

RFCDC – LEARNING ACTIVITIES BASED ON THE COVID-19 PANDEMIC

The school I want after the Covid-19 pandemic

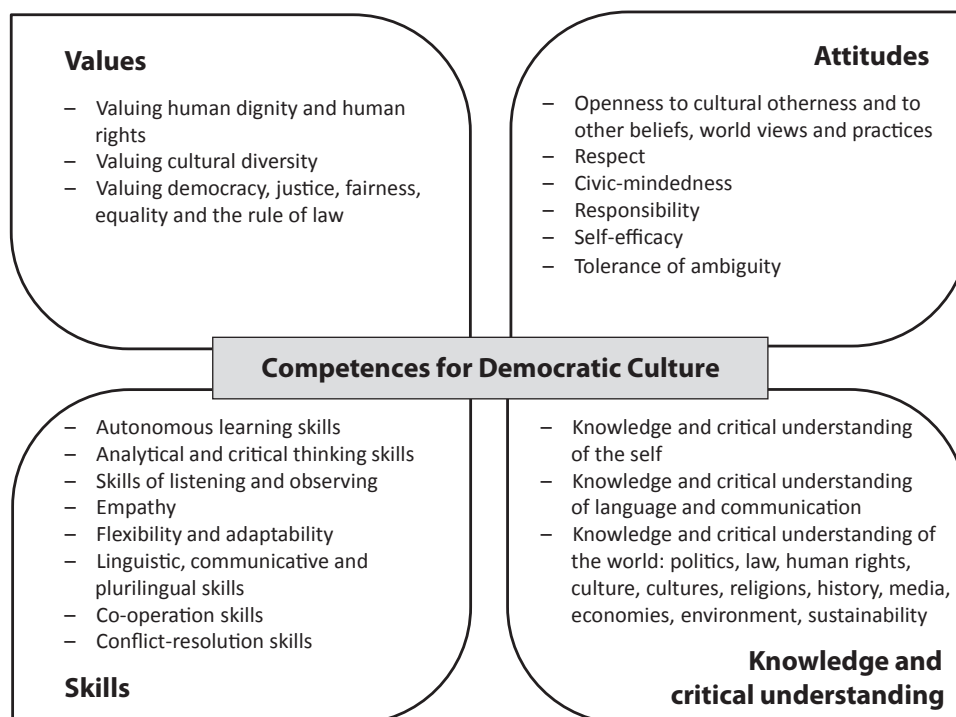
Target group

■ Learners in primary or secondary schools

Rationale

■ The Covid-19 pandemic provides learners with an opportunity to think about the changes that they would like to make to their school, which is a place where they spend a lot of their time. It is important for improving their school performance and skills to motivate them by allowing them to express their views about how the school is organised. In this activity, the learners draw contrasting pictures of a school where they would and would not want to study. They discuss the factors that make the difference and how school, even in its online version, could be improved after the Covid-19 pandemic.

The RFCDC Competences



Competences promoted by the activity

■ Valuing human dignity and human rights; Autonomous learning skills; Analytical and critical thinking skills; Co-operation skills; Openness to cultural otherness and to other beliefs, world views and practices.

Learning outcomes

■ Completing this activity will help learners to:

- ▶ Reflect on the best school environment they need to learn and develop
- ▶ Think critically and use their problem-solving skills
- ▶ Use appropriate ICT tools in order to achieve a goal
- ▶ Understand what is needed for all learners, without distinction and discrimination, in any school environment

Description of activity

1. In preparation for the activity, ask the learners to collect some photos of their school and the classrooms in it. The teacher may also contribute some photos to the gallery.
2. To start the activity, the learners watch the gallery, and write down:
 - ▶ three things they like about their school environment;
 - ▶ two things they might change;
 - ▶ one thing they don't like about their school environment.
3. Stimulate a brief discussion about what the learners have seen and written. Some questions that could be used are:
 - ▶ Is your school friendly?
 - ▶ Do you like the way the classes are organised, most of the time, in your school?
 - ▶ Are the lessons varied and engaging?
 - ▶ Do you learn something new every day in your classes?
 - ▶ If you were a teacher, what would you do to make your learners more motivated to study?Summarise the ideas that emerge.
4. Ask the learners to draw or to create a comic or cartoon in which they present their ideal school. Display the products either on a common online wall or put them together to create a brochure or magazine.
5. Ask the learners to consider the presentations that other members of their class have made, and to evaluate how practical or realistic they are.
6. Summarise the learners' ideas about how important it is to learn in a safe and pleasant environment.

Materials or resources required

- ▶ An online photo gallery of the learners' school and classrooms, provided through, for example, Google photos
- ▶ Web tools for collecting learners' answers, for example:
 - <https://www.mentimeter.com>
 - <https://www.tricider.com>
- ▶ A web tool for choosing a few participants to present their notes, for example:
 - <https://wheelofnames.com/>
- ▶ ICT tools for creating comix, for example:
 - <https://www.powtoon.com/>
 - <https://www.makebeliefscomix.com/>
- ▶ An online wall, for example:
 - <https://www.pearltrees.com/>

Reflection on the activity and the learning outcomes that have been achieved

■ Ask the learners to comment on and discuss the learning process and the results that they have achieved. In addition, ask them to reflect on what they have learned as a result of the activity.

■ Hold a debriefing session by asking some of the following questions:

- ▶ What kind of experience was it for you to imagine your ideal school?
- ▶ Has anything changed in your thinking after hearing about your friends' ideas concerning their ideal school?
- ▶ Did you learn anything about yourself?
- ▶ Do you think your school is going to change, and if so, how?

www.coe.int/education
www.coe.int/en/web/education/covid-19
www.coe.int/free-to-speak-safe-to-learn
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