Lesson Plan 1: Introducing ACT

Target group

Teachers involved in ACT

Completion time

Ca. 2 hours

Description

The following teaching scenario will constitute the first teaching hour dedicated to ACT implementation in participating classrooms. This class period will be devoted to the presentation of the ACT project: its framework, objectives, subjects and organisational arrangments.

Note

Teachers are asked to follow the below lesson plan as closely as possible. Nevertheless, there is some flexibility in terms of timing which is dependent on how things go in each individual class.
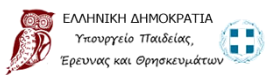
Overview

During the first activity, pupils explore the concept of citizenship, using the Osler and Starkey's model which defines citizenship as a status, a feeling and a practice.

The second activity aims to take into account the students experience: they regularly function in project mode (to organise outings for example). The objective is to make them aware of the competences they already have in terms of projects management.

The third activity allows to take into account the pupils' expectations and ideas in the field of citizenship.

The fourth activity is intended to define what a citizenship project is and on which criteria it is based.

The fifth and last activity enables to precise what the ACT project is and the subjects that will be covered by the citizenship projects: social inclusion, cultural diversity and fight against discriminations.

Preliminary preparation to the activities: the random group assignment

Box 1. Small group creation

Teachers are asked to follow the steps laid out in this document for the creation of small groups so that it will be possible for ACT partners to carry out their evaluation of the project at the end of the school year. There are two options for small group creation for ACT, depending on what the teacher thinks will work best for her/his class:

Option 1. The small groups created for Lesson plan 1 & 2 are used for citizenship project implementation throughout the school year. This might be the best option if it seems that the groups put together for Lesson plans 1 & 2 worked very well. In this case, there is no reason to change things around.

Option 2. Small groups are put together on two different occasions. One configuration of small groups is used for Lesson plan 1 & 2, and a second configuration is used from Lesson plan 3 until the end of the citizenship projects. The teacher may wish to choose this if, during the first two lessons, students have a lot of difficulty with their groups. Changing the composition of the groups for the project implementation phase will give students a chance at a fresh start.

The teacher should use one of the following two algorithms to assign students to small groups. In the event that the teacher eventually chooses Option 2, then the algorithm that was not used for Lesson plan 1 & 2 should be used to reconfigure the small groups for Lesson plan 3.

Algorithm 1. The teacher provides a list of students in alphabetical order by last name. Then he/she assigns a number from 1 to n (where n = the number of groups in the class) until every student has been assigned a number.

Alorithm 2. The teacher provides a list of all students in <u>reverse birth order from youngest to oldest</u>. Then he/she assigns a number from 1 to *n* (where *n* = the number of groups in the class) until every student has been assigned a number.

For example, in a class of 30 students, there will be 6 groups, and therefore n=6. After putting students in alphabetical or reverse birth order, start assigning group numbers. The first student will be assigned the number 1, the second 2, the third 3, the fourth 4, the fifth 5, the sixth 6. In this example, you will then start numbering from the beginning with the seventh student, who will be assigned to group 1, the eighth to group 2, etc. As soon as all students have been assigned a number, all students with the same number will constitute one group.

Please refer to **Annex 3** for information regarding the number of groups that should be organized for your class as well as for concrete examples of these two algorithms.

Activity 1 (45 minutes) – Citizenship : what are we talking about ?

Objective

The idea is to get the pupils to explore the concept of citizenship and to become aware of its practical and active dimension. The pupils understand that having rights and duties is not enough to define citizenship and that this concept implies to share values and to act "in and on the world" with concrete actions.

Resources

Questionnary (Q-Sort) on citizenship

Preparation

The teacher sets up in advance the groups that have been established and explains the reasons of the random assignment.

Description of activity

During this activity, pupils are invited to explore the concept of citizenship on the base of ten propositions, individually first and then collectively, in group. The teacher's role is to explain the activity, to safeguard the quality of the exchanges in the groups, making reference to the rules to follow (elaborated by the class if needed). The last phase of the activity is led by the teacher who synthetizes the pupils' propositions ans invites them to engage in the practical dimension of citizenship.

Reminder of the Osler and Starkey's model:

- **Status**, describes a national's legal rights and duties in relation to the state.
- **Feeling**, describes the sense of belonging to a community of citizens.
- **Practice**, describes the exercising of rights in order to make a difference on behalf of themselves or in solidarity with others, for example as voters, consumers or activists.

Contents and review of activity 1 – Citizenship: what are we talking about ? (cf. Annex 2)

Activity 2 (10 minutes) – Functioning in project mode

Objective

Taking into account the pupils' experience, the teacher invites them to become aware of the fact that they already function in project mode and have some organisational and cooperation skills.

Description of activity

Pupils remain in groups. The teacher asks them to think about what they do on weekends or during their holidays: how they organise themselves without adults or how they proceed if they need an adult's authorization to organise an outing, an event? How do they communicate? Who takes the decision? Should everybody agree with this decision? How does the initial project evolves and why? Who gives his/her point of view, who is following the majority, who refuses when he/she disagrees, …?

The teacher asks them to write the steps on a sheet of paper, to explain how they organise themselves when preparing an outing. He / She notes on the blackboard the main common steps and explains to the pupils that they know how to function in project mode, in autonomy, and that in the framework of the ACT project, they are going to use and develop those competences.

Activity 3 (30 minutes) – In which world will we be living in 2050?

Objective

This activity aims to take into account the pupils' ideas on tomorrow's world and the challenges they will face as citizens.

Materials

A3 white sheets of paper
Coloured pencils and markers

Description of activity

In groups, pupils are invited to draw the future in 2050. If they need help, you can suggest to them to think about the environment, society, family, institutions and technology, trying not to influence them too much.

Each group shares its drawing on the board and has a few minutes to explain to the class what they drew and what it does represent.

The teacher synthetizes the ideas and spotlights key words, linking them with the main world trends (list below). He / She makes the link with the pupils's propositions and explains then that the ACT project falls within this framework. The objective is not to solve all the problems in the world but to understand that every pupil, on their own scale, can act so that the world we are living in can be safer and fairer.

List of the international trends:

- Global warming
- Migration
- Technology
- Individualism
- Work

Activity 4 (20 minutes) – What is a citizenship project?

Objective

After having explored the concept of citizenship and the project organisation, pupils are now invited to understand what a citizenship project is.

Materials

Definition and criteria to identify a citizenship project.
List of projects to be sorted out according to the criteria.

Description of activity

The teacher explains what is a citizenship project on the basis of the following definition and criteria.The citizenship project is a collective work:
- materialised and communicated outside the group,
- defined and realised together,
- presenting a social utility.The teacher distributes the list of projects to the pupils ans asks them to identify if they are citizenship projects or not, arguing their answer. Each group is interviewed on one proposition.

List of projects (cf. Annex 3):

1. An outing organised by pupils, for the class, in a theme park
2. An exhibition project aiming at raising all pupils', school adults', parents' and inhabitants' awareness on the question of global warming, project where the teacher takes the decisions and directs actions pupils have to led
3. A panel on gender inequalities moderated after school time
4. A visit in a retirement home to present the pupils' research work on the history of their city, on their own initiative
5. A group of citizens who are acting to create urban gardens for all inhabitants
6. A video project to fight against discriminations, intended to the class only

Source : Le défi pédagogique by Francis Tulman and Dominique Grootaers. Edition sociale / couleur Livres, 2016. Legrainasbl.org

Activity 5 (30 minutes) – What is the ACT project?

Objective

This fifth and last activity of the first sequence introducing the ACT project aims at presenting the subjects pupils will be invited to engage with, in elaborating a citizenship project that they will lead during the school year..

Materials

Teaser presenting the ACT project [to be translated in the different languages].

Description of activity

2 options:

- Taking up the definitions proposed in the first version of the protocol (but has been deemed complex by the teachers and the evulation teams)
- Using pedagogical documents of each country

Example (France) :

Presentation of three short videos and discussion with the pupils :

- Social inclusion: https://www.youtube.com/watch?v=ktaDPiPIRSI
- Cultural diversity: https://www.youtube.com/watch?v=PmJxgjxGWyQ
- Fight against discriminations: https://education.francetv.fr/matiere/education-civique/premiere/video/lutte-contre-les-discriminations

At the end of the discussion, the teacher explains that each group will propose a citizenship project and that it will be the purpose of the next lesson.

Annex 1

Chart for composing small groups

CLASS SIZE	NUMBER OF GROUPS (*N*)	GROUP COMPOSITION
12	4	4 groups of 3 students
13	4	3 groups of 3 students; 1 group of 4 students
14	4	2 groups of 3 students; 2 groups of 4 students
15	4	1 group of 3 students; 3 groups of 4 students
16	4	4 groups of 4 students
17	4	3 groups of 4 students; 1 group of 5 students
18	4	2 groups of 4 students; 2 groups of 5 students
19	4	1 group of 4 students; 3 groups of 5 students
20	5	5 groups of 4 students
21	5	4 groups of 4 students; 1 group of 5 students
22	5	3 groups of 4 students; 2 groups of 5 students
23	5	2 groups of 4 students; 3 groups of 5 students
24	5	1 group of 4 students; 4 groups of 5 students
25	5	5 groups of 5 students
26	6	4 groups of 4 students; 2 groups of 5 students
27	6	3 groups of 4 students; 3 group of 5 students
28	6	2 groups of 4 students; 4 groups of 5 students
29	6	1 group of 4 students; 5 groups of 5 students
30	6	6 groups of 5 students
31	7	4 groups of 4 students; 3 groups of 5 students
32	7	3 groups of 4 students; 4 groups of 5 students
33	7	2 groups of 4 students; 5 groups of 5 students
34	7	1 group of 4 students; 6 groups of 5 students
35	7	7 groups of 5 students

Algorithm 1: Listing students in alphabetical order by last name

In this example, the class has 30 students; therefore there will be 6 groups of 5 students each.

Group	Last name	Group	Last name	Group	Last name	Group	Last name	Group	Last name
1	Adams	1	Elliot	1	Jones	1	Park	1	Taylor
2	Barr	2	Forest	2	Kelly	2	Reid	2	Turner
3	Bell	3	Gibson	3	Lang	3	Ross	3	Walker
4	Cook	4	Grey	4	Love	4	Scott	4	Ward
5	Craig	5	Hall, E *	5	McNeil	5	Smith	5	Wood
6	Dawson	6	Hall, T *	6	Moore	6	Stuart	6	Young

* In case of a shared last name, continue alphabetisation by first name as well.

Algorithm 2: Listing students in reverse birth order from youngest to oldest

In this example, the class has 28 students; therefore, there are 6 groups in total, with 2 groups of 4 students each and 4 groups of 5 students each.

Group	student DOB	Group	student DOB	Group	student DOB	Group	student DOB	Group	student DOB
1	25/11/2003	1	09/10/2003	1	26/08/2003	1	30/05/2003	1	20/03/2003
2	23/11/2003	2	07/10/2003	2	22/08/2003	2	20/05/2003	2	04/03/2003
3	11/11/2003	3	23/09/2003	3	29/07/2003	3	19/05/2003	3	15/02/2003
4	19/10/2003	4	17/09/2003	4	09/07/2003	4	24/04/2003	4	03/02/2003
5	13/10/2003 *	5	01/09/2003	5	14/06/2003	5	13/04/2003		
6	13/10/2003 *	6	30/08/2003	6	03/06/2003	6	03/04/2003		

* In case of a shared date of birth (DOB), put these students in alphabetical order by last name

Annex 2

Contents and review of activity 1 – Citizenship:
What are we talking about?

Below is a list of ten propositions / statements regarding citizenship. They have all to be sorted out depending on whether you more or less endorse them. To this end, you can use the items selective grid, putting each of the ten numbers in one of the boxes provided for this purpose.

List of propositions/statements:

1. Being a citizen means sharing the same values
2. Voting does not help
3. It is not up to the citizens to take care of the most disadvantaged citizens (homeless people, elderly people, disabled people, …) but to the state and the government
4. It is in school that one learns to become a citizen
5. Some communities or groups (disabled people, migrants and refugees, women, homeless people, …) can feel left out of the citizenship because they are not accessing the same rights
6. Citizenship means participating in collective actions to improvethe life of all other citizens and of the community
7. Voting is a fundamental right of the citizen
8. One can have culturally diverse origins (geographical origins, languages, religions, history, ethnicities, …) and share the same citizenship
9. Citizenship means respecting the laws of the country
10. Young people do not feel concerned about citizenship

Items selective grid:

			The proposition I fully agree with
			The three propositions I find important
			The two non-selected propositions
			The three furthest propositions from my point of view
			The proposition I totally disagree with

Instructions:

1. Distribution of one Q-Sort per pupil
2. Each pupil has aboutten minutes to make up his / her own mind and prepare his/her arguments
3. Pupils then exchange during aboutten minutes in small groups (organized in advance as described in the instructions above). At the end of this step, each group proposes a common grid :

				The proposition(s) all the group members agree with
				The proposition(s) all the group members disagree with
				The propositions under debate in the group

4. Recap by the teacher who writes the propositions that the large majority of pupils agree with, the propositions that the large majority of pupils disagree with and the propositions under debate.
5. The teacher gives the definition of citizenship and explains that it is at the same time a status associated with rights and duties (propositions 7 and 9), a feeling of belonging to a community (propositions 1 and 8) and a practice / practices (proposition 6).
6. The teacher indicates that the ACT project the pupils will be participating in first falls within the practical dimension of citizenship.

Annex 3

List of projects for the activity 4

1. *An outing organised by pupils, for the class, in a theme park*
2. *An exhibition project aiming at raising all pupils', school adults', parents' and inhabitants' awareness on the question of global warming, project where the teacher takes the decisions and directs actions pupils have to led*
3. *A panel on gender inequalities moderated after school time*
4. *A visit in a retirement home to present the pupils' research work on the history of their city, on their own initiative*
5. *A group of citizens who are acting to create urban gardens for all inhabitants*
6. *A video project to fight against discriminations, intended to the class only*

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