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**TEACHING GUIDE TO SCHOOL TIME BANK**

**INTRODUCTION**

The School Time Bank (STB) stems from the Time Banks created in numerous neighbourhoods of many cities in different countries. All are based on the basic principle of mutual help, in the exchange of skills and knowledge amongst people, having the time spent as the measure. The main premise of the Time Bank is that every human being has something special they can give. Help is for the receiver, as well as (just as importantly) the giver, to maintain a sense of worth. There is a basic human need to make a difference, and to feel that by existing you do make a difference. The Time Bank can help fill this need. “I need you and you need me; we need each other”. This is the message of timebanking. Knowing who you can trust in the modern day is a real problem for many people, so the Time Bank is aiming to bring back that feeling of trust in the school and local neighbourhood.

Although we will see the objectives in more detail in the next section, we can say that STB has an added value in schools, as an experience promoting learning outcomes, school coexistence, and students’ personal and social skills.

**OBJECTIVES**

a) To improve the student academic achievement.

b) To increase confidence, motivation and self-esteem.

c) To improve life in school, education in values and attitudes, responsibility, personal and social commitment, sense of an active citizen, and sense of belonging to a community and being important in it.

d) To promote equality, not only among all the students, but also amongst boys and girls, and to promote coeducation and gender equality.

e) To foster experiences and learning methods through self-learning and collaborative learning, making clear that each student matters and making them important.

f) To better know the students by the teacher.

g) To develop all the educational competences, especially linguistic, social, learning to learn, autonomy and personal initiative.

**CONTENTS**

Contents will be very varied according to previous interests, motivations, needs, knowledge and skills of the students.

Contents can be grouped into 3 blocks referring to the different types of the above objectives:

a) Knowledge and skills, more associated with knowledge and skills which will be offered by students to their classmates, as well as personal and social skills.

b) School coexistence, more related to values and attitudes, sharing, helping others, accepting differences, sense of belonging to the group, equality and coeducation.

c) Communicative skills, learning to learn, self-learning and collaborative learning.

**METHODOLOGICAL CRITERIA**

The methodology that is going to be used to implement STB is based on the following criteria or benchmarks:

a) Action research method with the phases of experience, reflection and evaluation to finally make the necessary changes, in order to improve the programme.

b) The active involvement of the learners throughout the different phases of the process, taking decisions and managing them. Students decide what offers and demands of knowledge and skills interest them to learn or teach, how they will do it, how to organize the small groups in order to ensure everyone’s participation, and what material they will need to transmit it, etc. Furthermore, students will participate, as well as teacher observations, in the project evaluation and exchanges, in order to progress and improve the programme.

c) The school coexistence contents, values, attitudes, and personal and social skills are integrated in the knowledge and skill interchanges.

d) The teacher acts as monitor, regulator and coordinator throughout the programme, harnessing the knowledge and skills used by students in relation to the teaching, that is to say, the communicative skills implemented in the exchanges: election, selection and organization of contents, material preparation, content transmission, exchange evaluation, etc. The teacher acts as a guide and stimulator involving and motivating the students in decision making, and strengthening student collaboration. The teacher will also act as observer and analyst of all the activities and program development, reflecting on the programme implementation and introducing all the necessary changes in order to achieve the objectives and the appropriate programme development.

e) Collaborative learning, in its variant of peer tutoring. This methodology produces benefits both in the academic aspect and in the personal and social ones, both in the tutored students as well as the student tutor. It also helps express and understanding of the contents, as well as motivating the students.

f) The inclusive education, in which the students with learning difficulties and disabilities are specially favoured, as the main characteristic of the programme is being egalitarian. Everyone within the Time Bank is treated as equal and everyone’s time is worth the same: 1hour= 1 time credit, ½ hour= ½ time credit. Every hour that someone gives to someone else is rewarded with a time credit. People can then spend their time credits by receiving help from another Time Bank member.

g) The pedagogical contract is the mutual help agreement. It will include the formalization of the exchanges, the demands and offers of knowledge and skills, and the contract implementation plan (conditions, place, timing and materials). The contract strengthens the commitment and responsibility of the two students signing the contract, favours learning and makes easier the exchange evaluation.

h) The tutorial class is the space where the programme will be developed. It is an ideal space to promote activities of integration, values and attitudes of coexistence, and knowledge and extracurricular skills. There are two tutor times in the academic achievement improvement classes. However, there are no tutor times in the A-levels, but citizenship education and human rights classes might be used, or any other subject.

i) Positive reinforcement will be used in the student performances within the class-group throughout the programme, in order to cheer up, motivate and encourage them in their learning process. Close support will also be given during the implementation of the different activities, and students' achievements and their progress will be assessed creating a climate of trust and growth.

**Activities**

In the questions that we will write for the students, and in the majority of the activities, we will ask for the involvement of all pupils. We will use the 1-2-4-all technique, which consists of organising the class into mixed groups. Firstly, each pupil thinks about, and then answers the question or carries out the planned activity. Next, they swap their answers and comments with the student next to them, in order to arrive at a joint response from the pair. Following this, in groups of 4, they share their responses and agree upon a common response. Previously, they will have been given guidelines, outlining the time allowed for each activity. Finally, the spokesperson for the group of 4, gives in their results and with the help of the teacher, the response with the highest degree of consensus by all the students is agreed on as representing the whole class.

**First Meeting**

Objective: to inform the head of school, staff, local authority and parents about the STB programme.

**Main points**: The meeting with the parents is the most fundamentally important one, since the students might need to ask their parents for information in the course of the programme’s execution. For this reason, it is important that the parents are also aware of the programme. It might be possible to take advantage of the parents meeting at the start of term, to introduce the programme’s implementation.

**Preliminary Activities**

These are the activities to be done before the swapping sessions and aim to present how the programme works and to motivate them. Their objective is to inform about the programme and to motivate the students to roll it out, reflecting on concepts of teaching and learning, collecting information about the students’ knowledge and abilities. They should find out what they would like to learn about, organise the pairs and the swapping of sessions, and collect the baseline information to enable them to evaluate the programme’s success.

These are the activities in chronological order:

1. Who knows more, a person or the whole class? The aim of this activity is twofold. One aim is to motivate students, whilst the other is to look for a flexible and functional strategy which allows everybody to take part. Before the students begin, it is necessary to make them aware that one person providing all the answers is not the aim of this task. The answer itself is not that important either, but the focus is placed on searching for a more flexible way of working and generating ideas. Once this point is reached, questions can be introduceed for the following activity.

2.How can we all participate? The students think about the question and then answer one by one. When they give their answer, the teacher will encourage the students to reflect on the answer, aiming to create a response which the whole group agrees with, whilst emphasising the importance of the students‘ participation and flexibility of answers. The teacher will monitor the group and tailor the teaching to the level and age of the students and the quality of their contribution.

After the students‘ contribution in the previous activity and the teacher’s reflections, the students will be encouraged to use the 1-2-4-all technique, where the student writes their own ideas down first before they discuss their idea with a partner. The pair then joins another pair, to form a group of four, who then discuss the ideas created, before all groups feed their ideas back to the class. It is interesting to use this technique as it will create the highest level of agreement as well as the most possible answers. Furthermore, the technique is flexible and may be altered to 1-5-all, 1-3-6-all or another combination of the number of students.

Finally, this technique will be used in a group problem-solving question to make sure the students have understood it.

3.Election of a representative or secretary for each group. Groups of four will be created and a secretary or a representative for each group will be chosen. He will be in charge of feeding back the conclusions of the group to the class. The teacher can monitor this selection according to the age and characteristics of the class, perhaps choosing less confident students to allow them the opportunity to express themselves. On the other hand, the composition of the groups can change from one activity to the other and the representative will change with each activity.

4. Election of the persons responsible for writing down the agreements. The students will be told to write down the ideas they have agreed on and they are asked to choose somebody responsible to do this. The decision may be up to them although the delegate and the secondary delegate of the class can be put in charge of the task too.

Two students are chosen to make sure that the summary is the most accurate and to counter against problems if one of the responsible students is unable to attend the session. A notebook can be used to keep a record and must be left in the classroom.

5.Who knows more? The students will complete the task and they will then be asked question 1 again: “Who knows more, a person or the class?“. They will have answered the question by using the 1-2-4-all technique**.** If a student still shows a preference for the answer of one person, the teacher will then ask questions to cast doubt upon this option and lead the group to the final conclusion that the group knows more than a single person.

6. Would you like to learn from your peers? We try to motivate students in order to carry out the programme and to get them to learn quickly from their peers. Since the answer is expected to be yes, this activity is ideal as it enables information to be quickly passed from individuals, to pairs, to groups of 4 and to the whole class.

Normally, the student’s answer is always affirmative. In some specific cases some students don’t want to learn from their peers; if this is the case, first thinking about ideas themselves, then discussing in pairs and groups of 4, before moving on to discuss ideas with the whole class, can help to change their opinion. However, If a student does not want to work as a team, it may be interesting to ask them to give a reason and put forward a balanced argument in order to highlight the advantages and value gained by learning from working with others.

7. Can anybody teach? Here we try to motivate the students to generate ideas and teach each other. Some students feel that they are not able to teach and this creates an ideal platform for a debate between groups, to come up with ideas and to work through the programme to make a decision on whether or not they can teach.

8. Examples of knowledge and skills. The objective is to encourage self-reflection of the knowledge and skills that students have and are able to teach their peers. We create a brainstorm of ideas by asking each student what they are good at. All the answers can be collected on the board in order to help the students realise that their own knowledge and skills can be passed on to their peers. They will speak individually about their skills and can write examples on the whiteboard to provide all students with different ideas and answers.

The teacher can make a list of knowledge and skills to give more ideas to the students which can be added to the brainstorm of answers. The teacher can also ask questions such as: who knows how to fix a bike puncture or who knows what to do if the bike breaks down? Who knows how to bake a cake? Who knows how to edit videos? Who can draw? It is good that each student gets involved, as later on they will individually have to write down their own skill sets which they can teach their peers. If some students have not answered, the teacher can ask them directly, giving them the opportunity to give an answer.

9. Do you want to share your knowledge and skills? Here, we try to motivate students to start the programme. The question is posed to the group and they have to give an answer by mutual consent. If a student answers no to the above question, you can have an individual conversation with him/her in order to find out his reasons and approach the issue telling him/her that it is important to share knowledge and skills, as well as learn from classmates.

10. Offer and demand sheet. The purpose is to make a self-reflection on the knowledge and skills that students have and can teach their partners (offers), as well as the content they would like to learn (demands). The teacher gives out the offer and demand sheets to the students in order to complete it individually (**Annex 1**). We have to take into account that some offers or demands cannot be done in the classroom, such as fixing a bike breakdown, but in this case you can make a verbal explanation or show a video in the class exchange, and subsequently they can meet somewhere in the evening in order to actually finish the work.

The teacher will have to help those students who find it hard to find knowledge and skills to teach their partners. With this activity one programme session is closed, since the teacher, with the contributions of the students, will have to make a list of all the knowledge and skills that the group know.

11. Knowledge and skills list. The purpose is to visualize all the knowledge and skills offered by the group. The teacher will put up a picture in the classroom with all the knowledge and skills, grouped into different sections such as subjects, languages, cooking, ICT,...

12. Introduction of Teaching and Learning concepts. The teacher explains some concepts of teaching and learning to apply them in exchanges of knowledge and skills, and then fills in the form of offers (**Annex 2**). The teacher introduces some ideas about the knowledge and skills to teach, what, when and where to teach, how to teach and materials needed. The form content depends on the age and characteristics of students.

13. Form of offers. The aim is to fill in form 2, which will serve as the basis for student pair exchanges. (**Annex 1**). Every knowledge or skill will include: the title or name of the content, the concreteness of the knowledge and skills to teach, when and where they will do the exchange (mainly, in the classroom during tutoring time or another, even in the evenings), how they will transmit them and the material they will need. Depending on the age and characteristics of students, this form can be modified, or can include more or less information.

14. How will we do it? The teacher will explain the process to be followed in mutual help/aid exchanges, which will have the following steps:

14a) Arrange in pairs: all students in the class are grouped in pairs to share knowledge and skills.

14b) Prepare the mutual help contract: each student in a pair chooses the knowledge or skill that will describe his partner, and the agreement will be completed.

14c) Exchange: each student in a pair teaches the knowledge or skill to his classmate.

14d) Evaluate the agreement and exchange: the two students evaluate the exchange they have done.

The teacher will solve any doubts concerning the different steps to be followed. Furthermore, a School Time Bank notebook will also be introduced, where students will keep a record of the skills they are acquiring and any other relevant information about the development of the programme such as ideas, thoughts, improvements, doubts, etc., as they may be useful for the reflexion and assessment stages.

Depending on the questions raised, the teacher may start the exchanges and solve doubts as they appear throughout the programme implementation.

**c) Mutual help sessions**. They are the core of the School Time Bank programme and include the following four activities:

1) Pairing up of students. Students are paired up to carry out the exchanges. Each student is assigned a number and, depending on the number of students in each class, we shall use the technique shown in **annex 3**, where a group of 30 students have been paired up so that each student has an exchange with every one of the other students at some time in the programme.

If students in the group are an odd number, in each session a student can support the teacher or act as an observer for the group or a specific pair. For example, in a seven-student group, we could create three pairs (one student would not take part in exchanges) and there would be six exchange sessions.

Session 1 Session 2 Session 3 Session 4 Session 5 Session 6

a 1----7 2------7 3-------7 4------7 5------7 6-------7

b 2----6 3------1 4-------2 5------3 6------4 1-------5

c 3-----5 4------6 5-------1 6------2 1------3 2-------4

observing student who is not paired up in each session

4 5 6 1 2 3

When a student misses a session, if there are an even number of students in it, those without a partner can carry out an exchange with each other. If there are an odd number of students and they cannot be all in pairs, one of them can perform support or observation tasks.

2) Mutual help contract drafting. We agree on the knowledge and abilities which each student will teach the other one. First each student shows his or her form of offers (**Annex 2**) so that the other student may choose the knowledge or ability they wish to acquire. After that, the mutual help contract (**Annex 4**) is drafted, dated and signed. Both students undertake to fulfil the contract. It is important to explain in detail the contents that will be taught and the materials needed. For this reason, we should devote one session of the programme to finish drafting the contract; that way, students will have enough time to specify and prepare contents and materials, which will be taught in the following exchange of partners session.

3) Exchange of pairs. In this activity what has been learnt and taught is exchanged in pairs. Each student must write down in his or her notebook what they are learning from their partner, and all the ideas they consider necessary to assess the exchanges and the development of the programme. Each exchange can last about 20 minutes, but this may vary depending on the age and characteristics of the students and the content of the teaching. The teacher observes the exchanges, helping and clarifying doubts, as well as noting down both positive and negative aspects of the exchanges to share them with the class and to include them in the assessments of the mutual-help sessions.

4) Contract assessment. Once the exchange ends, using **Annex 5** each student assesses their partner as a teacher, the best points and possible improvements. When the contract assessment finishes, students join their new partner, they draft the contract and prepare the contents and materials for the next mutual help session.

The sequence of the activities in a mutual help session and the approximate timing could be as follows: 1) pairing of students, 5 minutes; 2) contract drafting, 10 minutes; 3) exchange of pairs, 20 minutes for student A + 20 minutes for student B; and 4) contract assessment, 5 minutes. This gives a total of 60 minutes per session.

**EVALUATION**

The evaluation is the most important aspect in the process, as it will give us the necessary modifications in order to improve the programme development with the contributions both from the teacher and from the students.

The assessing instruments will be annex 5, which will assess both the pedagogical contract and the helping sessions, and annex 6 assessing the whole programme. Both of them will be filled in during the assessment meetings with the ideas of the students and teachers.

The contract evaluation and the mutual assistance exchange can be done after each helping session. The programme evaluation can be done before finishing the helping sessions, for example after 6 exchanges, in order to see if the objectives have been achieved and for the teachers to gather the assessments by the students and teachers. Thus, agreed improvements can be introduced to the project. When the project is totally completed a final evaluation of the programme will be done of the partial contributions during the programme, and it will check if the students’ learning and the school harmony have improved.

Finally, it should be emphasized that the STB programme is flexible and adaptable to the different situations that are encountered.

**RESOURCES**

The main resource is the human one. If there are no teachers, especially form tutors, involved in putting into practice the STB, the programme won’t be able to be carried out. But this programme can be undertaken by only one teacher.

As for the functional resources, the most appropriate class to carry out the programme is the tutor time, although it can also be accomplished in any other subject, such as citizenship education. The sessions can consist of an hour weekly. As for the timing, the programme can be carried out during a whole course, although it can last less, depending on the characteristics and needs of the students, as well as the course organisation.

We shall need materials, such as paper, pens, boards, computers and photocopies to fill in the annexes.

Annex 1: Form of offers and demands.

Annex 2: Form of offers.

Annex 3: Pairing up of students in a group of 30.

Annex 4: Mutual help contract.

Annex 5: Contract and mutual help exchange assessments.

Annex 6: Programme assessment.

Annex 7: Sequence of sessions and activities.

**SCHOOL TIME BANK (STB)**

**ANNEX 1: FORM OF OFFERS AND DEMANDS**

NAME: CURSO: DATE:

|  |  |
| --- | --- |
| What knowledge and/or skills do you think you can **TEACH** your classmates **during school hours?** | What knowledge and/or skills would you like to **LEARN** from your classmates **during school hours?** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
| What knowledge and/or skills do you think you can **TEACH** your classmates **outside of school hours?** | What knowledge and/or skills would you like to **LEARN** from your classmates **outside of school hours?** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

**SCHOOL TIME BANK (STB)**

**ANNEX 2: FORM OF OFFERS**

**NAME: NUMBER:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  |  1 |  2 |  3 |  4 |  5 |
| Title of the content |  |  |  |  |  |
| Knowledge or skills to teach  |  |  |  |  |  |
| When |  |  |  |  |  |
| How |  |  |  |  |  |
| Material |  |  |  |  |  |

**SCHOOL TIME BANK (STB)**

**ANNEX 3: PAIRING UP OF STUDENTS IN A 30-STUDENT GROUP**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Session 1 | Session 2 | Session 3 | Session 4 | Session 5 | Session 6 | Session 7 |
| 1--------302--------293--------284--------275--------266--------257--------248--------239--------2210------2111----- 2012----- 1913------1814------1715------16 | 2--------303--------14--------295--------286--------277--------268--------259--------2410-------2311------2212----- 2113----- 2014-----1915-----1816-----17 | 3--------304--------25--------16--------297--------288--------279--------2610-------2511------2412------2313----- 2214----- 2115-----2016-----1917-----18 | 4-------305--------36--------27--------18--------299--------2810------2711------2612------2513------2414----- 2315----- 2216-----2117-----2018-----19 | 5-------306--------47--------38--------29--------110-------2911------2812------2713------2614------2515----- 2416----- 2317-----2218-----2119-----20 | 6-------307--------58--------49--------310-------211-------112------2913------2814------2715------2616----- 2517----- 2418-----2319-----2220-----21 | 7-------308--------69--------510-------411-------312-------213-------114------2915------2816------2717----- 2618----- 2519------2420------2321------22 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Session 8 | Session 9 | Session10  | Session11 | Session12 | Session13 | Session14 |
| 8--------309--------710-------611--------512--------413--------314--------215-------116------2917------2818----- 2719----- 2620------2521------2422------23 | 9--------3010--------811--------712--------613--------514--------415--------316-------217-------118------2919----- 2820----- 2721-----2622-----2523-----24 | 10-------3011--------912--------813--------714--------615--------516--------417-------318-------219-------120----- 2921----- 2822-----2723-----2624-----25 | 11-------3012-------1013--------914--------815--------716--------617------518------419------320------221----- 122----- 2923-----2824-----2725-----26 | 12-------3013-------1114-------1015--------916--------817-------718------619------520------421------322----- 223----- 124-----2925-----2826-----27 | 13-------3014-------1215-------1116-------1017-------918-------819-------720-------621-------522-------423-------324-------225-------126------2927-----28 | 14-------3015-------1316-------1217-------1118-------1019-------920-------821-------722-------623-------524-------425-------326-------227-------128------29 |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Session15 | Session16 | Session17  | Session18 | Session19 | Session20 | Session21 |
| 15-------3016-------1417------1318------1219------1120------1021-------922-------823------724------625----- 526----- 427------328------229------1 | 16-------3017-------1518-------1419-------1320-------1221-------1122-------1023-------924-------825------726----- 627----- 528-----429-----31-----2 | 17-------3018-------1619-------1520-------1421-------1322-------1223-------1124------1025-------926-------827----- 728----- 629-----51-----42------3 | 18-------3019-------1720-------1621-------1522-------1423-------1324------1225------1126-----1027------928----- 829----- 71-----62-----53-----4 | 19-------3020-------1821-------1722-------1623-------1524-------1425------1326------1227------1128------1029----- 91----- 82------73-----64-----5 | 20-------3021-------1922-------1823-------1724-------1625-------1526-------1427-------1328-------1229-------111-------102-------93-------84-------75-------6 | 21-------3022-------2023-------1924-------1825-------1726-------1627-------1528-------1429-------131-------122-------113-------104-------95-------86-------7 |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Sec. 22 | Sec. 23 | Sec.24 | Sec.25 | Sec.26 | Sec.27 | Sec.28 | Sec.29 |
| 22---3023---2124---2025---1926---1827---1728---1629---151---142-----133-----124-----115-----106-----97-----8 | 23---3024---2225---2126---2027---1928---1829---171----162-----153-----144-----135-----126-----117-----108-----9 | 24---3025---2326---2227---2128---2029---191---182---173-----164-----155-----146-----137-----128-----119-----10 | 25---3026---2427---2328---2229---211-----202-----193-----184-----175-----166-----157-----148-----139-----1210---11 | 26---3027---2528---2429---231----222----213----204-----195-----186-----177-----168-----159----1410---1311---12 | 27---3028---2629---251-----242-----233-----224-----215-----206-----197-----188-----179-----1610---1511---1412---13 | 28---3029---271-----262-----253-----244-----235-----226-----217-----208-----199-----1810---1711---1612---1513---14 | 29---301-----282-----273-----264-----255-----246-----237-----228-----219-----2010---1911---1812---1713---1614---15 |

**ANNEX 4: MUTUAL HELP CONTRACT PER PAIRING AND EXCHANGE - STB**

|  |  |
| --- | --- |
| Name and surname: Number |  |
| Address: Phone: |
| What will be taught? |
| Date |  |  |  |  |  |
| Time |  |  |  |  |  |
| Place |  |  |  |  |  |
| Material: |
| Signature Tutor:  Student: |

|  |  |
| --- | --- |
| Name and surname: Number |  |
| Address: Phone: |
| What will be taught? |
| Date |  |  |  |  |  |
| Time |  |  |  |  |  |
| Place |  |  |  |  |  |
| Material: |
| Signature Tutor:  Student: |

We hereby promise to teach our partner and, at the same time, learn from them the knowledge or skills in the conditions stated in this contract.

Place: Date:

**ANNEX 5: CONTRACT AND MUTUAL HELP EXCHANGE ASSESSMENTS-SCHOOL TIME BANK**

**STB - DATE:**

|  |  |
| --- | --- |
| NAME: | NAME: |
| What have you learnt? Is it useful? Was the teaching clear? | What have you learnt? Is it useful? Was the teaching clear? |
| How was the relationship with your partner? | How was the relationship with your partner? |
| Was there enough time? Is more preparation necessary? | Was there enough time? Is more preparation necessary? |
| Was the place appropriate? | Was the place appropriate? |
| Did you miss any material? | Did you miss any material? |
| What did you like the most? | What did you like the most? |
| What did you like the least? | What did you like the least? |
| What could be done to make the exchange better? | What could be done to make the exchange better? |

**ANNEX 6: PROGRAMME ASSESSMENT – SCHOOL TIME BANK**

**NAME: DATE:**

**1- What did you like the most about the programme?**

**2- What did you like the least about the programme?**

**3- What did you find the most useful?**

**4- What could be done to make the programme better?**

**ANNEX 7: SEQUENCE OF SESSIONS AND ACTIVITIES IN THE STB PROGRAMME**

|  |  |
| --- | --- |
| **SESSION** | **ACTIVITIES** |
| 0 | Information to senior staff, teachers, school board and parents. |
| 1st | 1. Who knows more, a person or the whole class?2. How can we all participate? **1-2-4-all technique.**3. Election of a representative or secretary for each group.4. Election of the persons responsible for writing down the agreements.5. Who knows more?6. Would you like to learn from your peers?7. Can anybody teach?8. Examples of knowledge and skills.9. Do you want to share your knowledge and skills?10. Offer and demand sheet. |
| 2nd | 11. Knowledge and skills list.12. Introduction of Teaching and Learning concepts.13. Form of offers. |
| 3rd: 2 exchanges in 2 pairings (20’+20’) | 14a) Arranging in pairs.14b) Preparing the mutual help contract.14c) Exchanging mutual help in pairs.14d) Assessing the agreement and exchange. |
| 4th and subsequent until all pairings are concluded | 14a) Arranging in pairs.14b) Preparing the mutual help contract.14c) Exchanging mutual help in pairs.14d) Assessing the agreement and exchange.15a) Partial assessment of the programme after 6 sessions with 6 pairings. |
| Last session | 15b) Final assessment of the whole programme. |

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