

Welcome to Session 3 of the BePart Teacher Capacity Building Programme!

09 / 12 / 2021

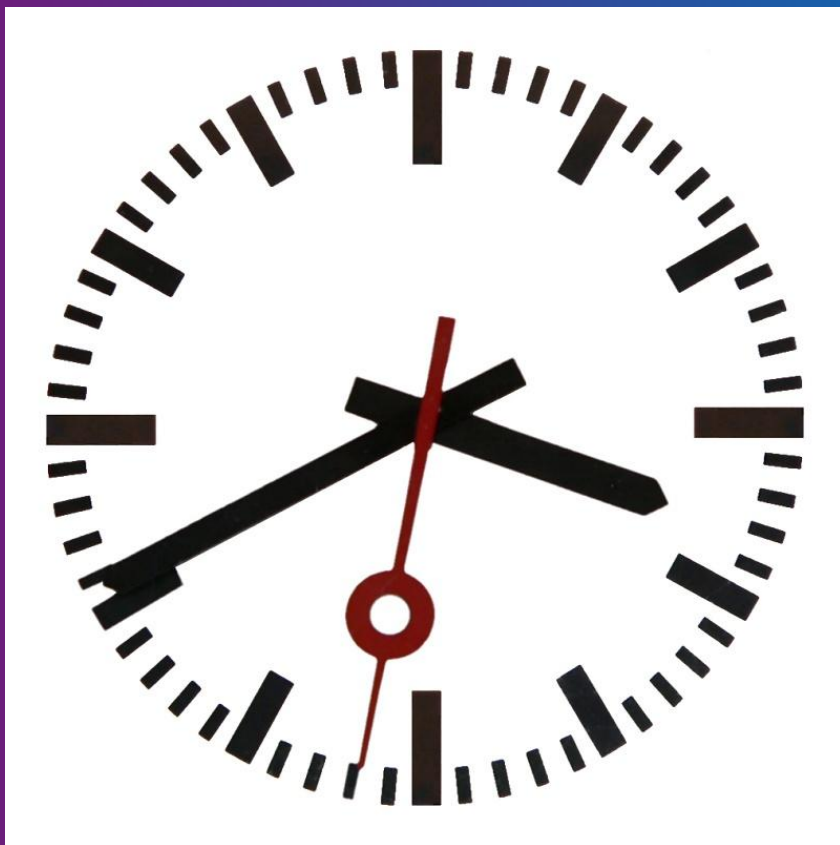


Platoniq

WARM UP!



1. Tell us and write on the chat one word in your language
2. The group tries to guess what does this mean
3. You confirm what this word means (one word per country)



WHAT WILL WE BE DOING TODAY?

14.00 - Start & Warm up

14.15 - Present selected MYPs

15.00 - Communication & Narrative

15.50 - 16.00 - *Break*

16.00 - Energiser

16.10 - Implementation & Reporting

16.30 - Questions & Answers

16.45 - Next steps

16.55 - Closing remarks

17.00 - End of workshop

YOUR TRAINERS TODAY



**Elena
Silvestrini**
Facilitator -
Platoniq
@ Rome



**Marta
Anducas**
Facilitator -
Platoniq
@ Barcelona



**Ifigenia
Georgiadou**
Facilitator -
Action Synergy
@ Santorini



**Shall we record this session?
(the main room).**

Is it ok to take screenshots?

BePart Teacher Capacity Building Programme

Module 3

MODULE
3



TEACHERS PRESENT THE SELECTED MODELS

Selected Models of Youth Participation

Actions taken to reach the decision

Status of the action plan



Any photos?



Communication & Narrative



Communication & Narrative

Stories serve as glue to unify communities and share experiences.

Stories are much more effective in making your project memorable rather than statistics or institutional reports.

However, **stories and narratives are not always effective if you are not talking to those that are interested in listening to you.**

One of the biggest mistakes organizations often make is talking to themselves or trying to appeal and speak to everyone.



Communication & Narrative

After all, how can you begin creating content before you know who you are speaking to?

Through the communication canvas you will also sharpen and simplify the message. In an ocean of voices and information, you need to get your communication right and relevant.



**What is the story the BePart
project telling?**

Who are we speaking to?

Communication Canvas




OBJECTIVES

The objective of this canvas is to recognise the importance of developing a narrative of the BePart project, tailoring our messages and tone to our audience. This exercise is important not only for dissemination and communication, but also for the exploitation phase.

THE AUDIENCE

We will start the exercise by reflecting on:

- who the “key audience” is;
- what goal we identify in communicating to them and how to structure the key messages for each;
- what are we expecting the audience to do, that is the call to action.

 KEY AUDIENCE <i>Who are we speaking to?</i>	 KEY MESSAGES <i>How to structure the key messages?</i>	 CALL TO ACTION <i>What do we want our audience to do?</i>
<ol style="list-style-type: none">1. Write here a key audience2. ...	<ol style="list-style-type: none">1. Write here the key messages for the key audience n. 12. ...	<ol style="list-style-type: none">1. What do you want key audience 1 to do? Sharing the social media posts? Participating in the decision making? Be informed? What else?

Communication Canvas

THE COMMUNICATIONS

Then, we will work on the narrative of the BePart project:

- Newspaper / Magazine Cover: if you were to summarise what you want to say in a Magazine cover, what would this say?
- Social media platform: if they were to use social media to speak to their audience, what would this social media platform be? What would you say?
- Hashtag: if they were to select a few Hashtags, what would they be?



NEWSPAPER / MAGAZINE COVER

What do you want to say? How will you say it?

If you were to summarise what you want to say in a Magazine cover, what would this say?



SOCIAL MEDIA

In which channels do you want say what?

If you were to use social media to speak to your audience, what would this social media platform be? What would you say?

Work in the
communication
canvas

Go to your
breakout room



Communication & Narrative - Share Back



KEY AUDIENCE

Who are we speaking to?



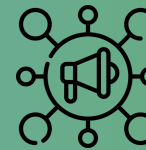
NEWSPAPER / MAGAZINE COVER

What do you want to say? How will you say it?



KEY MESSAGES

How to structure the key messages?



SOCIAL MEDIA

In which channels do you want say what?



CALL TO ACTION

What do we want our audience to do?

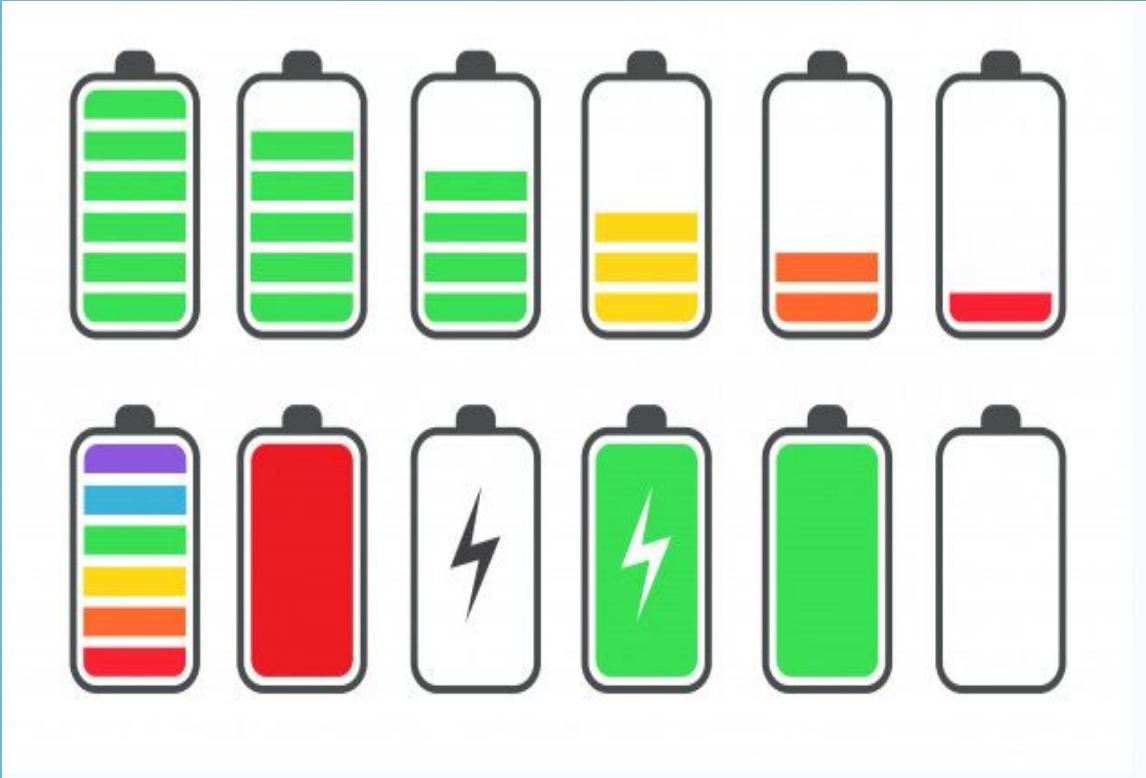


HASHTAGS

if you were to select a few Hashtags, what would they be?



ENERGISER! / ACTION SYNERGY



Go to your window
and bring us back a
strange thing /
picture/ incident
you noticed

The process of implementing



The process of implementing: what steps?

(1) INCEPTION PHASE

Defining the objectives

Creation of fellowships

MYP selection

Motivation and mobilisation of students

(2) PREPARATION PHASE

Designing the activities

MYP Action plan design and development

(3) COOPERATION PHASE

Looking for support

School community

Local community

(4) IMPLEMENTATION PHASE

Action planning and monitoring

Action plan implementation

Monitoring

(5) EVALUATION PHASE

Assessment and rescheduling

Evaluation criteria and tools

Impact measurement

Model adaptability

The process of implementing: what tools?

Implementation guide

Intended for Teachers
Guidelines how to fill in the report

Youth implementation guide

Intended for Students
Advice to other students on how to implement a Model
1-2 page long

Poster of a model

Brief visual presentation of a Model we implemented
1 page long

Reporting documents

Templates to report by filling in details on implementation
Action plan template

Guidelines on documentation

Visual documentation
Presentation of reports

Implementation Guide for the 1st phase by school partners

Students

- ANSWER questions on the poster
Model description
- FILL IN the **Youth Implementation Report** with recommendations and advice to other students

Teachers

- HELP students fill in the reports
- Form FOCUS GROUPS of students to discuss their impressions on implementation of first phase
- How many SKILLS the students have developed on active citizenship?
- How many DISADVANTAGED students are motivated?
- How many people or organisations have you reached and COOPERATED with?

Tools: Poster of a Model

--Title of the Model-by whom (20...)
--Title of our school project

MYP description

What is the concept
of this MYP?

Level of participation

In which level it
allows to participate?

Main problems addressed by this MYP

Which problem can
be solved through it?

Setting / context to intervene

Home/ School/ Local/
National/
International?

Limitations and challenges

Lack of Resources?
of accountability? of
follow-up? Other?

Recommendations

How does it support
participation? By
which factors?

Graphical scheme

Adaptation

Can the model be
adapted? Where and
how?

EAR model (2019)

--Getting to know about individual and social responsibility through Socratic Dialectics & Theatrical techniques

Model description

This Model allows interaction among students through vivid discussions, and expression of opinions through theatre. It develops critical thinking skills, and let us find our own ways to solve any problem.

Level of participation

We participated in discussions and presented our solutions, the problem's consequences and our actions so far to our classmates, the parent's association, the student's council and generally to the entire school. We also presented it to students from other schools in the Municipality of Pallini, of Athens and Greece.

Main problem addressed by this Model We had to face and overcome the disrespectful behavior of students towards their classmates, teachers, and school facilities.

Recommendations

This particular model allows us to think critically, to express ourselves through theatrical techniques, and show our ideas through motion and movement. We recommend to have class time devoted to each theme, in order to explore solutions through its two dimensions, theatre and dialectics.

Setting / context to intervene

We presented our ideas to our schoolmates, parents, the students of other schools in Greece and abroad.



Adaptation

The model can be adapted by creating small plays about many topics, in order to raise awareness. Adapted to all school contexts.

Limitations and challenges

The pandemic was a huge obstacle as we could only communicate through the internet. We overcame the problem with careful coordination and online meetings.



Tools: Youth Implementation Guide

--Title of the Model-by whom (2018)
--Title of our school project

Advice and guidelines from Students to
Students

INCEPTION

- ✓ Did our project team include students from different backgrounds?
- ✓ Was the Model relevant to our school context?
- ✓ How did we motivate and engage everyone?

PREPARATION

- ✓ What was the major problem in our school to address and how did we find it?
- ✓ What challenges did we have to overcome?
- ✓ What resources did we find?

EVALUATION

- ✓ What were the criteria to evaluate what we did?
- ✓ What tools did we use to evaluate?
- ✓ Are we happy with the impact of our project?
- ✓ Can our Model be used by other groups of students in a different context?

COOPERATION

- ✓ Which persons and groups did we invite from the larger school community?
- ✓ Which persons and groups did we invite from the local community?

IMPLEMENTATION

- ✓ Who was responsible for what?
- ✓ What can we advice about deadlines?
- ✓ What were the ground rules to follow?
- ✓ How did we overcome the obstacles?
- ✓ How did we capture and document everything?

Youth Implementation Guide on the EAR Model

EAR Model—Lack of respect to the school environment and our peers

INCEPTION

- ✓ Our team included students from different backgrounds.
- ✓ We used role playing on our school subjects and it was fun!
- ✓ We motivated and engaged everyone, as we informed them about the problem and explained its consequences

COOPERATION

- ✓ We talked to the Municipality of Pallini and to neighbouring schools
- ✓ We invited to help our classmates, the students' council, the parents' association

PREPARATION

- ✓ We realized that the major problem in our school was the lack of respect towards the school environment, the students and the teachers.
- ✓ The biggest challenge was the lack of awareness of our schoolmates about this.
- ✓ We sought help from the students, the student's council, the parent's association, the school's staff and the Municipality of Pallini.

IMPLEMENTATION

Divided tasks: Questionnaire: all students and creation by Marilena/
Calendar: Christos /Students' Council:
Stefanos /Posters : Giannis/ Parents
Association: Thenia /Teachers
Association: Marilena /Painting of
classrooms: school's care taker after the
students have selected the colours/
Presentations of the project's outcome
to the students of the school: All/ Wall
Painting: Stelios, Argyris, Stavros

Advice and guidelines from Students to Students

EVALUATION

- ✓ The criteria to evaluate what we did was the satisfaction of our local and larger school environment
- ✓ We used Questionnaires, Focus groups, mentimeter, answergarden, to evaluate.
- ✓ We are satisfied with the impact of our project, because we saw significant changes in our school.
EAR Model can be used by other groups of students in a different context, as they all can work with the theatrical techniques

Recommendations

Do not exceed deadlines

- ✓ Set ground rules: Teamwork, good communication, coordination, allocation of tasks.
- ✓ Overcome the obstacles by focusing and being patient, and having regular online meetings
- ✓ Document everything by noting what you did every week on a jamboard platform

FileHomeInsertDesignLayoutReferencesMailingsReviewViewHelpACROBATTell me what you want to do

Clipboard


Font

Paragraph

NormalNo SpacingHeading 1Heading 2TitleSubtitleSubtle EmphasisEmphasisIntense Emphasis

FindReplaceSelectEditing

1



IMPLEMENTATION REPORT Template

Students will write the Implementation Report based on their experiences and activities throughout the project life. Each part of the Implementation phase of a Model for Youth Participation will be recorded via written report (see below), photos, videos, and documentation concerning its dissemination, or any other way seems appropriate to the group of students.

Teachers will review the report, add their own notes and views and complete the reports with extra materials like their own Implementation Diary and the different resources that they have provided to the students (texts, lists, materials, bibliography, etc.).

Please continue the phrases below, in order to give us a clear picture of what has been done and how, by whom, and when. Refer to any doubts and challenges you have phased in any of the different sessions.

The phases below is only a suggestion and **you may change whatever you need to change** in order to write a text that describes best what you want to narrate and present.


INCEPTION SESSION

DEFINING THE OBJECTIVES

Creation of Fellowships

- We have first met in.....
on.....and were all together.....

2



- The students who participated showed their real interest in the project aims through
and they declared that they will do their best to serve the aims of the project, as they.....
- The students who participated have some knowledge of technology, especially
.....and some of them wanted to learn new tools. In order to do that we.....
Some others have special skills useful for the project such as..... All of us learned about the project aims and objectives through.....
- Students who participated have been cooperating with the teachers who are members of the project team
.....and we think this fellowship is / isn't strong because.....

INCEPTION SESSION

Criteria to select a Model of Youth Participation

- We thought about our specific school context which can be described as following:.....
So we have chosen a Model relevant to.....
We believe that the Model we have chosen address a real problem in our school because.....

Page 1 of 91306 wordsEnglish (United States)22:4806/12/2021

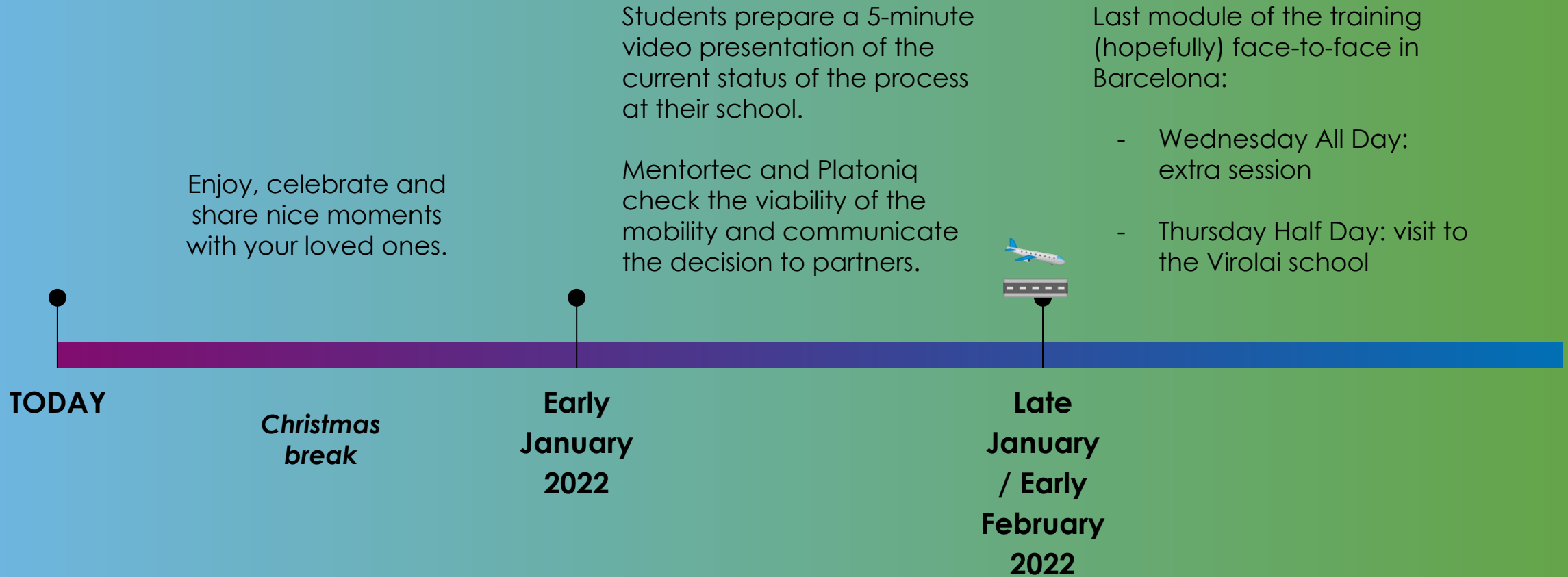


DO YOU HAVE
ANY QUESTIONS?

What
happens
next?



Timeline



Extra module

JANUARY 26 & 27

SCHOOL PARTNERS:

- ✓ 2 Gymnasio Geraka (Corinna, Georgia, Maria)
- ✓ Escola Virolai (Quique, Maria José, Guillem)
- ✓ Valmieras Pargujas sakumskola (Daiga, Klinta?)
- ✓ Escola Secundária Paços de Ferreira
(Adelina)

EXPERT PARTNERS:

- ✓ Mentortec
- ✗ Action Synergy **unavailable**
- ? CIIE / University of Porto
- ✓ Platoniq

FEBRUARY 2 & 3

SCHOOL PARTNERS:

- ? 2 Gymnasio Geraka
- ✓ Escola Virolai (Quique, Maria José, Guillem)
- ✓ Valmieras Pargujas sakumskola (Daiga)
- ✓ Escola Secundária Paços de Ferreira
(Adelina, Manuela P.)

EXPERT PARTNERS:

- ✓ Mentortec
- ✓ Action Synergy
- ? CIIE / University of Porto
- ✓ Platoniq



Homework for the last session:

Ask students to prepare a 5-minute video presentation of the status of the process at their school. *What have they done so far? What are they enjoying the most? What happens next?*

Freestyle for the video, encourage them to get creative!



THANKS FOR YOUR TIME AND
ATTENTION!

SEE YOU IN PERSON ON THE
EXTRA SESSION :)

elena@platoniq.net

marta@platoniq.net

Platoniq