



Funded by the
Erasmus+ Programme
of the European Union

Participation of pupils at European schools:
How democratic are our schools for pupils in Europe?



Workshop 1: Refreshing activities - Q&A time + Participation ABC (40 minutes)

Date and time: Monday, 11/04/2022, 10.00-10.40 (40 min)

Intro (read out to students):

In the first workshop of the week, we try to remember words and terms that were used in the mobilities in Turkey, North Macedonia and Lithuania. For that, you firstly work on a "Participation ABC" and secondly on a Don` t worry if you cannot complete all gaps at the "Participation ABC"

Tasks:

- 1. Q and A time (10 min): Find at least two partners from different countries. Talk to them one after another. Ask and answer the questions orally.**
- 2. Fill in the "Participation ABC": How many words from the alphabet about political word or terms can you remember? Find at least one word or term for each letter! After 15 minutes, check your results with other project participants (10 min).**



Q and A time

Find at least two partners from different countries.

Talk to them one after another and interview them about the following questions!

Have you ever talked to an important politician?

Who is the most important politician in your country? Why do you think so?

If you could talk to your country's president, what would you ask him/her?

From your point of view: Who is the most powerful person in the world? Give reasons!

What would you change in your country if you could?





Participation **ABC**

Find at least one political word or term for each letter! After 15 minutes, check the results in small groups.

A

B

C

D

E

F

G

H

I

J

K

L

M

N

O

P

Q

R

S

T

U

V

W

X

Y

Z



Workshop 2: Future visions - presenting a timeline for our school (60 minutes)


Date and time: Monday, 11/04/2022, 11.00-12.00 (60 min)

Intro (read out to students):

In the second workshop of the week, we continue with the results of the last workshop in Lithuania. In Lithuania, all schools worked on a timelines to structure possible future visions. Today, the groups present their ideas. Maybe the groups have also discussed the timelines at their schools (e.g. in class or a council meeting) so that they can report about their discussions there.

Tasks:

1. Present the timeline with the future visions of your school. Also report about the discussions at your school.
2. Audience: Listen to the presentations about the other timelines. Give a feedback or comment on the ideas if you like!



time	February 2022
activity				
What to do?				



Workshop 3: Presenting the results of our "action plans" (60 minutes)

Date and time: Tuesday, 12/04/2022, 09.30-10.30am (60 min)

Intro (read out to students):

In February and March, all schools, that participate in the Erasmus project, worked on at least one project to implement it at their schools. For that, they groups worked on an action plan. Today we are going to listen to the results of the action plans.

Tasks:

1. Presenting groups:

The pupils present their **results** about one (or more) idea/s that they wanted to implement at their school. While one group is presenting, they other groups are listening. The presenting groups can talk about the following aspects:

- What was our goal?
- Who was involved?
- What did we exactly do to achieve the goal?
- Were we successful and achieved our goal? Haven't we been successful yet? What do we still have to do to achieve our goal?
- How much time did you spent on the project to implement our idea?
- Was the idea worth it to invest the time?
- If other schools want to implement that idea: What do they need to pay attention for to avoid beginner's mistakes?

2. After each presentation: Evaluation of the ideas (in groups or in class)

The pupils evaluate the ideas regarding **practicability** and talk about **improvements** or **alternatives** of the best practice participation methods.

3. Write down results and experiences:

After having the presentations and discussions, the results and experiences will be written down in one common participants write down their experiences to the list with the "best practice results". The new list will be uploaded on the eTwinning platform.



Best practice ideas for a successful participation of pupils at their school

name of activity/idea	Brief description of the activity/idea	What do I need to pay attention for?
implementation of a football team at school	<ul style="list-style-type: none"> • Make a survey among students if they like to join a football team once a week. Wait for their reply. • Talk to head of PE if it`s possible to play football in the afternoon once a week, e.g. outdoors or in a gym. Find a common weekday and timeframe. 	<ul style="list-style-type: none"> • Make sure that the teachers are involved when you use school`s facilities. • Inform your parents that you stay a bit longer at school. • Find two or three students that take care that you meet regularly, also after a summer break!
working room for students	<ul style="list-style-type: none"> • If you have no working room for students, suggest to furnish one in a meeting of the student`s council. The student council should write a motion to the principle. Write down wellfounded arguments which furniture is needed. Arrange an appointment to introduce the motion to the principle, also to clarify queries. Ask the principle how the furniture is financed. 	<ul style="list-style-type: none"> • Tell the principle that you volunteer to help to furnish the working room. Keep in touch with the principle and bring forward own ideas to influence the furniture of the working room, otherwise it`s not what you are looking for! • Make sure that your claims are realistic.

The first two examples are from the German school. In this table, add all the other "best practice results" from the other schools. Upload the results on TwinSpace.



Workshop 4: Preparation of a "Participation now day"

Date and time: Tuesday, 12/04/2022, 11.00-12.30am (60 min per workshop for each school)

Intro (read out to students):

The Erasmus project groups of our schools have made their first experiences with participation possibilities. The next step is to think about a preparation of a "participation now day" at each school to get more pupils involved in the democratic process. For that, we have to prepare workshops that train our classmates in our homeschools so that they deal with their activities in their school's environment.

In this workshop, different activities will be prepared to realise a "participation now day". The following workshops will be prepared by the participants (you can mix the participants OR each school works on its own):

- 1) "Participation at our school: How does our school work and how can I get involved?" - 60 min
- 2) "Applications for change: How to write a motion to the headmaster?!" - 60 min
- 3) "How to structure speeches?!" - 60 min
- 4) "How to speak in front of people?!" - 60 min
- 5) "How to conduct in a discussion?!" - 60 min

The groups create a short workshop about their topic, for example, they prepare a worksheet which can be used for the "participation now day" in their home schools.

After 60 minutes, each group presents their ideas. The work sheets/results will be uploaded on TwinSpace, so that they can be used by all five schools for their future "participation now day".



Preparation of Workshop 1:

"Participation at our school: How does our school work and how can I get involved?"

Task:

Create a 30-45 minute workshop about the topic "Participation at our school: How does our school work and how can I get involved?".

In the end of the workshop, the students that have attended your workshop should have two competencies:

- a) they know the names and structure of the school committees at your school
- b) they know possibilities how they can participate at their school; they should know about
 1. formal participation, e.g. through committee work
 2. informal participation, e.g. through charity work, school newspaper, school`s radio channel



Get Involved!

Think about a simple structure of your workshop - for example:

1. Short introduction of participants
2. **Introduction** of the topic of the workshop: content, aims and intended competencies
3. **Main part:** teach the content of your workshop
4. **end:** students summarize their results, they create a mindmap

Think about:

- working material (poster, work sheets, samples, ...)
- visualisation (traditional poster, digital tools, illustrative material like flyers or brochures, ...)
- number of students that give the workshop
- number of students that attend the workshop

HELP BOX

to prepare workshop 1





**Preparation of Workshop 2:
"Motions for change: How to write a motion to the headmaster?!"**

Task:

Create a 30-45 minute workshop about the topic "Motions for change: How to write a motion to the headmaster?!"

In the end of the workshop, the students that have attended your workshop should have the following competencies:

- a) they know what a motion is about, e.g. a definition and why you write a motion,
- b) they know the structure of a motion
 - address of receiver
 - address of sender
 - place and date
 - subject of the motion
 - form of address (Dear Mr/Mrs ...)
 - description of the issue/problem
 - proposal of decision
 - signature of movant
- c) they can write a sample motion (which has a layout like a letter) about a freely selectable topic.



SAMPLE MOTION

Today's Date (include month, day, and year)

Your Name
Street
Address
City, State, Zip Code
Your email address
Daytime telephone number

Name of Principal
Name of School
Street Address
City, State, Zip Code

SUBJECT OF THE MOTION

Dear (Principal's name),

My name is (name) ... I am writing because (give a brief explanation. Give relevant facts that support your concerns).

To address this situation, I would like the school to (state what you would like to have happen or what you would like to see changed. You may briefly say what you would not like, or what has been tried and not worked. However, spend most of this paragraph saying what you want.)

(Say what type of response you would prefer. For instance, do you need to meet with someone, do you want a return letter or email, or will a phone call be preferable?) My daytime number is (give your phone number / email address etc.).

I look forward to hearing from you. I would appreciate a response by (give a date one or two weeks from the letter).
Thank you for your attention to this matter.

Sincerely,

Your name

cc / copy sent to: your class teacher
students`s council



Preparation of Workshop 4: "How to speak in front of people?!"

Task:

Create a 30-45 minute workshop about the topic "How to speak in front of people?!"

In the end of the workshop, the students that have attended your workshop should have the following competencies:

- they know how to speak in front of small or big group (outer appearance, body language, ...)
- they make speech exercises and train their voice (speak loudly/quietly; fast/slowly), body language, ...





Characteristics of spoken language

- 1 Use of personal pronouns**
I, you, he, she, it, we, they, me, him, her, us, and them. These create a sense of relationship between speaker and audience.
Eg. "You and I. We're in this together. It's us against the world!"
- 2 Shorter sentences**
Smaller units of information are easier to follow than larger ones. In a live setting a listener will hear your words once. There is no replay button for them to push or text for them to re-read.
- 3 Use of colloquial words & contractions**
These give a conversational tone, adding a sense of immediacy to a speech.
Eg. "Giddy! How are ya? How's it goin?"
- 4 Familiar vocabulary**
The words used need to be readily understood by everybody in your audience. That means avoiding jargon.
Eg. "You're going to have to push the envelope if you want to escape the cubicle farm."
Translation: You are going to have to do something out of the ordinary if you want to work in management.
- 5 Ideas, words & phrases are repeated**
Repetition emphasizes your main ideas and makes it easier for the audience to remember them.
Eg. "We shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills; we shall never surrender."
Extract from British Prime Minister Winston Churchill's June 1940 speech
- 6 Use of transitions, signaling and summary statements**
A good speech lets an audience know what's happening, whether it's new information coming up, moving from one topic to another or summarizing.
Eg. "We've explored one scenario for the ending of Block Buster 111, but let's consider another. This time..."
- 7 Use of vocal variety and body language**
Vocal variety is using the voice to convey meaning and /or feeling. The same is done with body language - gesture or movement. They work together to enhance your speech.

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Preparation of Workshop 5: "How to conduct in a discussion?!"

Create a 30-45 minute workshop about the topic "How to conduct in a discussion?!"

In the end of the workshop, the students that have attended your workshop should have the following competencies:

- a) they know how they should behave in a discussion with others,
- b) they prepare a sample for a short discussion and act the discussion on their own,
- c) additionally: the audience is watching the prepared discussion and gives a feedback.

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The aim of an argument, or of a discussion,
should not be victory but progress.

— Karl Popper

fs Farnam Street

10 tips for arguing wisely

1. Name the problem, seek the solution
2. Separate the problem from the person
3. Speak of facts
4. Speak of your emotions
5. Don't say words that can't be "unsaid"
6. Avoid saying 'never' and 'always'
7. Say 'we'
8. Clarify ambiguity
9. Admit to being wrong
10. Accept their point of view

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