

# Template for Classifying Best Practices in Teaching EU Matters

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## 1. Basic Information

- Title/Name of the Best Practice: Following the news through phenomenon based learning
  - Country/Region of Origin: Finland
  - Institution/Organization Implementing the Practice: Luovi
  - Kind of activity: Digital, Blended learning, Hybrid, Other);
  - Target Audience: students
  - Duration of the activity: days; 15-30min
  - Accessibility: Free
  - Year of Implementation: ongoing
  - Contact Information <https://luovi.fi/en/international-activities/>
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## 2. Description of the Practice

- **Objective:**  
Staying up to date, media, active citizenship, understanding the world, critical thinking
- **Description of Activities:**  
Following current events helps young people stay informed about the world and understand how global and local issues impact their lives and communities. This awareness encourages active citizenship and engagement in societal matters. In practice, each school day can begin by projecting the day's news onto the classroom wall. News topics can be chosen by the teacher or selected based on students' interests to ensure relevance and engagement. It's important to allocate time for debriefing and open discussion, allowing students to ask questions, share opinions, and reflect critically. If a particular topic sparks deeper interest, it can be developed into a longer-term project. This approach supports phenomenon-based learning, helping students connect academic content to real-world contexts. They are encouraged to identify which news stories stood out to them and explain why, fostering reflection, media literacy, and a

deeper understanding of the world around them.

- **EU Citizenship Focus Areas:**

*This method allows for the commendable handling of a wide range of topics, offering the flexibility to address current events, societal issues, and global developments as they arise—for example, civic participation, European values and fundamental principles, European identity, and cultural diversity.*

Strong points	Weak points
<p><i>Critical thinking and media literacy: Watching the news and analyzing it in class develops young people's critical thinking and media literacy. They learn to assess the reliability of news sources and identify possible misunderstandings or misleading information</i></p>	<p><i>Not knowing in advance if the news contains distressing elements for students. Ensuring a safe environment is important</i></p>
<p><i>Can be implemented in many different ways. The topic can be selected related to other themes at hand or on the certain professional field or "the todays news" can be discussed.</i></p>	<p><i>Motivating students to take interest in these topics can be challenging, especially when their prior knowledge is limited.</i></p>
<p><i>Quick to realize, easy.</i></p>	
<p><i>Versatility and accessibility: news can be followed through different media, such as television, radio, newspapers or the Internet. This makes following the news accessible to all students, regardless of their learning styles or need</i></p>	

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### 3. Pedagogical Details (if these data are available)

- **Teaching Methodology:**

phenomenon based learning, project-based learning

- **Resources and Tools Used:**

media resources

**Innovative Aspects:**

Versatile, for example social media platforms used by young people can be chosen as a source of news. Reflection and discussions on the source of the news can be evaluated together.

- **Adaptability to VET Settings:**

Perhaps the lack of time can be challenging if the news is not directly related to the professional/professional field

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### 4. Outcomes and Impact

- **Measured Outcomes:**

We haven't measured outcomes yet

- **Student/Teacher Feedback:**

NA

- **Evidence of Success:**

NA

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### 5. Inclusivity and Accessibility

- **How Inclusive is the Practice?**

fully inclusive, you can listen to read read the news, you can find plain/easy language ones

- **Accessibility of Resources:**

Teachers have unlimited access to different sources of information and news

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### 6. Alignment with EU Citizenship Education Goals

- **Relevance to EU Citizenship Topics:**

The practice fosters key EU citizenship themes such as civic participation, media literacy, critical thinking, and awareness of European values, identity, and cultural diversity. By connecting daily news to students' lives, it encourages reflection on democracy, societal issues, and global interdependence—core components of active EU citizenship.

- **Policy Alignment:**

This approach aligns with EU priorities on citizenship education, particularly those outlined in the European Education Area. It supports goals related to critical thinking, democratic participation and digital literacy.

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