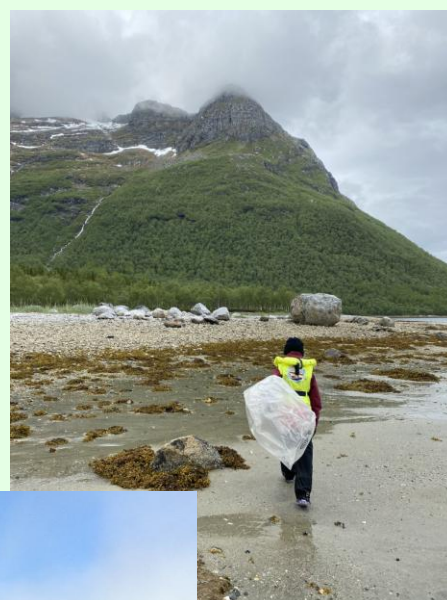


Supporting Active Citizenship

EHP-CZ-ICP-007



This publication is an outcome of the joint effort of teachers from two partner schools:

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Preface

This publication offers primary school teachers projects to promote active citizenship among pupils. The projects have resulted from the cooperation between ANGEL Primary School & Kindergarten in Prague 12, the Czech Republic, and Røsvik Skole, Norway, within the international project entitled Promoting Active Citizenship. This project was funded by the EEA & Norway Grants (2014–2021), through which Iceland, Liechtenstein and Norway contribute to reducing economic and social disparities in the European Economic Area and strengthening cooperation with 15 European countries.

The project aimed to upgrade the school curricula of both partner schools with an emphasis on promoting civic engagement. The diversity of the projects was facilitated by the diametrically different nature of the two schools – while ANGEL School is a large educational institution serving a city area of blocks of flats, Røsvik Skole is a small community school combining educational and training objectives with the active participation of students. The projects include specific activities suitable for different age groups. The activity of upgrading the curricula focuses on systematicity, continuity in subsequent grades and the possibility of application in different types of schools.

In the 2019–2020 school year, we focused on comparing active citizenship approaches in real life. In autumn 2019, a teacher team of six from ANGEL School visited Røsvik Skole in Norway. The Czech team members visited the small, community school where children learn fishing, boating and cooking in addition to the standard curricula. The visit's main objective was, in addition to the schools learning more about each other, the presentation of eight examples of good practice in school-community cooperation, which on the part of ANGEL School included activities entitled *Let's Clean Up Czechia*, *Earth Day*, *Garden Festival*, *Generations and Us* and *Modřany Council*.

Røsvik Skole holds a tradition of daily half-hour meetings for children from grades one to four. The group focuses on activities such as singing, greetings in various languages, reading in pairs, repeating the agreed rules for different activities or forecasting the weather. Each day, a different pupil is responsible for the flow of the meeting, thus strengthening listening to each other and respecting each other. Every year, children aged 13 to 16 take three-day trips where they check their financial literacy and cooperation in the field, for example by buying and cooking food. Teachers also enhance environmental education. A charity event focusing on supporting women in need was the biggest success in terms of collaboration with the community. The Czech team took part in the evening programme, in which all the pupils of Røsvik Skole performed. In addition to singing, dancing, playing a musical instrument and

performing small acts, there was also a ‘charitable marketplace’ event where children were selling products they made, including cakes. Record-breaking proceeds were achieved within this activity.

After the inspiring visit, both teams elaborated on the selected examples of good practice, enhancing them by adding photographic documentation and incorporating the comments made. The second meeting took place in winter 2019 in Prague. The team of Norwegian teachers watched a traditional, bilingual Christmas performance at ANGEL School. The morning after was organised by second-grade students who readily took on the role of guides to present Norwegian colleagues with the school’s operations and premises. The agenda’s main focus was showing eight more models of good practice in the field of school-community cooperation. Examples included the establishment and purpose of the Community Centre at ANGEL School, the *Fabulous Forest* project organised by ANGEL School pupils for kindergarten children and the *Travelling Europe* project where older pupils interactively present individual European countries to first-graders.

As regards to children aged 13–16, Røsvik Skole prepared a model election project. The students learned about government, political parties and programmes, visited ‘election rooms’ and organised ‘elections’ at the school. Great emphasis was placed on the education of a democratic citizen and how teaching subjects relate to each other. Another interesting opportunity to become involved were student businesses where children tried out the creation of a business plan and its implementation in practice. The younger children benefited from hands-on education, where they had the opportunity to visit fish farms, among other things. The *First Lego League* project is also a very popular event – a robotics- and science-oriented global competition, it provides each of the teams a chance to build and program Lego robots. These then carry out various activities as part of a research task.

Successful cooperation was hampered by the COVID-19 pandemic in the spring of 2020. The project was extended by one year and another meeting was held in the autumn of 2021 with six ANGEL School teachers visiting Røsvik Skole in Norway. The meeting aimed to incorporate projects promoting citizen engagement in the curriculum of both partner countries.

After a short walk around the premises, teachers from both schools gave presentations on other projects that had been implemented to support active civic engagement. Pupils at Røsvik Skole renovated the school’s social room. First, they made proposals for what the room should look like and then they worked out a financial plan; eventually, they participated in the implementation of the project as such. A wonderful multifunctional room was created where

pupils of all ages can spend their free time, chat and relax on the sofas and play pool, football and other games. The second Norwegian project presented was the involvement of all children in cleaning and tidying activities. In Røsvik, children spend a lot of time outdoors playing sports and games in all weathers. Sometimes it is necessary to replace wet, dirty clothes with dry, clean ones. It was, therefore, necessary to educate the pupils to keep their lockers and the space around them in order. Parents were also encouraged to support this activity at home.

The Czech team presented their projects in Norway, too. Second-graders focused on inter-generational cooperation between children and their grandparents to recognise how both generations can benefit from each other, what they can learn from each other and how enjoyable it is to spend time together. The output of this project involves hand-made books that describe the activities and capture them in photographs. A fourth-grade pupil project was about building bonds and friendships between students and kindergarten children. Fourth-graders chose, planned and prepared activities for the young children, conducting everything in the form of a sports day. This kind of cooperation helps to ease the transition from kindergarten to school and to improve the adaptation of future first-graders. The project was very positively evaluated by children (young and old), teachers and parents. The third Czech project concerns volunteering and was carried out by sixth-grade students. The SMART method was used in the planning process, according to which the project goal should be specific, measurable, attainable, realistic and time-bound. Each student determined the area and target group of their volunteer activity (parents, grandparents, relatives, neighbours etc.), as well as the proportion of their free time they were willing to devote to the activity. They then were recording the progress of their efforts in their diaries, gradually evaluating how well they were achieving their goals.

The final meeting of the two participating teams will take place in April 2022 in Prague. It will culminate in a conference presenting the upgrade of curricula with examples of specific projects supporting civic engagement.

Syllabus – projects implementing active citizenship support for specific age groups:

Elementary school grade	Project title	Page reference
Grade 1	Me and My Family	7
Grade 2	Me and My Grandparent(s)	13
Grade 3	Kindness Within our Class	20
Grade 4	Hand in Hand	26
Grades 1 – 4	Practice of Independence	61
Grade 5	Improving the School Environment	33
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Supporting Active Citizenship – project no. EHP-CZ-ICP-007

Me and My Family



The aims of this activity are:

- to motivate students to express themselves by creating a poster
- to appreciate being with their family and realize what their role in the family is
- to include the family into the school process

Materials:

- hard paper
- coloured papers
- pencils
- coloured pencils
- felt tips
- photos of family members
- glue
- markers

Democracy and active citizenship

The immediate family as the first social group.

Target group: 1st grade students (6 - 7 year olds)

Outcome: Poster Me and my family

Lesson timing: 3 lessons (1 lesson means 45 minutes)

Description (incl. time frame, methods/organisational forms)

The activities are meant to be completed within 4 lessons. They can take place within one day or several days depending on the needs of the students and the teachers.

Lesson 1

Motivation (evocation), brainstorming about the theme, preparation of the family tree.

Activity n°1 - 5'

Meeting in a circle and talking about the importance of active citizenship. Presenting the task for their class/age group - Me and my family. The outcome of the project will be a poster about their family.

Activity n°2 - 5'

Students in groups of 4 to 6 members discuss what family members are in their family. The students write down a general list of the members in a family.

Activity n°3 - 5'

Groups present their lists. Teacher writes a list of the family members.

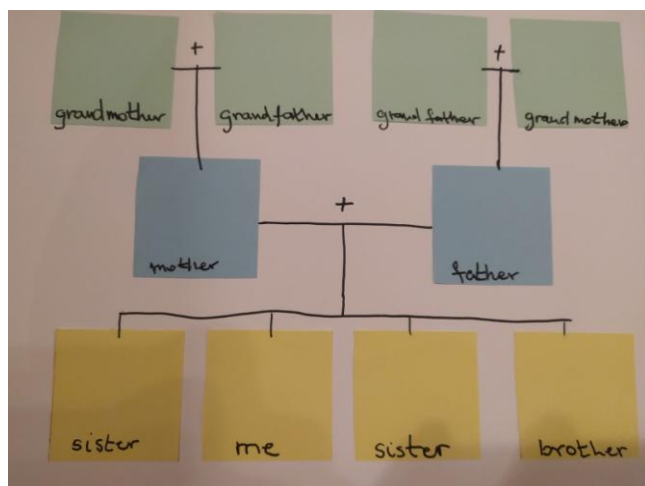
Activity n°4 - 25'

Teacher explains the making of the family tree. Teacher presents the template and how it alters if they have more siblings. Students create their family tree template with information. Students make notes about what pictures or photos they need to bring for the making of the poster.

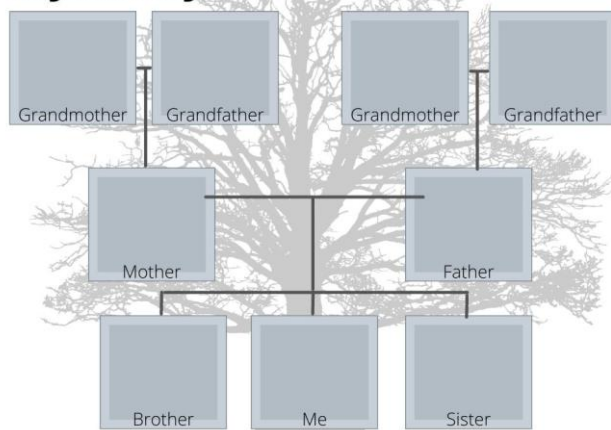
Activity n°5 - 5'

Reflecting the work of the lesson. Reminding on what we need for the next part of the project - photos or pictures needed for their poster. (Pictures can be made in an art class.)

Making of the family tree



My family tree



Materials

- hard paper, coloured pencils, felt tips, glue, markers

Instructions

- choose coloured or white hard paper for the family tree
- decide how many family members will be in the family tree
- create the layout of the tree
- students can use squares of coloured paper to create the layout
- for better understanding each generation can have different colours
- write down the names and the relationship of the family member

Lesson 2

Explanation of how family tree is created, creation of the layout of the family tree.

Activity n°1 - 5'

Meeting in a circle and talking about previous work. Teacher explains the aim of the lesson - creation of the poster.

Activity n°2 - 15'

Teacher explains the making of the poster. Together with the students the teacher brainstorms ideas about what to include in the poster.

Criteria created during the project

1. The poster needs to have a title and the name of the author
2. Write 5 pieces of information (5 sentences) about your family
 - depending on the language skills of the students
3. Family tree
 - there should be three generations (children, parents, grandparents)
 - photos or pictures of each member of the family
 - name and the relationship written next to each photo/picture
4. My responsibilities/role in the family - write 3 sentences about the responsibilities you have at home (empty the dishwasher, water the plants, feed pets, etc.)

Activity n°3 - 10'

Students finish their family trees by adding photos or pictures.

Activity n°4 - 15'

Students share their family trees and reflect on the work of this lesson. Teacher asks questions to help the discussion to run smoothly

Suggested questions :

- How was the creation of the family tree?
- What was hard/easy for you?
- Is there a family tree that surprised you? Have you found something interesting in any of the other family trees?

Lesson 3 + 4

Creation and presentation of the poster in cooperation with the family members.

Activity n°1 - 5'

Meeting in a circle. Teacher welcomes parents in the classroom. Students (with the help of the teacher if needed) explain the project and the work done so far. Teacher explains the aim of the lesson - the creation of the poster.

There should be the list of the criteria easy to reach for the students (preferably a poster).

Activity n°2 - 10'

Pupils together with their family members are divided into small groups (preferably 4 pairs of pupils and a family member). Each pupil presents to their group mates, and their family member (focused on the relationship and where in their family tree they are)

Activity n°3 - 10'

Teacher asks if there is anyone willing to share interesting information about their classmate's family members

Activity n°4 - 30'

Teacher distributes the materials needed for the creation of the poster. Students work on their posters together with their family members.

Activity n°6 - 25'

Students present the posters to their classmates. Each pupil has a chance to present their poster. Classmates evaluate if they met the criteria they set together.

Activity n°6 - 10'

Reflection on the project. The teacher, students and family members are reflecting on the creation of the poster.

Teacher shows some questions that can help with the reflection

- What did you like about the project?
- What was easy/challenging during the project?
- How happy are you with your poster?
- Is there a poster that surprised you?
- Have you found something interesting in any of the other posters?

Pictures



Student participation

- making a poster about their family including a family tree, information about their family and their responsibilities in their family
- presenting the poster to their classmates

Supporting Active Citizenship – project no. EHP-CZ-ICP-007

Me and My Grandparent(s)



The aims of this activity are:

- to motivate pupils to express themselves by creating a book
- to appreciate being with their grandparents and realise what both groups learn from each other
- to include the family in the school process

Materials:

- hard paper
- pieces of thread
- 4-hole puncher
- large tapestry needles
- coloured pencils
- markers
- photos (pupils bring them or they can be printed in the school)
- glue sticks

	<ul style="list-style-type: none"> • whiteboard/blackboard • whiteboard markers or chalk
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Democracy and active citizenship

Relationship with older generations

Target group: 2nd grade students (7- 8 year olds)

Outcome: Book Me and My Grandparents

Lesson timing: 6 lessons (lesson timing - 1 lesson means 45 minutes)

Description (incl. time frame, methods/organisational forms)

The activities are meant to be realised within six lessons (6x45 minutes). In this description the activities were realised as two joined lessons periods taking place on three different days. Day 1 focuses on brainstorming and preparation of materials, on Day 2 pupils introduce their grandparents or family members to their classmates and work on their book and Day 3 is for the presentation of the books.

Day 1 - Lessons 1 + 2 - motivation (evocation), brainstorming about the theme, preparation of the materials

Activity n°1 - 5'

Meeting in a circle and talking about the importance of active citizenship. Presenting the task for their class/age group - Me and My Grandparents. The outcome of the project will be a book about you and your grandparents.

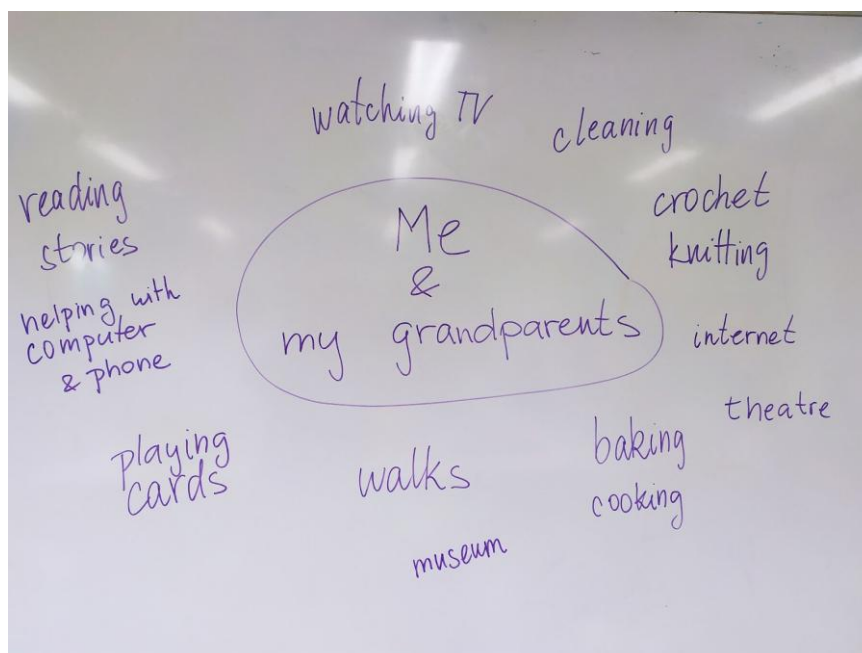
Activity n°2 - 10'

Pupils brainstorm on the theme within a small group (5-6 pupils). Students write down their activities and routines with their grandparents (or other family members in case they do not have grandparents).

Main questions to answer - What do you do with your grandparents? What can you learn from them? What can they learn from you?

Activity n°3 - 10'

Pupils present their notes to the rest of the class. Teacher creates a mindmap on the board.



Activity n°4 - 20'

Pupils, together with the teacher, set the criteria for the book.

For example: What should it look like? How many pages might you need? What format? How much text should there be? Are photos and pictures necessary? What materials do you need? What materials would you like to work with?

Criteria created during the project

1. The book needs to have a front cover with a picture, title and the name of the author
2. Write information about the author and your grandparent on the back cover of the book (at least 4 pieces of information for each person - name, age, interests...)
3. The book has three sections
 - a. what we like to do together
 - b. what I learnt from my grandparent
 - c. what my grandparent learnt from me
4. Each section should contain at least 3 different sections/activities you do together

5. Written paragraphs should be double checked for spelling

Activity n°5 - 30'

Teacher gives instructions on how to create the book. Pupils create the book they need for the next day. Pupils are provided with hard paper, coloured pencils, markers, glue sticks and pieces of thread and large tapestry needles.

Making the books



Materials

- hard paper, pieces of thread, large tapestry needle, 4-hole puncher

Instructions

- choose coloured or white hard paper for front and back cover pages
- choose the number of pages pupils will need for their books
- punch holes in all of the papers, pupils can choose if they want portrait or landscape orientation of their book
- put covers in place and thread the thread through the holes to bind the papers together (depending on the chosen thread it can be easier for the pupils to use a large tapestry needle to thread the thread through the holes)

Activity n°6 - 15'

Reflecting on today's work. Reminding what we need for the next day.

Day 2 - Lessons 3 + 4 creation of the posters or books in cooperation with the grandparents or other family members

Activity n°1 - 5'

Meeting in a circle and greeting pupil's family members. Teacher explains the activity to get to know each other.

Activity n°2 - 10'

Pupils together with their grandparents are divided into small groups (preferably 4 pairs of pupils and a grandparent). Each pupil presents to their group mates their grandparent (focused on what they like to do together)

Activity n°3 - 10'

Teacher asks if anyone found out any interesting information they want to share with everyone. Teacher and pupils explain the main task - creating the book Me and My Grandparent(s) and repeat the criteria for the book.

Activity n°4 - 50'

Pupils are provided with hard paper, coloured pencils, markers, gluesticks. They use their photos brought from home or teacher prints sent photos.

Together with their grandparents pupils create the book. They fill the books with their photos and/or write short paragraphs or pieces of information describing three main focus areas

- what we like to do together
- what I learnt from my grandparent
- what the grandparent learnt from me

Activity n°5 - 15'

Reflecting on today's work. Reminding what we need for the next day.

Day 3 - Lessons 5+6 - presentation of the books

Activity n°1 - 10'

Meeting in a circle and talking about preceding work. The teacher and pupils present the criteria for the book.

Activity n°2 - 50'

Presenting the books to classmates. Each pupil has a chance to present their book. Classmates evaluate if they met the criteria they set together.

Activity n°3 - 15'

Children have a chance to explore each other's books. They can leave a post note paper with a question or a note next to the book.

Activity n°4 - 15'

Reflection on the project.

Teacher shows some questions that can help with the reflection - What did you like about the project? What was easy/challenging in the project? How happy are you with your book? Is there a book that surprised you? Did you find something interesting in any of the other books?

Pictures





Student participation

- making a book about activities they do with their grandparents, main focus is on the learning process between generations (what the older generation can teach the younger one and what they can learn from the younger generation)
- cooperation on making the outcome with their grandparents
- presenting the book to their classmates

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Kindness within our Class



The aims of this activity are:

- to create a set of rules students want to follow to feel safe within the classroom
- to notice the meaning of positive role model behaviour
- to encourage students to praise each other for kind behaviour towards each other

Materials:

- hard paper for the poster
- coloured papers
- markers
- materials for the class project (in this description glass jars were used, coloured sand, measuring cup)

Democracy and active citizenship

Belonging to a social group. Respect for others' opinions.

Target group: 3rd grade students (8 - 9 year olds)

Outcome: Poster, class project focused on reflecting kindness

Lesson timing: School year project, initial part takes 2 lessons (1 lesson means 45 minutes)

Description (incl. time frame, methods/organisational forms)

The activities are meant to be realized throughout the whole school year. The initial part takes place within 2 lessons (2x45 minutes).

Lesson 1 - motivation, setting the rules

Activity n°1 - 5'

Meeting in a circle and talking about the importance of active citizenship. Presenting the task for their class/age group - Kindness within our class. The outcome of the project will be a set of rules students want to follow to feel safe in the classroom.

Activity n°2 - 10'

Students brainstorm on the theme of what rules they should follow to feel safe within a small group (5-6 students). Students write down their ideas

Main questions to answer

- How should we behave to be safe/happy in this classroom? What can we do about it? What rules do we need to follow to feel safe/happy in this classroom?

Activity n°3 - 10'

Students present their notes to the rest of the class. Teacher creates a mindmap on the board.

Activity n°4 - 15'

Students together with the teacher formulate and decide on the rules for the class.

Rules set during the project

1. We use kind words.
2. We help each other.
3. We listen to each other.
4. We respect each other.

Activity n°5 - 5'

Reflecting on this lesson. Students are encouraged to share their feelings about creating the set of rules.

Important information: we work with the rules during the whole school year. Any time the teacher or the students think there is a need to set a new rule or change it, a lesson or more is allocated to address this need and find a solution that is ok for both the teacher and the students.

Lesson 2 - brainstorming, presentation of the project

Activity n°1 - 5'

Meeting in a circle and revising what happened in the last lesson.

Activity n°2 - 15' - discussion about kindness, role model behaviour

Teacher asks students if they have seen any act of kindness happening in the classroom within the last week. Students share what they have seen.

Activity n°3 - 10'

Teacher presents a whole school year project.

Teacher shows three jars to the students.



- **First jar is the kindness jar.** Every time they see any act of kindness happening in the classroom they write it on the paper and submit it to the jar. During regular reflection sessions students together with the teacher read the notes and vote if that counts as an act of kindness. If yes, one measure of the sand is added to the reward jar.
- **Second jar is the token jar.** In this jar there can be sand (as in our project), miscellaneous objects (bottle lids, marbles) that serve as a supply.
- **Third jar is the reward jar.** A token is put in this jar (in our realization one measure of the sand from the token jar) for each act of kindness that the class approves of. When the inserted objects reach the mark (there can be several levels of reward marks), students and the teacher receive the reward.

Activity n°4 - 5'

Students discuss in a small group of 4-6 students what the rewards could be.

Rewards coming out from our discussion

- a movie in school, a picnic/party, a trip to a zoo, a jump arena visit, a class animal, a movie in a cinema

Activity n°5 - 5'

Teacher lists ideas coming from the students. Students then vote which of the reward(s) they want to gain

Activity n°6 - 5'

Reflecting on today's work.

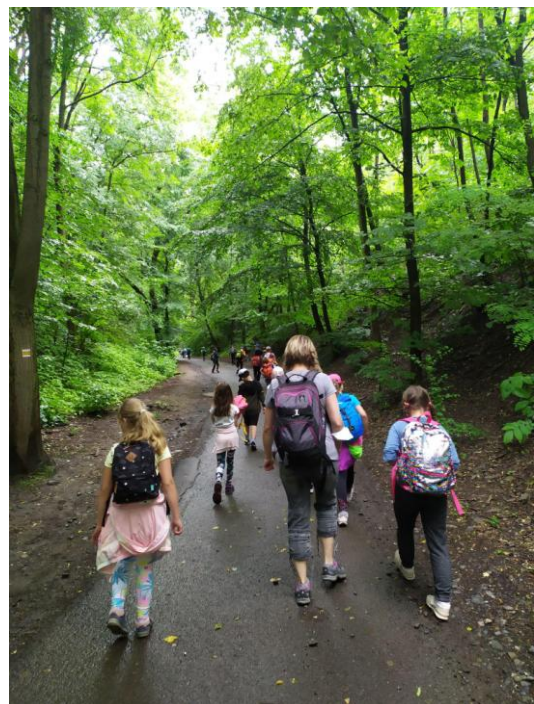
Possible questions for the discussion:

- How did you enjoy today's work?
- Do you think it is easy or difficult to be kind to each other?

Following reflection sessions

After the initial part of the activity there is the need for regular reflection sessions. These can be short sessions at the end of the day or at the end of the week. During the sessions there should be time allocated for reading of the acts of kindness submitted in the kindness jar and adding kindness tokens to the reward jar.

Pictures





Student participation

- discussion what creates safe environment within the group
- setting the rules they want to follow to feel safe
- noticing the acts of kindness within the class

Supporting Active Citizenship – project no. EHP-CZ-ICP-007

Hand in Hand



The aims of this activity are:

- cooperation with younger children
- preparation of morning program
- teamwork
- students see the progress they have made since kindergarten age

Materials:

Students bring the materials themselves, depending on what their plans are, e. g.

- balls
- mats
- water guns
- cones
- other P. E. Props

Planning sheet (attachment no.1)

	Evaluation sheet (attachment no.2)
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Democracy and active citizenship

Students come up with their ideas themselves. Democratic vote about the theme of the project. Students work in teams and find consensus. They experience the role of a tutor/teacher while leading younger children. They pass their knowledge to younger friends. Students are responsible for planning and executing the project.

Target group: 4th grade students 10 - 11 years old

Outcome: Morning programme for kindergarten children led by 4th grade students.

Lesson timing:

Planning: 90 minutes

Morning programme: 90 minutes

Evaluation: 45 minutes

Description (incl. time frame, methods/organisational forms):

Activity no.1 (45 minutes)

Introduction of the project /voting for preferred project

Meeting in a circle and talking about the importance of active citizenship. Students suggest a variety of activities that can be done with 3-6 year old children: reading books, theatre, art activities, sport activities, etc. At the end, the whole class votes for one of the activities mentioned above. The following steps are described for a class that chose sports activities.

Activity no.2 (45 minutes or longer)

Planning

Students work in small groups (can be adjusted to the needs of the project). Each group plans their sport activity. They fill in a questionnaire and do the planning. (Name of the activity, its description, team members and their role in the group, props, picture/plan of the activity).

Activity no.3 (90 minutes)

Realisation

Meeting in the kindergarten/garden/school/forest.

1. Preparation of the sport activities. Each group of students select their place and set up the props.
2. Kindergarten children arrive. Warm up and meeting activity done in a big circle with all children together e.g. exercises with Eric Carle book Can you do it? (<https://www.youtube.com/watch?v=Vjum-5bNmz0>)
3. Students/each team presents their sport activity to the kindergarten children
4. Kindergarten children are split into groups (e. g. using coloured papers) and each group goes to their activity station labelled with the same colour
5. Kindergarten children take turn in all activities
6. After finishing all activities, everybody meets in a big circle. Feedback.
7. Goodbye activity before kindergarten children leave (a song, a speech, “Who liked this activity hop on your right leg”, etc.)
8. Students clean up

Activity no. (45 minutes)

Evaluation

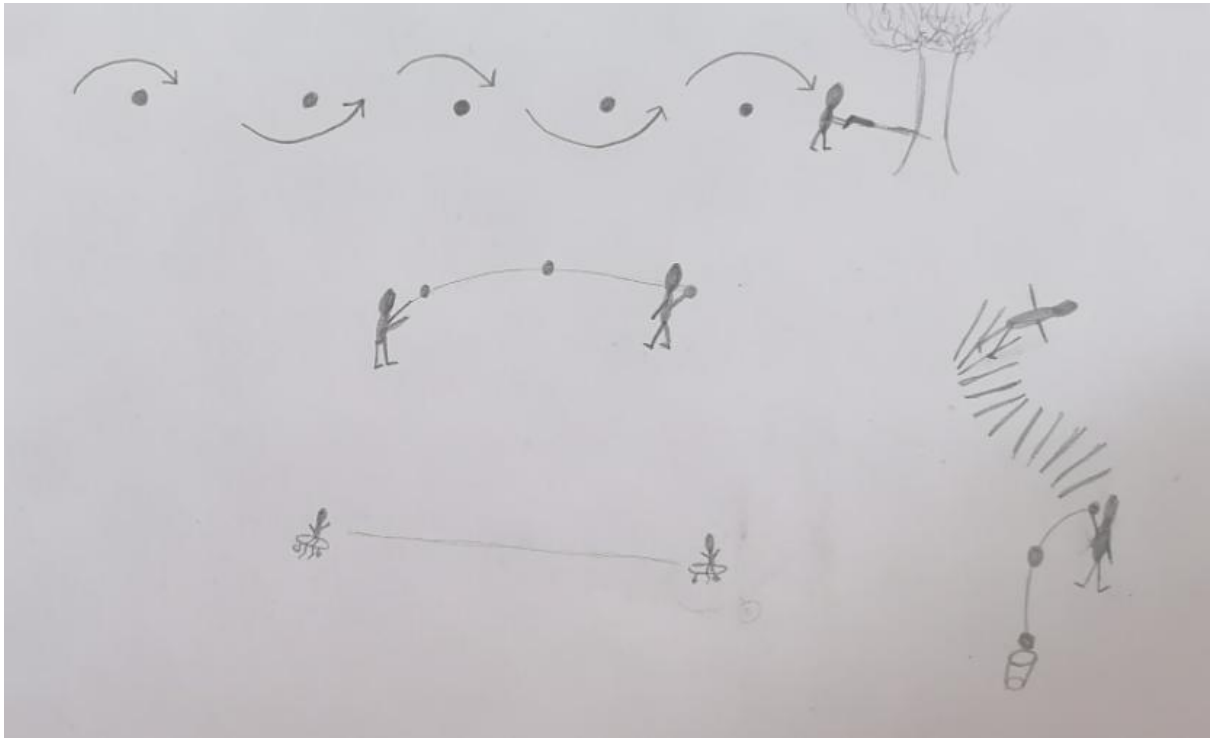
1. Immediate feedback right after the activity
2. In a lesson children share their experience and then fill in an evaluation sheet (see attachment. no. 2)
3. Kindergarten children draw a picture with activities they enjoyed and bring it to the school children.

Materials

Planning sheet, students prepare props themselves, evaluation sheet

Pictures

Activity picture (example)



“Monkey’s route”: running a slalom, shooting at a target (with a water gun), throwing a tennis ball, walking over sticks, throwing a conker into a cup, riding on a skateboard.

Giving instructions



One of the activities



Introduction activity



Student participation:

- planning
- preparation
- realisation of the project
- evaluation of their work

Attachment no.1: Planning sheet

Sports morning for kindergarten

Name of your activity:

Description of the activity:

Organisation team:

- Time keeper:
- Guardian:
- Involvement manager:
- Presenter:

<u>Props</u>	<u>Who brings it?</u>

Picture/plan:



Evaluation sheet



Active citizenship - cooperation with kindergarten

How I feel about work I have done:

These things worked out well:

What I found challenging:

What I enjoyed the most:

How I feel about teamwork:

These are the things to improve next time:

Supporting Active Citizenship – project no. EHP-CZ-ICP-007

Improving the School Environment



<p>The aims of this activity are:</p> <ul style="list-style-type: none"> • students organize project by themselves • communication with other members of school community • advertising the project • organization of voting and choosing the best ideas 	<p>Materials:</p> <ul style="list-style-type: none"> • questionnaires (attachment no. 1) • poster (students make themselves)
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Democracy and active citizenship

Students come to realize that belonging to the school community requires an active approach. They explore the principles of teamwork, leadership and the advantages of democratic votes. The whole school community benefits from this project.

Target group: 5th grade students, 10 - 11 years old

Outcome: Ideas for improving the school environment

Lesson timing: Long-term project, altogether minimum 10 hours, approx. 2 lessons per week for 5 weeks

Description (incl. time frame, methods/organizational forms)

Activity no.1: Motivation (30 minutes)

Students meet in a circle/groups and discuss what they like about their school environment and what they don't like. How can students themselves change it? What do they need for it? We need money. Teams arranged to find out about the budget.

Activity no.2: Discussing the budget (time: individual for each team - homework)

Teams of students discuss the project with people that can support the school, e. g. the school finance officer, headmaster or parents' association. They find out how much money they could invest in the project.

Activity no.3: Planning (90 minutes)

Students prepare questionnaires for other students from the school (attachment no. 1). They also prepare posters to motivate other students to participate in the project. They discuss the project outline, set the deadlines for questionnaire submission and communicate the deadline on the poster.

Activity no.4: Promotion (45 minutes)

Students visit other classes, inform them about the project and distribute printed out questionnaires. Online questionnaires are also an option.

Activity no.5: Collection (45minutes)

Students place a box for the finished questionnaires in the hallway. They collect ideas and select ideas that can be realized with the budget money. They invite the authors to the assembly.

Activity no.6: Presentations (60 minutes)

Assembly. Students from various classes meet and present the projects in detail. Everybody votes for the projects they prefer. Projects are preferred that will serve the whole community, not just one class.

Activity no.7: Evaluation (45 minutes)

The class that leads the project discusses the budget in detail and presents the ideas to the leadership of the school/ parents' association.

Activity no.8: Realisation (90 minutes)

Realisation of the chosen project in practice (incl. documentation).

Good practice examples

Students and parents' association decided to buy equipment for the chemistry laboratory, students discussed the types of equipment with their chemistry teachers. Also, there was a request for musical instruments. The music teacher and students decided to buy an electric guitar and a cajon drum that students can use at school performances. A vending machine was installed in the corridor for office supplies (see picture below). Also, there was some sports equipment and toys bought for after-school club.

Pictures

One of the ideas at ZS ANGEL: Vending machine providing office supplies.



Student participation

Students actively participate in planning, organizing and the realization of the project.

Attachment no. 1: Questionnaire

Questionnaire: Improving the school environment



What would you like to improve in our school?	
Is it useful for your class?	
Is it useful for the whole school community?	
Name, class:	

Supporting Active Citizenship – project no. EHP-CZ-ICP-007

Helping Others

<p>The aims of this activity are:</p> <ul style="list-style-type: none"> • Motivate students in helping other people in the community who need help. • Students learn how to make a plan that works efficiently (according to the SMART plan criteria). • Students suggest and realize an activity that will be helpful for other people in the community (parents, neighbours, friends, relatives). • Students evaluate their volunteering and reflect on the efficiency. 	<p>Materials:</p> <ul style="list-style-type: none"> • SMART plan sheet (attachment no.1) • planning sheet (attachment no.2) • volunteering diary (attachment no.3) • volunteering diary example (attachment no.4)
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Democracy and active citizenship

Students individually decide, create, and do a volunteering activity on how to help people in the local community. Students take into account their individual preferences in the choice of volunteering activity they are capable of doing according to their abilities and the amount of free time they have. Students are responsible for their own time management and their work organisations.

Target group: 6th grade students - 11-12 years old

Outcomes:

- a) planning sheet of students' SMART plan
- b) a volunteering diary
- c) self-evaluation (done orally in class)

Lesson timing:

The project covers nine weeks – one lesson a week for the first two weeks, five weeks of volunteering (depends on individual plans – usually 1-2 hours a week) and one lesson a week for the last two weeks. The lessons last 45 minutes.

Description (incl. time frame, methods/organizational forms)**Step 1:** meeting the SMART plan (1 lesson – 45 minutes)

The teacher gives an example of a plan that doesn't work and students guess/describe why the plan should not work. Then, the teacher introduces the SMART criteria (attachment no.1) and explains the meaning of those five steps. Finally, teacher gives reasons why the plan mentioned in the example doesn't work.

Example of a plan which doesn't work:

I want to help my neighbours with their housework. I am not sure how much time I have – it depends on my mood and the amount of homework at school. My neighbours are old and they need help with the housework and something in the garden. Their children sometimes come and help them, so I don't know when is the best time to help them.

Reasons why the plan would not work:

The plan is not specific – the student doesn't know exactly what the neighbours need help with. The plan is also not relevant for that reason. The plan is not measurable – the student cannot track their progress. The plan is also not timely accomplished – the student does not know how much time the student has to help.

Example of a plan which might work:

I will help my neighbours twice a week for two hours (Wednesday and Sunday afternoon between 4-6 PM. I will help them cut the grass around their house, take out the rubbish and

help them recycle. I will go to the shops to buy food for them. This is housework that my neighbours need help with, as they told me last week when I was asking them.

Step 2: Creating student's own SMART plan (1 lesson - 45 minutes)

Students come up with a proposal for a plan how to help somebody from the community (parents, neighbours, relatives, friends, relatives or the community in general). Then, students adjust their plan (attachment no.2) according to the SMART criteria so that the plan will work. Finally, students fill in the form - SMART plan. and divide their help into five weeks.

Step 3: Volunteering (5 weeks according to the suggestions in the students' specific plan).

Students do the volunteering activities they had planned and keep a diary of the progress (attachment no.3). Students do the volunteering in their free time after school for at least one hour a week. Students will mark down the amount of their free time in the volunteering diary and evaluation sheet. In case students find their volunteering plan inappropriate for some reasons (lack of time, lack of activities or people who the students help do not need any further help), students may change their volunteering activity. Teacher checks the students' progress and possible problems at the beginning of every lesson during the time of volunteering.

Step 4: Presentation and summary (2 lessons - 2 x 45 minutes)

In the final step, students meet in the circle and present the process of their volunteering and read interesting moments from the diary. Finally, students reflect on their experience with volunteering from their own perspective and from the perspective of people who they helped.





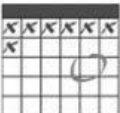
Student participation

- Students participate in planning of their volunteering activity.
- Students actively participate in the volunteering process.
- Students keep a diary of their volunteering.

Attachment no. 1: SMART plan sheet

Name _____

S.M.A.R.T GOALS

S PECIFIC 	Specific means that your goal is detailed and exact. It can answer the questions who, what, where, when, why, and which.
M EASURABLE 	Measurable means you can track your progress and know exactly when your goal is met. It usually involved numbers.
A TTAINABLE 	Attainable means that your goal is a reasonable one. It is not completely out of reach, or too easy for you.
R ELEVANT 	Relevant means that your goal is worthwhile. It is something that is actually important to you right now.
T IMELY 	Timely means that your goal will be accomplished in a set time frame, such as two weeks, three months, or one year.

*Applies and Business EDUCATION

Pinterest. *S.M.A.R.T. GOALS* [online]. [published 30.3.2022] Available from:

<https://ro.pinterest.com/pin/846958273660582386/>

Attachment no. 2: Planning sheet

SMART Planning Sheet	
Specific	Describe your goals
Measurable	How will you track your progress? ✓ ✓ ✓ ✓
Attainable	What steps can I take to achieve this goal? ✓ ✓ ✓ ✓
Relevant	Is this the right time? Will it help achieve the objective?
Time-based	When will you complete this goal by?

Attachment no. 3: Volunteering diary

A volunteering diary

Date	What have I done so far?	What do I need to do now?	Am I meeting my goal? (YES/ NO)
WEEK 1			
WEEK 2			
WEEK 3			
WEEK 4			
WEEK 5			

Attachment no. 4: Volunteering diary example**Volunteering diary example**

Date	What have I done so far?	What do I need to do now?	Am I meeting my goal? (YES/ NO)
WEEK 1 29.3-4.4.2021	Helped my parents with cleaning. Unloaded the dishwasher.	I need to help the rest of my family.	YES
WEEK 2 5.4.-11.4.2021	I hoovered and I cleaned my room.	I still need to help the rest of my family with something.	NO because I didn't help the rest of my family.
WEEK 3 12.4.-18.4.2021	I helped my dad with shopping I also cleaned my room.	Help my sister and my brother.	YES
WEEK 4 19.4.-25.4.2021	I made a picture for my brother and it made him happy.	Help my sister.	YES
WEEK 5 26.4.-2.5.2021	I bought a present for my sister.	-----	YES

Supporting Active Citizenship – project no. EHP-CZ-ICP-007

Age Doesn't Matter

<p>The aims of this activity are:</p> <ul style="list-style-type: none"> • to cooperate across generations • to share knowledge across generations • to help senior citizens with difficulties that senior citizens face 	<p>Materials:</p> <ul style="list-style-type: none"> • flipchart posters • worksheets – famous senior citizens – celebrities (attachment no.1) • worksheet with success criteria (attachment no.2) • camera, video recorder
--	--

Democracy and active citizenship

Meeting two generations; students cooperate with senior citizens in their community

Target group: students at the age of 12/13 years old (7th grade)

Outcomes:

- interviews with senior citizens
- a display of interviews

Lesson timing: The project will take 5 weeks (1 lesson of 45 minutes a week) plus home assignment which might take about 1-2 hours.

Description (incl. time frame, methods/organizational forms)

Step 1 – introduction (1 lesson – 45 minutes)

Students brainstorm their experience of cooperation with senior citizens (grandparents, neighbours, famous people). Students describe their memories of events they have done with any senior citizens. Then, students work in groups of 3-4 with an article which describes famous senior citizens who got famous in their senior years. Finally, students discuss the importance of the mentioned people.

Possible questions to discuss:

- Why and how did they get famous?
- How do they manage being active in their old age?
- What would you ask them about their activities?

Step 2 - interviews with senior citizens – preparation (1 lesson – 45 minutes)

Students are given a list of possible questions to ask a senior citizen they know. The set of questions serves as an example, students may change or adapt the questions (attachment no.1). Students go through the criteria for their presentation (interview) (attachment no.2). Then, students prepare their own interview.

Step 3 – interview with senior citizens (home assignment)

By the next lesson (the following week), students realize their interviews and prepare the outcome presentation. Students may follow the suggested set of questions or create their own questions. The outcomes may differ – PowerPoint presentation, poster, video presentation, recorded interview.

Step 4 – Presentation of the interviews (3 lessons 3x 45 minutes)

Each student presents their interviews in front of the class. Classmates give feedback according to the success criteria that students get at the beginning of the project. Finally, students make a display of their outcomes. The display may be presented among the classes or to the public where the interviewed senior citizens will be present.

Student participation

- students decide about the outcome format

- students prepare the interview – questions
- students make and record the interview
- students present their interviews – outcomes

Attachment no. 1: Worksheets – famous senior citizens – celebrities

Worksheet - Instructions

Do you know an old person? Write 3 questions you can ask him/ her which cannot be answered by your parents because they are not as experienced. Ask them:

- how they brought up their children
- how they built their house or how they got their flat
- about the impact wars and the communist era had on them
- what life has taught them
- about their attitude to saving (money, food ingredients, time,...)
- what they can pass on to you

Make your own questions and ask an old person. After the interview with an old person

- Is your old person lost/confused/badly oriented/frustrated? What is hard for him/her? What does it mean?
- What wisdom can he/she pass on to you?
- Are both possible? Nothing is only black and white. Although he/she is lost in some way, he/she is a source of wisdom and experience for you, in what way?

Attachment no. 2: Worksheet with success criteria

Criteria
Make a paper/ online poster or online presentation based on your questions and answers. Include:
<ol style="list-style-type: none">1. The old person's first name2. His/her age3. His/her photo now, if possible, also one from the past4. Your questions and his/ her answers5. Self-reflection:<ol style="list-style-type: none">a) What was your opinion of your old person before this talk?b) What is your opinion of him/ her now?c) What didn't you know about him/her before?6. Peer assessment: Share your poster with your classmate. Evaluate each other's posters. Write what your classmate said about your poster and finally add it to the poster.

Supporting Active Citizenship – project no. EHP-CZ-ICP-007

Families in Diversity

<p>The aims of this activity are:</p> <ul style="list-style-type: none"> • students describe various types of families • students understand the roles and social functions of families • students reflect on the differing varieties of families 	<p>Materials:</p> <ul style="list-style-type: none"> • questionnaires - done by students (attachment no.1) • initial quiz - What do you know about families? (attachments no.2)
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Democracy and active citizenship

- students learn about different types of families
- students cooperate with the local community
- students break down stereotypes about sexual minorities

Target group: 8th grade students (13-14 years old)

Outcomes:

- a survey on public opinion
- a presentation on the survey

Lesson timing: The project lasts 5-6 weeks, 4th week is devoted to making a survey.

Description (incl. time frame, methods/organizational forms)

Stage 1 – introduction (1 lesson – 45 minutes)

First, students describe their families and present their families to their classmates. They present differences between their families and their classmates' families. Then, students divide into pairs do the survey. In the final part of the lesson, pairs compare their answers with their classmates and discuss whether the statements are true or false. Finally, the teacher reveals the correct answers. Students discuss possible answers to explain whether the statement is true or false.

Stage 2 – Types of families (2 lessons, 2x 45 minutes)

The teacher presents terms describing different types of families - nuclear, extended, bicultural, single-parent, same-sex, blended, foster family. Students guess the meaning and give examples.

Possible answers:

- A. nuclear family - parents and their children
- B. extended family - parents, children, grandparents, aunts, uncles
- C. bicultural family - parents come from different cultural backgrounds (different countries)
- D. single-parent family - children with only one parent
- E. same-sex family - children with parents of the same sex
- F. blended families - one or both parents bring children from the previous relationship into the “new” family
- G. foster family - children brought up by adoptive parents

Then, students are divided into groups of 3-4 and name similarities and differences between the mentioned types of families. The groups use the Venn diagrams to mark down their ideas. Finally, each group presents their diagrams. The diagrams are displayed to see the ideas.

Stage 3 - Same-sex marriages and child adoption - a survey (1 lesson, 45 minutes)

Students in the class prepare a questionnaire form for a survey. The aim of the questionnaire is to collect information about public opinion on the topic of same-sex couples and adoption. Students make their questionnaires and print out the copies (attachment no.1).

Stage 4 - A survey - at school and outside (one week)

Students are divided into 4 groups. Each group interviews a different target group.

Group A - parents via an online questionnaire

Group B - people on the streets

Group C - teachers at school

Group D - upper-grade students or students outside the school

Then, students analyse the results and make a report about the results of their target group.

Stage 5 - presentation (1 lesson, 1x 45 minutes)

The groups present their survey results to the class on a poster. The poster will include collected data, a graph, a chart, the analysis of the survey and the students' reflection. The analysis will include at least 10 complex sentences. The reflection will include a comparison or contrast of the collected data with the students' thoughts and opinions.

Student participation

- students create the questionnaire
- students carry out the survey – research
- students collect and process the received data
- students present their outcomes

Attachments no.1 Questionnaire done by students (possible questions)

Possible questions	
A. Do you personally know a same-sex couple?	
B. Do you agree with same-sex marriages? Justify your opinion.	
C. Do you agree with the proposal that same-sex couples would be allowed to adopt children? Justify your opinion.	
D. What would you suggest to reduce the number of children growing up in children's shelters outside a family?	

Attachments no.2 Initial quizzes

My Family
My family has _____ members.
One thing we like to do together is:
I'm proud of my family because:
One really good thing about my family is:
Our favourite place to visit is:
My family's favourite food is:

Family Quiz

True or False: justify your answer in 1 sentence

1. People in most households in the Czech Republic all have the same last name.	T or F
2. Most children in the Czech Republic will spend some of their childhood in a single-parent household.	T or F
3. You can't control what you do with your emotions.	T or F
4. Conflict is always a bad thing.	T or F
5. A family is made up of people living in the same household.	T or F
6. Stories and fairy tales influence many children's attitudes towards step-parents.	T or F
7. Empathy means trying to see the other person's perspective (putting yourself in their "shoes").	T or F
8. There is usually instant love between members of stepfamilies.	T or F
9. If children care for their stepparent, then they are being disloyal to their parent.	T or F
10. Certain kinds of families are better than others.	T or F

Supporting Active Citizenship – project no. EHP-CZ-ICP-007

Media and Fake News

<p>The aims of this activity are:</p> <ul style="list-style-type: none"> to distinguish between trustworthy and tabloid news to understand the principle of fake news 	<p>Materials:</p> <ul style="list-style-type: none"> set of current news issues of trustworthy and tabloid newspapers and magazines sets of created news for public (attachment no.1)
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Democracy and active citizenship

- developing media literacy
- developing critical thinking

Target group: 9th grade (students 14-15 years old)

Outcome:

- sets of news stories– one trustworthy and one fake news in each set
- a survey on how much people in the community trust the news

Lesson timing: 5 weeks – 1 lesson a week (1 lesson is 45 minutes long)

Description (incl. time frame, methods/organizational forms)

Stage 1 – What is tabloid news? (1 lesson, 1x 45 minutes)

Students work in pairs. Each pair is given a set of news. Students read the news and answer the following questions:

- A. Which article is written to show emotion and how?
- B. Which article is more interesting to read and why?
- C. Which article provides more facts and why?
- D. Which article is supported by interesting pictures?

Students discuss the differences between the articles and brainstorm the ideas on the board or on a flipchart. Students use the information to deduce rules on how to recognize trustworthy and tabloid news.

Finally, students are asked to bring articles about one selected topic (news) presented in different newspapers and magazines for the following lesson.

Stage 2 – Creating the news (2 lessons, 2x 45 minutes)

Teacher reminds students differences between trustworthy and tabloid news using the flipchart paper from the previous lesson. Students prepare news on one selected topic presented in different newspapers and compare the style and content of the message in each newspaper. Then, students underline typical features representing trustworthy news with one colour and features representing tabloid/fake news with a different colour. After that, the rest of the students comment on each group choice. The reason for this activity is to check whether students recognize typical features for both styles.

In the final step of this stage, students divide themselves into groups of 3-4. In the groups, they choose a topic for their news. After that, each group creates two different news stories dealing with one common topic – one as trustworthy version, the other one as tabloid. Each news story will be expressed in at least 10 complex sentences. Each news story must include at least 3 features typical of the trustworthy/tabloid news genre (attachment no.1).

Stage 3 – a survey outside school (1 lesson 1x 45 minutes or one afternoon)

Students use the created news stories and undertake a survey in the local community. Students show people both versions of their news stories and ask the interviewees to comment on them.

Examples of questions:

- A. Which news story would you trust more? Why?
- B. Which news story seems more attractive?

Stage 4 – Survey analysis (1 lesson, 1x 45 minutes)

Students analyse the survey results and create a poster summarizing the results by a graph and/or a chart. Each group reflects on the survey results and their feelings about the flow of the survey in the city.

Student participation

- students learn about criteria to distinguish trustworthy and tabloid news
- students sort out trustworthy and tabloid news
- students create articles on the same topic in different ways – trustworthy / tabloid

Attachment no.1: Sets of created news stories for public (written by students)

Example 1



Bill Clinton on his death bed?

Just in!! The ex-president Bill Clinton has been hospitalized. Bill has a history of heart disease. Will he survive this time you might be asking! Well, our sources tell us he will be discharged from prison. The disease is non-Covid related. But you must ask yourself: Can we trust the doctors when they lie about Covid cases? They could lie about this too. That's something we'll never know.

Ex-president Clinton has been hospitalized

The ex-president of the United States has been hospitalized after a blood infection. Mr Clinton is in a stable state. He is conscious and actively cooperating. The doctors have given him antibiotics. His health is getting better. CNN says he will be released soon. BBC stated that Mr. Clinton has a prostate blood disease. Mr Clinton has a low number of white blood cells but he has recovered from that and will be released soon.

National Public Radio. *Former president Bill Clinton released from the hospital* [online]. [published 30.3.2022]
Available from: <https://www.npr.org/2021/10/17/1046873040/former-president-bill-clinton-released-from-hospital>

Example 2

BREAKING HOT NEWS! Divorced woman kidnapped a child and robbed a gas station. TRULY SHOCKING!

Angela Smith is a divorced woman who lives in Atlanta with her son, Derek. Angela was on her way to drop off Derek at his father's place but then she furiously steered the wheel and drove through every turn very quickly and riskily! Did she want to keep Derek for herself? Well, you won't believe what happened next! Angela and Derek stopped at the gas station to get some food, which makes it look like Angela was planning a trip. However, she forgot her wallet and there was no chance she would drive back to her aggressive ex! She stacked food up in her expensive designer bag while Derek followed Angela's instructions to distract the salesman's attention! How could a mother do this to her own family? Truly unbelievable!

Angela Smith (34) put hers and her son's (8) life at risk.

Angela is a divorced woman living in Atlanta with no one but her dog. Angela gets to see her son, Derek, every other week since she and Derek's father (42) have shared custody of Derek.

While on her way to drop off Derek at his father's place, she spontaneously changed her mind and missed the turn. From then on, she drove faster and faster. "I was scared mommy was going to hit a tree or something" Derek stated at the police station in Atlanta.

Angela stopped at the nearest gas station. When she entered the property, she realised her wallet was missing. For some unknown reason she was desperate for food and started loading her bag with all kinds of supplies. And on top of that, she commanded her eight-year-old son grab the salesman's attention, so that she wouldn't get caught.

Angela's car was being tracked and after 4 hours of tracking, police located her car and managed to get everyone out of the car safely. Derek has been returned to his father and Angela was arrested and is awaiting the court decision.

Angela did not explain her irresponsible behaviour just yet.

Supporting Active Citizenship – project no. EHP-CZ-ICP-007

Practice of Independence



<p>The aims of this activity are:</p> <ul style="list-style-type: none"> • To practice independence • To keep order in the children's changing room at school/kindergarten 	<p>Materials:</p> <ul style="list-style-type: none"> • Locker equipment list (attachment no.1) • Message home (attachment no.2)
---	--

Democracy and active citizenship

The children are encouraged to keep order in their own locker. They are reminded every time they come in from breaktime. Eventually they will learn to be an active citizen.

Target group: Kindergarten/ 1.-4. Class.

Outcome: The children will learn to keep their own locker in order.

Lesson timing: 1 lesson – 45 minutes. Gradually reduce reminders.

Description (incl. time frame, methods/organizational forms)

Time Frame: All year

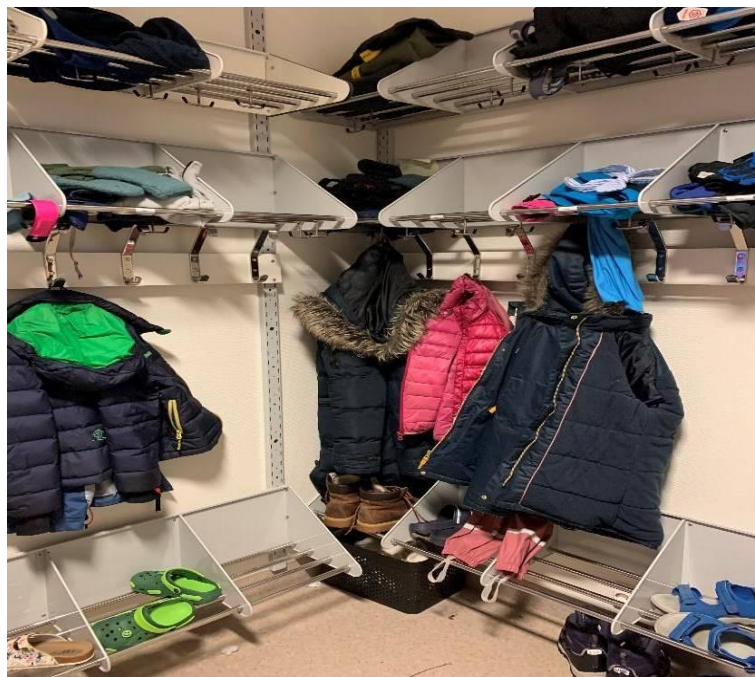
Methods/Organizational Forms: Many children have a lot of clothes, shoes, and equipment at school/kindergarten, and it can be difficult to keep order.

Activities

- **Activity no.1:** Clap your hands and meet in a circle.
- **Activity no. 2:** Tell the children that it is time to tidy up their locker.
- **Activity no. 3:** Hand out “Message home”.
- **Activity no. 4:** The children are encouraged to check the equipment list in their locker to see if there are any clothes/equipment missing.
Fill in the “message home”.
- **Activity no. 5:** Send “Message home” in the child’s folder.

Pictures

Before keeping order in the changing room



After keeping order in the changing room



Student participation

- The children participate in keeping their own locker in order.

Attachment no.1: Locker equipment list

Quantity		Clothing
2		Tights
2		Pants
2		Underwear
1		Sweater
2 pairs		Socks
2 pairs		Mittens
1		Wool/fleece sweater
1		Wool/fleece pants
1		Rainwear
1 pair		Slippers
1		Knitted hat

Attachment no.2: Message home**Message home****Date:**

I need:

X		Clothing
		Tights
		Pants
		Underwear
		Sweater
		Socks
		Mittens
		Wool/fleece sweater
		Wool/fleece pants
		Rainwear
		Slippers
		Knitted hat

From:

Supporting Active Citizenship – Project no. EHP-CZ-ICP-007

How Can We Take Care of the Environment?



<p>The aims of this activity are:</p> <ul style="list-style-type: none"> • to take responsibility for the environment • to learn about reuse and redesign by sorting garbage • to learn about recycling 	<p>Materials:</p> <ul style="list-style-type: none"> • garbage • several trash cans • computer • internet, phone
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Democracy and Active Citizenship

Every student must take responsibility and sort their own garbage at home and at school. They pick up garbage by their school road and in nature as well as by the sea

Target Group: 5th to 7th grade

Outcome: A presentation

Lesson timing: Throughout the school year the student will sort waste.

Description (incl. time frame, methods/organizational forms)

Students will learn about how they can take care of the environment in a sustainable way. *They will learn to be good citizens.* During the school year, the students must learn the importance of having a healthy and good environment across the world. Throughout their work they contribute to the world becoming a better place for people, animals and nature. They can participate in nationwide environmental campaigns that teach students about the environment.

Time frame:

- Activity no. 1 (45 min)

Students collect litter at school, on the way to school and home. They sort the waste into different trash cans:

- plastic
- metal
- food
- batteries
- paper
- other garbage that cannot be recycled

The teacher starts to talk about the garbage and has a conversation with the students about the theme. Examples of questions the teacher can ask:

- Why does this count as garbage?
- Are there any problems with garbage?
- What can we do to reduce the amount of waste?
- Can some of this be reused?
- Can we redesign some of it?
- Can some of this be recycled?
- What can it be recycled as?

- Activity no 2 (90 min)

The students start to sort the waste at home and at school. The students need to investigate and find out what we can reuse or recycle. They need to make a plan for what they want

to find out. They can use the internet, write emails and make phone calls to different companies.

- Activity no 3 (90 min)

The students will make PowerPoint presentations where the results will be presented.

Criteria:

- front page with picture, headline and name
- table of contents
- clarifications on the task and why it is this important
- different topics they want to write about
- pictures
- evaluation
- sources

- Activity no. 4. Presentation

The students will present their PowerPoint to an audience. It can be for another class or at an event where parents are present.

Pictures



Student Participation

- The students collect waste at home, on their way to school and at school, in nature and by the sea.

- They sort the garbage and send it to the company that recycles some of it.
- They also take care of the waste that can be reused and redesigned.

Supporting Active Citizenship – project no. EHP-CZ-ICP-007

Our school – Our dreams



The aims of this activity are:

- Relationship building among students, and between students and adults.
- Students' affiliation with the school.
- Pupil participation creates a good learning environment from a physical and psychosocial perspective.
- Renovate a room.

Materials:

- Application (for money and where they can apply).
- Equipment to carry out the project:
 - Colour chart.
 - Paint.
 - Painting equipment - brushes, painting clothes.
 - Cardboard.
 - Masking tape.
 - Plastering.
 - Sand paper.
 - Priming.
- Planning form (attachment no.1).

	<ul style="list-style-type: none"> • Budget. • Evaluation form (attachment no.2)
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Democracy and active citizenship

Through a project that the students have requested, they get to experience democracy in practice. They find that they are taken seriously when they come up with suggestions and ideas of their own. The students collaborate with e.g. the student council, and can also work together with other parties to carry out a project of their choice.

Target group: 13 to 15 years.

Outcome: A renovated room.

Lesson timing: Described in details below

Activity no. 1. About 90 min.

Activity no. 2. About 90 min.

Activity no. 3. About 90 min.

Activity no. 4. About 120 min. (This is done outside of school hours).

Activity no. 5. About 20 hours - during several afternoons / evenings.

Activity no. 6. About 90 min.

Activity no. 7. About 45 min.

Description (incl. time frame, methods/organizational forms)

Through the project “Renovation of a room” that the students themselves have suggested, they will experience that their voices are heard and that they are taken seriously. They "own" the project, and it is up to them how much time they want to spend on it. Some of the work can be done during the school day, but most of the project will have to be carried out in the afternoons and evenings.

Students learn how to go about obtaining money, and what permits they must have to carry out what they want. They must make a budget and calculate how many materials they need. Further they must ensure that the project is executed and they have to make appointments to

get the necessary help and assistance that they need. (both during school hours and in the afternoons / evenings).

Activity no. 1. About 90 min.

- Students need to find out where they can apply for funding to their project. For example SUR - Sørfold Youth Council, Youth Club Board, Student Council.
- Write applications.

Activity no. 2. About 90 min.

- Plan the project:
 - Obtain permission to carry out the project.
 - How many m² should be painted - measuring the room and calculating the area.
 - How much paint needs to be purchased.
 - A timeframe for how to carry this out - scheduling the afternoons that need to be spent.
 - How long the project will take us - estimate how much time is needed.
 - Who can we ask for help.

Activity no. 3. About 90 min.

- Create a budget for the project.

Activity no. 4. About 120 min. (This is done outside of school hours).

- Purchase necessary equipment to complete the project.

Activity no. 5. About 20 hours - during several afternoons / evenings.

- Implement:
 - Mask moldings, windows and doors.
 - Cover floors with cardboard.
 - Fill and sand holes in the wall.
 - Shallow walls.
 - Paint - 3 coats.
 - Clean up.

Activity no. 6. About 90 min.

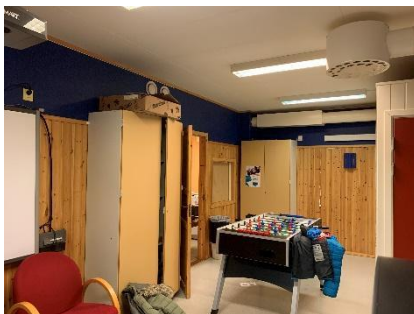
- Furnish and decorate the room.

Activity no. 7. About 45 min.

- Evaluation.

Pictures

Before



During



During



After



Student participation

- The students own this project, as it is carried out on their own initiative.
- They apply for funds, make accounts, decide the colour, agree with adults to help them with purchases and renovations, and they carry out the renovation itself.
- When the project is over, they make an evaluation of the work.

Attachment no.1: Planning Form

What do we want to do?

.....

Why do we want to do this?

.....

Preparation:

-
-

Budget (Written in Excel or similar program):

- Income
- Costs

Equipment and Materials:

-
-

Implementation:

-
-
-
-
-

Attachment no.2: Evaluation Form.

Evaluation:

- How did the work go?

.....

- Any challenges?

.....

- What can you do differently next time?

.....

