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



Warm up activities (15 minutes)

Date and time: Monday, 06/06/2022, 09.15-09.30 (15 min)

Intro (read out to students):

This morning, we start with some energizers and activities to promote the communication among each other. Everybody can participate!



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Warm Up (1)

Spell your name to at least three different people. Your partners have to listen carefully and say your name!

Example: Hi, my name is T H O M A S.



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Warm Up (2)

Talk to five people from five different countries and find out about their favourite animal!

Help to remember the countries:

GERMANY - TURKEY - ROMANIA

NORTH MACEDONIA - LITHUANIA



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Warm Up (3)

Find someone whose name ends with the
same letter like your name!

Example: Johnn - Jasonn



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Warm Up (4)

Find someone who is as old as you are!

Example: you are 15 years old,
the other person is 15 years old



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Warm Up (5)

Find people who have the same favourite colour as you have! If you found a person, walk around together and find more people with that favourite colour. Do not lose your sympathizers!



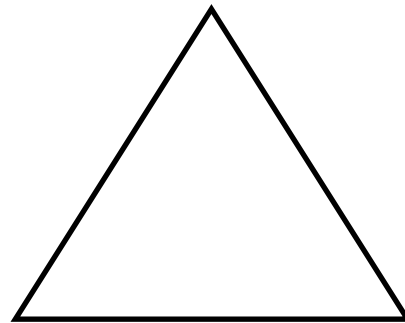
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Warm Up (6)

In this exercise, you are not allowed to talk at all. Choose two other people you want to form a triangle with! If they move and change their positions, you have to move too to form the triangle again!





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Energizer (1)

Walk around and behave like
... smart businessman!





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Energizer (2)

Walk around and behave like
... a famous rock star on stage!





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Energizer (3)

Walk around and behave like
... a green frog in the pond!





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Energizer (4)

Walk around and behave like
... a Native American during a
traditional dance!





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Energizer (5)

Walk around and behave like

... a very angry mother because you
came home late from a friends`
party!





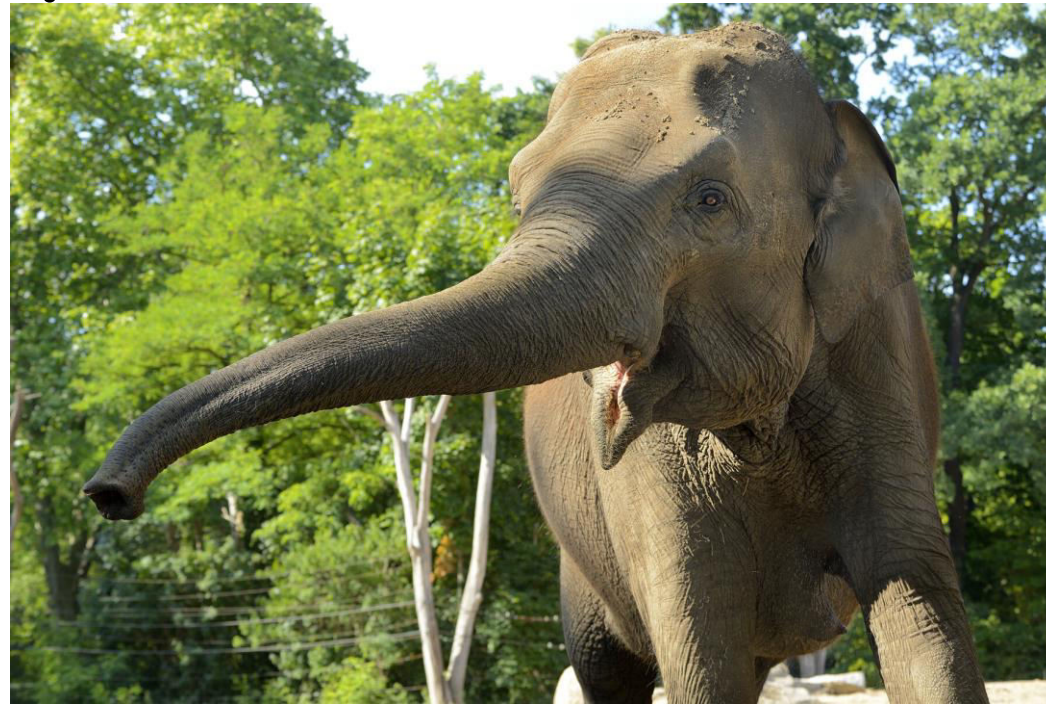
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Energizer (6)

Walk around and behave like
... an elephant!





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Workshops 1-5: Exercises for workshops at a "Participation Now Day"

Date and time: Monday, 06/06/2022, 10.45-02.15pm

In the mobilities before you talked about participation possibilities at school or in your community. In these workshops you learn tools how to spread your ideas and to realise your actions! For that you need good communication skills and self-confident manners. You already worked on the following five workshops in your latest mobility in Bucharest in mid-April. Today, we are going to perform these workshops here at our final project mobility. When you are at home again, you could complete the workshops at your shops which means that students teach students!

Overview about the workshops :

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



Workshops 1:

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

Date and time: Monday, 06/06/2022, 10.45-11.15am

Competencies of the first workshop

In the end of the workshop, you know ...

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



Tasks:

1. Form a group with the students from your country.
2. The oldest student in your group is the group leader who comes to the workshop teacher and takes the envelop with the workshop materials.
3. Now form a circle in your group and put the workshop material in the middle of the circle on the floor.
4. Talk about the names and functions of the people and groups that play a role at (your) school. Also talk about the influence of the people, e.g. "Principle is very powerful because ...".
5. Then create a chart/schematic about YOUR school with the help of the paper.
6. Agree on a common chart/schematic within your group. Then glue your result on the big paper. You can add arrows or symbols to make your chart/schematic more understandable. In the end of this phase, all group members should be able to explain their chart/schematic.
7. Explain the chart/schematic to your group members and teachers!





WORKSHOP 1: MATERIAL FOR THE ENVELOPS (workshop teacher cuts the paper out and put it in the envelops)

**principle /
headmaster**

**committee(s) with
teachers, parents and
students about general
school development**

caretaker

**parents'
council**

**class speakers /
class representatives**

**students' council /
students' representation**

**committee(s) with teachers, parents,
students about specific
developments, e.g. in subjects like
math, science, foreign languages, etc.**

**(national) school
administration**



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charity work

school newspaper

school`s radio channel

formal participation

informal participation



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

Date and time: Monday, 06/06/2022, 11.15-11.45am

Competencies of the second workshop

In the end of the workshop, you know ...

- a) what a motion is about, e.g. a definition and why you write a motion,
- b) 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) how to write a sample motion (which has a layout like a letter) about a freely selectable topic.



Definition of the word "motion" (Cambridge Dictionary):

"a formal suggestion made, discussed, and voted on at a meeting"

Example: One student proposed a motion to decrease the school fee to €500,00 a year.

Why do you write a motion?

Because you want to **change a certain condition** which should be obviously improved.

Self-realisation could be a reason, too.

You want to **make your school a better place** and you want to share your ideas!

You like to **take a stand for weaker people** who are not so strong than you are.

You like to **discuss with others** and often have the **best arguments!**

...



The structure of a motion

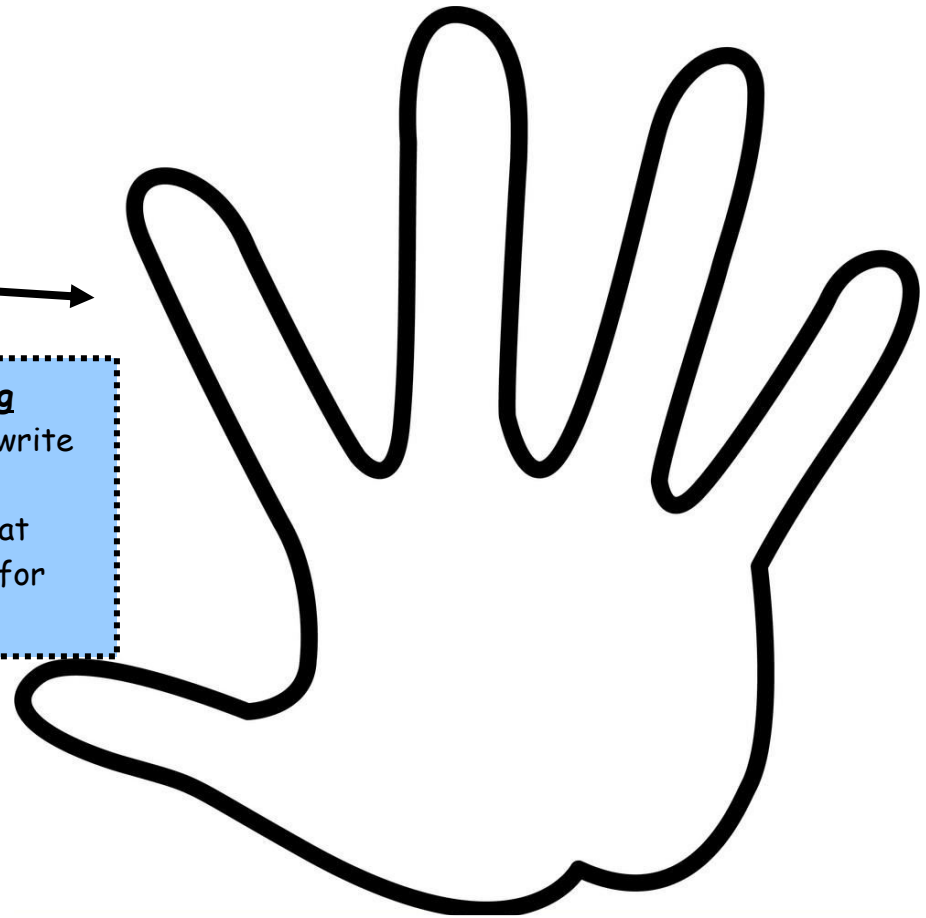
- address of receiver
- address of sender
- place and date
- subject of the motion
- form of address (Dear Mr/Mrs ...)
- (1) description of the issue/problem
- (2) proposal of decision
- signature of movant

(1) Brainstorming

In bullet points, write down five issues/problems at your school (one for each finger!)

(2) Choose ONE of the five issues/problems. In bullet points, write down a proposal/solution how to solve the issue/problem. The phrases may help you:

- First, we have to ...
- It is necessary that ...
- I think it is good to ...
- We should ...
- Mr/Mrs _____, please can you ...
- ...





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



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YOUR MOTION

Date: _____

Email: _____

Phone: _____

Dear _____,

My name is _____ I am writing because _____

_____.

To address this situation, I would like the school to _____

_____.

My daytime number is _____ and my email address is _____.

I look forward to hearing from you. I would appreciate a response by _____.

Thank you for your attention to this matter.

Sincerely,

cc / copy sent to:



Workshop 3: "How to structure speeches?!"

Date and time: Monday, 06/06/2022, 11.45-12.15am

Competencies of the third workshop

In the end of the workshop, you can ...

- a) structure a speech,
- b) write a short speech about a freely selectable topic.

Tasks:

1. Watch the short video about speeches: <https://www.youtube.com/watch?v=2X0-BOCIU2o>
2. Do you agree with the three steps? Explain why (not)! Comment on the questions!

Step 1: Choose an interesting topic.

Question: "What is an interesting topic?"

Step 2: Find your main ideas.

Question: How many main ideas or arguments should you

Step 3: Take notes! Don` t write down your whole speech! **Question: What are the advantages/disadvantages of bullet points vs. whole texts?**

3. Let`s have a look at some examples how to write a speech!



Writing a speech: Outline

Match the different expressions with their appropriate parts of the speech

- + Generally speaking
- + it is well known
- + people believe that
- + one point of view is
- + from my point of view
- + in my opinion
- + others argue that
- + on the contrary.
- + to begin with, I'll look at ...

- * I think that's all I wanted to say
- * I would like to finish by thanking you for your time and attention
- * Again thank you for being attentive.
- * Thank you for your time.
- * Thanks very much for ...
- * Thank you for being such an attentive audience.

1) _____ 2) _____

- * Good morning, Ladies and gentle men.
- * I am very pleased to welcome you here
- * First of all I'd like to welcome you to this meeting.
- * Thank you for coming.
- * Good morning, everyone.
- * Hello, everybody.
- * Welcome to ...

- + I would like to seize this opportunity to.....
- + I feel duty bound to tell you that ...
- + I'm here today to shed light on ...
- + I wonder if I could have your attention for a few moments. I'd just like to say a few words about....
- + Thank you for giving me the opportunity / chance to talk to you today.
- + I'd like to take this opportunity to thank you for inviting me to speak to you today about
- + It's an honour to be given the chance to speak to you today.

3) _____ 4) _____

- + Please allow me to introduce myself. My name is ...
- + First, my name is ...and I am.....(job/position)

- ☒ Introducing the topic
- ☒ Introducing the ideas / arguments and the supporting details/ stating the opinion.
- ☒ The speaker introduces himself.
- ☒ Concluding:
- ☒ Greeting

5) _____

Task: Write a short speech about a freely selectable topic on an extra sheet.

topics: dirty toilets, no play equipment at the playground, always the same meals in the school canteen, too much homework after school



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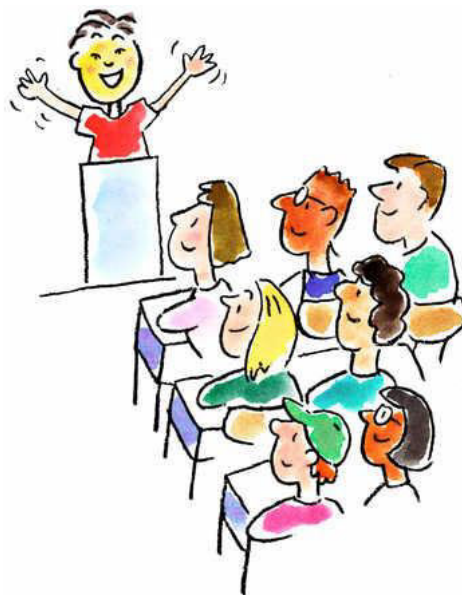
Workshop 4: "How to speak in front of people?!"

Date and time: Monday, 06/06/2022, 1.15-1.45pm

Competencies of the fourth workshop

In the end of the fourth workshop, you ...

- a) know how to speak in front of small or big groups (outer appearance, body language, power of silence, eye contact, free speech with the help of bullet points, gesture and mimicry ...)
- b) can make speech exercises and train your voice (speak loudly/quietly; fast/slowly), body language, with/without a dialect, ...





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Tasks:

Watch the video about Barack Obamas speech: <https://www.youtube.com/watch?v=OFPwDe22CoY>

Look at the following criteria how to speak in front of people and take notes while watching:

- outer appearance: _____
- body language: _____
- power of silence: _____
- eye contact: _____
- free speech (with the help of bullet points): _____
- gesture/mimicry: _____
- telling stories: _____
- use of stylistic devices (e.g. antithesis/repetitions/contrasts): _____



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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Source:

[https://www.google.de/search?q=characteristics+of+spoken+language&tbm=isch&ved=2ahUKewixr5bozfH2AhVrDGMBHe d2DP8Q2-cCegQIABAA&oq=characteristics+of+spoken+language&gs_lcp=CgNpbWcQAzIECAAQEzIECAAQEzoICAAQCBAeEBM6BQgAEIAEOgQIABAD0ggIABCxAXCDA ToICAAQgAQsQM6BAgAEEM6BwgAELEDEEM6CwgAEIAEELEDEIMBOgQIABAeULAOWO9sYLZuaAdwAHgAgAE_iAH5DZIBAJm2mAEAoAEBqgELZ3dzLXdpei1pbWfAAQE&scient=img&ei=RuDGYvH4I-uYjLsP5-2x-A8&bih=961&biw=1920#imgsrc=CK7IRqn9mlPyR \(01/04/2022\)](https://www.google.de/search?q=characteristics+of+spoken+language&tbm=isch&ved=2ahUKewixr5bozfH2AhVrDGMBHe d2DP8Q2-cCegQIABAA&oq=characteristics+of+spoken+language&gs_lcp=CgNpbWcQAzIECAAQEzIECAAQEzoICAAQCBAeEBM6BQgAEIAEOgQIABAD0ggIABCxAXCDA ToICAAQgAQsQM6BAgAEEM6BwgAELEDEEM6CwgAEIAEELEDEIMBOgQIABAeULAOWO9sYLZuaAdwAHgAgAE_iAH5DZIBAJm2mAEAoAEBqgELZ3dzLXdpei1pbWfAAQE&scient=img&ei=RuDGYvH4I-uYjLsP5-2x-A8&bih=961&biw=1920#imgsrc=CK7IRqn9mlPyR (01/04/2022))



Exercises:

1. Learn the following sentence by heart:

Hi, my name is _____ and currently I am at IGS Bad Salzdetfurth in June 2022!

2. Repeat the sentence (teacher asks some students).

3. Train-your-voice-exercise:

(Repeat the sentence until the next instruction is made and always walk around!)

- a) Speak in an ordinary/normal way.
- b) Speak faster.
- c) Speak fast and clap your hands.
- d) Speak slowly.
- e) Speak very slowly.
- f) Speak slow again and stamp your feet.
- g) Speak fast again.
- h) Speak extremely fast.
- i) Speak in an ordinary/normal way and shake your body.
- j) Speak up!
- k) Shout out the sentence as loud as you can!
- l) Whisper and jump!
- m) Say the sentence and use a dialect that you know.
- n) Use the dialect and speak very slowly.
- o) Use the dialect and shout!



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

Date and time: Monday, 06/06/2022, 1.45-2.15pm

Competencies of the fifth workshop

In the end of the fifth workshop, you ...

- know how you should behave in a discussion with others,
- can analyse other's behaviour in a discussion

“

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

— Karl Popper

fs Farnam Street

Tasks:

- How should you behave in a discussion? Look at "10 tips". What kind of behaviour should be avoided? Why?
- Watch a short sequence (00:00-02:30 min) of a political debate:
<https://www.youtube.com/watch?v=YjVcuFZtLkA>
 - How does the discussion begin?
 - How does the discussion develop?
 - Do you think people should behave like that? Why (not)?
 - Read the statement in the grey box. How is the statement connected to the way of debating in the video?
- Think about positive and negative experiences that you made when you had discussions. Share your ideas!

10 tips for arguing wisely

- Name the problem, seek the solution
- Separate the problem from the person
- Speak of facts
- Speak of your emotions
- Don't say words that can't be "unsaid"
- Avoid saying 'never' and 'always'
- Say 'we'
- Clarify ambiguity
- Admit to being wrong
- Accept their point of view

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