is similar for other public figures (e.g. politicians). Are parents "artists" for their children?
- You can also proceed with writing a formal argumentative essay. Students can use a T-chart they created (a large T on paper, creating two columns). Each student writes a question from the discussion at the top of the paper:



Should we boycott an artist or their art due to a misalignment with our values?



Adjust the question or topic according to your class's interest and context. In the left column, each student writes at least 3 arguments for, and in the right column, 3 arguments against. Encourage students to write their responses in sentences rather than just keywords. Then students share the arguments in pairs or small groups. After a few minutes, create a large T-chart on paper or the board and record the most important arguments. Although the process may take some time, students will intensively practice formulating arguments and justifications, preparing them for essay writing.

Lab School Paris

In their discussions, students argued that artists are not ordinary citizens. They are people who have listeners, readers, and audiences. Artists are heard and seen, inspiring those around them. Students also commented that artists whose values do not align with theirs evoke stronger emotions and reactions in them. These topics and discussions inspired students to create their own song lyrics reflecting their values and attitudes.



3. VALUES AS A BRIDGE TO COMMUNICATION AND UNDERSTANDING

This section focuses on strengthening interpersonal communication to deepen mutual understanding. The first project connects students with their relatives and friends through asking questions and conducting discussions about values, while the second project exposes students to various forms of communication with the main theme of values in a democratic system.

★ LESSON 7

PROJECT

Intergenerational values interview

The main goal of this project is for each student, following the topics discussed at school, to conduct a values interview with a family member or person close to them. The interview is preceded by a preparatory lesson at school (see procedure below) and followed by a subsequent lesson to help students reflect on and share their experiences.

Objectives

- Students list the basic principles of conducting an interview and apply them during an interview with a family member.
- Students formulate interview questions for family members based on the lessons about values.
- Students create a record of the interview with a family member (work outside of school).
- Students write a reflection on their interview and share it with their classmates (subsequent lesson).

Duration

45 min., followed by work at home, 45 min. subsequent activity at school

Worksheet

Interview reflection

Authors

Monika Votava Mandelíčková, Lukáš Tvrđoch





Procedure

- Explain to students what they will be working on at school and home. They will conduct an interview with a family member or person close to them (from a different generation or age group), and in this class, they will prepare questions and discuss the main principles and guidelines.
- Before presenting all the instructions to students, ask them what comes to their mind and what information they would need to know in advance.
- **Introduce the working method to them:**
 - They can choose the recording medium themselves, such as video, audio, or a questionnaire.
 - The recordings will not be published; they will be available only to the author and the teacher.
 - The content of the interview can be inspired by the lessons, for example, asking about the Top 5 Values, using Tripleto, connecting questions with school values, etc. You can also mention the topic of values in connection with the content of history lessons.
 - The interview should be conducted in a respectful manner. Students may have different opinions in some aspects, and it is important for them to listen and try to understand. The goal should not be for students to present their opinions and try to convince those they are interviewing.
- Encourage students to create lists of various questions in pairs or small groups. Recommend to use open-ended questions be open-ended and allow for long answers. Provide examples of questions together:



What do you think about...?

How would you behave if...?



What did you think about... before, and what now?

What caused any change?

- Monitor students during the process and be supportive.
- Each pair or group then shares, the three most interesting questions they came up with. Students now have the opportunity to ask additional questions about their interviews. Agree on the next steps.





DATE: NAME:

Interview Reflection

**WHO WAS I
TALKING TO?**

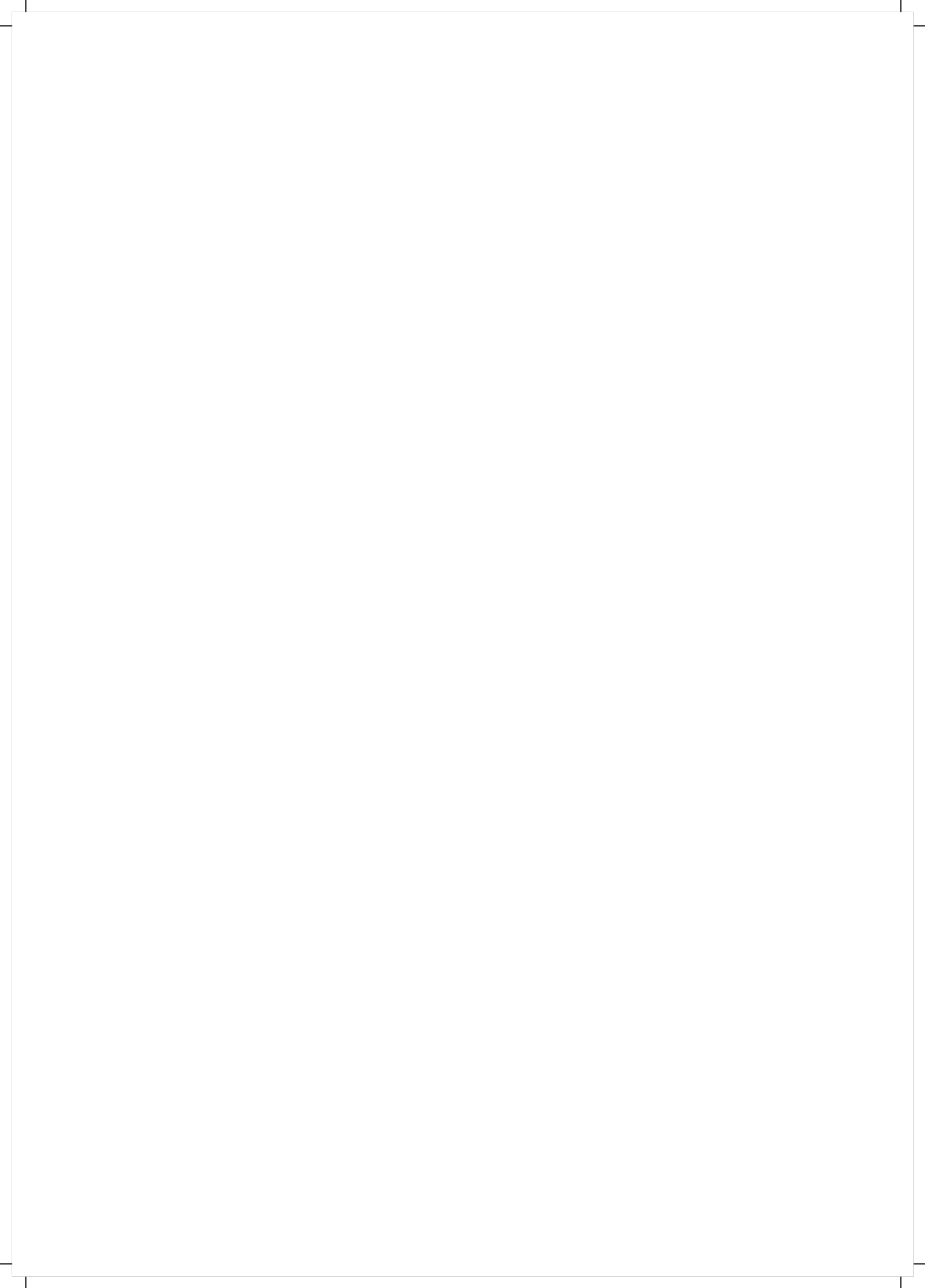
**WHAT WAS THE
MAIN TOPIC OF OUR
CONVERSATION?**

**3 MAIN THOUGHTS
FROM OUR
CONVERSATION**

**WHAT
SURPRISED ME?**

**ADDITIONAL
NOTES**







FOLLOW-UP ACTIVITY

- After students conduct the interviews, ask them in the next class to fill out a worksheet in which they select the most important moments and points from their interviews. The worksheets will help them revisit the main ideas and provide a safe space for sharing what they do not perceive as threatening.
- After completing the worksheet, students form pairs and present what they wrote. At the end the whole class shares what they learned about their classmates' interviews.

Note: The teacher should pay special attention to possible obstacles preventing students from conducting interviews (e.g., absent parents, cultural differences among families, etc.). In such cases, offer an alternative, such as conducting interviews with teachers, classmates, etc.

LABYRINTH School, Brno

Conducting a structured interview with family members was a new experience for many students. They needed preparation for the interview (understanding the principles of conducting an interview), thinking about the questions, formulating them appropriately, and recording the answers. Technical processing of the interview was also a new challenge, such as how to record and transcribe it (using suitable online tools). This activity also enhanced their digital literacy. In the reflection after the interviews, most students evaluated this activity as beneficial because they learned something new or enriching about their family members.





★ LESSON 8

2 x 45 min.

Values and democracy

Objectives

- Students name the differences between various communication methods (e.g., in a circle, silent debate).
- Students identify which values they consider most important for a democratic system.
- In a follow-up activity, students artistically express one of the selected values.

Duration

2 x 45 min.

Materials

large papers (one per group)

Author

Hiyon Yoo

Procedure

- Introduce the theme of the lesson to students: experiencing different communication methods, reflecting on them, and selecting the three most important values in democracy.
- Start with a circle discussion. Use a "talking stick" (e.g., a pen, a branch, a microphone) to designate who the current speaker is. The others only listen at this moment. The talking stick can circulate around the circle (from you or the first volunteer), or it can be placed in the middle of the circle, and whoever wants to speak can take it and then return it. Ask the question:



*What have you learned about values so far?
What do you remember from previous lessons?*

- Then have a brief reflection with the students:



*How did you feel during the circle discussion?
What are the advantages and disadvantages of this communication method?*

- Now students will try a "silent debate." Form small groups, each receiving a large piece of paper. The question is:



What is democracy?

- The task is for students to nonverbally discuss this question and record the results on the given paper. Set a time limit, e.g. 10 minutes.



- The previous activity may evoke strong emotions in some students (e.g. anger, frustration), so provide time for reflecting on feelings.



How did you feel? Why?

- Look at the democracy posters together and have each group briefly present their work.
- In the same groups, students now think about values important for democracy and select the top 3.



What are the most important values for democracy?

- Ask students how working in the discussion compared to the silent debate. After a brief reflection on feelings and differences, ask each group to present their 3 chosen values. Record everything on one poster.
- The final step is a concluding reflection in a "Head, Heart, and Body" circle. Ask students:



What does your head take away from this lesson?
(e.g., a thought or question on the topic)

What does your heart take away from this lesson?
(feelings, insights from ongoing reflections)



What does your body take away?
What would you like to do after this lesson related to our topic?

FOLLOW-UP ACTIVITY

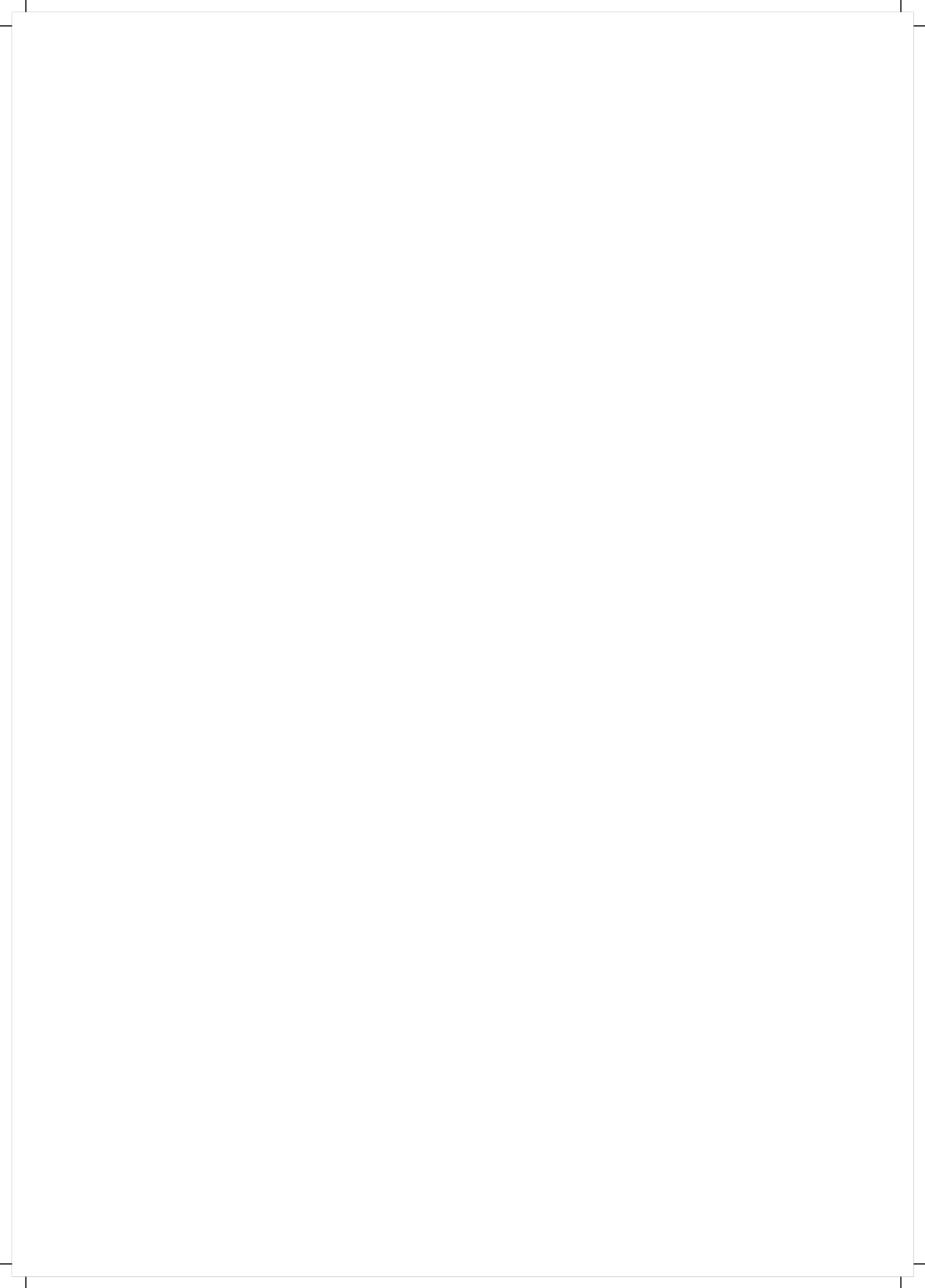
- Students can then decide which of the named democracy values they would like to develop further and artistically express.

Lab School Paris

For many students, the silent debate was frustrating because they were not able to quickly write down all their thoughts. In the group debate, students were most interested in the topic of gender equality. Everyone agreed on the importance of equity over equality.

The debate on democracy and values was opened with a historical context, namely in France with the motto Liberty, Equality, Fraternity. In the Czech context: Truth Prevails, reaching back to Jan Hus. The students reflected on whether these values are still relevant for contemporary society.







4. VALUES AND ACTIVE CITIZENSHIP

Students started the whole project by mapping out their own values. Through the values around them, whether in school, advertising, or history, they reached the lived values of democracy. In the following section, they explore art as a means of active citizenship, as they study artistic work as a way to express values. We offer two projects here – street art and music.

PROJECT 9

Values on the wall

Objectives

- Students collaboratively create a piece of art symbolizing the connection between two cultures (French and Czech).
- Students identify the basic elements of street art and are familiar with the works of one of its representatives.
- Students experience and subsequently evaluate the creation process with all its phases (theme, proposals, inspiration, conditions, collaborative creation, discussion, etc.).
- Through creative work, students contribute to the transformation of a public space.

Duration

Full-day project

Materials

spray paints

Author

Dominik Dobeš

Preparation

Works of other artists (photos, videos, documents, etc.) can serve as inspiration for students.

Procedure

- Actively involve students in the process of designing a mural (artwork on a wall). Suggest a brainstorming session where students discuss the theme of connection and bridges. Divide students into groups, and each group creates a proposal. This ensures that the artwork reflects the thoughts and perspectives of the students themselves.
- Agree on key elements together. In Labyrinth School, a pictogram, a simple graphic symbol representing a universal language beyond linguistic barriers, was chosen. Students were told that pictograms are visually strong and easy to understand for people speaking different languages, conveying a message of connection and communication.
- Inspire your students. In the school in Brno, students watched a documentary about artist Keith Haring, whose work is rooted in street art and graffiti. His approach of using symbols, including pictograms, served as inspiration for the children's creativity and provided an interesting perspective on the connection between art and public space.

- Create a pleasant atmosphere and conditions for work. Before starting the artwork, create a shared playlist containing the Czech and French students' favourite songs (e.g. on Spotify). Music can support teamwork and a connection between students from both cultures.
- Choose a space in the school where you can create your artwork.
- Provide spray paints, which will evoke a sense of creative environment and energy in the students. If students work in smaller groups, it is recommended to have mixed groups of children from different cultures.
- After completing the collective work, discuss the feelings it evokes in them. Make space for questions.
- Go back to the entire process and reflect on it with the students (from the theme and initial proposals to the actual creation and discussion).



Do you remember all the phases? Why were they important in the process?

LABYRINTH School, Brno

The result of the work was a comprehensive and impactful mural, exceeding expectations and perhaps breaking some formal boundaries. The activity not only strengthened relationships between children from both countries but also left a lasting visual legacy of their shared creative journey.

During the project, both positive and negative opinions about the created work emerged. It was important for students to realize that art aims to evoke emotions and opinions. Creative activity played a key role in stimulating discussion and thought processes. The painting also contributed to the lasting transformation of the school space with the active contribution of students.





★ PROJECT 10

Music and values

Objectives

- Students analyze song lyrics and connect them with information about their authors.
- Students sing a selected song together.
- Students strengthen respect and understanding for people from other cultures through singing in different languages.
- Students create their own song lyrics inspired by the theme of values.

Duration

Full-day project or divided into several lessons

Materials

Lyrics for the song "Bridge over Troubled Water" (for projection or copies) and lyrics for the song "Brother Jacob" in various languages

Authors

Tereza Brzá, Erin Sharp

Procedure

Preparation (Bridge over Troubled Water)

- Present students with what will happen in the upcoming project and its goals.
- Have students read the lyrics of the selected song "Bridge over Troubled Water."



What do you think the song is about?

What caught your attention in the lyrics?



What do you not understand yet?

Why do you think the authors wrote this song?

- Have students look for information about the lives of the artists Simon and Garfunkel, which will help them both better understand their song and also place it in the context of the time.
- Have students practise singing "Bridge over Troubled Waters" together.

Singing in different languages (song "Brother Jacob")

- Provide students with the lyrics of the familiar song "Brother Jacob" in different languages (French, English, Czech).
- Both groups (French and Czech) first sing together in English. Then, each group of students sings in their native language, and the other group tries to imitate them.
- This is followed by joint singing in all languages.



New verses in different languages for the song "Bridge over Troubled Water"

- Divide students into diverse groups and let them discuss what friendship means to them. Focus their attention on the role of friends in challenging situations in the past.
- Ask students to transfer their thoughts to a new verse for the song "Bridge over Troubled Water." Set a time limit for preparation.
- Then let the groups present their new verses. Choose one to sing together.

Lab School Paris and LABYRINTH School, Brno

In the project, students developed not only their singing skills but also delved deeper into the analysis of song content. Some realized the power and impact of lyrics for the first time.

Working together with two groups of children from different cultures and languages showed that singing and learning lyrics in a foreign language helps break down barriers and strengthens friendly relationships across country borders. Singing the song "Brother Jacob" in multiple languages helped build bridges.

At the start, it was challenging for students to translate their thoughts on the theme of friendship into a new verse of a well-known song. However, debates on this topic proved to be very profound, and the space for sharing personal experiences contributed to it.

BRIDGE OVER TROUBLED WATER (Multi-language verse)

Vyslechni mě [mne] (Listen to me)
Měj [mney] se rád (Like yourself)
I know you've got my back
And I've got you, too
Je serai là si t'as besoin de moi (I will be there if you need me)
[Žeu seure la si ta beuzoa deu moa]
Tu vaux plus que tu le penses (You are worth more than you think)
[Tú vo plúš keu tú leu pons]

Lyrics of songs created by the Paris LabSchool band.

Lab School Paris

In Lab School Paris, music became an important expressive medium for the theme of values. To express their own opinions, students chose to write a song. They negotiated the genre and specified the values they wanted to celebrate with the song.

They chose a pop-rock song on the theme of solidarity. They agreed on the topics of individual parts and then created them in groups. They also focused on friendship, sibling relationships, and respect. The two resulting songs were interpreted by the newly formed school band.

The final concert for students from both schools was an emotional experience for everyone. Both songs became symbolic messages of a shared reflection on values.

Lyrics of songs created by the Paris LabSchool band

Song authors: Ulysse Berra and Samuel Attack, under professional guidance of Erin Sharp

From a Trickle to a River

Something About Tuesdays

C G D D

Swimming is ea-sy the cu-rrent is with you but don't miss your stop, there's on-ly one shot.

5 C G D D C G

Ra-pids a-head, don't give up hope, lift up your head, grab hold to a float. Up a-head you can see the

11 D D C G B B

same things as me, a ship of trees. A bow of pine, a mast of oak, a keel of beech, up goes your hope!

17 Am Am F F C C

What if for a mo-ment you could just take a break? Have you not done your part, stop-ping the

23 G G Am Am F F G

world fall a - part? It's not all on your shoul-ders, not just yours to take. The peo-ple a -

30 G G7 G7

round you are there! from a

33 C Em Am G C

trickle to a stream to a ri-ver the cu-rrent will on-ly get strong-er

40 C C Em Am Am F G C

from an o-cean to a sea to a ri-ver things are go-nna get better

48 C



The Bridge

A

$\text{♩} = 86$

Part A is the verses, Part B the choruses, Part C the bridge, and Part D the viola part after the 1st chorus. Refer to thebridge_backing_track.mp3 for song structure.

Am C

when times are rough and there's no - bo - dy to tru -
you feel the pain of the scars that won't he -

3 G Dm

ust I can tell by your eyes you've been cry - ing for some ti -
al as the brid - ges rust you know you will fall o -

5 Am C G

ime as so - li - tude builds up with-in you walls are formed
off should have got - ten help tried to fight it on your own now it's too late

8 Dm

a-round you the bridge

B

20 Am C G

cru- mbles the bridge cru- mbles and the wa- ters be- low feel way too clo -

23 Dm Am C G

ose the bridge cru- mbles the bridge cru- mbles and you un- der- stand you

27 Dm

C

37 Am C Fmaj7 Fmaj7

I'm fal- ling I'm fal- ling in- to the wa- ters be- low

41 Am C Fmaj7 Fmaj7

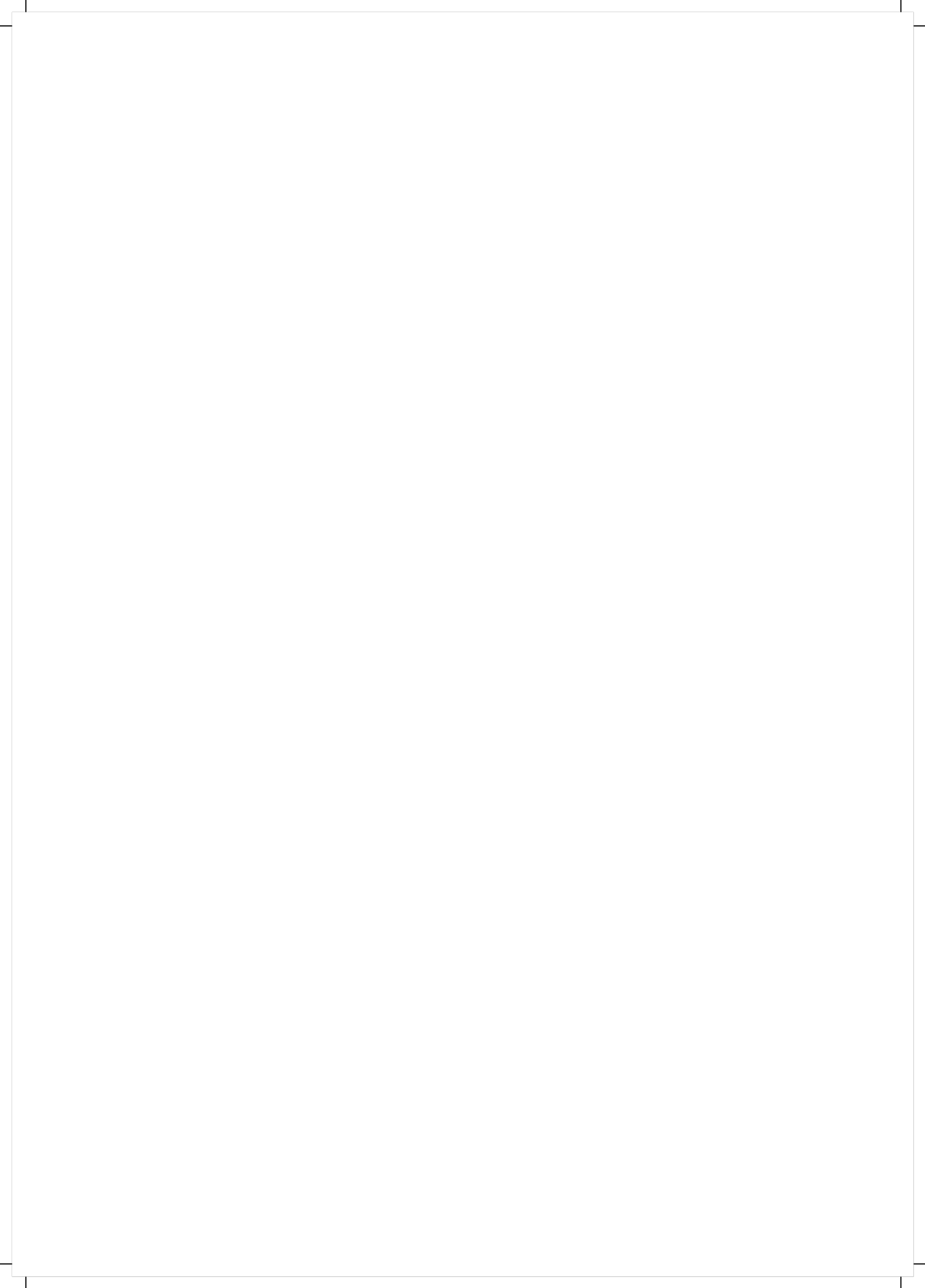
I'm fal- ling no- thing to hold on- to no- thing to hold on - to

D

45 Am C G Dm Am C G Dm

Viola

4.



Bridges over Troubled Water

Values as a Bridge to Active Citizenship

LESSONS FOR TEACHERS

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