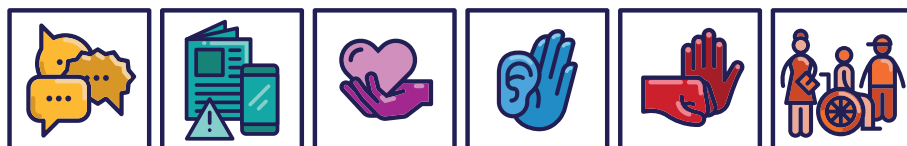


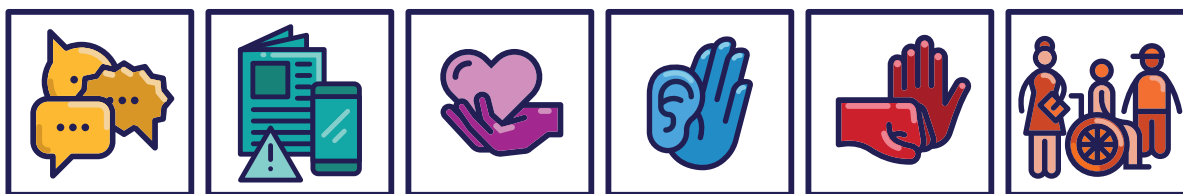
# RFCDC – LEARNING ACTIVITIES BASED ON THE COVID-19 PANDEMIC

Building an inclusive and  
democratic school during and after Covid-19



Target group:  
**Both teachers and  
learners at all levels  
of education**





## Building an inclusive and democratic school during and after Covid-19

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### RATIONALE

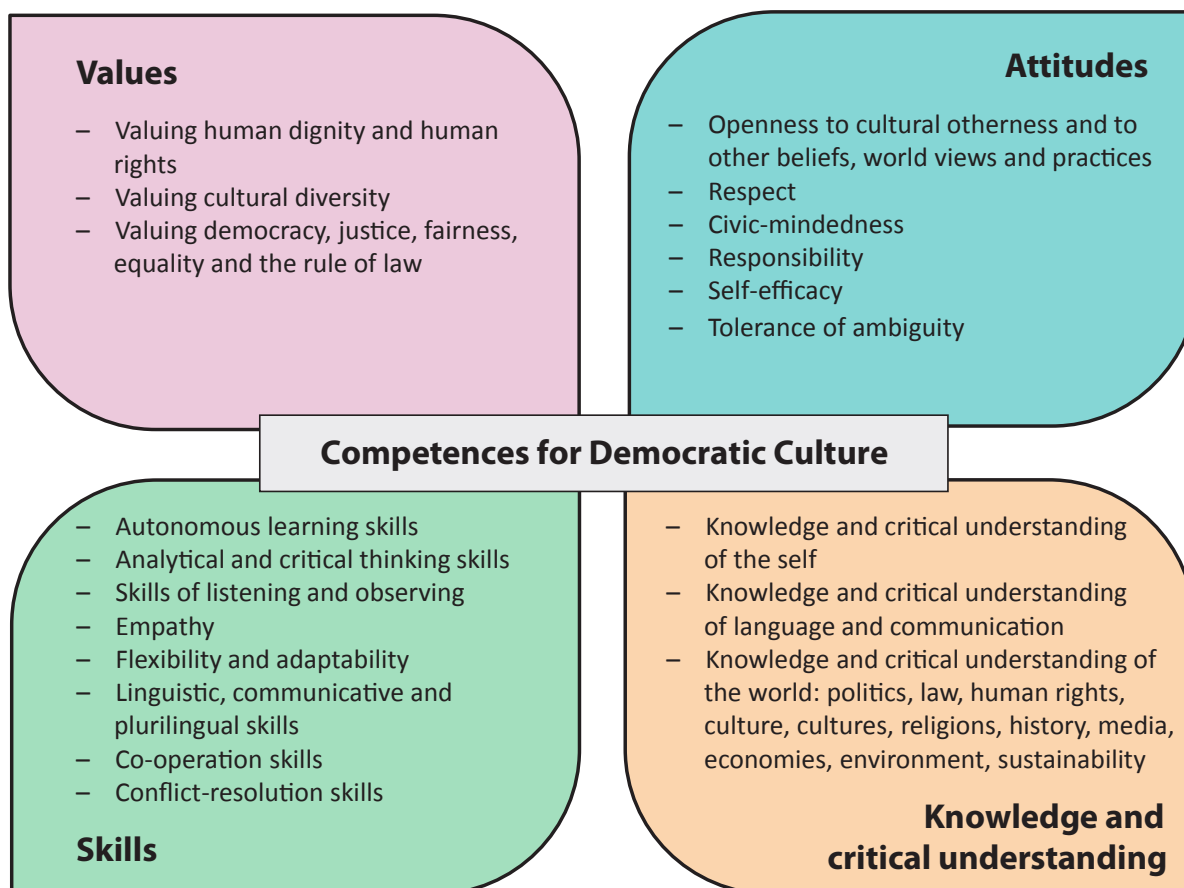
— This set of activities is designed to support pairs or teams of teachers to collaboratively reflect on challenges they have encountered in their school due to Covid-19. Teachers are then guided to plan, organise and evaluate learning activities to address these challenges in ways that create inclusive learning environments and empower learners.

— The activity is organised as a cycle, composed of four elements:

- ▶ Planning
- ▶ Action
- ▶ Reflection
- ▶ Evaluation



## THE RFCDC COMPETENCES



## COMPETENCES PROMOTED BY THE ACTIVITY

Subsets of all 20 competences may be promoted in both teachers and learners. However, teachers might find it suitable to start with a focus on either their own or learners' competences and then add the other dimension in subsequent cycles of the activity.

## LEARNING OUTCOMES

Engaging in this cycle of activities will help teachers to:

- ▶ Develop a better understanding of the situation in their school and the challenges that are occurring due to Covid-19
- ▶ Identify approaches and learning activities that are suitable to address these challenges in inclusive and democratic ways
- ▶ Reflect on their own role in addressing and solving the challenges
- ▶ Improve their capacity to co-operate with colleagues
- ▶ Promote their own and their learners' competences for democratic culture



## DESCRIPTION OF ACTIVITY

— This cycle of activities requires the collaboration of two or more teachers throughout the entire process. One of the teachers should act as an observer during the learning activities and should take part in the evaluation.

### A. Analysis of the Covid-19-related situation in the school

1. Teachers share experiences with challenges that have emerged during and after the Covid-19 lockdown. Possible guiding questions are:
  - ▶ Have some learners or groups of learners become more vulnerable?
  - ▶ Have some learners or groups of learners been excluded?
  - ▶ Has cyberbullying occurred?
  - ▶ Has there been a lack of learner participation in decisions and regulations?
  - ▶ Have learners been influenced by Covid-19-related fake news and conspiracy theories?
2. All challenges and issues are collected on a whiteboard, paper or poster, and clustered according to the six themes of the “Free to Speak – Safe to Learn” project.

3. The team selects one area of concern and the respective “Free to Speak” theme in which action is most needed (alternatively, a list of priorities may be made).
4. Reflection: Which of the 20 competences are most relevant for teachers to acquire in order to solve the prioritised challenge, and which competences are most relevant for learners to acquire?

### B. Planning action

5. The team chooses one or two activities (from the full set of Covid-19 learning activities) that are related to the relevant “Free to Speak” theme (if none are judged to be suitable, alternative activities can be chosen or developed).
6. Teachers identify up to 3 competences which they judge to be the most important for **themselves and for their own actions** for addressing the challenges that have been identified. Which descriptors describe ideal behaviours that teachers could adopt?
7. Teachers also prepare for the **observation of learners**, familiarising themselves with the descriptors for the learners’ competences that are addressed by the activity (optionally, the group may create an observation template for observing the learners)

## MATERIALS OR RESOURCES REQUIRED

- ▶ Materials for the collaborative working processes (whiteboard, paper or poster and sticky notes, or digital alternatives)
- ▶ The full set of Covid-19 learning activities



### C. Evaluation

8. During the activity, one teacher observes and makes notes about both the teacher's and the learners' behaviours (using the descriptors or the observation template).
9. At the end of the learning activity, the learners are asked to identify which of the 20 competences they think they themselves have developed during the activity.
10. Teachers compare the learners' feedback with their own observations and the goals of the activity, and address the questions:
  - ▶ Has the activity contributed to solving the challenge?
  - ▶ Have the intended competences been promoted in both the teachers and the learners?
  - ▶ What could be improved?
11. Reflection on the **teacher's role** during the activity, by examining what went well and what could be improved.

### D. Planning the next cycle

12. The teachers share their analysis of the situation, using the following questions:
  - ▶ Did the learning activities contribute to a change regarding the challenges addressed?
  - ▶ Is more action needed regarding this challenge?
  - ▶ If not, which of the other challenges identified should be addressed next?
13. The pair or team of teachers then carry out a second cycle of the activity, using the same sequence of steps (1-12) as in the first cycle.

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[www.coe.int/en/web/education/covid-19](http://www.coe.int/en/web/education/covid-19)

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