

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

23 / 11 / 2020



Platoniq

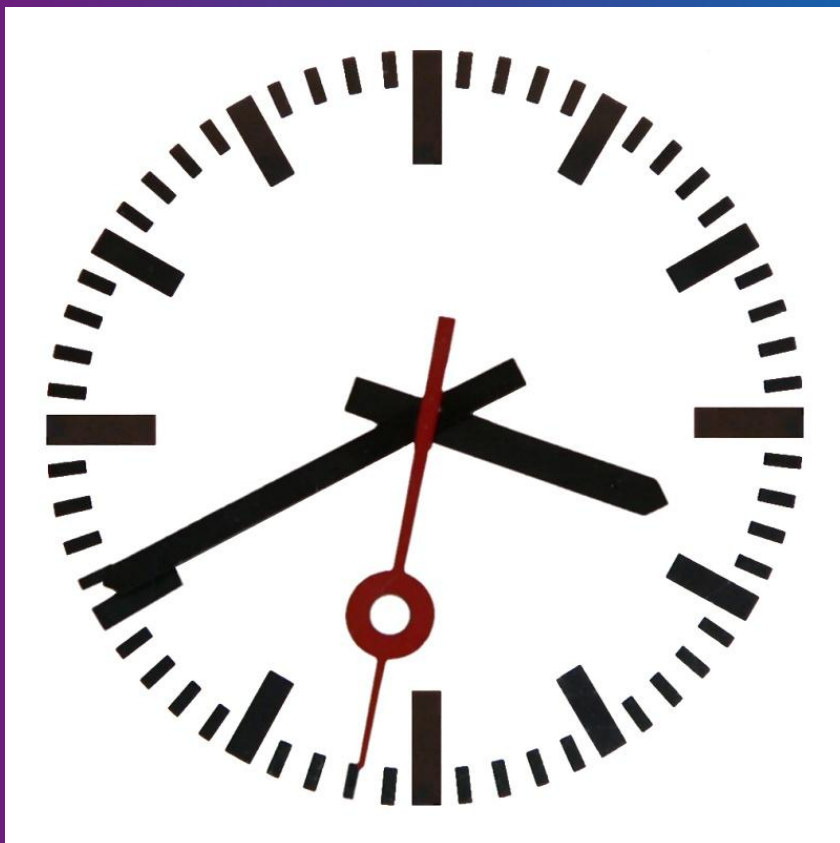
WARM UP!



What is the **best gift** you've ever been given/you have ever received?

It could be an object, a service, an experience, a piece of advice...

WHAT WILL WE BE DOING TODAY?



14.00 - Start & Warm up

14.15 - Solving doubts

14.40 - Open forum exercise

15.20 - 15.30 - *Break*

15.30 - Energiser

15.35 - Risk assessment exercise

16.20 - Scenarios of future

16.40 - What happens next?

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

* Risk assessment *

Doubts and concerns



Doubts expressed by teachers

How to run this project during Covid-19 lock-down?

The Covid-19 pandemic could make it difficult to implement MYP, which shall create constraints in applying it

Today, we're going to reflect and work on Covid-19 pandemic restrictions in the risk assessment exercise.

Doubts expressed by teachers

How to run this project during Covid-19 lock-down?

The Covid-19 pandemic could make it difficult to implement MYP, which shall create constraints in applying it

If all the work throughout the training will be in groups with elements from different schools, or will we be able to work in a group school?

Today, we're going to reflect and work on Covid-19 pandemic restrictions in the risk assessment exercise.

In this exercise, you are going to be able to work in your school group.

Doubts expressed by teachers

A lot of doubts, specially in how we can rule the practical implementation. Hours? Impact?

We have shared with you by mail what the Document of Work says on the staff days that have been assigned to each school.

We suggest you coordinate with your school managers to plan the time and staff resources the school will dedicate to the BePart project.

Doubts expressed by teachers

A lot of doubts, specially in how we can rule the practical implementation. Hours? Impact?

Due to the health crisis, the program and the diffusion process should be done exclusively through digital tools. This will be a rather difficult process.

Yes, it is a challenge for all of us. Also this training. We will share with you a toolbox with all the activities we have done, to inspire you during the implementation phase.

We will also share an exercise with you to help you plan the communication of the process with students.

Doubts expressed by teachers

How we can present these complex MYPs in order to make them more "approachable" for students, so that we can be confident that their selection is based on knowledge and understanding?

We want to avoid a lack of engagement with the project material and them feeling overwhelmed

Doubts expressed by teachers

How we can present these complex MYPs in order to make them more "approachable" for students, so that we can be confident that their selection is based on knowledge and understanding?
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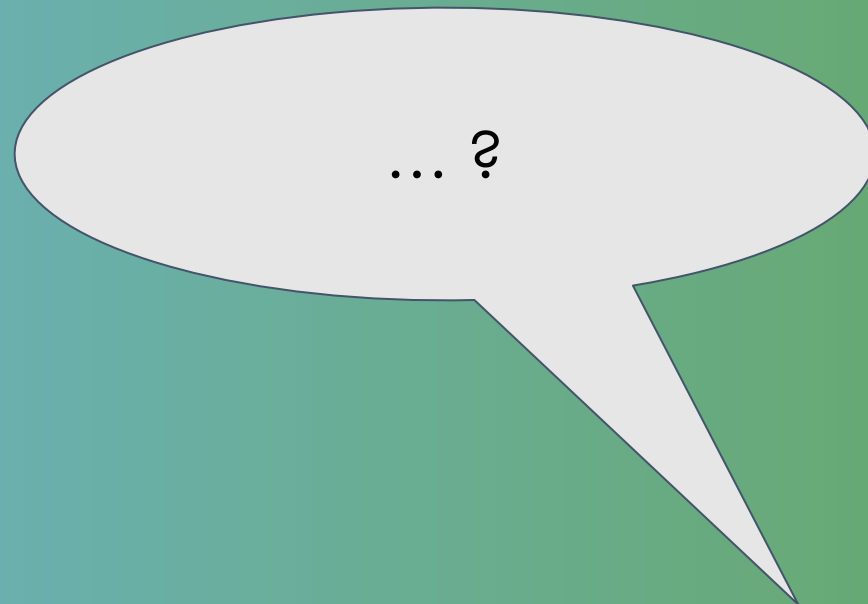
Related to the application of models at the classroom level: how theory can be implemented at a practical level?

Doubts expressed by teachers

How can we carry out the implementation of the model in a pandemic period and especially if the students choose a model that includes a theatrical event?

How a model that should be applied in face to face contact such as: e.g. the EAR model which contains methods with theatrical techniques, can be done in distance learning conditions due to covid?

More doubts and concerns



Doubts expressed by students

What
should I
do?

Doubts expressed by students

What
should I
do?

What would I
get from this
project?

Doubts expressed by students

What should I do?

How much my personal time it will take?

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the fact that they always have to communicate in English could be a barrier

Doubts expressed by students

What should I do?

How much my personal time it will take?

the uncertainty due to the evolution of the COVID-19 pandemic

What would I get from this project?

the fact that they always have to communicate in English could be a barrier

Doubts expressed by students

What should I do?

absorb all the information presented by the teachers

How much my personal time it will take?

the uncertainty due to the evolution of the COVID-19 pandemic

What would I get from this project?

the fact that they always have to communicate in English could be a barrier

Doubts expressed by students

What should I do?

absorb all the information presented by the teachers

How much my personal time it will take?

the uncertainty due to the evolution of the COVID-19 pandemic

How to communication with the students of the other schools that participate in the program?

What would I get from this project?

the fact that they always have to communicate in English could be a barrier

Open Forum Exercise

QUESTION: How do you feel regarding the process of developing participatory processes with your students?

I have a suggestion!

I have had / I have some concerns or issues with the process or with the contents

I am particularly looking forward to some aspects of the process / the activities

Free corner: I have something else to say, outside of these categories

Open forum: objectives

The objective of this exercise is exploring thoughts, emotions, reflections and ideas that are present in BePart group with respect to developing participatory processes with students during the period of Covid-19.

The group does not have to reach decisions: the goal is to explore what is present in the "field", that is: creating a dialogue and a collective reflection. The final image will be a picture of the diversity of positions with regards process (both diversity internal to people and within different people in the group).

Based on what will emerge in the "field" below, the following session will be centered around collectively identifying risks and mitigating strategies for the months to come.

Open forum: how to play?

You will find a field with 4 corners. Each corner represents a position.

**I have had / I have some concerns
or issues with the process or with
the contents**

I have a suggestion!

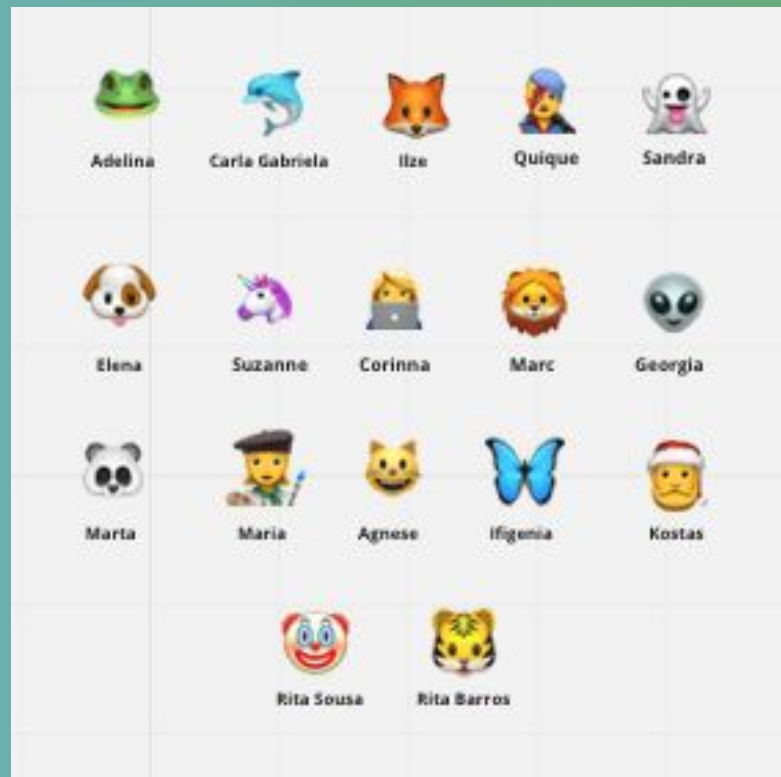
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Open forum: how to play?

You will find a field with 4 corners. Each corner represents a position.

Each participant (represented by a personalised emoji) **can enter the field one at a time by moving your character** close to the position you want to start speaking from.

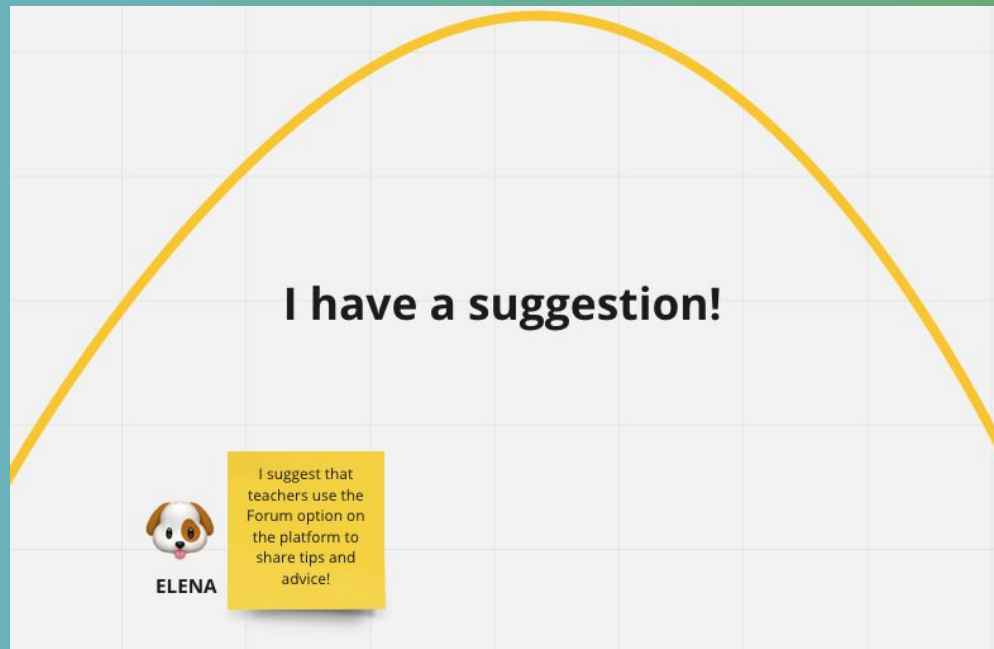


Open forum: how to play?

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After speaking you have to **leave a post it**, taking a note of what you have shared, where you have shared it.



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Participants can move between positions and **express diverse opinions / feelings about the process** (leaving different post it notes).

More info on the Open Forum exercise here:

<http://processworkireland.org/what-we-do/open-forums/>

Open Forum Exercise

Let's play!!



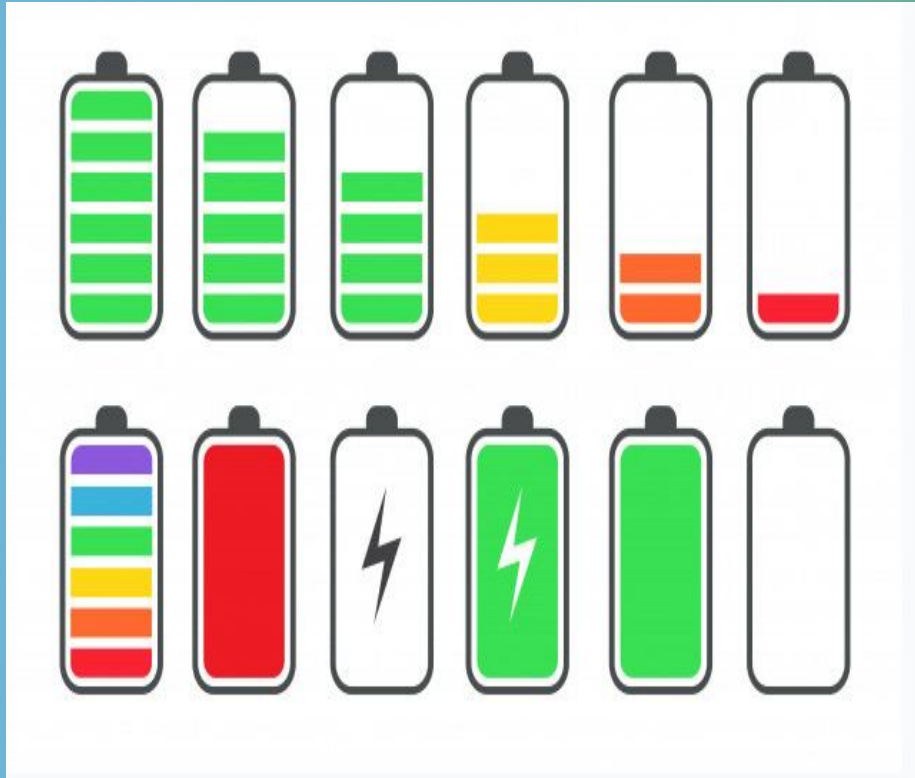
Link to canvas

https://miro.com/app/board/o9J_le9814Y=/





ENERGISER! / ACTION SYNERGY



Find an object from your environment which is **red** and bring it to the class.

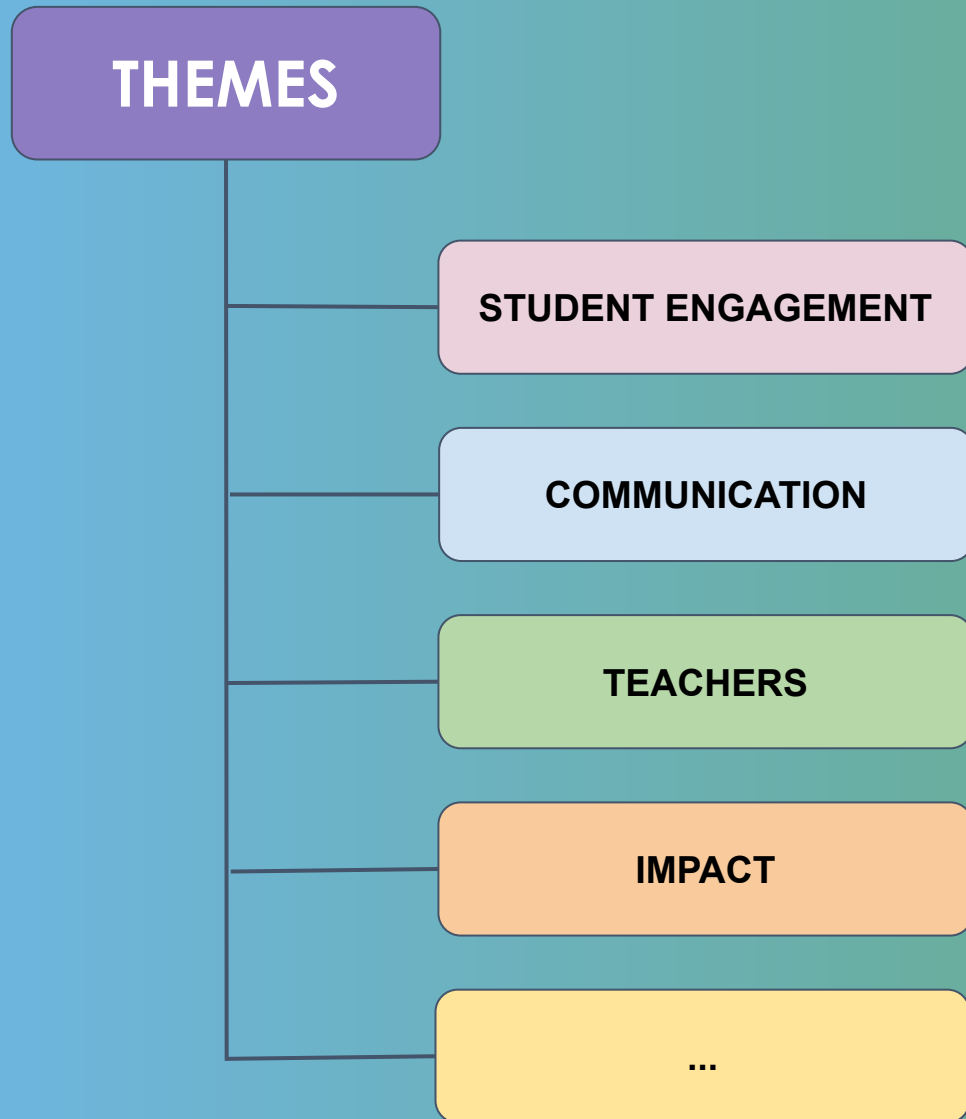
Tell us what its regular use is, and which other way you can use it (find an unusual way to use it)

Use your imagination!

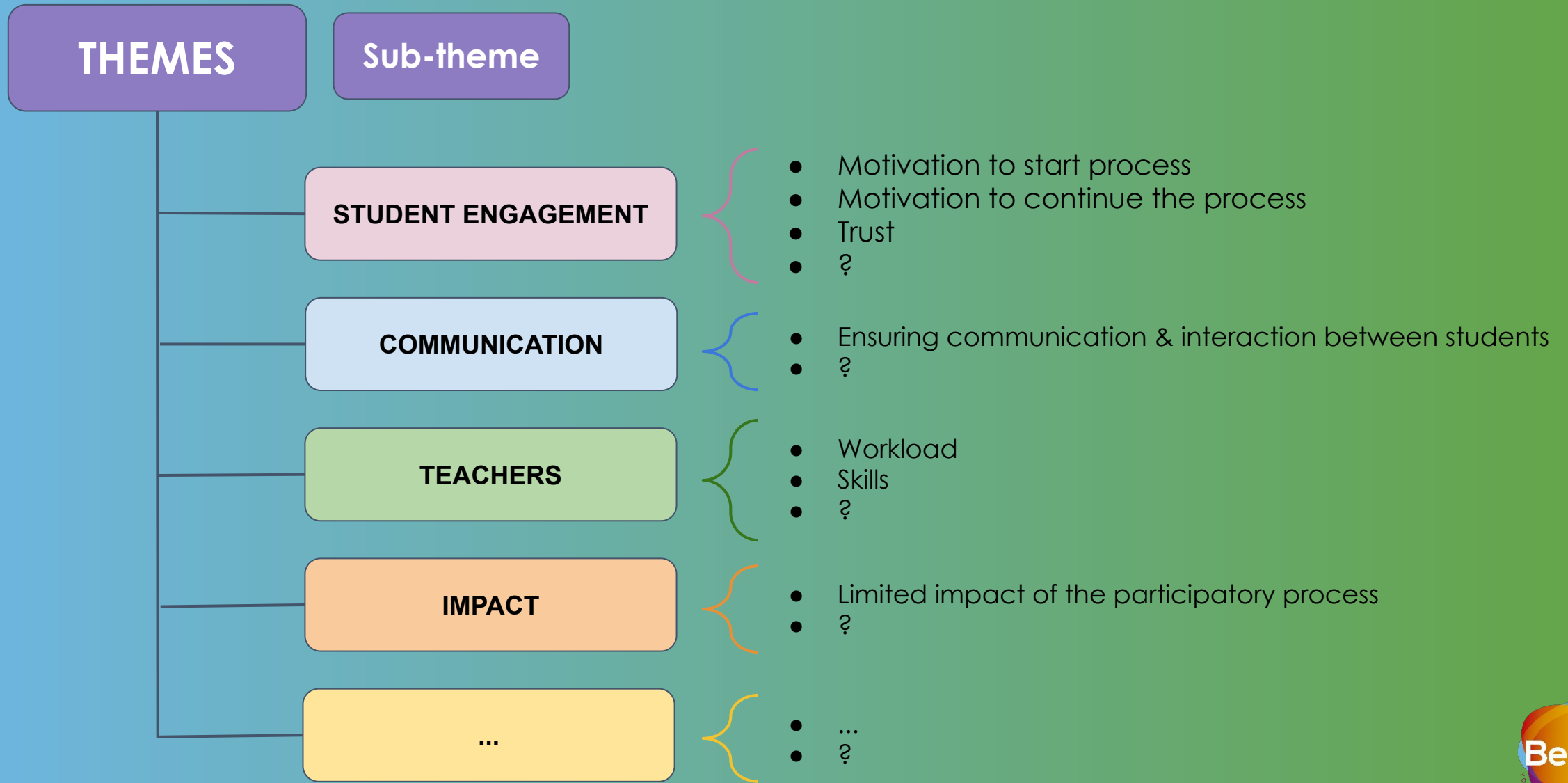
Risk Assessment Exercise



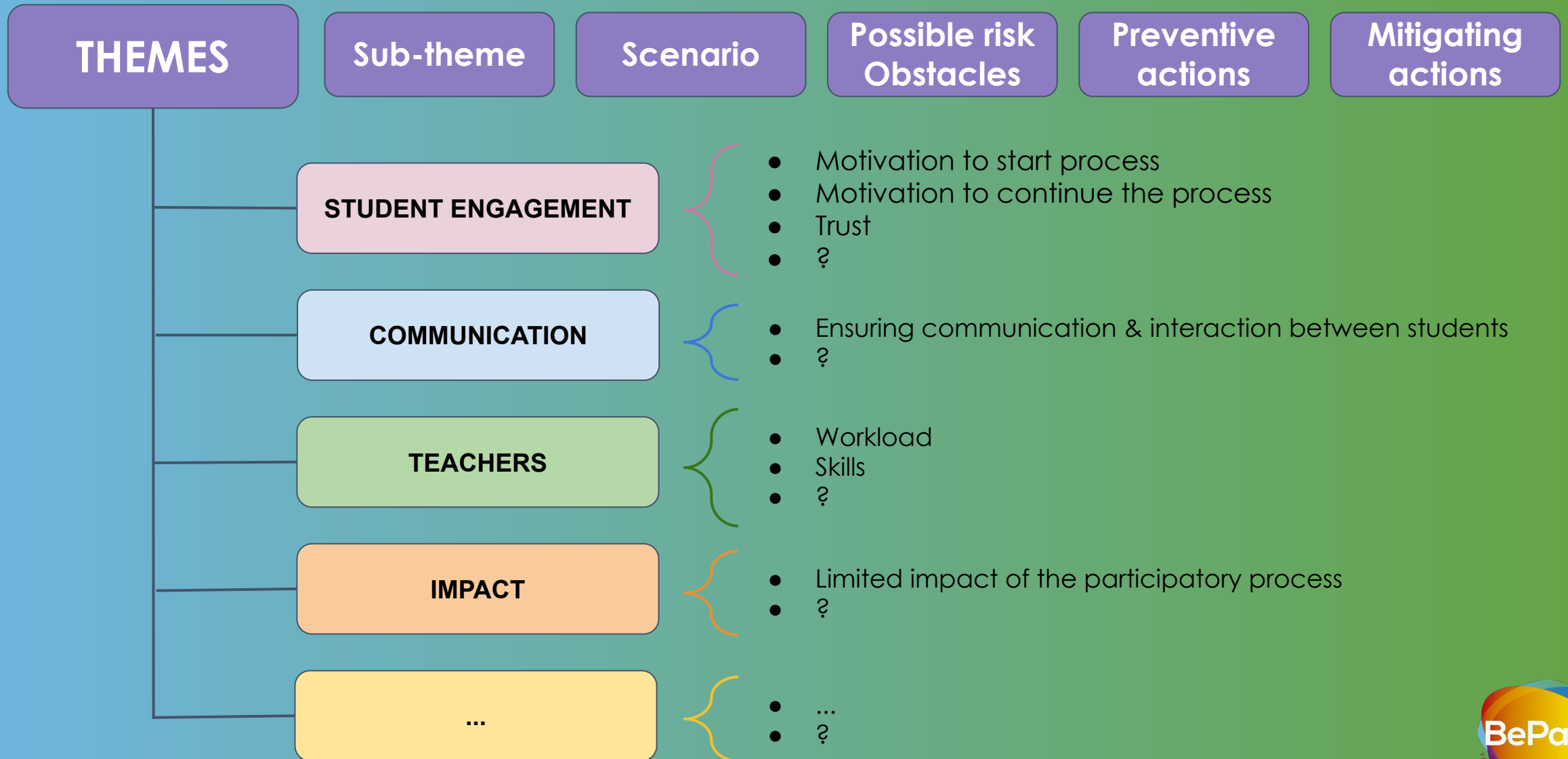
Risk Assessment Exercise



Risk Assessment Exercise



Risk Assessment Exercise



Risk Assessment Exercise

| | A | B | C | D | E | F | G |
|----|---|--|----------------------------------|------------|--|--|--|
| 1 |  | | | | | | |
| 2 | THEME | SUB-THEME | SCENARIO | WHO | POSSIBLE RISK / OBSTACLES | PREVENTIVE ACTIONS | MITIGATING ACTIONS |
| 3 | STUDENT ENGAGEMENT | | | | | | |
| 4 | | Motivation to start process | | WHO | POSSIBLE RISK / OBSTACLES | PREVENTIVE ACTIONS | MITIGATING ACTIONS |
| 5 | Example | | Completely online ▾ | Students | Students risk losing motivation | Identify a topic that really speaks to the students' needs | Create more social occasions (online) for students to just mingle and create group |
| 6 | | | Partly offline / Partly online ▾ | | | | |
| 7 | | | Face-to-face (offline) ▾ | | | | |
| 8 | | Motivation to continue the process | | WHO | POSSIBLE RISK / OBSTACLES | PREVENTIVE ACTIONS | MITIGATING ACTIONS |
| 9 | | | ▾ | | Students feel isolated at home and not part of a greater community | | |
| 10 | | | ▾ | | | | |
| 11 | | Trust | | WHO | POSSIBLE RISK / OBSTACLES | PREVENTIVE ACTIONS | MITIGATING ACTIONS |
| 12 | | | ▾ | | | | |
| 13 | | | ▾ | | | | |
| 14 | | ? | | WHO | POSSIBLE RISK / OBSTACLES | PREVENTIVE ACTIONS | MITIGATING ACTIONS |
| 15 | | | ▾ | | | | |
| 16 | COMMUNICATION | | | | | | |
| 17 | | Ensuring communication & interaction between students | | WHO | POSSIBLE RISK / OBSTACLES | PREVENTIVE ACTIONS | MITIGATING ACTIONS |
| 18 | | | ▾ | | | | |
| 19 | | | ▾ | | | | |
| 20 | | | ▾ | | | | |
| 21 | | ? | | WHO | POSSIBLE RISK / OBSTACLES | PREVENTIVE ACTIONS | MITIGATING ACTIONS |
| 22 | | | ▾ | | | | |
| 23 | | | ▾ | | | | |
| 24 | | ? | | WHO | POSSIBLE RISK / OBSTACLES | PREVENTIVE ACTIONS | MITIGATING ACTIONS |
| 25 | | | ▾ | | | | |
| 26 | TEACHERS | | | | | | |

You can add more rows using right click and selecting "Insert row"

You can also add new themes and sub-themes

There is one sheet for each school

Risk Assessment Exercise

Go to your
breakout room



Risk Assessment Exercise: link to canvas

Escola Virolai:

<https://docs.google.com/spreadsheets/d/1WlmsIS-ftl3U9R801HEuRTLEXXMBznendBRZOraymOw/edit#gid=0>

Escola Secundária Paços de Ferreira:

<https://docs.google.com/spreadsheets/d/1WlmsIS-ftl3U9R801HEuRTLEXXMBznendBRZOraymOw/edit#gid=1854172971>

2 Gymnasio Geraka:

<https://docs.google.com/spreadsheets/d/1WlmsIS-ftl3U9R801HEuRTLEXXMBznendBRZOraymOw/edit#gid=931628315>

Valmieras Pargujas sakumskola:

<https://docs.google.com/spreadsheets/d/1WlmsIS-ftl3U9R801HEuRTLEXXMBznendBRZOraymOw/edit#gid=1291353676>

Risk Assessment Exercise

Share your
exercise





Scenarios of future

Let's focus our
motivation and
vision as a
group!

Scenarios of future: objectives

Create our collective dream for the BePart project, which is made up of all our dreams and wishes for the students, teachers and schools within this project.

Strengthen your motivation and vision for the months ahead

Scenarios of future: question

Imagine a future scenario where the participatory processes in your school have already happened.

What is the best thing that will have happened to your students thanks to BePart participatory processes?

What is the best thing that will have happened to you?

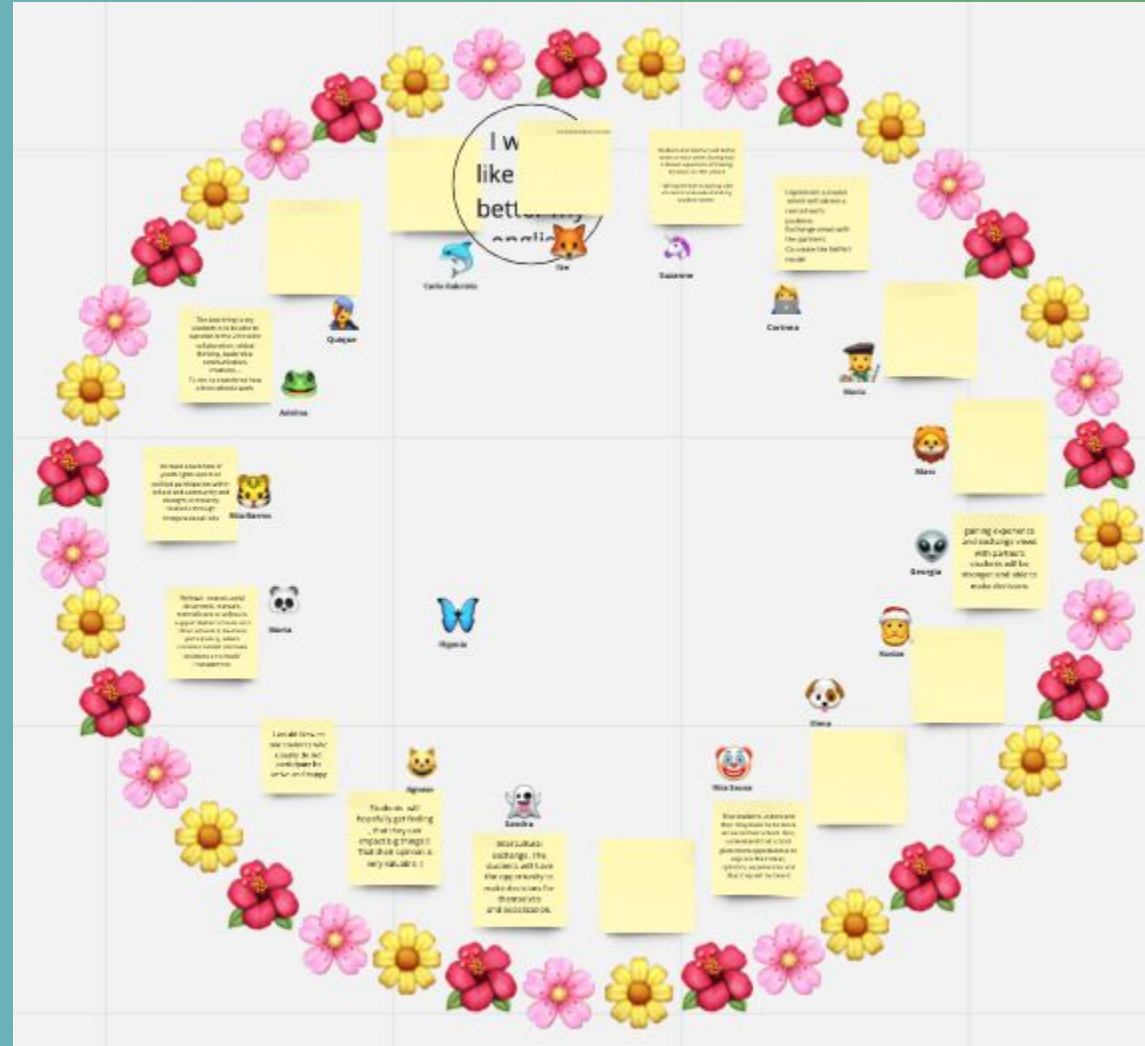
What is your dream with this?

Scenarios of future: how to play?

Look for your name and emoji among the flowers. You will find a post-it close to it.

Breathe in the (digital) floral scent and write down your dream for the BePart project answering the question.

Scenarios of future: let's dream together!



What
happens
next?



Timeline: actions & homework

- Carry out the needs assessment workshop with students
- Teachers: Know the Models of Youth Participation and pre-select 10
- Students of each school: Select 2 MYP (one to be implemented now and the other later, conditions allowing)

When school partners require it:
Individual sessions on MYPs /
Action Plans for each school
with Action Synergy

Contact:
ifigenia@hcc.edu.gr (Ifigenia)
euprograms@action.gr (Kostas)

- Each school facilitates a Communications workshop with their students: how to communicate and engage their broader student community beyond the Fellowship?



Extra Module: Monday 14th December 14/17h CET

- Share what happened in the last month for each school;
- Debrief from the Needs assessment workshop with students;
- MYPs / Action Plans / Templates: how is implementation going?
- What happens next? → Communication workshop with students, Tailored meetings with schools by Action Synergy on MYPs/Action Plans;
- Evaluation activities.





Session with students:

Work with the Fellowship: canvas of needs assessment with students.
Goal: **Facilitate your students in a needs assessment exercise.**

WHAT DO STUDENTS NEED?

TOWARDS A NEEDS ASSESSMENT

REMEMBER THE CONTEXT ANALYSIS CANVAS WE DISCUSSED AND THAT YOU WORKED ON WITH YOUR COLLEAGUES?



HOT TOPICS. The analysis of the school context helps teachers identify what they think are the “hot topics” that are alive in the school. Identifying these topics can be a good starting point for supporting students in assessing what the needs of the student population are, in order for the participatory process to be centered around these concerns.



NEW SPACE FOR CONCERNS. This step can also be a chance for teachers and students to address areas of work that they don't usually have time to work on, due to their busy schedules and to school priorities.

TOWARDS A NEEDS ASSESSMENT

NEXT STEP:

Supporting students to understand and express the most important needs or problems of their community.

As we have explored so far, students have not always been consulted in decision making processes that affect them.

This approach involves the students – or a part of them – in achieving the so-called research, in elaborating the action strategies and in implementing the proposed changes, on a community level.

This exercise can be reiterated, nuanced and repeated again in the future.



TOWARDS A NEEDS ASSESSMENT

This is an “emancipating” approach, as the students are involved in the research as co-participants. It supposes reflection and self-reflection, stimulating the community of students to become more aware of their collective problems.

By involving students in expressing their own viewpoints and in offering solutions, one would expect the motivation for one’s participation to rise and the student community empowerment to be strengthened.

[inspiration: Șandru, C. (2014). Participatory Needs Assessment in Local Communities. Methodological Aspects. *Bulletin of the Transilvania University of Brașov, Series VII: Social Sciences and Law*, (2), 97-104.]



ORGANISE A NEEDS ASSESSMENT WORKSHOP WITH YOUR STUDENTS!

HOW?

1. **THE WORKSHOP.** Gather your students (online or offline, depending on your Covid-19 regulations) for a two to three hours session;
2. **INTRO.** Explain the content of the session and the objectives of this process: they have a great occasion for their voices to be heard! You will be facilitating.
3. **EXERCISE IN PAIRS.** Ask students to pair up! Each pair of students will interview each other to explore their needs as individual students and their ideas about needs of their broader student body;
4. **WRITE UP.** Get them to write their anonymous answers to the questions in the document we share with you! (You might need to translate the questions in your language. No need to translate the answers back to English!)
5. **SHARE BACK.** Come back to the big group session and discuss together what they found and their ideas! You will be facilitating.

THE NEEDS ASSESSMENT CANVAS

| | | |
|--|--|---|
| What do you perceive as a problem or need to be solved in your student community? Do they constitute problems or needs for the overall community or only for some students? | How does it affect your own life? | Why do such problems or needs exist? |
| | | |
| What do we know about these problems or needs? | What can we do to solve these problems or needs? (How can the student community get involved and contribute?) | Which are the needed resources to this effect? |
| | | |



DO YOU HAVE
ANY QUESTIONS?

WHAT HAVE
YOU LEARNED?

Closing activity

Draw on paper or show by miming to the group one thing you have learned today



THANKS FOR YOUR TIME AND
ATTENTION!

SEE YOU ON THE NEXT SESSION :)

elena@platoniq.net

marta@platoniq.net

Platoniq