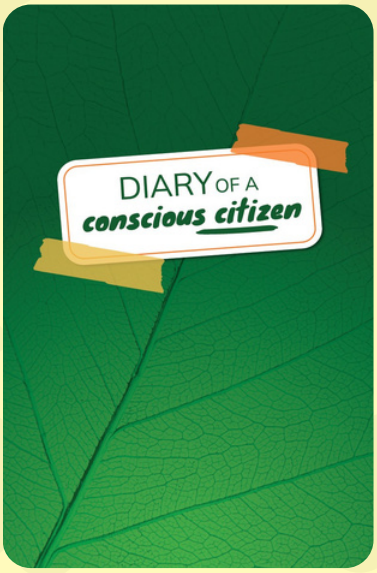
Escape Rooms for Green Entrepreneurship

PEDAGOGICAL SEQUENCE

Diary of a conscious citizen



KEY TOPICS

Citizenship | information literacy | collective action

Target group: learners aged 16+
Duration: 4 sessions (approx. 45 - 60 minutes each)

Introduction

Democratic societies depend on informed, active and responsible citizens. However, participation in civic life is often influenced by access to information, media narratives, social structures and individual perceptions of agency. Many citizens feel disconnected from decision-making processes or uncertain about how their actions can influence collective outcomes. This preparatory pedagogical sequence introduces learners to the core concepts of citizenship, democratic participation, rights and responsibilities, information literacy and collective action.
It prepares them to take part in the escape room "The Conscious Citizen", in which players navigate dilemmas related to civic engagement, information, responsibility and decision-making. As a result, learners will develop a foundational understanding of how democratic systems function, how information shapes public opinion and participation, and how individual and collective actions interact within society.

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Overview of the pedagogical sequence

SESSION	THEME	MAIN FOCUS	KEY METHODS
1	Citizenship & democracy	Rights, responsibilities & participation	Presentation, discussion, reflection
2	Information & Influence	Media, narratives & decision-making	Source analysis, scenario work
3	Agency & Collective Action	Individual vs systemic change	Mapping, case examples
4	Active citizenship & gameplay preparation	Synthesis & application	Discussion, model-building, review



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SESSION 1: Understanding citizenship

Focus

Introduce the concept of citizenship and explore how rights and responsibilities shape participation in democratic societies.

Learning outcomes

Learners will be able to:

- Define citizenship beyond legal status
- Distinguish between rights and responsibilities
- Explain how citizens participate in democratic processes
- Reflect on their own role within society

Key concepts, definitions and examples

Citizenship

The status and practice of being a member of a political community, involving rights, responsibilities and participation.

Concrete example: Voting in elections, participating in public debate or engaging in community initiatives.

Democratic participation

The various ways individuals can influence public decision-making.

Concrete example: Voting, petitions, public consultations, civic movements.

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Rights and responsibilities

Rights protect individual freedoms; responsibilities ensure that those freedoms coexist within society.
Concrete example: Freedom of speech paired with responsibility not to spread harmful misinformation.

Activities

- Introduction of key concepts through short facilitator input
- Individual reflection: "When do I act as a citizen?"
- Group discussion on active vs passive citizenship
- Mapping examples of participation at local, national and global levels

Individual reflection: Everyday citizenship

Practical activity: Local participation map

In small groups, learners choose one issue they notice in their school, neighbourhood or municipality (for example public transport, green spaces, youth facilities or waste). They identify who makes decisions about the issue and one realistic way young people could make their views heard, such as contacting a student council, joining a public consultation, starting a petition or contacting a local representative.

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Learners read the following situations and decide whether they represent active citizenship.

Situations:

1. Signing an online petition about environmental protection
2. Voting in a local election
3. Sharing political information on social media
4. Participating in a community clean-up event
5. Discussing public issues with friends or family

Task

Learners choose two situations and explain:

- Why they represent citizenship
- Whether they involve rights, responsibilities or participation

Evaluation

Exit slip: Describe one right and one responsibility that are essential for democratic societies.

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SESSION 2: Information and influence

Focus

Develop learners' understanding of how information, media and narratives influence democratic processes and public decision-making.

Learning outcomes

Learners will be able to:

- Define information literacy
- Identify bias and framing in media
- Distinguish between credible and non-credible sources
- Explain how misinformation affects democratic participation

Key concepts, definitions and examples

Information literacy

The ability to access, evaluate and use information critically.

Concrete example: Comparing multiple sources before forming an opinion.

Media framing

The way information is presented in order to shape interpretation.

Concrete example: Headlines emphasizing conflict rather than nuance.

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Misinformation

False or misleading information spread regardless of intent.

Concrete example: Social media posts containing unverified claims during elections.

Activities

- Analysis of short media excerpts (different framings of the same issue)
- Source comparison task: Identifying credibility indicators
- Scenario discussion: How would misinformation affect a public decision?
- Group reflection on responsibility when sharing information

Scenario: Misinformation during a local referendum

Local example activity: Check a claim in your community
The facilitator selects a recent, non-partisan claim about a local issue from a municipality, school, local news source or public social media post. Learners compare the claim with at least two available sources and identify who published the information, what evidence is provided, what may be missing and whether the wording could influence interpretation.

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A city is voting on whether to build a new public park. During the campaign, a message spreads on social media claiming that the project will cost twice as much as originally planned. The message spreads quickly but the information is not verified.

Discussion prompts:

- How might this information influence voters?
- Why do misleading messages spread quickly online?
- What could citizens do to verify the information?

Evaluation

Short written reflection: How can information shape public opinion and participation?

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SESSION 3: Agency and collective action

Focus

Explore the relationship between individual agency and systemic change, and understand how collective action creates impact.

Learning outcomes

Learners will be able to:

- Define individual agency
- Explain the difference between individual and collective action
- Identify barriers to participation
- Recognise how civic engagement can influence systems

Key concepts, definitions and examples

Agency

The capacity of individuals to act independently and make choices.

Concrete example: Choosing to engage in a community initiative.

Collective action

Coordinated efforts by groups to achieve shared goals.

Concrete example: Youth-led climate demonstrations influencing policy discussions.

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Structural barriers

Social, economic or political factors that limit participation.

Concrete example: Lack of access to information or decision-making platforms.

Activities

- Sphere of influence mapping (individual vs collective levels)
- Case example discussion: how a civic initiative created change
- Group exercise identifying participation barriers
- Discussion: What makes engagement sustainable?

Case: Community campaign for safer streets

Practical activity: From local issue to collective action
Learners identify a small issue that affects people in their own school or local area. They map who is affected, who has the power to change it and which collective actions could realistically be taken. Groups then propose a simple three-step action plan, for example gathering student perspectives, contacting the relevant decision-maker and presenting a shared proposal.

Residents in a neighbourhood noticed an increase in traffic accidents near a school. Parents and local citizens organised meetings, collected signatures and contacted local authorities to request safer pedestrian crossings.

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After several months of campaigning, the city council approved the installation of traffic lights and speed reductions.

Discussion prompts:

- What forms of participation did citizens use?
- Why was collective action important in this case?
- Could one person alone have achieved the same result?

Evaluation

Group task: Describe one issue that requires collective action and explain why individual action alone is insufficient.

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SESSION 4: Active citizenship and gameplay preparation

Focus

Synthesize key concepts and prepare learners to apply their knowledge during the escape room experience.

Learning outcomes

Learners will be able to:

- Connect rights, responsibilities and information to civic decision-making
- Identify dilemmas related to participation and influence
- Apply key concepts during the escape room
- Reflect on their own role in democratic processes

Key concepts, definitions and examples

Active citizenship

Ongoing engagement in democratic and community processes.

Concrete example: Participating in consultations or advocacy initiatives.

Informed decision-making

Making choices based on credible, balanced and critically evaluated information.

Concrete example: Reviewing multiple policy perspectives before supporting a proposal.

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Activities

- Synthesis discussion linking citizenship, information and agency
- Model-building exercise: characteristics of an active citizen
- Review of key vocabulary
- Explanation of how concepts appear in the escape room

Civic dilemma activity

Local application: One action I could take

To conclude, each learner chooses one issue in their school or local community that matters to them and writes down one concrete democratic action they could take. Examples include attending a student council meeting, responding to a local consultation, contacting a representative, joining a community initiative or checking and sharing reliable information about the issue.

Learners analyse short dilemmas related to democratic participation.

Example dilemma:

A friend shares a political post on social media that contains information you suspect is misleading. The post is spreading quickly among your classmates.

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Discussion prompts:

- What would be a responsible response?
- Should you challenge the information publicly or privately?
- What role do citizens have in preventing misinformation?

Evaluation

Short checklist quiz covering core concepts and terminology.

Checklist quiz: Citizenship and democratic participation

Learners answer the following questions individually or in pairs. The quiz reviews key concepts introduced throughout the pedagogical sequence.

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Questions

1. What does citizenship involve beyond legal status?
a) Only having the right to live in a country
b) Rights, responsibilities and participation in society
c) Paying taxes to the government

Correct answer: b

2. Which of the following is an example of democratic participation?
a) Voting in elections
b) Buying products online
c) Watching political news

Correct answer: a

3. What is information literacy?
a) The ability to read news quickly
b) The ability to access, evaluate and use information critically
c) The ability to write political speeches

Correct answer: b

4. What is media framing?
a) The process of verifying facts in journalism
b) The way information is presented to influence interpretation
c) The regulation of social media platforms

Correct answer: b

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5. What is misinformation?

a) Information that is deliberately censored
b) False or misleading information spread regardless of intent
c) Information that is difficult to understand

Correct answer: b

6. What does individual agency refer to?

a) The ability of individuals to act and make choices
b) The authority of governments to make laws
c) The influence of media on public opinion

Correct answer: a

7. What is collective action?

a) Decisions made by governments alone
b) Coordinated efforts by groups to achieve shared goals
c) Individual decisions made without cooperation

Correct answer: b

8. Why is responsible information sharing important in democratic societies?

a) Because information spreads quickly and can influence public opinion
b) Because it helps companies advertise their products
c) Because it reduces the need for elections

Correct answer: a

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Facilitator note (optional)

Review the answers together and clarify any misunderstandings before learners begin the escape room activity.

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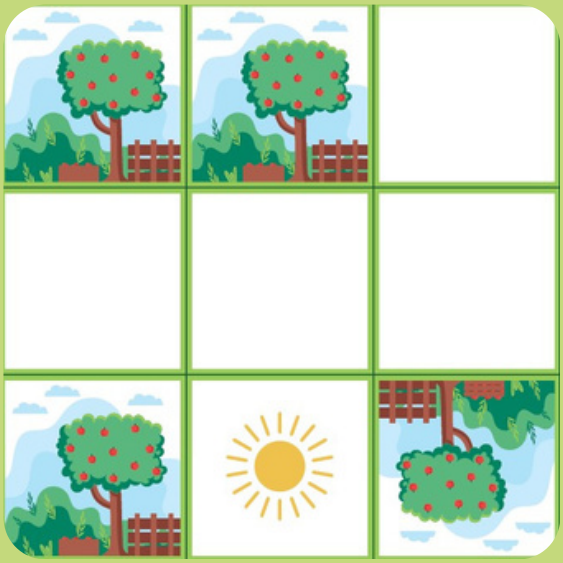

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