



Teacher's Guide

A problem-based learning methodology

Co-funded by the
Erasmus+ Programme
of the European Union





"The core of this methodology is for schools from different countries to work together, unifying their efforts in an intercultural process, which focuses on local problems and links them to society in the vast European context."

The Teachers of Global Schools, Local Tools



Table of Contents

- An introduction in our methodology 5
- Pre-phase activities 5
- Exchange activities 6
- After-exchange activities 8
- Why is it useful to work this way? 8
- Good Practices..... 11
- Appendix 1: Good practices - Pollution of the Sea 13
- Appendix 2: Good practices - Integration of Refugees 25
- Appendix 3: Good practices - Social Inequality 43
- Appendix 4: Good practices - Food Waste 53
- How to Personalise a Project 65
- How to Foster Student Ownership of the Learning..... 81
- How to Monitor the Process.....83
- How to Organise a Local Event..... 85
- How to Set Up a Debate..... 87





An introduction in our methodology

The core of this methodology is for schools from different countries to work together, unifying their efforts in an intercultural process, which focuses on local problems and links them to society in the vast European context. In other words, we abandon the sterilized environment of the classroom and we put education in the centre of real life.

As this is a student exchange program, there are three main phases of this methodology – before, during and after the student exchange visits.

Pre-phase activities

The pre phase or the preparation phase is designed to tune the involved students into the problem we have decided to investigate. All four problems are real existing problems in the four countries/ regions. We chose them to make the work connected to real life and thus provoke students to be more involved as then they feel that what they are doing is important and will bring about change.

- **Defining the problem**

By interviewing locals (e.g. authorities, local specialists, and people from the region) and doing an online research, the students of the organising school prepare a film about the problem and send it to the other schools.

- **Preparation assignment**

This is prepared by the hosting teachers and calls for the visiting schools to investigate similar issues in their area. What kind of



solutions have other countries found? Students prepare a fact sheet/ a film.

In order to make this phase closer to the students' interests, but also bring about input through practice, we set up the task of putting all their research into a film. In this way, we differentiate the process to fit the variety of students' interests and talents. There are those who prefer to work on their own and do research reading and searching for information; there are those who like meeting people and interviewing them; there are those who excel at photography or video making; and there are those who are natural leaders and steer the work of the whole group.

All of these sub activities are coordinated by the teachers.

Working phase/ exchange activities

The working phase takes place during the exchange visits. Each school selects 21 students to go to the three partner schools, that is 7 per country. Basically, the project work involves research and presentation of research results. This research is done both on the internet, on the phone and most importantly face-to-face at the places of investigation, authorities responsible, the local media. The presentation of the research results is decided by the whole group together, bearing in mind the nature of the problem and choosing the most suitable form for it - a demonstration, a campaign, a conference or another local event.



The project work is accompanied by a series of activities, more enjoyable for the students, to help them break the ice, build the teams or simply unwind in the company of their new friends.

- The visiting students present their videos with facts about the situation in their own countries.
- The whole group is divided into teams, each consisting of 3 foreign students and 3 students from the hosting country.
- The teams choose a (sub) topic to investigate.
- Research: Each team visits a place in the area connected with the topic. (The teachers have selected and contacted the places beforehand.)
- The teams present the information that they have found to the whole group, so that everybody has all the information.
- The whole group discusses the type of event to make the community aware of the problem and the solutions they are going to come up with.
- The teams prepare different solutions and prepare the event. The process is shared via vlogs on a YouTube channel (<https://www.youtube.com/channel/UCUrzQ533OK7xMAmTv3bRaBA>)
- The students present the solutions at the event and think about the consequences of the solutions in a debate.

These activities will contribute to: learning and researching in an innovative way as most of them are outside the classroom; there is room for personalized learning as the students can choose their way of research. Finding a solution is part of thinking out of the box. (=Objective 1&2)



After-exchange activities

After the exchange visits it is important to complete the work on the topic by disseminating the information about the work and the results. The visiting students share about their experiences in their home school during classes or at an organised school event. Also, they present the project work and results to the local authorities and media.

- Solutions are presented and discussed at home.
- Solutions are given to local governments, local media and put on the website.

Why is it useful to work this way?

Why is it useful to work this way and especially in international groups?

We have defined what results we want to achieve with this work and these results correspond with the whole project methodology.

We want:

- A student-centred learning methodology
- To make students responsible for their own learning process and their role in the group
- Students to think out of the box
- Students to develop critical thinking skills
- Students to develop skills to solve problems seeing them from different perspectives.
- Students to develop research skills
- Students to develop a local and at the same time a global awareness in a European context



- An intercultural cooperation between students of countries in various parts of Europe, allowing them to understand the need of other points of view from people living in a different European context
- To develop empathy for the people who are facing severe problems in another EU country.
- To work together with the local communities
- Students to learn to face and cope with real life problems in their future lives
- To encourage students to become active citizens in the future

In this methodology students take an active role from the beginning to the end of the process. They make the decisions of why, what on and how to work. By choosing a local problem and introducing it to the students in a compelling way, the teachers make sure that the “why” or the motivation is already present. Then the students start on their learning journey by deciding the “what” and the “how” of the research tasks. In this way they develop their critical thinking and think outside the box. By working with international partners, the students learn to see things from different perspectives and understand the need for that. Also, they become more involved and active citizens not only in the local community, but also in the bigger European context. Thus, empathy is developed to those who are facing severe difficulties in different European countries.





Good Practices

During the Learning-Teaching-Training Meetings





Pollution of the Sea

Good Practices during the International Student Exchange

Erasmus+ Project: Global Schools, Local Tools 2018-2020

2018-1-NL01-KA229-038874_4



School: Sundsvalls gymnasium - Hedbergsska skola, Sundsvall,
Sweden

Skolhusallén 6, 852 37 Sundsvall

Date: 13-20/01/2019







Overview & Purpose

This is a complete overview of all activities completed before, during and after the international student exchange in Sundsvall, Sweden, part of the Erasmus+ project *Global Schools, Local Tools 2018-2020*. The purpose of this exchange was to be used by teachers and educators to raise awareness of the global problem of the pollution of the ocean, and the consequences of that, as it proves to be a topic of vast importance. The purpose and goal of the exchange was to get inspiration from partnering countries and possibly find a solution to the problem through good examples. How should the municipality of Sundsvall handle the problem and collect the barrels of mercury? The aim was also to increase the awareness of our students, influence the municipality to work towards a solution, draw the media's attention to the problem and create a community and consensus among the students, a feeling that they together can bring about change, together we are strong, that it is everyone's problem.

Education Standards

1. English language - speaking, argumentative text, flyers and posters
2. Making a research
3. Interview
4. Digital Literacy - IT skills
5. Soft Skills - collaboration, critical thinking, creativity, communication
6. Participate in a protest march
7. Interact with politicians



Objectives

1. Increase knowledge of the environment and the consequences of pollution
2. Open education and innovative practices in a digital era
3. Raise awareness on the vast problem of environmental issues, in the participants, the school community and more.
4. Organise, host and participate in a campaign event.
5. Foster integration and a sense of belonging in the bigger European family through understanding and working on a common problem.

Verification

Student understanding is checked by the teachers at each step by looking at the results produced by them, i.e. presentations, films, etc..

Also, during the exchange, every morning students and their teachers have a debrief about the previous day, where they reflect about their experiences, share what they have learnt and discuss any possible issues.



Activities

Before the exchange

Pre phase 1

The pupils were instructed to inform the exchange students of the partner countries about the problem and assign them a task, to investigate solutions that they have applied in similar cases. The Swedish students did this by making a film clip from news broadcasts and they did a voice over to give them further information.

The topic in Sweden was about the Pollution of the ocean. We discussed in the pedagogical Erasmus team of the school and the students that participated and decided to investigate the problem with help from a doctor in marine biology at Mid Sweden University and interviews with other local companies, experts or people who in some way had information and knowledge about the problem:

1. Environmental organisations
2. Experts
3. Different politicians
4. The public and school staff on different levels
5. Municipality
6. The companies located in the area today (Like SCA, Kubal. Akzo Nobel)
7. Media

All students who were to arrive for the exchange in Sweden, at the end of January 2019 received this preparation assignment. The pupils were instructed to inform the exchange students of the partner countries about the problem and assign them a task, to investigate solutions that they have applied in similar cases. The Swedish students did this by making a film clip from news broadcasts and they did a voice over to give them further information.



Pre-exchange task



Sundsvalls Gymnasium - Hedbergsska Skola

Sundsvall

Sweden

GLOBAL SCHOOLS, LOCAL TOOLS 2018-2020

Student exchange in Sundsvall – 13th-20th January 2019

Assignment for visiting students

1. Watch the video assignment from Sweden - <https://youtu.be/Ls05d2n88D4>
2. Research and find a similar problem in your own country – collect authentic information
3. Collect authentic data and material about how this problem was approached and solved
4. Record all these in a short film (1:30-2:00 minutes) which will be shown on the first day of the exchange in Sundsvall. Include a message to your Swedish partners ☺
5. Research about mercury, its impact on the environment and ways to protect the environment

During the exchange

Day 1 - 14th January

On the first working day, after the welcoming ceremonies, the students and teachers get to know each other through some *team building activities* (we let them play a game of *Have you done this?* bingo). Then the programme was introduced and the appointments that we had made beforehand. The most important part of this first day consisted of the pitches from the guest students about how the main topic of this week is connected to similar problems in their home countries. The students presented similar



problems, for example rubbish dumped in the sea.

The students visited Mid Sweden University and talked to a doctor in marine biology. There they learned about how pollution of the ocean can affect the food chain, reproduction of animals, humans and therefore other countries. The students asked questions that they felt they needed an answer to. This increased their understanding of the problem. The students' questions (ex. Why has nothing been done to solve the problem?) gave them an opportunity to process their proposal later in the project.

The students were divided into small groups, each group consisting of four different countries i.e. Sweden, Bulgaria, Greece, the Netherlands. Each group was assigned to interview a knowledgeable person within the project's topic. The students processed their questions before the interviews so that they would have questions that gave open answers rather than yes or no.

Day 2 - 15th January

The students continued to research in their assigned groups. After a long hard day of work the students went to our local water park.

Day 3 - 16th January

The students continued to research in their assigned groups, enhancing their knowledge. The students gathered and combined all the knowledge they had acquired. They prepared a presentation that they presented in front of each other to share their findings. In the afternoon the students started to prepare for the protest march. They worked together creating posters with messages to "take action now", flyers, or writing a letter to the chairman of the municipality.





Day 4 - 17th January

The students presented their final product, the posters and the letter to the chairman of the municipality. They gathered outside school and marched to the municipality carrying the posters through the town center. While they walked some of them were interviewed by local newspapers, TV and radio channels. The media filmed the event of giving the chairman the letter.

<https://sverigesradio.se/artikel/7134652>



Day 5 - 18th January

The Swedish students performed in front of their visitors, a cultural evening. The show contained typical Swedish traditions through the year starting with New Year, Midsummer, winter breaks, Easter etc. They were offered food and drinks that the typical Swede eats on those holidays. They sang songs from the holiday of Lucia, they sang Swedish music and so on.



Day 6 - 19th January

The students spent their day with their hosting families, ice skating, riding snowmobiles and having fun in the Swedish winter land. In the evening the students got to experience a hockey game between a neighboring team and a team from another municipality.

After the exchange

A few months after our project In Sweden was completed, we received a response from the chairman of the municipal board:

"I want to thank you all, for the effort you put into this important issue. What you describe is one of many challenges according to the conditions of the Baltic sea. Challenges to improve the environment of the sea, and which needs to be handled by today's generations as well by the future generations.

Västernorrland has a long industrial tradition that has contributed to growth and development, but also entailed pressures on the environment like mentioned problem tell us, as well as other issues in the whole country. As for the barrels in the ocean outside

Sundsvall is something that the County Administrative Board of Västernorrland is working on and I have confidence that they are working to find a solution that doesn't impact the environment in a negative way. I understand that it may seem like nothing happens, but complex

Problems rarely have a simple solution.

With kind regards

Peder Björk"

The barrels have been mentioned on TV even after our project has ended. The problem has not yet been remedied as it requires an extensive and very risky method but the matter is being investigated.

<https://www.svt.se/nyheter/lokalt/vasternorrland/sa-ska-riskerna-med-giftnorna-i-sundsvallsbukten-undersokas>



Exchange Visit Programme

SCHEDULE

13th-20th January 2019

| Monday 14/1 | Tuesday 15/1 | Wednesday 16/1 | Thursday 17/1 | Friday 18/1 | Saturday 19/1 |
|--|---|--|--|---|---|
| 8:40 Welcome meeting | Cross groups activities - assignment Research/work | Cross groups activities - assignment Research | The representatives present the material to be submitted to the municipality | The groups perform a presentation to others | Family Day 15.00 - Ice hockey in Timrå |
| 9:00 Review of the week | | | | | |
| 10:00 Cross group's activities - get to know each other | | | | | |
| 11:00 Lunch 11.40 Be ready to start walking to Miduniversity. | 11.00 Lunch | 11.00 Lunch | 11.00 Lunch | 11.00 Lunch | |
| 12:00 Lecture Mid | Keep working | 12:00 presentation to | 12:00 Demonstration | Cultural evening | |



| | | | | | |
|---|---------------------|---|---|--|--|
| Sweden University | | each other | / torch light procession to the municipality | | |
| 13:30 Cross group's activities -assignment | 15.00 Himlabadet | 13.30 Final group works on the document. The rest of the group prepare for the “demonstration” | | | |







Immigration: Integration of Refugees

Good Practices during the International Student Exchange

Erasmus+ Project: Global Schools, Local Tools 2018-2020

2018-1-NL01-KA229-038874_3

School: 7th Lyceum of Heraklion, Crete, Greece

G. Marant , Giofiro - Postal Code 71303, tel. 2810251714,
email:mail@7lyk-irakl.ira.sch.gr

Date: 14-21/03/2019







Overview & Purpose

This is a complete overview of all activities completed before, during and after the international student exchange in Heraklion, Crete, Greece, part of the Erasmus+ project *Global Schools, Local Tools 2018-2020*. The purpose of this learning set is to be used by teachers and educators to raise awareness of the rising global problem with the integration of refugees and the consequences of that, as it proves to be a topic of vast importance.

Education Standards

1. English Language - Speaking
2. Making a Research
3. Digital Literacy - IT Skills
4. Soft Skills - Collaboration, Critical thinking, Creativity, Communication
5. Making a video

Objectives

1. Social inclusion
2. Developing curricula relevant to societal needs
3. Open education and innovative practices in a digital era
4. Raise awareness on the vast problem of refugees, in the participants, the school community and more
5. Organise, host and participate in a campaign event
6. Foster integration and a sense of belonging in the bigger European family through understanding and working on a common problem



Verification

Student understanding is checked by the teachers at each step by looking at the results produced by them, i.e. presentations, films, etc..

Also, during the exchange, every morning students and their teachers have a debrief about the previous day, where they reflect about their experiences, share what they have learnt and discuss any possible issues.



To achieve the objectives, this methodology contains the following steps:

- Each group consists of 3 foreign students and 3 students from the hosting country. They define the methodology/ the ways to gather information for the research.
 - Research: each group visits a different place in the area connected with the topic. The teachers have selected and contacted the places and the students can choose.
 - The groups present the info that they found to each other so that everybody has all info.
 - The whole group discusses the event to make the community aware of the problem and the solutions they are going to come up with
 - The groups prepare different solutions and prepare the event.
 - These activities will contribute to learn and research in an innovative way
 - Most activities are outside the classroom, room for personalized learning and the students can choose their way of research.
 - Finding a solution is part of thinking out of the box.
- Dissemination phase:
- Solutions are presented and discussed at home
 - Solutions are given to local governments, local media and put on the website.
 - https://www.patris.gr/2019/03/27/synantisi-4-scholeion-sto-plaisio-toy-erasmus/?fbclid=IwAR1CduKRvW8UBjl33VcLABuZd4dctixU_WQC7PcsUMcgT-5KAd_-kNXSwwm



Activities

Before the exchange

Pre phase 1

Defining the problem by interviewing locals (e.g. authorities, local specialists, people from the region). The students of the organising school prepared a video about this and sent it to the other schools.

The topic in Greece was about the integration of refugees. We discussed in the pedagogical Erasmus team of the school and the students that participated and decided to get in contact with local authorities and organizations that deal with the issue of refugees. The organizations were:

- UNHCR
- Heraklion Development Company for the implementation of program ESTIA for the accommodation of refugees
- Council for the Integration of Refugees at the Municipality of Heraklion
- Greek Ministry of Education - Region of Crete Refugees' Education
- Asylum Service of Crete
- Hellenic Red Cross
- Kalokairinou Foundations
- The centre of unaccompanied minors in Anogeia.

The Greek students created a film about the refugees

(<https://www.facebook.com/250262572330126/videos/963859930486861>

) and the school sent it to the visiting schools in Bulgaria, Sweden and the Netherlands.

Pre phase 2

A preparation assignment: Our school asked from the other schools to investigate what is going on in their country with the issue of the refugees and what kind of solutions have other countries found.



Pre-exchange task

7th Lyceum of Heraklion

Crete

Greece

INTEGRATION OF REFUGEES Pre-exchange assignment

Make a research and be ready to present your results on the first day of the exchange visit in Heraklion.

- What is the situation with refugees in your country?
- How do the local people feel about the refugees?
- How are the refugees supported by the government and local authorities?
- Solutions - What are some solutions to the situation in your country?

20 February, 2019

Pre phase 3 A facebook group was created.

<https://www.facebook.com/groups/2230521040604266/permalink/2306077019715334>

During the exchange

Day 1 - 15th March

On the first working day, after the welcoming ceremonies, the students and teachers got to know each other through some *team building activities* (we made a circle and everyone told their name and described themselves with



a word only) Then the programme was introduced and appointments were made. The goals of this LTT-meeting were determined with the participating students. The most important part of this first day consisted of the pitches from the guest students about how the main topic of this week is connected to similar problems in their home countries and how the foreign countries coped with these issues. That's why, each *participating school presented one video of their research work* in order to describe how their country deals with the refugees. Here is the video of the Bulgarian team:

<https://www.youtube.com/watch?v=mbD47RBtXHM&list=UUUrzQ533OK7xMAmTv3bRaBA&index=17>

After the team watched the videos of each country, the students were divided into six groups. Each group consisted of 3 students from Greece and 3 from the foreign countries. *Each team made posters using pictures of the refugees' life in a creative way.* We tried to express our feelings through photos, quotes, words such as: anxiety, chaos, danger, threat, hope, help, support, etc. Then we stuck them on the wall as a *Reading gallery* for everyone to study.

Day 2 - 16th March

In the morning the Erasmus team discovered the city of Heraklion through a game that was called "*Treasure Hunt*". We got in groups and we had to visit a lot of sights in the city. There was a guide at every place who gave us information about the sights and asked us questions about the previous one. We saw a lot: The Cathedral of St. Minas, Morozini Fountain (The Lions), The Castle of Candia, which is located on the beach, etc. After the "hunt" we visited the *Archaeological Museum* of Crete where our pedagogical team had prepared questions about the exhibits of the Minoan ages.

<https://www.facebook.com/250262572330126/videos/631582790637095>



Day 3 - 17th March - Sunday

The teachers had a day trip to Spiralonga and Agios Nicolaos and the students had a family day.

Day 4 - 18th March

The Erasmus team visited a *Refugee Camp for Unaccompanied Minors* which is located in the village of Anogeia. We were surprised to see that most of them are between 16 and 20. The life standard in the center is high and better than what we expected. There were four groups, working on different tasks and the boys worked with us. The first group learned different dances from the countries of the participants in the project and the refugees. Some drew specific for their country symbols, others devised stories, using keywords and still others cooked typical dishes. A few students talked with one of the refugees (the only one who could speak English) and heard his story. It was really interesting to understand where he came from, how he lived there, how he finds his new life and what his plans for the future are. We saw a completely different point of view because it's not the same when you hear the story from a person who has experienced it himself. The psychologist of the centre, shared some information about its origins and the refugees' life in general. She told us some interesting facts such as what the price that the refugees pay to the traffickers in order to come to Europe is, what the attitude of the villagers to them is or how the boys easily integrate in the new environment. After the visit to the centre, we travelled to a small touristic town, where we went for a walk and enjoyed the huge palm trees and the beautiful beaches. The day was full of extreme emotions, we learned a lot: how to be more accepting, open-minded and how to overcome our differences more easily.



<https://www.facebook.com/Global-Schools-Local-Tools-2018-2020-Erasmu-s-KA2-250262572330126/photos/pcb.305157640173952/305156023507447/>

***Day 5* - 19th March**

In the morning we went to school and worked in pairs, making research *and* preparing questions about the refugees' difficulties for the interview to take place later. We can see some questions here

https://padlet.com/8iklasse2016/qcgajya5vvfh?fbclid=IwAR1kHalwpvH5IP5W2Bgz-c9xBg8Bm-YyFjz3ur9bvx2a0yQwUS8sfoqmq_E

The whole group discussed the information they had found and prepared the event to make the community aware of the problem and the solutions they were going to come up with.

Representatives from different organisations who were working with the refugees in Crete presented what they do and shared with us thought-provoking information. There were two Greek language teachers who worked with the refugees. One of them told us that language is the most important part for integrating people and invited us to play a game. We had to stand in a line, one behind another, and to say a word in our mother tongue to the person next to us. Then we heard how differently each of us pronounce the word. That was very interesting. The teams prepared different solutions and prepared the event which was a video where the representatives of the organizations answered the students' questions.

The video is shared on our YouTube channel

<https://www.youtube.com/watch?v=T5CAFBSFAws&fbclid=IwAR2kUom6H-P47C3ZB90uqhQYwnCyH1A7P0v1DHIKHYSau-43Ls3dAZ7kggc>



Day 6 - 20th March

The Erasmus team visited the Palace of Knossos, the residence of King Minos - the beginning of the Minoan civilization. We were amazed to see how developed the civilization was. We learned how they lived, what their mentality was and other interesting facts about their life. In the afternoon we worked in two groups: one for editing the video, "Guide for Refugees on Crete", which is our final product of all the work we had done during the week and another working on each day's presentations.

<https://www.youtube.com/watch?v=T5CAFBSFAws&fbclid=IwAR2kUom6H-P47C3ZB90uqhQYwnCyH1A7P0v1DHIKHysau-43Ls3dAZ7kggc>

Everyone was looking forward to the farewell party. We had a good time there; first the teams of each country shared their thanks, experiences, feelings, memories, thoughts and something they had learned both about themselves and the other countries. After presenting a small part of the video we had created, the real party began. There was a lot of tasty food, which our friends, the Greeks, cooked for us with lots of love. We danced, enjoyed each other's company and took some awesome [photos](#) to remember the night and all the friends we worked with during that whole week.

After the exchange

- **Article:** The group of Erasmus students wrote an article about the activities at our school, which was sent to the local press.

<https://www.patriis.gr/2019/03/27/synantisi-4-scholeion-sto-plaisio-toy-erasmus/?fbclid=IwAR0gSN32e1ggQMIWX50gWt7neHZpq2s2uQRYq86tzP6ppge46kKsrarmFdo>



- Briefing of the school director and the council of teachers about our activities and experiences during the LTT exchange at our school.
- Photographs were printed and collocated in the Erasmus Corner.
- Video: The final result of the meeting, the video, was watched by all the students of the school and their parents during a ceremony.



Exchange Visit Programme

7th Lyceum of Heraklion

G. Maranti , Giofiro-Postal. Code 71303-Tel.
2810251714-email:mail@7lyk-irakl.ira.sch.gr

Heraklion

GLOBAL SCHOOLS LOCAL TOOLS

2018-1-NL01-KA229-038874_3

**AGENTA OF THE SECOND LTТА, HERAKLION CRETE
GREECE**



14th-21th March 2019



Erasmus+

Thursday 14TH

Arrivals, accommodation at Hotel Castello in Heraklion or at host families' homes.

The host families will pick up the students from the airport.

Netherlands 14th of March at 19.30h

Sweden 14th of March at 17.00

Bulgaria 14th of March at 22.50



20.00 Welcome dinner (for teachers)

Friday 15th



09.00 -Arrival at school
9.15 – 10.30 Ice-breaking games
10.30- 11.00 Coffee break – meeting with the teachers of our school
11.00-12.00 Presentations (pre-exchange

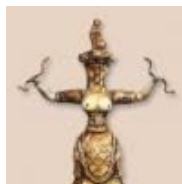
task) about the integration of refugees in Sweden, Bulgaria and the Netherlands

12.30-14.00 Splitting groups and making questions for the interview with the structures of integration

14.00 Dance lesson

20.00 Dinner

Saturday 16th



9.00 -12.00 Let's get to know the city through a hidden treasure hunt at the centre of the town

12.00-14.00 Visit at the archaeological Museum of Heraklion in the centre of the town

Sunday 17th

Family day for the students, day trip for the teachers

Monday 18th



Visit at the Unaccompanied Minor refugees Structure of Anogeia

- Lunch at the structure
- 15.00-20.00 Visit Rethimno
- 20.00 Dinner

Tuesday 19th





- 08.30 Arrival at school
- 9.00-10.30 Meeting at school with the representatives of refugee integration structures: Red Cross, Asylum Service, Council of semi-permanent living, Council of refugees integration, Education of refugees, NGO (kalokairinou)
- 10.30 Coffee break
- 11.00- 12.00 Interview with the representatives of the structures.
- 12.15 -15.00 Write a newspaper or create a powerpoint presentation about what we learnt, we visited and we experienced in Heraklion
- Activity: Dance lesson



Wednesday 20th

- 9.00 Departure from school to Knossos (by bus)
- 10.00-14.00 Visit **Knossos**
- 18.30-20.00 Presentation of the final products.
- 20.00 Cultural evening (20.00-20.30 Cretan traditional music and dance
- 21.00 Dinner with typical Cretan food)

Thursday 21th

Departure day





Ice-breaker game

ICE BREAKING GAMES

1. All of us stand in a big circle, each person will say their name and then the person next to them will say their name and the name of the person next to them.
 2. All of us in the circle again and each person says their name and the names of the 2 people before them.
 3. Now the circle will break and everyone will start walking, whenever you see someone you introduce yourself (you say your name and where you are from) and then you compliment that person.
 4. Now find someone from a different country and not the person that you are staying with and start introducing yourselves to each other. You have one minute each.
 5. After that you choose another couple so then you are 4 in total and each couple will introduce themselves.
 6. Then the group of 4 or 6 will start talking about the refugees. You have to discuss about:
 - *refugees in your country * -how
 - if you would help the refugees --how
 - if they should help the refugees as a country.
 - if Europe can help how
-



Background

INTEGRATION IN GREECE

Two and a half years after the outbreak of the refugee crisis in Greece in 2015, the country is entering now in a new phase concerning the accommodation of refugees, trying to improve reception conditions and enhance their social integration. The Greek government is trying to put in place a sustainable and adequate reception system in cooperation with the UN Refugee Agency (UNHCR), local authorities and NGOs making use of EC funding.

In this direction, the European Commission Emergency Support to Integration and Accommodation – ESTIA program has been established (since July 2017) in order to provide multi-purpose cash grants and rented accommodation for refugees and asylum seekers in an effort to move people out of the camps. Urban accommodation helps provide people with a sense of normalcy and facilitates their access to services, including education.

Local authorities in Athens, Thessaloniki, Heraklion, Larissa, Chania, Trikala, Karditsa, Rethymnon, Livadia, Nea Filadelfeia – Nea Chalkidona and Agios Nikolaos have formed partnerships with UNHCR in close cooperation with the [Ministry for Migration Policy](#), in order to participate to ESTIA program, offering accommodation places in apartments, reaching so far 19,732 places (data on November 14th).

[ESTIA program](#) also includes cash assistance to asylum-seekers and refugees who can now choose how to cover their basic needs. In October, 33,595 eligible refugees and asylum seekers (15,153 households) received cash assistance in Greece, in 93 locations contributing directly to the economy of the host community through the purchase of services and goods. Cash assistance in Greece is provided by UNHCR.

Educational Integration

Education is another crucial step to integrate refugee and migrant children into Greek society protecting at the same time a fundamental human right. The Greek Ministry of Education, Research and Religious Affairs in cooperation with international organizations such as UNICEF, UNHCR and IOM [started in 2016-2017 the educational integration](#) of migrant children in public schools, in specialized afternoon classes. Approximately 3,500 children aged 6-17 were in formal education in 2016-2017 school year in reception classes for children residing in temporary sites, as well as those living in urban accommodation.

For the school year 2017-2018, the Ministry aims to integrate all refugee children in school putting emphasis on the gradual integration to morning zone classes. Specialized reception afternoon classes will be maintained, where necessary, in order for all children to have



access in education. According to the Ministry, 2,493 children aged 6-16 living in urban accommodation have already enrolled in schools throughout the country in all school levels and this number is still growing. School education for 2,360 children living in Accommodation Centers in the mainland is under preparation. When the project is completed, almost 1,000 schools in Greece will provide education to refugee children.

Continuing Challenges

At the same time Greece still faces multiple challenges concerning continuing refugee flows and asylum applications. From 2013 to October 2017, 127,889 asylum applications have been registered by the [Greek Asylum Service](#), while the main nationalities of applicants were Syrians, Pakistanis, Afghans and Iraqis. A 38% of these applications had a positive outcome. Syrians, Palestinians and stateless persons have the highest recognition rates in terms of refugee or subsidiary protection status. According to recent EUROSTAT data, the number of asylum seekers per million of inhabitants places Greece proportionately in second position as a receiving country.

[Unaccompanied Minors \(UAC\) currently in Greece](#) are estimated at 2,950, while according to the National Center for Social Solidarity 1,114 is the number of places available in specialized shelters. Safe zones are also established for unaccompanied minors in accommodation centers. The main nationalities in this category are Pakistanis (42%), Afghans (22%) and Syrians (14%).

The [Greek Asylum Service started operating four years ago](#) and quadrupled in size since June 2013: a total of 22 Regional Asylum Offices and Units have been established all over Greece. The Asylum Service operates Asylum Units in all Reception and Identification Centers (RICs) as well as in all pre-removal detention centers.

A mobile application, the [“Asylum Service App”](#) has been also developed in order to provide asylum seekers with adequate and reliable information, along with the Asylum Service webpage, social media or hotlines. The application, launched in the spring of 2017 on a pilot basis, is available in 8 different languages and has been developed by the Asylum Service in cooperation with the Harokopio University of Athens and EU funding. Greece stands among the four E.U. member-states in which a public authority has developed an application for mobile devices, aiming to support International Protection applicants and refugees.

Concerning the relocation program to other EU countries, [22,761 persons have been relocated](#) (until 19 Nov. 2017) most of them deriving from Syria, Iraq and Eritrea. EU member states with the highest numbers of relocations are Germany, France, the Netherlands and



Sweden. 1,307 persons were returned to Turkey (from March 2016 to August 2017) under the EU-Turkey Agreement.

Read more: [Health care and children's education are Greece's priorities for refugees; Fact Sheet: The Refugee / Migration Crisis and Greece](#)

[Refugees in Greece 2013-2017 - Infographic & Statistical information \(Hellenic Foundation for European & Foreign Policy\)](#)



Social Inequality: Underdeveloped Neighbourhoods

Good Practices during the International Student Exchange

Erasmus+ Project: Global Schools, Local Tools 2018-2020

2018-1-NL01-KA229-038874_3

School: BC Broekhin, Roermond, Netherlands

*Bob Boumanstraat 30-32 - Postal Code 6042EH, tel. 0475 346666,
email:sombsj02@soml.nl*

Date: 12/11/2019 till 19/11/2019







Overview & Purpose

This is a complete overview of all activities completed before, during and after the international student exchange in Roermond, the Netherlands, part of the Erasmus+ project *Global Schools, Local Tools 2018-2020*. The purpose of this learning set is to be used by teachers and educators to raise awareness of the rising global problem with the underdevelopment of neighbourhoods and the consequences of that, as it proves to be a topic of vast importance.

Education Standards

1. English Language - Speaking
2. Making a Research
3. Digital Literacy - IT Skills
4. Soft Skills - Collaboration, Critical thinking, Creativity, Communication
5. Making a video

Objectives

1. Social inclusion
2. Developing curricula relevant to societal needs
3. Open education and innovative practices in a digital era
4. Raise awareness on the vast problem of underdeveloped neighbourhoods, in the participants, the school community and more
5. Organise, host and participate in voluntary work

Verification

Student understanding is checked by the teachers at each step by looking at the results produced by them, i.e. presentations, films, etc..

Also, during the exchange, every morning students and their teachers have a debrief about the previous day, where they reflect about their experiences, share what they have learnt and discuss any possible issues.



To achieve the objectives, this methodology contains the following steps:

- Each group consists of 3 foreign students and 3 students from the hosting country. They define the methodology/ the ways to gather information for the research.
 - Research: each group visits a place in the area connected with the topic. The teachers have selected and contacted the area called 'De Donderberg'
 - The groups present the info that they found to each other so that everybody has all info.
 - The whole group discusses the event to make the community aware of the problem and the solutions they are going to come up with
 - The groups prepare different solutions and prepare the event.
 - These activities will contribute to learn and research in an innovative way
 - A lot of activities are outside the classroom, room for personalized learning and the students can choose their way of research.
 - Finding a solution is part of thinking out of the box.
- Dissemination phase:
- Solutions are presented and discussed at home
 - Solutions are given to local governments, local media and put on the website.



Activities

Before the exchange

Preliminary Research – worksheet

Objectives:

1. First contact with a slum in your country
2. Discover differences and similarities related to slums in the 4 countries and cultures.

Tasks/questions for preliminary investigation:

1. What is a slum?
2. What are the main problems of a slum?
3. What kind of projects are active to help the people who live in slums?
4. Describe at least three projects. Explain why they have an interest in the project and what is their main goal?
5. What does the government do to help the development in a slum?
6. What is, according to you, the best way to help developing/help the people who live in a slum?
7. What kind of people live in a slum?
8. Mention five qualities those people.

Find at least one or two persons to do research about these questions as well. You can choose how you want to present your results to the other students, for example, by powerpoint, prezi, word-document, vlog, etc.



During the exchange

Day 1 – 13th November 2019

On the first working day, after the welcoming ceremonies, the students and teachers got to know each other through some *team building activities*. (Then the programme was introduced and appointments were made. The goals of this LTT-meeting were determined with the participating students. The most important part of this first day consisted of the pitches from the guest students about how the main topic of this week is connected to similar problems in their home countries and how the foreign countries coped with these issues. That's why, each *participating school presented one presentation of their research work* in order to describe how their country deals with the underdevelopment of neighbourhoods.

After the team watched the presentations of each country, the students were divided into six groups. Each group consisted of 3 students from the Netherlands and 3 from the foreign countries. *The Mondragon Academy (an international business school) gave a presentation about studying abroad.*

In the afternoon students discovered the city of Roermond by doing a city game in their groups of six

Day 2 – 14th November

After the daily evaluation about how it was going and how the students were feeling we started with our project plan. The students worked in groups and had to find solutions and voluntary work to help solving the problems for the underdeveloped neighbourhood in Roermond, called the Donderberg. They had to present all of their work at the end of the week by a PowerPoint presentation. First they had to find out a lot of information about The Donderberg, what kind of problems are there, what does the neighbourhood need, etc. It was a full working day but they also had two classes of Dutch and history.

Day 3 – 15th November



The teachers and students had a day trip to Amsterdam by train (2 hours ride). We visit a typical Dutch area and the 'Rijksmuseum' where the famous painting 'De Nachtwacht' of Rembrandt is. In the afternoon they had a hour of free time and a canal cruise.

***Day 4* – 16th November**

The Erasmus team visited *the neighbourhood De Donderberg*. In this area there is a lot to see of good initiatives to make the neighbourhood look good. We saw a Mosque and the renovated swimming pool the Roerdomp. The students had some time in the swimming pool as well.

***Day 5* – 17th November**

The teachers had a day trip to Maastricht and the students had a family day.

***Day 6* - 18th November**

In the morning we worked on the project plan. The students prepared their presentations. After they finished, the presentations of the groups started and all of the people who were involved joined the event. Students came up with great solutions, activities, initiatives to help the Donderberg and the people who live in this area improve. The students did an amazing job and worked very detailed and put a lot of energy into it. They used photos they had made, vlogs, interviews, etc.

After the exchange

- **B**riefing of the school director and the council of teachers about our activities and experiences during the LTT exchange at our school.
- **P**hotographs were printed and collocated in the Erasmus Corner.
- **V**ideo: The final result of the meeting, was watched by all the students of the school.



Programme

Erasmus Exchange 2018-2020

‘Global schools, local tools’

LTT Meeting Roermond

November 12th – November 19th, 2019

Tuesday 12th of November 2019

Arrival day

Wednesday 13th of November 2019

| | | |
|--------|--|------------|
| 08.30u | Arrival at BC Broekhin | 428 |
| | - Foreign students and teachers evaluation | |
| | - Dutch students explain the assignment | |
| 09.00u | Opening by the vice-director M. Demandt and department manager J. van montfort | |
| 09.20u | Discuss preliminary assignment in groups | |
| | 10.00u Mondragon Academy (International business school) | 428 |
| 10.30u | Start Project plan | 428 |
| 13.00u | Break | |
| 14.00u | Meet at Stationsplein | |
| | Discover Roermond City | |



17.00u End of the programme (students go back to their host families)

Thursday 14st of November 2019

| | | |
|--------|--|------------|
| 8.30u | Arrival at BC Broekhin | 428 |
| | - Evaluation foreign students and teachers | |
| | - Dutch students discuss proceedings project with teachers | |
| 9.00u | Project plan | 428 |
| 11.00u | Break | |
| 11.20u | Lessons Dutch, History and AK | 428 |
| 13.00u | Break | |
| 13.30u | Project plan | A30 |
| 16.00u | End of programme | |

Friday 15th of November 2019

| | |
|--------|-----------------------------------|
| 08.45u | Arrival at Roermond train station |
| 09.02u | Train to Amsterdam |
| | - Rijksmuseum |
| | - Free time |
| | - Canal cruise |
| 18.30u | Train from Amsterdam to Roermond |
| 20.30u | Arrival at Roermond train Station |

Saturday 16th of November 2019

| | |
|--------|-----------------------------|
| 09.00u | Voluntaryproject Donderberg |
| 12.30u | End of programme |

Sunday 17th of November 2019

Monday 18th of November 2019

- Foreign students and teachers evaluation
- Dutch students discuss proceedings project with teachers

11.00u Break
519

13.00u Break

15.30u End of the programme (students go to their host families)

Departure day

Email: sombdh02@soml.nl

h.singendonk@mdw.broekhin.nl

Phone Number: 0031 6 42 582 822

0049 157 3932 1489



Food Waste

Good Practices during the International Student Exchange

Erasmus+ Project: Global Schools, Local Tools 2018-2020

2018-1-NL01-KA229-038874_2

School: Romain Rolland Foreign Language School
Stara Zagora, Bulgaria

Date: 04/04/2020







Overview & Purpose

This is a complete overview of all activities set to be completed before, during and after the international student exchange in Stara Zagora, Bulgaria, part of the Erasmus+ project *Global Schools, Local Tools 2018-2020*. The purpose of this learning set is to be used by teachers and educators to raise awareness of the global problem of wasting food and the consequences of that, as it proves to be a topic of vast importance.

**Unfortunately, due to the Covid-19 pandemic, we had to cancel the exchange. However, we hereby present all planned activities.*

Education Standards

1. English Language - Speaking
2. Making a Research
3. Digital Literacy - IT Skills
4. Soft Skills - Collaboration, Critical thinking, Creativity, Communication

Objectives

1. Raise awareness on the vast problem of food waste in the participants, the school community and more.
2. Organise, host and participate in a campaign event.
3. Foster integration and a sense of belonging in the bigger European family through understanding and working on a common problem.



Verification

Student understanding is checked by the teachers at each step by looking at the results produced by them, i.e. presentations, films, etc..

Also, during the exchange, every morning students and their teachers have a debrief about the previous day, where they reflect about their experiences, share what they have learnt and discuss any possible issues.



Activities

Before the exchange

All students who were to arrive for the exchange in Bulgaria at the end of March 2020 received this task at least a month before the visit.

[Pre-exchange task](#)

Romain Rolland FLS

Stara Zagora

Bulgaria

FOOD WASTE Pre-exchange assignment

Make a research and be ready to present your results on the first day of the exchange visit in Stara Zagora.

- Definition - What is food waste?
- Causes - What causes it?
- Extent - How much food is wasted in your country?
- Solutions - What are some solutions to this problem in your country? Provide some for each of the stages - producing, processing, retailing and consuming.

20 January, 2020



During the exchange

The first activity of every exchange day is *R*eflection. Students gather in national groups with their teachers to share experiences, insights or anxieties. Our students also write in their journals during all four exchanges.

On the first day some activities, which help the participants get to know each other better and also build their team, take place. These are suggested by the hosting students, assisted by their teachers, and organised well before that. This ensures fun activities and more involvement of the hosts.

Exchange Visit Programme



PROGRAMME

Stara Zagora
26th March – 2nd April 2020

26.03.2020 Thursday
Arrival Day

27.03.2020 Friday

08:00–08:30 – Reflections in national groups
08:30–09:30 – Welcoming and team building activities
09:30–10:00 – Programme introduction – highlight key points and tasks
10:00–10:30 – Break
10:30–11:00 – Visiting students present pre-exchange assignment on Food Waste
11:00–12:30 – Work in international groups to formulate research questions on the problem of food waste
12:30–14:00 – Lunch break – school canteen
14:00–16:00 – Town tour – [Photo Hunt](#)

28.03.2020 Saturday

08:00–19:00 – Day trip to Nessebar, Burgas



29.03.2020 Sunday

Family Day

30.03.2020 Monday

08:00-08:30 - Reflections in national groups
08:30-10:00 - The groups improve their research questions while already seeking the answers.
10:00-12:00 - Bulgarian Food Bank presentation
12:00-13:00 - Lunch break
13:00-15:00 - Company visits
Metro tour and lecture

31.03.2020 Tuesday

08:00-08:30 - Reflections in national groups
08:30-09:45 - classes/Bulgarian lesson
10:00-12:00 - Lectures from Bozhana Masterchef & more
12:00-13:30 Lunch
13:30-16:30 - Groups work on their presentations - Padlet

01.04.2020 Wednesday

08:00-08:30 - Reflections in national groups
08:30-10:00 Final touches on presentations
10:30-12:30 Presentations event
Free time
Food preparation
16:30 Students bring Bulgarian dishes to school
17:00-19:00 Dinner at school
19:30-21:30 Karaoke party at Il Mondo

02.04.2020 Thursday

Departure Day



After the programme is introduced it is time for the first task.



Task 1 - Defining Research Questions

Result: Groups define 3-4 research questions for their topic.*

**Here is a list of the (sub)topics and venues of research of Food Waste:*

1. Locally owned supermarkets
2. Supermarkets from international chains
3. Catering companies
4. Restaurants
5. Households
6. Production
7. The food market

- *The [film from the Bulgarian group about the problem of Food Waste](#) is shown and the pre-exchange task is revisited.*
- *Every national team presents about Food Waste in their country.*
- *Students get in international groups and choose a subtopic.*
- *The whole group learns how to define research questions. Students are shown this [video](#) and then work in subtopic groups. Each group is assisted by a teacher to help validate the questions.*

Task 2 - Revising and getting answers for research questions

- *The group starts seeking answers by discussing together and searching online.*
- *They participate in a lecture by The Bulgarian Food Bank, where they understand more about the problem and possibly redefine and later ask their questions.*
- *The whole group takes a tour in METRO shop to learn about their policy.*
- *Subtopic groups visit places connected to their research and try to find answers.*



Task 3 - Research Results Presentation

- *The groups have the freedom to choose how to present the results. However, they are encouraged to do it rather as interactive events than in the form of PowerPoint presentations.*
- *This is combined with a workshop lecture by a famous Master Chef graduate, who is also involved in Less Food Waste campaigns. She teaches us how to lessen the waste in the kitchen and more.*

Task 4 - No Food Waste Dinner

- *Students cook at home with their foreign guests, teaching them Bulgarian dishes and minding the **No Food Waste** principle.*
- *All the food is shared at the closing evening of the exchange.*

After the exchange

Task 1 - School Campaign

- *Participants continue the campaign on the topic of Food Waste in their school. In small groups they make presentations during classes or school breaks.*

Task 2 - Sharing with the Community

- *The students present their findings and suggest their solutions to the local government.*



Task 3 - Reflections

- *The students write about their whole project experience guided by questions from their teachers. Those include: What is to you the most important thing about the topic of Food Waste? What have you learnt about yourself and others? How has your understanding of the world changed?*





PHOTO HUNT - STARA ZAGORA

March 2020

Take a picture of the whole group together at these places and share in a post in the project Facebook group

1. *Antique Forum Augusta Trayana - the top of the steps*



2. *Regional Museum of History - at the entrance*



3. *Ayazmo Park - on the lying tree at the entrance*



4. *Ayazmo park - with the frogs of the fountain*



5. *The statue of the peeing boy in the city park*

6. *On the giant chess board in the city park*



7. *In your favourite cafe*



8. *Zahari Knyazheski library - in the teen zone*



9. *Zahari Knyazheski library - at the steps outside with a view of the antique forum*



10. *In (front of) the "Sandwichak"*

11. *In the school yard*

12. *At Romain Rolland PLS main entrance*

13. *With Erasmus+ wall by the America for Bulgaria hall*

14. *With the poster of Global Schools, Local Tools*

15. *At the penguins fountain*



16. *In front of the municipality*

17. *The Opera House - with your reflections in the windows*



18. *The Theatre - on the small stage by the cafe outside*

19. *Park Alana - with the statue*



20. *At Beroe Football Stadium*



21. *The Town Gallery - with a painting*

Have fun!



How to Personalize a Project



Contents

- Why personalization or personalized learning?
- What is PBL (Project based learning)?
- What is personalized learning?
- Who should have personalized learning?
- How is personalized learning produced?
- Basic ingredients for the successful implementation of personalized learning
- Strategies for the successful implementation of personalized learning
- Representative examples



Why personalization or personalized learning?

It's fairly safe to say that we are certainly living in unprecedented times. Whether it's globalization, technology or colossal human challenges, the rapidity and radicalness of these changes are unheralded compared to previous eras in our history.

The environment in which students can realize themselves is an environment in which individual differences are observed and educational opportunities are created.

The fact that each individual's development, intelligence, interest, preparation and ability are different from each other increases the importance of individual differences in education, so, according to the personalization, each student gets an individualized learning plan that's based on his learning skills, needs, interests.

There are a lot of tools to help plan, teach, monitor and evaluate a particular student's progress.

There are **traditional methods** in which teachers may make unilateral decisions with little or no input from students, introducing more student voice into the learning process in one way to personalize learning.

As an alternative to these traditional methods there are also concepts which increase the level of choice and personal responsibility the students have in the instructional (teaching-learning) process. The concept of "student voice" refers to the values, ambitions, interests, opinions, beliefs, perspectives, and cultural backgrounds of individual students and groups of students in a school.

There are educational methods like peer tutoring, cooperative learning, team teaching method, project based learning and personalization.


Even if you have never heard about all the research showing the




effectiveness of project-based learning and personalized learning, it's not hard to figure out that they are a far more engaging way to learn than through traditional methods.

What's not to love about engaging with a real-life problem or question and applying content knowledge and connections to various disciplines to solve it?

What is PBL (Project Based Learning)?

| Are you doing true Project Based Learning? or just a project? | |
|--|--|
|  | |
| PBL Pathway | Traditional Instruction |
| Inquiry and instruction is student-led | Inquiry and instruction is teacher-led |
| Tends to cover more than 1 discipline | Covers 1 discipline |
| Learning extends beyond the classroom and has a public audience | Learning stays within the classroom |
| Students are given voice and choice options in learning process | Teacher dictates student tasks |
| Students are given a problem to solve | Students are told what they need to know |
| Typically occurs in groups | Typically occurs individually |
| Ends with a final public product | Ends with a test |





Project Based Learning (PBL) is a teaching method in which students learn by actively engaging in real-world and personally meaningful projects and teachers make learning come alive for students.

Students will typically be assigned a project or a series of projects that require them to use diverse skills – such as researching, writing, interviewing, collaborating, or public speaking – to produce various work products, such as:

- research papers
- scientific studies
- public-policy proposals
- multimedia presentations
- video documentaries
- art installations
- musical and theatrical performances

As a result, students develop deep content knowledge as well as critical thinking, collaboration, creativity, and communication skills.

In project-based learning, students are usually given a general question to answer, a concrete problem to solve, or an in-depth issue to explore. Teachers may then encourage students to choose specific topics that interest or inspire them, such as projects related to their personal interests or career aspirations

Since project-based learning represents a more flexible approach to instruction, it allows teachers to tailor assignments and projects for students with a diverse variety of interests, career aspirations, learning styles, abilities, and personal backgrounds.



What we should be interested in is how we can use personalized learning in a more deeper learning pursuit such as project-based learning.

What is Personalized learning or personalization?

Personalized learning, or **personalization**, refers to a diverse variety of educational programs, learning experiences , instructional approaches, and academic-support strategies that are intended to address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students.

Personalized learning is generally seen as an alternative to so-called “one-size-fits-all” approaches to schooling in which teachers may, for example, provide all students in a given course with the same type of instruction, and the same assessments with little variation or modification from student to student.



Personalizing Learning



What Is Personalized Learning

How can curriculum design address personalized learning?

| How? <small>Learn How You Want to Learn</small> | What? <small>Learn What You Want to Learn</small> | When? <small>Learn When You Want to Learn</small> | Where? <small>Learn Where You Want to Learn</small> | Why? <small>Learn Why You Want to Learn</small> |
|--|--|--|--|--|
| read | profound | alone | anywhere | to advance |
| watch | in-depth | w/others | class | to learn |
| listen | snippet | multitasking | life | to play |
| do | enough | bored | work | just because |
| | | | | |

How To Personalize Learning

How can curriculum design address personalized learning?

| How? | What? | When? | Where? | Why? |
|---|--|--|--|---|
| Multiple Options | Multiple Content Density Levels | Multiple Time Constraint Options | Multiple Location Options | Multiple Perspectives |
| Create curriculum with lots of ways to learn the same content. | Create curriculum with lots of levels to allow learners to go deeper at their own pace. | Create curriculum that can be consumed at anytime. | Create curriculum that can be consumed anywhere. | Create curriculum with lots of perspectives to address needs of different learners. |

Examples of Personalized Learning

How can curriculum design address personalized learning?

| How? <small>Delivery</small> | What? <small>Levels</small> | When? <small>Constraints</small> | Where? <small>Location</small> | Why? <small>Needs</small> |
|---------------------------------|--------------------------------|-------------------------------------|-----------------------------------|------------------------------|
| Dynamic Video | Random | Little Time Needed | Anywhere | For the Professional |
| Scholarly Articles | Newbie | Others Needed | Local | For the Just Because |
| Breaking News | Advanced | Lots of Time Needed | Abroad | For a Child Like Mind |
| Authentic Projects | Expert | Alone Time Needed | Favorite Place | For My Future |

Personalize Your Learning



<http://www.epigogy.org>
<http://aethicalisland.wordpress.com>

Mia MacMeekin and
Epigogy, Inc.



Personalized learning may also be called student-centered learning, since the general goal is to make individual learning needs the primary consideration in important educational and instructional decisions, rather than what might be preferred, more convenient, or logistically easier for teachers and schools.

Personalized learning is an educational approach that aims to customize learning for each student based on their respective interests, strengths, needs, skills, abilities, background and experiences. To go further, it's also an effort to involve the learner in their own education. The more one feels invested in their own educational journey, the more likely they will be successful and learn at higher levels.

Who should have personalized learning?

Students, who are not fulfilling their potential, and who have a specific need, which might be addressed by a modified curriculum, extra resources, or a different learning environment to the rest of the class.

Students who are withdrawn from class for extra learning support lessons on a 1:1 basis, but they should also be in place for those who are having additional support within the classroom, as well as for those who are being set differentiated classwork or homework.

In special education, the educational evaluation of the child is made, and the strengths and weaknesses and students' requirements in all development areas are determined; then the child is placed in appropriate educational environments taking into consideration the skills he has in all areas of development and the children are provided with better education.



Research in the field of education shows that personalized education is important not only for students who need special education, but also for all other students in general education to realize themselves. Teachers observe each student and provide extra support as needed.

How is personalized learning produced?

Basic ingredients for the successful implementation of personalized learning

The below are useful to the teachers as they inform them not only about the ways of diagnosing the level of their students, about what they can expect and what not from them but also about the type of education that would always be the most appropriate.

1. Active participation of the student in the selection of learning objects, determining what needs to be learned and prioritizing it
2. Involvement of parents in the learning process
3. Personal communication between student and teacher
4. Access to technology
5. Access to a variety of learning environments
6. Small number of students in the classrooms
7. Continuous training of teachers
8. A variety of time limits for each student
9. Differentiation of the length of the same exercises
10. Differentiation of exercises - degree of difficulty
11. Assessment of the level of performance

Strategies for the successful implementation of personalized learning

Here are some strategies that each teacher can try if they want to



make an excellent match between personalized learning and project based learning.

1. Know the Whole Child

If you don't know your students, it will be impossible to personalize learning for them. Assessment (not grades) is key here. Pre-assessments and ongoing formative assessments can provide excellent information on how students are doing, what they need, and what we can do as educators to empower them in the learning process.

2. Questioning

Our students are naturally curious, but they may need further support to articulate those questions and ask even deeper and more targeted questions. As students start to identify their interests and passions, we should be giving them tools like question stems, models of asking great questions, examples of leveled questions, graphic organizers, and the like to help them ask about what they want and need to know. If we want students to learn, we should encourage all types of questioning that leads to deeper learning. The best part is that, through this questioning, students ultimately own the questions and can personalize their project from the answers and the teacher helps students learn leveled questioning.

3. Groups

Students must be organized into smaller groups and paired with a consistent team of teachers who get to know the students and their learning needs well. While this strategy takes a wide variety of forms from school to school, a few of the most common approaches are “smaller learning communities,” teaming, themed-based academies, or



“schools-within-a-school”—an approach that involves the creation of distinct academic programs, or “schools,” within the operational structure of larger school.

Teachers can group students randomly or on the basis of the same level of readiness, with different levels of readiness, common interests, different interests, common learning profiles or different learning profiles. Sometimes the teachers form the groups, while sometimes the students themselves choose the groups.

4. Work organization

There are many ways to organize teamwork. Some of them are the following:

All team members undertake the same task but each student will complete it either at a different level or in a different way. For example:

Everyone works with the same material but different students take on tasks with varying degrees of difficulty.

A team undertakes a task. Once this is completed, an in-depth task is assigned to another group.

Note that the best way to divide students is into groups of two to four people. Larger groups are rejected as personal initiative is stifled, individual energy is reduced and opportunities for action become rarer. In short, the team that is numerically strong often prevents a task from reaching its goal and it is generally proven that larger groups automatically disintegrate into smaller ones.

This method is also used in the project based learning teaching method.



5. Know and Align the Standards or Outcomes

There may come a time when learning will be so open that students will be able to learn whatever they want. However, in this day and age, we are accountable to learning standards and outcomes. This doesn't mean that we can't be flexible in how we help students reach these learning objectives. And personalized PBL can help us find that flexibility. As students generate their questions, project ideas, and products for learning, teachers must align their work to standards and outcomes, which means that teachers need to know their standards deeply in order to serve as translators of students' personalized projects to the standards. Teachers can create checklists of the standards, sub-standards, and outcomes to work through the "weeds" of hitting the standards through personalized projects, and they can use these checklists with students to co-create project ideas and assessments for ideas.

6. Build the Infrastructure - Student-Designed Education Plans

Although there is more openness and flexibility in personalized PBL, we do need some processes, protocols, and procedures to make sure that students can self-manage and complete projects with reasonable timelines. Student planning forms such as calendars, task lists, and the like can help students create deadlines and benchmarks for peer feedback, teacher feedback, and reflections. Technology tools can also support an infrastructure in which students have control over the scope of the project.

7. Assess Often

Ongoing assessment is an additional part of a good infrastructure for



personalized PBL. Teachers and students should assess the work often to align the resources and instruction needed for success. These ongoing formative assessments can allow students to set goals while allowing teachers to give students "just in time" instruction in a variety of ways. These assessments should not be graded, allowing students the opportunity and safety to improve toward a summative final product.

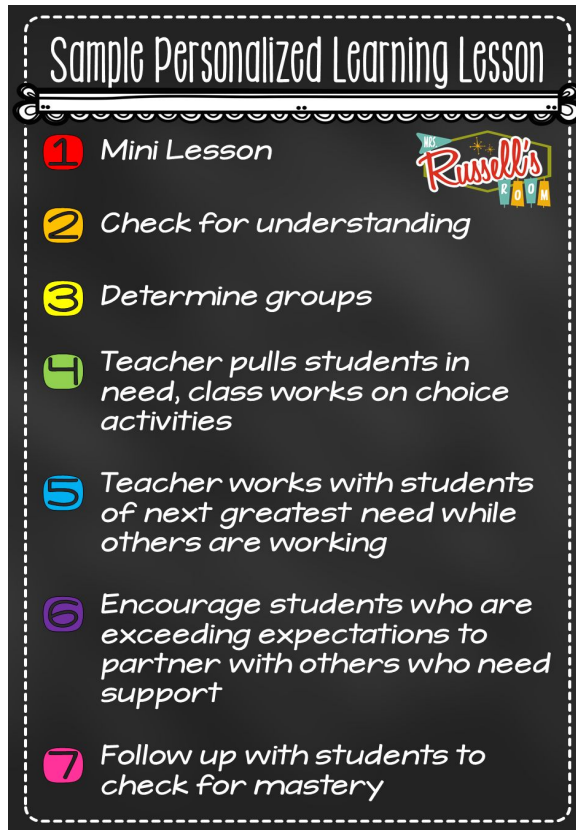
8. Get Out of the Way

One major challenge for any PBL teacher, and especially with personalized PBL, is getting out of the way. Although a teacher needs to be present, he or she also needs to relinquish control to the students, allowing them to explore their passions in learning. However, through letting go, teachers can move strategically from student to student as they all engage in different personalized PBL projects.

So we can make personalized PBL happen since we all know that students are engaged when they receive the learning and instruction that they want and need, why shouldn't personalized PBL be that learning model?



Representative examples



Schools and educators might personalize learning for students by using alternative educational approaches and instructional methods – such as authentic learning, blended learning, community-based learning, or project-based learning, to name just a few – that may give students more personal choice in their education and more opportunities learning experiences that reflect their personal

interests, career aspirations, or cultural heritage. Increasingly, a variety of digital and online learning options are being used to personalize learning for students.

The following representative examples will help illustrate the concept.

1. Design an app.

Students love using the newest apps and games, so take it to the next level by having them design their own! With developer tools, kids can learn how to create an app or online game. They can learn about technology and problem-solving skills while engaged in what they love.



2. Research project: negativity in the media

Begin with a discussion about what “media” is, and bring in examples. Talk about what each kind of media (newspapers, music, news sites, etc.) is used for. Move on to examples of the messages conveyed by certain types of media, and how this message is articulated. Then assign groups to create their own “media” (a website, a newspaper article, a commercial, etc.). Have each group work on generating a message (positive vs. negative).

3. Write to your Congressman

Ask groups of students to identify problems in their community. They must then do research to come up with information about this problem and come up with an “action plan.” Assign students to write to their government representatives with their facts and their action plan.

As with all things instructional, personalization is really more pedagogical vs. technical. If we first challenge ourselves to know our students well – their strengths, areas of growth, personalities, interests, motivations, ideas, career goals, learning modalities and more – we will naturally personalize. Everything from our coaching, our assessments, and our overall approach will have their individual profile rooted in our consciousness. So, instead of saying, “I need to be more personalized,” I think it’s more like “How can I get to know each and every student and help them reach their individual potential and professional destiny?”



Resources:

- <https://www.edglossary.org/personalized-learning/>
- <https://www.edutopia.org/blog/6-strategies-truly-personalize-pbl-andrew-miller>
- <https://www.gettingsmart.com/2019/04/5-ways-to-personalize-learning-with-project-based-learning/>
- <https://www.goodschoolsguide.co.uk/special-educational-needs/learning/iep-or-ilp>
- <https://gr.pinterest.com/pin/49891508355986462/visual-search/?x=10&y=10&w=544&h=1782&cropSource=6>
- <https://gr.pinterest.com/pin/270919733806165506/>
- <https://gr.pinterest.com/pin/476114991853044338/>





How to foster student ownership of the learning

When a student feels and understands that they are responsible for their learning, the whole process becomes student-driven, the teacher is in the role of a leader and, the inner motivation is a key factor as it focuses the students' energy on the learning process. Here are our ideas.

Getting comfortable with each other

It is important for the students to get comfortable with each other. It is much easier for them to gather in groups later to work. In some cases the students know each other a little bit depending on previous exchanges. But it is a good point to lighten the mood in the beginning, for the pupils to concentrate on the assignment later. Example: Prior to the first exchange the students sent a short video of themselves presenting their interests and their everyday life. The other students would therefore know a bit about their partner beforehand. Many of our students also used a chat to get to know each other before the trip. When the exchange students arrived they were then reacquainted with the help of a playful activity.

Taking responsibility with the support of others

To learn from/ with others is a good method and students from different European countries can give much experience to each other. By seeking help from another they can take responsibility and gather strength from the other pupils. Therefore, it is good to build groups based on a mixture of different countries to get different angles of approach to apply on the subject.



Encouraging responsibility by evoking an interest

You can in different ways try to encourage the student's responsibility. One way is to evoke an interest in the subject at hand, to get them engaged and concerned. For example, let them meet people in their surroundings that are in some way affected. Another example is to let them meet people who themselves are very involved in the topic. Example: Depending on the subject you need to adapt, we had different solutions. In one case the students got to meet immigrants that the project had as a purpose to help and experience their way of living. Another example that our students got to experience was to meet experts in that particular field and politicians that have the opportunity to make a change.

Supporting frames with instructions

To start a new topic that a school from another country has created can sometimes feel complicated. They are in a new environment, they meet another way of living. Therefore, there is a point to give the pupils supporting frames with instructions to guide them further in the project and help them take responsibility. To make them understand what they have to do and possibly also as a guidance that helps save time, we can define the important issues that the students are supposed to learn and the steps to do this. We should create the supporting frames of instructions with that purpose in mind. For example: Is the purpose to find a professional person to talk to or is it to gather information from this person? The aim is to reach lifelong independent learning.



How to monitor the process

Supervision by splitting up teachers among the groups

To help and support the students in their endeavor, the teachers need to provide guidance. A very simple way to do that is for the teachers to divide among the groups of students. The help that the students receive is only supposed to guide them further. One way is to work in stations that process different content.

Guidance in the form of supporting questions

To ask the students supporting questions has two purposes. On one hand it can serve as a way to make the students take responsibility, make them think and consider what they should do next. On the other hand it is also a good way to monitor the process. One example is to ask them what they think the next step in their process is. That way you find out what they already know and what they need to find out.





How to organise a local event

Regardless of the purpose and local problems during the exchanges, we organized a local event to spread awareness about the problems that each country had focused on. Examples of events that we have organized during the project are a debate, a demonstration and a report with suggestions for solutions. The purpose of the project was to, by the end of the exchange, organize a local event. The idea was that the students would feel that they have had an impact on the problem at hand despite their young age.

Make an inventory of your recourse: for instance key politicians, big companies, scientists, head of an organization and other people that can be of importance for the pupil's interest. Those should be key persons that know how to address problems in our society. The project is supposed to make our students feel that they are able to influence what happens, partly by addressing important persons but also taking part in finding a solution. Examples: For instance, you could set up a debate where these key persons are participants. It is also a good idea to contact the local media and arouse interest in the project and its goal.

Adapt the event to the local conditions – remember to apply for permits.

Depending on what kind of event you have planned you have to remember to seek different permits. For example, for a demonstration we had to get a permit from the police.





How to Set Up a Debate

Contents

- What is a debate?
- What is the aim of a debate?
- Cases of a debate
- Benefits from students' participation in a debate
- Who participates in a debate?
- Steps to set up a debate
- Evaluation criteria
- Useful tips for the speakers
- Practical exercises for "warming up"
- Examples of the practical exercises:
- Practical exercises for creating a "Public Speech"



How to set up a debate and how to debate

When was the last time that you debated?

Was it today? Yesterday?

Perhaps even last week? If you said, "never," you are wrong.

Everyone has debated, and almost everyone has debated more recently than they think. If you said, "never," or "not since the end of the last debating season," you obviously think of debating as something formal; an activity involving two teams of three speakers each, with a set motion and an adjudicator. That is certainly one style of debating – the style discussed in this chapter. However, it is not the only style. Debating is all around us: on the television, in the newspapers, and in our own homes. As a society, we debate about almost everything – from tax reform to mowing the lawn. Debating is everywhere, and everyone can do it.

What is a debate?

A debate is an organized argument or contest of ideas in which the participants discuss a topic from two opposing sides. Those who agree with this statement or idea are the "Proposition" side. Those who will not agree with this statement or idea are the "Opposition" side. Each side will show in an organized and clever way why they believe to have the right answers. They will use examples and evidence to support their ideas while working towards a conclusion.

What is the aim of a debate?

The aim of a debate is to convince the opposition that you are right. When the two sides agree on the subject or when one side's arguments



are more convincing than the other side that is when the debate comes to a close. In a formal debate, a mediator (a person that has not agreed with the proposition side or the opposition side) will decide who the winner should be. In an informal debate the argument can continue until the time when one side gives up).

Source: <https://www.americandebateleague.org/what-is-debate.html#/>

Cases of a debate

- Informal discussion
- Discussion at a forum
- Competitive debate (debate in the form of a competition where participants debate and analyse concepts and views)

Benefits for students participating in a debate

- Analysis of different views and perspectives on a specific topic which students had not been introduced before
- Encouragement of “strategic” discussion
- Improvement of public speaking skills
- Learning how to structure a convincing argument
- Increase interest in a specific topic
- Improvement of way of thinking related to that topic
- Conducting research to find accurate and reliable information
- Improvement of communication skills
- Freedom of speech and expression
- Careful selection of arguments as being able to argue is vital to communication skills and it should be taught as an integral part of scientific research and literacy
- Ability to conduct a debate



- Introduction to the interactive culture and the support and construction of a well-researched result

Jonasses and Kim (2010) report the process of student's involvement in a debate.

First prerequisite for a successful debate participation is the provision of a proper and stimuli-full educational environment, such as the educational environments that are problem-solving based or project-based.

Second prerequisite. The students must have the clear rules of the debate and information related to their argument structure at their disposal, how to set the topic, announce the moderator, timekeeper and the participants (team A and team B), and specify each one's roles and time limits with the use of warning bells.

Third prerequisite. The students must be encouraged to think and impose questions. Usually, the controversial questions make the development of the conversation easier and the exchange of answers and questions promote and encourage the interactive and collaborative discussion

Who participates in the debate?

Chairperson

- The debate is controlled by a chair, also referred to as a chairperson. Debaters should always start their speeches by acknowledging both the chair and the audience. A male chair is usually referred to as Mr. Chairman; a female chair as Madame Chair. A common way of starting a debating speech is therefore, "Mr. Chairman, ladies and gentlemen," or "Madame Chair, ladies



and gentlemen.” It is the duty of the chair to call each speaker in turn.

Debaters, Proposition Team

- Those who agree with this statement or idea

Debaters, Opposition Team

- Those who will not agree with this statement or idea

Adjudicator

- Somebody who has watched and followed the debate carefully in order to decide the result. Adjudicators are not allowed to make random or arbitrary decisions – they must follow clear guidelines about what is, and is not, good debating. Of course, debaters and audience members will often disagree with an adjudicator’s decision, and sometimes adjudicators disagree with each other. However, this is part of the challenge of debating: to debate well enough that you can persuade any adjudicator that you deserve to win the debate. Every debate has a result – one team wins and one team loses. There cannot be a draw. The result is decided and announced by the adjudicator.

Audience

Steps to set up a debate

How can you train the students of the project team on the debate skills?

Step 1 - Finding the Issue

The first step in preparing any debate is working out the issue. Your team should agree on the issue before proceeding to any other



preparation.

In all debates, the proposition team must present a definition of the motion: a clear statement of what the team understands the motion to mean. The first proposition speaker presents this definition early in his or her speech.

The definition is provided by the proposition team, and can be rebutted by the opposition team

Step 2 - The Case Approach

Having identified the issue of the debate and translated that issue into a workable definition, it is now time to develop the case.

Experience shows that the most successful arguments are those that can be expressed with a simple and unifying idea. It is important to give your audience many individual reasons (arguments) that support your side of the motion.

Step 3 - How Should the Theme Be Presented?

The theme is first presented by the first speaker of the team, early in his or her speech. There are a number of ways that the theme can be introduced. Some of these are:

- "Our theme for this debate is . . ."
- "Our central thematic argument will be . . ."
- "The crux of our case is this: . . ."
- "Tonight, our team will show you that . . ."
- "The fundamental reason that we support [or oppose] tonight's motion is ..."
- " Many people think that the theme must be introduced by saying,..."



Step 4 - How Many Arguments Do You Need?

There is no set rule about how many arguments you need in your case. Naturally, the ideal number of arguments will depend upon the context of your debate – for example, the grade, the length of speeches, and the complexity of the motion itself. However, we can spot some important guidelines. The first and second speakers almost always need at least two arguments. A speaker who thinks that he or she has only one idea to present needs to look more carefully at that idea—usually, there are at least two smaller parts that can each be developed as an argument.

Step 5 - Adding more examples, statistics and general knowledge

An argument will generally be stronger if you can substantiate it with more than one example statistics and if you can analyze them. It is also important to make them sound credible. Where possible, you should state the initial source of your statistics, as well as any other relevant information (such as dates).

Good debaters have good general knowledge – of world events, issues, and organizations. In fact, a significant proportion of the time that a good team spends before a debating tournament is spent on research, for just this reason.

Ultimately, your goal in developing every argument should be to use a structure that is clear, logical, and easy to follow.

Step 6 - The Split: Choosing the Groupings

Once your team has developed arguments, you are ready to start writing speeches, but you can't write any speeches until you know which speaker will be presenting which arguments. This allocation – of arguments to speakers – is known as the split.



The first challenge in splitting your case is to identify which arguments belong together – that is, to decide how the arguments will be grouped. Your arguments should be grouped along common logical lines – essentially, you should consider the different areas or groups to which the motion applies.

Common splits include:

- society/individual;
- international/domestic;
- military/political;
- some combination of social, political, and economic;
- short-term/long-term.

Step 7 - Preparing individual speeches

First Speakers

The first speakers must introduce their team's understanding of the motion and their team's case. They must also present the first half of their team's arguments.

The first proposition, therefore, has the following duties:

- A formal introduction;
- The definition, and any other definitional clarifications;
- The proposition team's case approach;
- The split;
- An outline of the argument;
- The arguments;
- A summary of arguments;
- A conclusion.

The first opposition has the following duties:

- A brief introduction;



- Rebuttal;
- The opposition team's case approach;
- The split;
- An outline of argument;
- The arguments
- A summary of arguments;
- A conclusion.

Second Speakers

The second speakers must rebut their opponents' arguments and continue their team's case. Specifically, the second proposition and second opposition have the following duties:

- A brief introduction
- Rebuttal
- A brief link to the team's case approach
- An outline of argument
- The arguments
- A summary of arguments
- A conclusion.

Third Speakers

The third speakers must spend most of their speeches rebutting. They must also summarize.

Step 8 - Teamwork in preparation

Effective teamwork in preparation allows your team to work through the principles covered earlier effectively and efficiently.

A successful preparation will generally have five steps:

- brainstorming,
- feeding back,
- case development,



- writing speeches,
- and final discussions.

Step 9 - Preparing for rebuttal

Good rebuttal is vital for success in debating, so it is naturally important to think about how to prepare rebuttal effectively.

Pre-prepared rebuttal is rebuttal that your team has planned to the finest detail.

Some teams even go so far as to write their pre-prepared rebuttal on note cards!

The problem with this approach should be clear. Good rebuttal is about effectively attacking your opposition's arguments, as they are presented.

Preparing very detailed rebuttals to attack very specific arguments is ineffective if your opposition presents somewhat different arguments, or even the same arguments with a different emphasis, your pre-prepared rebuttal will be almost useless.

The best way to prepare for rebuttal is to sit down as a team.

Rebuttal is undoubtedly one of the most exciting parts of debating, both for the audience and for the debaters themselves. Unfortunately, for many debaters, rebuttal appears quite daunting, because it involves limited preparation.

Step 10 - Introduction - being yourself

In this part, we will examine the most important techniques and principles for effectively presenting your ideas to the audience.

Start from the very beginning

The first issue relating to visual presentation is one that very few



debaters think to ask: “When does it begin?” The simple answer is that your style begins from the moment you reach the middle of the floor and start to speak.

This is because a speaker’s visual presentation is an important aspect of a speaker’s credibility, and a speaker who seems more credible will be more convincing.

Gesture

Gesture is a natural part of most people’s everyday conversation. Watch people talking, particularly when they are standing, and you will often see them gesturing constantly –even if they are speaking on the phone! As debaters, we should strive to appear credible and sincere – in other words, to look natural.

Vocal Presentation Variation (speed, voice, volume)

You can always have variety in your visual presentation – by using different kinds of gestures, for example. However, variety in style is essentially an issue of vocal presentation. This is because, as a speaker, the monotone poses the greatest risk of monotony. Perhaps the most important way to avoid a monotone is to use your note cards effectively – simply reading your note cards is the easiest way to fall into a comfortable (and boring!) monotone. It is important, therefore, to vary your style of presentation throughout.

Valuation criteria:

The winning team will be decided based on performance valuation by the trained judges based on the following criteria:

- ★ Arguing skills: a) quality of arguments b) counterarguments and



their structure

- ★ Quality of scientific findings
- ★ Counter-argument skills: methodology
- ★ Communication skills
- ★ Language skills: use of language and speech structure
- ★ Team collaboration
- ★ Critical thinking skills: a) quality of questions b) quality of answers

Additionally, the audience chooses the team of their preference.

The teams and the speakers will be evaluated by the audience of the debate competition based on the following principles:

- ★ Rebuttal: Show why your opposition's reasons are wrong.
- ★ Content: Give good reasons why your side of the motion is true.
What do the speakers argue, the quality of their arguments, the supporting material, and the relevance of the arguments with the chosen topic.
- ★ Tone: the way the speech is structured (e.g. language, tone and manner)
- ★ Method: The structure of the speech, the clarity in the arguments' structure and the answers to the arguments of the opposing team.

Useful tips for the speakers:

- ★ Remember that the first impression is the most important one
- ★ Avoid the wording of extreme views
- ★ Use humour
- ★ Learn to listen to the arguments of the opposing team
- ★ Work on the right fluctuation of your voice



- ★ Remember to pause in between your speech
- ★ Try to show confidence in everything that you argue
- ★ Make sure to leave a positive impression at the end of the debate

Practical exercises for "warming up"

Exercise yourself to listen to the others.

During the contradiction contest, you and each member of your group should listen to the arguments of the opposite group, in order to find the specific points that you are going to counter and redevelop.

Therefore, write these points on a piece of paper and pass it to the next person that is going to speak or to the leader of the group, and make a summary of them. During the contradiction contest take notes, write down the maxims and the statistics, in order to be prepared to put in question the arguments of the opposite group.

Examples of the practical exercises:

Split the group in two smaller groups, for example the GREEN and the GREY ones (the GREEN would be the students with odd numbers in the classroom list and GREY those with the even numbers).

Ask the GREY ones to wait outside the classroom.

Inform the GREEN ones, that while they are listening to their schoolmates talking, every time that one of their schoolmates says something that activates their "inner voice" (ex. what they are saying makes them ask a question, or think of something else etc.), they can raise their hand for five seconds and then put it down again.

Ask them to do so during the whole conversation.

The GREEN ones are not allowed to talk, interactive with the GREY ones, ask questions or confirm that they understand etc.

After that inform the GREY ones, that they are outside the classroom,



that they have three minutes to talk to the GREEN ones about an experience they had: ex. an experience from their last holidays or something positive, that has recently happened to them etc.

The GREY ones come back in the classroom and start to talk for three minutes.

Three minutes passed, ask from the GREY ones to tell how they felt, while they were talking to the GREEN ones, about the feelings that they experienced etc. Common answers given are: "I felt, that nobody was listening to me...", "I didn't understand why they were raising their hands...", "I have lost my train of thought while speaking...", "they were obviously not listening to what I was saying...", etc.

You can repeat the exercise, but this time you should allow the groups to interact, ask questions, be involved in the discussion, etc. You can compare the two conversations and decide, which one was more satisfying and why etc.

Practical exercises for creating a "Public Speech"

Learn from the "gurus" of the kind.

Look on the internet for speeches that have been widely recognised as excellent. The most famous TED speeches in history are the ideal source of information, from where you can start your research.

Choose a speech that you find interesting and follow it with a critical eye. Observe what makes the presentation of this speech effective, how the structure of the text improves the speech, as well as all the other elements that make this speech excellent.

30 seconds without "uh..., um..., eh...", without "filler words".

"Filler words", such as "uh..., um..., eh...", "you know", "like", are making the speech more difficult to follow and at the same time make you look less well prepared and unreliable. For this exercise, record



yourself while you are giving a 30" speech, about any subject you like, and at the same time try to avoid the "filler words". And every time you use a "filler word" start from the beginning and try again. Repeat this exercise ten times and at the end you will use no "filler words"!

Tell a photo-story.

In order to practice your narrative abilities, find on-line an interesting picture and record yourself, while you are telling a story about it. Make a conversation about the hidden past behind the story, about the people featured in the picture, about their dreams and motivations, about anything that can tell an amazing story about them.

Be enthusiastic about something that doesn't touch you.

Enthusiasm is contagious. If you wish that your audience is really excited about the subject you are talking about, you have to be the first to show some enthusiasm about it. Choose to talk about a subject that leaves you indifferent. Talk for example about a kitchen utensil, and during the speech, try to be as enthusiastic as possible. Use a voice range, emphasise certain words or/and phrases of your speech and use body language, in order to present it like it was the most exciting thing in the world.

Contradiction skills.

- Play the "*I couldn't agree more*" game. This short exercise helps improve people's general communication skills, boost their self-confidence, the empowerment of quick-thinking and active listening, as well as the improvement of the ability to refute an argument and the cultivation of the ability of asking questions.

-- Divide the students into working pairs.

-- Ask from each student to make a statement. The statement can be



serious or dumb, about a specific topic, controversial or undeniable.

For example: At the beginning the teacher will write on the blackboard some incomplete sentences. After every statement, there must be a gap.

Example of the statements: □ The best way to fight poverty is... □ People commit crimes, because... □ Helping developing countries is important, because... □ Democracy is important, because...

-- After that the teacher reads every statement and asks the class to complete the sentence. It is important to remember that there is no right or wrong answer. What is important is to encourage the students to express themselves and to encourage the conversation in the classroom.

Sources:

- https://projects.unitn.it/nsf/DOCUMENTO_2_Dibattito_universitario.pdf
- https://odyssey.igf.edu.pl/wp-content/uploads/2019/10/O3_GREEK.pdf?fbclid=IwAR3iZuY0hZFYsU1-ro-73hT_uYNaS9nAEw2rpuRYXf015bhu9kE4yfuXUUc




The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



"The core of this methodology is for schools from different countries to work together, unifying their efforts in an intercultural process, which focuses on local problems and links them to society in the vast European context."


The Teachers of Global Schools, Local Tools

Methodology by teachers from:

 7th Lyceum Heraklion, Crete, Greece



7^ο ΓΕΝΙΚΟ ΛΥΚΕΙΟ ΗΡΑΚΛΕΙΟΥ

 Romain Rolland Foreign Language School, Stara Zagora, Bulgaria



 Bisschoppelijk College Broekhin Roermond, the Netherlands



 Sundsvalls Gymnasium Hedbergiska, Sundsvall, Sweden

