1. Teaching/learning aim

Citizenship education is provided to pupils in compulsory education through the teaching of the following subjects: Studies of the Environment and Civics and Social Studies. Environmental Studies is addressed to Kindergarten pupils and pupils of the first four grades of Primary School, i.e. pupils aged 5-10. Civics and Social Studies is addressed to pupils of the last two grades of Primary School and the third grade of Gymnasium (Junior High School). The subjects mentioned above, serving the aim of the teaching of Citizenship Education, help pupils to realize the roles, rights and responsibilities they have as citizens in a systematic and a coherent way. Concurrently, along with other teaching subjects and school activities, such as Physical Education, Home Economics, School Vocational Guidance (Counseling), Health Education, Consumers Education, Road Safety Education and Environmental Education, they contribute to making pupils capable of handling and dealing with complex social and moral problems, that come up in their life, relating either with their personal or the broader environment.

The aims of Civics and Social Studies in pre-school and compulsory education are:

·   the pupils' intellectual development by promoting the knowledge and the comprehension of the deeper meaning and the aim of life as well as the universal and diachronic values of the human society with ulterior purpose the application of these values in the daily life;

·   the pupils' moral development by encouraging them to critically evaluate issues relating to freedom, justice and human rights and also issues concerning their own rights and responsibilities in society;

·   the social, economic and political development of pupils by supporting them towards acquiring knowledge, comprehension and skills which are essential assets in order that they become able to actively and responsibly participate in the social, economic and political process;

·   the pupils' cultural development by strengthening their national and cultural identity, by making them aware about the nature and the role of the various groups they belong to and ready to accept the diversity and the pluralism;

- development of pupils' Hellenic identity and awareness based on our national and cultural heritage;
- development of social relationships and social integration, personal responsibility and social solidarity.

2. Content Guiding Principles, General Goals, Indicative Fundamental Cross-thematic Concepts

I. Primary school

Studies of the Environment

Grade	Content Guiding Principles	General Goals (Knowledge, skills, attitudes and values)	Indicative Fundamental Cross-thematic Concepts
1st	**My classroom**	**Pupils should:** come in contact with the concept of a social group; understand the necessity of having rules for the smooth functioning of school classroom.	**Interaction Individual– Group Similarity - Difference**
	My school	learn to observe hygienic rules and cleanliness of school facilities; develop cooperation spirit for the realization of activities and events in the school premises; realize the need to follow specific instructions and keep safety rules in cases of emergency (for example earthquake, fire, etc.).	**System Interaction**

	My family	understand the role each member of a family has within it;	**Similarity-Difference Change Interaction**
		understand the importance of family during a child's evolutionary course of life.	
	Man and time	learn to link facts concerning family's life in the course of time;	**Time Change System Classification**
		become familiar with the concept of time by studying the family tree of their own family.	
	My neighborhood	become familiar with their neighborhood and the nearby locality and compare their neighborhood with others;	**Interaction Similarity-Difference Space–Time**
		to get to know the people who live and work in their locality;	
		become aware of different ways of solving problems (for example, environmental problems) in their locality.	
	My locality Local history	understand that human activities affect the quality of the local environment;	**Interaction System Change**
		realize the significance of local history.	
	The human needs	realize their essential needs and the way to satisfy them;	**Individual– Group Interaction Space–Time**
		speculate on the problem of undernourishment and malnutrition of children around the world.	

		Communication, information and leisure time	become familiar with the mass media; have a critical attitude when watching television programs.	**Similarity-Difference** **Interaction** **Communication**
		The properties of sound	become familiar with the concept of sound and its properties.	
		Local culture	become familiar with the cultural centers and folk culture in their locality.	**Culture** **Space–Time** **Change**
		Sports in our school	realize the need for observing the rules in sports and athletic events; develop collaborative skills during sport games playing.	**System** **Communication** **Interaction** **Cooperation**
2nd		My school	become familiar with their school building and its surroundings; become aware of environmental problems in their school locality.	**Interaction** **Space–Time** **Similarity-Difference**
		My locality	be informed about the various services offered in their district/ neighborhood; become sensitized about the problems their neighborhood used to have in the past and the ones existing nowadays and also work together to handle them.	**Communication** **Similarity-Difference** **Change** **Space–Time** **Interaction**
		The cycle of life and time	realize the differentiation of human needs in the different stages of human life; realize the importance of parental role in a child's life.	**Change** **Interaction**

	Transportation	recognize transportation means used either for the transportation of goods or for people; to comprehend the role of transportation in human life.	**System** **Classification** **Change**
	Human needs	realize the essential needs of humans as members of a group or community; appreciate the contribution of social groups to the satisfaction of the individual's needs.	**Interaction** **Communication** **Individual– Group**
	Communication, information and leisure time	understand the need for communication between people; develop a critical attitude towards mass media.	**Interaction** **Communication**
	The culture of the broader region	follow the traditions and popular culture of their region.	**Culture** **Space–Time**
	Sports and Entertainment	realize the importance of sports and exercise for physical and mental health; become familiar with the history of the Olympic Games and understand their importance.	**System** **Change** **Culture**
3rd	**Community life**	understand the reasons that led people to live in communities; appreciate how important rules are for the function of a community.	**Communication** **Interaction** **Interdependence** **Collaboration**
	Decision making at community or municipality level	realize the importance of local government in handling local problems; become aware of the importance of the burghers' participation in local affairs.	**Dependence** **Power** **System**

	My locality and the protection of the local environment	realize the effects of human activity regarding natural and human-made environment.	**Interaction** **System**
	Communication	recognize the different ways of communication among people and their development in the course of time; express themselves using all kinds of communication means; be sensitized towards individuals with communication problems.	**Communication** **Change** **Similarity-** **Difference**
	Mass media	think critically while reading different kinds of printed material (magazines, newspaper, etc.).	**Interaction** **System** **Communication**
	Consumer awareness	distinguish the real value of products and their importance for our health; distinguish between Greek and European Union products.	**System** **Space–Time** **Communication**
	Transport	associate transportation means with various human needs; become aware of the importance of safety in transportation and the effects of transportation means on human life and the environment.	**Interaction** **Individual–** **Group** **Similarity-** **Difference** **System** **Change** **Space–Time** **Communication** **Culture**
	The culture of our country	become familiar with places of cultural significance.	**Culture** **Change** **Space–Time**

	Sports and the Olympic idea	distinguish between individual and team games; realize the importance of the Olympic Games and Special Olympics.	**Change** **Similarity-Difference** **Interaction**
4ᵗʰ	**Geographical regions of Greece–Administrative regions**	realize that their community center or their town/city is part of a wider administrative region as well as part of the wider geographical region of Greece.	**Similarity-Difference** **System** **Space–Time**
	Protection and conservation of the local environment	become aware of the problems of the natural and human-made environment; develop participation skills in order to solve problems of the broader environment.	**Interaction** **Individual–Group** **System**
	Economic activity in our locality	make links between professions and products of the locality and appraise the contribution of each profession to the economy and living standard of the local community; become familiar with basic market functions (supply and demand).	**Interaction** **System** **Similarity-Difference**
	Infrastructure works in our locality	realize the effects of infrastructure works on human life and the natural environment; acknowledge the contribution of the various professions to the realization of infrastructure works in their locality.	**Interaction** **Similarity-Difference** **System**
	Communication, information and leisure time	adopt a critical attitude towards traditional media (television, radio, the press);	**Communication** **Interaction** **Change**

		to come in contact with new information and communication technologies (ICT) (the web, cable television, etc) and to consider their effects on human life.	
	Greek and other cultures	become familiar with their cultural heritage and evaluate its contribution to the local community; make comparisons between their cultural heritage and those of other member countries of the European Union.	**Culture Space–Time Interaction Change Similarity-Difference**
	Sports	make a distinction between the following concepts: sports for amateur and championship persuit; fan and supporter and associate them with phenomena of violence in the sports field.	**Interaction Individual–Group Communication**

Grades 5ᵗʰ, 6ᵗʰ (Civics and Social Studies)

Grade	Content Guiding Principles	General Goals (Knowledge, skills, attitudes and values)	Indicative Fundamental Cross-thematic Concepts
5ᵗʰ	**The individual and society** the role of social groups such as family, associations, etc Institutions	**Pupils should:** appreciate the roles of individuals in various social groups and institutions and the interaction between individual and group; appreciate the importance of family and social groups for the development of individuals;	**Individual–Society Interaction System Similarity-Difference**

		appreciate the significant role of the school for individuals and society; develop an interest in institutions of the immediate and broader locality; develop respect for the organization of societies.	
	The individual and the state The concept of the state The Greek state The Greek Citizen Rights and responsibilities	acquire knowledge of political systems and how they are organized; adopt a positive attitude towards democratic institutions; acquire knowledge of citizenship rights and the responsibilities; safeguard their rights and take up their responsibilities as responsible and democratic citizens; develop understanding and appreciation of persons belonging to social, cultural and ethnic groups different from their own; develop those skills necessary for functioning as informed and contributing members of society.	**System Organisation Individual– Group**
	The individual and the European Union The European Un-	appreciate the efforts of individuals and governments for cooperation, peace and progress;	**Space–Time Individual– Group Similarity-**

	ion: the back-ground of its foun-dation–member countries The European citi-zen	recognize the contribution of Europe (in-cluding Greece) to global civilization; respect and appreciate the traditions, be-liefs and ideas of other peoples.	**Difference**
	The individual and the interna-tional community International or-ganizations Human Rights	recognize international cooperation and peace as preconditions for economic and cultural development; become involved in the protection and conservation of human-made and natural environment; develop respect for human rights; become sensitized to international prob-lems.	**Culture** **Individual–** **Group** **Similarity-** **Difference** **System**
6th	**The individual and society** Social groups, In-stitutions, special social groups Social problems The role of the media	appreciate the roles of individuals in dif-ferent social groups and institutions and the interaction between individuals and groups; realize the need for social organization; develop an understanding of the role of education as a contributing factor in the development of individuals as well as in social coherence and development; develop appreciation of the value of so-cial justice;	**Individual–** **Group Com-** **munication** **Interaction** **System**

		develop problem-solving skills.	
	The individual and the state The concepts of state and nation Systems of government/ Kinds of governing systems The Greek state. Functions of the state, Elections, Citizenship rights and responsibilities, the international community The relationships among the states	develop an interest in the organization of Hellenic democracy; develop appreciation of the value of democracy; develop a positive attitude towards universal peace and democratic institutions; acquire knowledge of the responsibilities and privileges of citizenship; develop the skills required for participation in the political process of their country; realize how multiculturalism conditions our society and that respect for human rights is a precondition for the peaceful coexistence of people with diverse social, cultural and ethnic backgrounds.	**System Organization Individual– Group**
	The individual and the European Union The E.U.: purpose–organization –institutions The Greek citizen as a European citizen	appreciate the importance and the role of the E.U. internationally, especially when it comes to international cooperation and peace**;** realize the need for the preservation of cultural diversity, within the context of a multicultural Europe, as a precondition for the peaceful and democratic coexistence of all member countries;	**Space–Time Individual– Group Similarity- Difference**

		develop understanding and appreciation of other European citizens and a positive attitude towards cooperation and solidarity; develop participation skills.	
	The individual and the international community World international organizations Human Rights and the International Community The international dimension of the social problems	appreciate the role of international organizations in promoting international cooperation and peace; develop respect for human rights; speculate on global social problems.	**Culture** **Similarity-** **Difference** **Individual–** **Group** **System**

II. Junior High school

Grade 3rd (Civics and Social Studies)

Grade	Content Guiding Principles	General Goals (Knowledge, skills, attitudes and values)	Indicative Fundamental Cross-thematic Concepts
3rd	**The individual and society**	**Pupils should:** become aware of the interaction between the individual and society and to develop the spirit of collaboration and responsibility;	**Individual–society** **Interaction** **Similarity-** **Difference**

			Change
		recognize different social groups and ask themselves questions concerning the organization and change of the various groups in the society;	
		evaluate the usefulness of institutions and socialization, to distinguish the interaction and the change within them and to ask themselves questions about their content.	
	The citizen and the state	become aware of the value of citizenship and politics;	**Individual–State** **System** **Change** **Power**
		identify and evaluate the various types of political systems and become aware for the importance of the Constitution;	
		appraise the function of the basic political institutions and participate in the social process;	
		understand the functions of the state relating to rights and responsibilities.	
	The European citizen and the European Union	understand the organization, the function and development the European Union;	**System** **Culture** **Interaction** **Change**
		participate actively as European citizens in the European affairs being aware of the fact that they are Greek and European citizens at the same time;	

		adopt a positive attitude towards solidarity and collaboration between people and states.	
	The cosmopolitan individual and the international community	Realize the importance of interaction between different countries and peoples as well as the need for organization of the international community; to appreciate the need for the international peace and security as well as the respect of human rights and at the same time to activate for their protection.	**System Interaction Similarity-Difference**