



Pestalozzi

Training Resources

Core competences in Education for democratic
citizenship (EDC)

“Collaborative activities with school outside partners”

by

Author: Pavel Alonov - Estonia

Editor: Miguel Ángel García López



The Pestalozzi Programme
Council of Europe Training Programme for education professionals

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citizenship (EDC)
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Last edition: **December 2012**

The opinions expressed in this work are the responsibility of the authors and do not necessarily reflect the official policy of the Council of Europe.

Theme: EDC/HRE with outside partners

Expected outcome

- To promote new opportunities to connect school and society.
- To develop a framework which could be helpful for teacher trainers who are interested in promoting democratic learning through active and participatory approaches.
- To motivate the school staff for being more open to outside partners in order to make schools more democratic and flexible.

Target group

Type of training	School level / age	Subject area
In-service training	Secondary school level	All initiative teachers, headmasters and project coordinators

Brief description of the unit

This training course for teacher trainers “Reinforcing/designing collaborative activities with appropriate partners outside the school” presents one possible framework or background that will lead the trainees to acquire a variety of skills needed for active participation in a process which connects society and school and make them more democratic.

The training course consists in three sessions and each of them is divided into one or two activities. The most important part is to present a theoretically and practically designed framework for cooperation between school and society. The framework is quite flexible and was tested in some Estonian schools. The role of the teacher trainers is to acquire the main idea of education for democratic citizenship and therefore analyse different opportunities to support democratic citizenship in schools. It is supposed that an open and diverse school is more democratic than a closed one, where pupils day to day see only school teachers.

Methods/techniques used

- Discussion
- Group work
- Peer cooperation

Time 3.5 hours

Activity 1	▶ 30 minutes
Activity 2	▶ 30 minutes
Activity 3	▶ 90 minutes
Activity 4	▶ 40 minutes
Activity 5	▶ 20 minutes

Tips for trainers:

- It is important to keep an eye on the group dynamics because the presented framework may not be suitable for all contexts.
- Try to be flexible and underline the fact that it is only one of thousands possibilities to design collaborative activities with appropriate partners outside the school.

Resources

Paper and some sets of glue, tape, colored papers, markers.	
Projector and computer	
PowerPoint presentation of this TU	Appendix 1
EDC pictures	Appendix 2
Back to school – Framework.	Appendix 3
Action plan form	Appendix 4
Evaluation and assessment form	Appendix 5

Activity 1 Introduction: Aims and format of the TU



30 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➢ To present the aims and the content of the unit to the trainees. <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➢ To check the trainees attitude towards education for democratic citizenship. ➢ To get some comments on the trainees' experiences in their work with teachers and partners outside the school. 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➢ Presentation ➢ Free writing 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➢ Projector and computer ➢ Appendix 1: PowerPoint presentation 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➢ It is important to find a room where it is not a problem to put chairs into a circle. 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➢ Present yourself. ➢ Explain the aims of the unit using the PowerPoint presentation (Appendix 1). Stress the skills the group will develop while working on: <ul style="list-style-type: none"> - how to determine the principles of EDC; - how to incorporate partners outside the school into the school life; 	

<ul style="list-style-type: none"> - how to make cooperation between school and school partners more effective and influential in the context of democracy and human rights. ➤ Present the structure of the TU (phases, tasks, timing) using the information from the PowerPoint presentation (Appendix 1). ➤ Emphasize the value of collaborative work and cooperative learning, and the fact that each person will contribute a lot to the final outcome. ➤ Give an exercise to write some sentences about the trainees' understandings of democratic education. The topic could be like this - "As I understand, EDC is...". Give only 4-5 minutes for this. ➤ Ask the participants to share their thoughts in a carousel form. The participants should show their motivation, experience, connection with EDC by standing in a line from very little up to very much. Let them share their understandings in connection to their taken position. ➤ Leave some minutes for comments and questions about the aims and the structure of the TU. 	
<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ Use PowerPoint presentation correctly, and modify it according to the context. 	
<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➤ Ask every one about his experience with EDC, cooperation between school and partners outside the school, influence of outside partners on school. ➤ Ask them to summarize the main points of the TU. 	

Activity 2 Creating an appropriate group dynamics



30 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➤ To create a climate of trust between the participants. <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➤ To explore the group resources on the topic of the TU. ➤ To understand the expectations of the participants. ➤ To show some active methods for developing group dynamics. 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➤ Group work 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➤ Different pictures representing for example a flower, a bear, a book, sun, rain, sweat, etc. ➤ Paper and markers. ➤ A bag and 12 slices of colour paper: 3 yellow, 3 green, 3 red and 3 blue. ➤ EDC pictures – Appendix 2 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➤ Put all the chairs into the ring. 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➤ Ask everyone to present himself: profession, experience, relationship with EDC, expectations and so on. ➤ Put down different pictures and ask every person to take one picture which characterizes more precisely EDC at his or her opinion (there are some pictures in Appendix 2 that you can use). 	

<ul style="list-style-type: none"> ➤ Start first and explain to the participants why the picture you have chosen describes EDC in the best way at this moment. Ask the next person to continue. ➤ When you finish this exercise ask all of the participants to take one slice of colour paper from the small bag, so they will organize 4 different groups. ➤ Give to every group one paper (A3 format) and a marker. Ask them to reflect on their experiences with democratic education and especially on good practices between school and outside partners. During the conversation, give to each group one of the next questions: <ul style="list-style-type: none"> - Why it is useful for schools to cooperate with outside partners? - What outside partners can bring to students and school staff? - What kind of cooperation could exist between schools and outside partners? - Who should be responsible for cooperation between school and outside partners? ➤ Put all of the papers on the wall and imagine that it will be a gallery. Next to every gallery picture there is an author (one member of the group) who will present the content of the picture. 	
<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ If the trainees have difficulties answering the questions, the trainer should offer some oral guidance to the group. ➤ Democratic and participative decision-making processes have to be promoted here. 	
<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➤ Ask each group to bring on one most important reason for cooperation between school and outside partners in the context of democratic education. Fix these reasons on the desk. 	

Activity 3 Framework presentation and analysis



90 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➢ To develop the framework that could be helpful for teacher trainers, who are interested in promoting democratic learning through active and participatory approaches. <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➢ To motivate the school staff to be more open to partners outside the school in order to make schools more democratic and flexible. ➢ To prepare the participants for a critical analysis of the presented framework of cooperation between schools and outside partners that was tested in some Estonian schools. 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➢ Presentation ➢ Discussion 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➢ Appendix 3: Reproduced hand-out of the framework. ➢ Appendix 4: Action plan form 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➢ It is possible to stay in the ring or to put all the chairs classically one behind another. You can decide it all together. 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➢ Hand out the frameworks of collaborative activities between schools and appropriate partners outside the school. 	

<ul style="list-style-type: none"> ➤ Give the participants 15 minutes to get familiar with this framework. ➤ Ask everyone to write down one thing that he or she liked in the framework and one thing that he or she did not like about it. ➤ Launch a discussion in a big group about implementing this framework in different contexts and about the different possibilities to modify it. During the discussion try to explore these questions: (you, as a trainer, must ask these questions, and lead the conversation) <ul style="list-style-type: none"> - Is it a good tool for cooperation with outside partners? - Is it a good tool for developing EDC? - Is a usual teacher able to organize this kind of cooperation at the school level? - What kind of problem a teacher could meet trying to implement this kind of framework? - Is it possible to take this framework as a basis to design collaborative activities between school and partners outside the school? ➤ Using same groups as in activity 2, ask every group to compose an action plan for implementing the presented framework in their school. Use the form that you can find in Appendix 3. 	
<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none"> ➤ It is very important to guarantee that everyone can take part in the discussion! ➤ It is strongly recommended that you as a trainer are familiar with the framework and with Estonian schools experience! 	
<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none"> ➤ Ask for feedback and questions from the trainees to make sure that everybody has understood the framework and its ideas. This kind of short discussion in which questions arise helps the whole group of trainees to understand the task as a collective experience. 	

Activity 4 Groups' presentations of their work's outcomes



40 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➤ The present the work done in groups. <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➤ To get feedback about the framework. ➤ To interchange opinions and critics about the presented framework. 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➤ Presentation 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➤ Stickers ➤ Board 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➤ Ask each group to present their action plan in front of the whole course group. ➤ The trainer moderates the session, paying particular attention to time-keeping: a 5-minute time limit for speaking. ➤ The group members may be questioned by fellow trainees from the other groups. ➤ The questions asked should be related to the presentation issues, for clarification. ➤ When one group has passed their 5 minutes, the next group will follow until the full presentation will be made. ➤ When all groups are finished there should be 10 minutes for discussion and preparation for deadline. 	

<p>► Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none">➤ The trainer should be among the groups ready and available to answer questions and helping the groups staying focused on their task by asking them questions.➤ You have to keep on time.➤ It may also happen that someone in the group will offer a new, not yet discussed issue. In that case, the trainer should be very careful and do not allow different types of time wasting and misunderstandings.	
<p>► Debriefing/reflecting:</p> <ul style="list-style-type: none">➤ Ask the participants again to stand in thermo-line of motivation and understandings. Ask who has changed his position on EDC and cooperation between school and society and why.➤ If you need some additional time to finish the discussion, ask the participants. Do not use it without their allowance.	

Activity 5 Evaluation and assessment



20 minutes

	Notes
<p>▶ General aim:</p> <ul style="list-style-type: none"> ➢ To get feedback about the training course and each training activity. ➢ To initiate the process of self-reflection for each member of this training course. <p>▶ Specific aims:</p> <ul style="list-style-type: none"> ➢ To check the trainees attitude towards EDC and the presented framework. 	
<p>▶ Methods /techniques used:</p> <ul style="list-style-type: none"> ➢ Filling the prepared evaluation form (questionnaire). 	
<p>▶ Resources:</p> <ul style="list-style-type: none"> ➢ Appendix 5: Evaluation questionnaire 	
<p>▶ Practical arrangements:</p> <ul style="list-style-type: none"> ➢ Don't forget to print out the evaluation questionnaires for each participant. 	
<p>▶ Instructions/procedure:</p> <ul style="list-style-type: none"> ➢ The last part of the training unit is individual work and everyone is going to get an evaluation form. ➢ It is important to explain, why you, as a trainer, ask these questions and what the main aim of this evaluation is. Then look together at all of the 7 questions and try to explain what kind of answers you are waiting for. It will help the participants to concentrate on their answers and hopefully will raise their motivation to write full answers. ➢ Before the participants start filling the questionnaires stress that there is no need to write their 	

<p>names on the evaluation form. The evaluation form should stay anonymous.</p> <ul style="list-style-type: none">➤ At the end of the process thank everyone for the work and before the final closing give them a chance to present their comments or some extracts from their evaluation forms. It is quite interesting to ask everyone what he or she is going to take with him/her from here.	
<p>▶ Tips to trainers/anticipated difficulties:</p> <ul style="list-style-type: none">➤ There is a quite big possibility that some participants will take much longer to fill the evaluation form than others. In this case you have to find additional exercises or to organize the final part in the way that those, who has finished can leave.	
<p>▶ Debriefing/reflecting:</p> <ul style="list-style-type: none">➤ The last reflecting part is subordinated to you and the main point is the analysis of the evaluation forms you got back in order to improve your training unit or some activities for further courses.	

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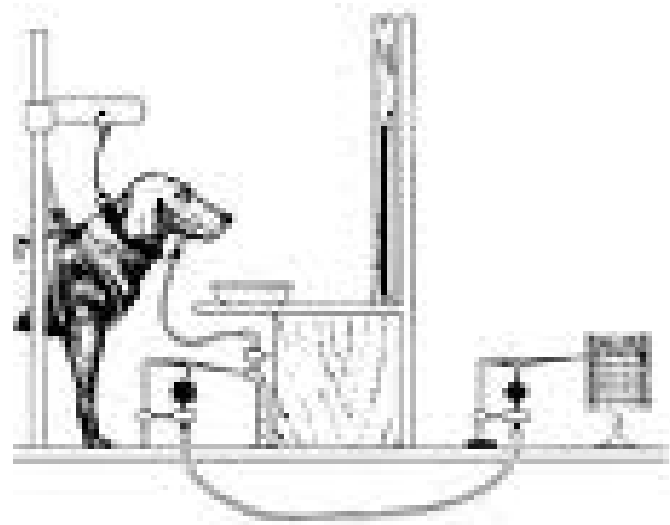
Appendix 1: PowerPoint presentation of this TU



Collaborative
activities with school c

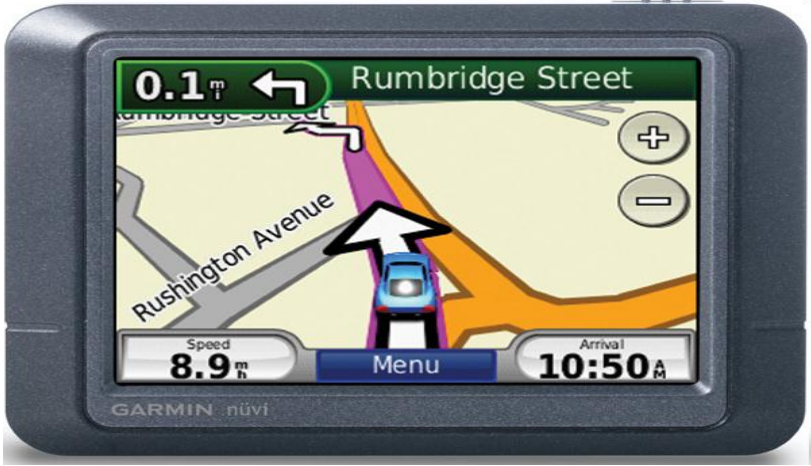
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Appendix 2: EDC pictures



domsovetof.ru







Appendix 3: “Back to school” Framework

Reinforcing/designing collaborative activities with appropriate partners outside the school

“Back to School” is the initiative from a single school as well as the entire country. Its aim is to strengthen the cooperation between schools and the rest of the society. During the “Back to School” week, teachers invite guest teachers – active citizens, parents, alumni, university students and those without a specific relationship with a given school but who wish to create such a relationship – to conduct lessons and share their experience.

The lessons of these guest teachers make school life more diverse, giving students practical knowledge and experience from different fields of life. In addition, “Back to School” gives a good opportunity for the guest teachers, teachers and school administration to meet and discuss over issues concerning education. Precisely this might inspire a deepening of the relationships and gathering thoughts for next steps on the course of helping out with educational progress in the long run.

Stages

- Stage 1: The teacher who decides to be the initiator of the project must first and foremost explain the idea to his/her school in order to gain the support of the administration as well as of other teachers. Then a week must be found during which the “Back to School” project can take place.
- Stage 2: Deals must be made with teachers who wish to invite guests to their lessons. Lists of the guests the teachers wish to see in their classes must be made. There must be several candidates of guest teachers for each lesson.
Note: think first and foremost of those guests who live in the same city or block as your school. Certainly invite those who are specialists in their own field, well known politicians (not during election period), economists, sportsmen, musicians, artists, people working in NGO's, etc.
- Stage 3: The event should be made well-known through an active advertisement campaign inside and outside the school. Send letters or emails to different organizations and call personally the potential guests. Ask students to design stickers, posters or flyers for advertising.

- Stage 4: Make arrangements with the guests willing to participate regarding the specific time for their lessons and offer to help with their preparations. Try to be flexible and always be ready to offer several options for conducting the lesson.
- Stage 5: Distribute a memo to your guest regarding how to prepare a lesson. Obviously some guests can prepare the lessons independently without your help. However, there should be a nicely formatted memo (see “Memo”).
- Stage 6: For sure thank your guests and talk about future options for cooperation. The project in question could become a tradition and take place every year during one week. This week would be a traditional “Back to school” week where each day lessons are given by different guests.

Result

Participating in this undertaking, means that your school allows guest teachers to give lessons at your school. Participation can include pre- and post-visit activities, which you and your guests bring to life. Thanks to the project we

- bring practical knowledge and experience to our students
- inspire students and teachers
- strengthen the relationships with alumni and parents
- find new partners for cooperation and to share our thoughts
- increase the involvement of the rest of the society in education.

Certainly there are even more reasons. You can, however, take into consideration the interests and needs of your school in particular, and concentrate on what is the most important for you.

Memo for school guests

A few things to remember...

- **Which topic should I choose?**

The topic of your lesson is up to you but you should talk about it with your school contact. It can be a lesson about a topic in the curriculum which you can add to, with your experience and knowledge, or you can choose to talk about your area of expertise or hobbies. To give you a few examples, a topic can be about setting goals and achieving, photography, the importance of studying exact sciences, how to be socially active etc. It is important that the topic is important to you and that you have a message you want to bring to the students.

- **Training for a lesson**

You may ask a teacher at your school to give you a short overview of how to structure a lesson in order to prepare yours better. It would really be good if the school is planning to organize training for guest teachers according to how lessons are given in the specific school.

- **When should you arrive at school?**

You should ask your contact also if it is sensible to arrive a little early or stay at school for a little while after you have given your lesson to chat with the principal, headteacher or other teachers. Ask them how they are doing, how the school is doing, what challenges they face as a school and what are the opportunities. Hopefully this will spark some discussions that give you new ideas and inspire you.

- **Good practice**

„Back to School” week is not intended to be an opportunity to advertise products, services or organisations. It is not good practice to distribute products or advertising materials during your lesson.

10 tips on how to give a great lesson

In order for your message to get to the students in the most effective way, you need to take time to prepare your lesson. Even experienced teachers are often in a position where the topic of the lesson is very exciting but the students have little motivation to actually learn from it. It might happen that you run out of things to do 15 minutes early and need to invent new things to do for the rest of the time. This is why we are giving you ten tips on how to get the maximum out of the 45 minute lesson.

- **Find out who is Your audience**

The first thing to do is to think about whom are the people going to be in your class. What is their age, what do they already know about your topic, what kind of vocabulary they understand. For example, 5th graders might not know what the word “democracy” means, 9th graders might not know the names of the government ministers. Try to remember what you were like in that age; if possible, talk to someone that age or talk about that with your contact person at school who is probably a teacher and can help you with these kinds of questions.

- **Verbalize the goal of your lesson**

What is it that you want to achieve with your lesson? Is it a new piece of information that the children will know at the end of the lesson or is it a new skill that they can use? For example, a goal can be that after this lesson, “the students will know how important the European Parliament elections are” or “the students will be able to tell the difference between nationality and ethnicity”.

- **Think about what will happen in your lesson**

You may think that talking about your area of expertise is the easiest way to fill 45 minutes of time but it may not be the most efficient. The students tire easily if they do not get to participate in the lesson. Maybe you could create a discussion in class – make them argue amongst themselves, ask them controversial questions, get them to think about what you are saying. If possible, ask for advice from your contact at school or some other teachers.

- **Think about what resources you need**

Are you going to give students hand-outs? Do you wish to use the projector to illustrate your point? Think about all the materials and resources you may need before going to school because the classroom may not have everything ready for you if you ask people a few minutes before your lesson. Ask your contact if the classroom has a whiteboard, blackboard or a projector or whatever you may think is necessary.

- **Make sure your lesson has a beginning, middle and an end.**

You have 45 minutes. Take about 5 minutes to introduce yourself, 15-20 minutes to present the topic, 10 minutes for student interaction and 5 minutes to sum up.

- **Tell the students what is going to happen in the lesson at the beginning of the lesson.**

After introducing yourself it is very good to explain to the students what the objective of your lesson is (see point 2) and how you plan to reach it. It is useful for the students to know what they can do with the knowledge or skill that you are passing on. This enables them to associate all that with their interests. This, in turn, gives the students the necessary preliminary knowledge to better participate in the lesson and you can later ask them if the objective was reached.

- **At the end of the lesson, ask the students what they have learned.**

The end of the lesson is very important. By that time the students may be a bit restless, but asking them what they have learned in the lesson helps them remembering the content better. For example, you can ask the students what new information they received in the lesson or if there was anything of particular interest to them. Generally, it's not a good idea to ask: "So, what did we do in today's lesson?" – that usually garners an answer about writing, reading, listening, etc. You may also let the children write the answers on post-its.

- **Write down your lesson plan and activities.**

A thought through and written down lesson plan helps you stay on topic, keep an eye on the lesson's objectives provides security. "Cheating" is permitted here – you can keep your notes close to yourself during the lesson. If your lesson plan is comprehensible without extra questions, everything is fine. If something remains unclear, think about improving it. Compose the lesson plan in a manner best suited to you.

- **Ask the school for advice.**

If you come upon an idea for the lesson and you don't know if it would work, ask the school contact person or other teachers. You can also discuss other questions that you might have about the lesson with them.

- **Expect the unexpected.**

Various surprises may (and most probably will!) come up. Students may often show you a better way to approach a topic than you have previously prepared. Don't get stuck to your lesson plan. It's better if it is just there to help you. And if everything is going in a different direction or you draw a blank in your head for a second, you can ask the students what they want more to know about the topic of your lesson, yourself or your occupation.

Appendix 4: Action plan form

Main steps for implementing the presented framework	1. 2. 3. 4.
Partners in school	1. 2.
Partners outside the school	1. 2.
Possible problems and obstacles	1. 2.

Appendix 5: Evaluation questionnaire

1. What are the 3 most important things you learned?
2. What is the biggest drawback of the presented framework?
3. What is the biggest drawback of the training course?
4. Is it possible for schools to reinforce collaborative activities with appropriate partners outside the school using the presented framework? If so, would you like to correct this framework?
5. Could you name some reasons for cooperation between school and outside partners?
6. Is it possible for teachers to implement this framework or a similar one? If yes, what could be the motivation for teachers to be so active?
7. How the presented framework can change the way of thinking and teaching at school?