

5.5 Educator Training

SESSION TITLE

INTEGRATING OPEN SCHOOLING IN THE DAILY-LIFE OF SCHOOLS: A TEACHER TRAINING PROGRAM



ACTIVITY IN A SENTENCE:

Training program for teachers on how to develop and implement an Open Schooling project co-creatively with students.

DISCIPLINES INVOLVED IN ACTIVITIES:

This training program promotes a project based methodology settled on equity, inclusion and democracy. The main characteristics of this methodology are focused on: tackling local challenges/opportunities, collaborating with stakeholders, sharing with the local community and evaluating the impact of the project. As such, it can be adapted to different disciplines and, above all, allows transdisciplinarity.

RECOMMENDED AGES:

18+

LEARNING ENVIRONMENT (CONTEXT SETTING):

This training program can be adapted/integrated into any learning environment, but it is important that both educators and students feel safe and comfortable to share their thoughts and opinions, thus promoting collaboration and co-creation. Even if the training program happens in a face-to-face setting, we recommend the use of digital collaboration tools (e.g. Google documents) in complementary to post-its and other paper-based tools, since it promotes digital literacy and collaboration beyond the training site.

LEARNING OUTCOMES:

At the end of this training program, it is expected that learners will:

- Become aware of the importance of fostering active citizenship in their classroom and in their daily-life school practices, namely in regard to inclusion, gender equality, interculturality, human rights, and plural participation, contributing to community development and well-being. In addition, by being based in

democratic practices, this training program will position learners as main agents in the decision-making process.

- Be able to develop and plan projects based on tackling real life challenges that are locally relevant. Specifically, they will identify global and local challenges, define the objective of a project, design actions and assess the respective impact, and finally communicate and disseminate its process and outcomes.
- Understand the value of collaborating and co-creating with families and members of their local community, as well as other relevant stakeholders, in order to guarantee a more integrative, meaningful and sustainable development and implementation of the project.

RECOMMENDED EXPERTISE:

It's recommended that the facilitators of the training program have

- The ability of enabling a safe and comfortable environment, so that all participants share their thoughts and opinions freely.
- Experience in design thinking, co-creation and collaborative work.

In the online setting, depending on the amount of participants, it's recommended more than one facilitator, especially when there is co-creation work in breakout rooms. In this case, we recommend at least one facilitator per breakout room.

SDG LINKS:

- **Goal 3:** Ensure healthy lives and promote well-being for all at all ages
- **Goal 4:** Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all
- **Goal 5:** Achieve gender equality and empower all women and girls
- **Goal 12:** Ensure sustainable consumption and production patterns
- **Goal 17:** Strengthen the means of implementation and revitalise the Global Partnership for Sustainable Development

TIME IT TAKES TO COMPLETE:

Overall, the training program has a duration of around 16 hours, and each activity takes from 1 – 2 hours.

MATERIALS / RESOURCES NEEDED:

- **In-person setting:** whiteboard, A1 paper sheets, post-its, pens and the respective canvas for each activity (in "Content for learners").
- **Online setting:** computer, webcam, internet, Google Workspace (GDocs, GSlides, GSheets, GDrawings⁷), Mentimeter, Padlet (or similar software).

7. Google Drawings was our platform of choice because we could create several documents for free and it was easily accessible to participants as it was part of Google Workspace. However, there are several user-friendly collaborative work platforms, such as *Miro* or *Mural*, for example.

CONTENT FOR LEARNERS:

- *Integrating Open Schooling in the daily-life of schools: a teacher training program – activities 1 to 10* – a pack with editable and non-editable files for each activity of the training program.
- *Open Schooling manual for the Citizenship and Development Discipline* – pack with editable and non-editable files containing the manual and activities from the manual (integrated in the item below “Related Content From Open Schooling Manual for the Citizenship and Development Discipline”).

TIPS FOR SCALING FOR DIFFERENT AUDIENCES:

The activities described in this training program can be adapted both to formal and non-formal educational contexts, depending on the educator’s objectives and needs. Also, although the activities of this training program were carried out sequentially, they can be used independently, and with a different order than the one proposed here. Note that some resources are in Portuguese, so translation may be required.

Activity

Introduction:

The training program for teachers that we present in this handbook results from an empirical experience of a certified teacher training program that took place in Portugal between November 2020 and May 2021, with twenty teachers from four different school clusters (SC) and one science centre (SC Figueira de Castelo Rodrigo, SC Almeida, SC Sé – Guarda, SC Pioneiros de Aviação Portuguesa, SC Pêro da Covilhã, Museu do Côa – Centro de Ciência Viva). This program was co-developed with one teacher from the SC of Figueira de Castelo Rodrigo (FCR) – Ana Cristina Perpétuo – and it was aimed at increasing student’s active citizenship and promoting teacher’s autonomy in Open Schooling practices. The content of this teacher training program was based on a practical manual co-created by the OSHub-PT team together with the teachers of the Citizenship and Development discipline, from the SC of FCR – Open Schooling Manual for Citizenship and Development (see Content for learners) – and systematises the Open Schooling practices that have been developed and implemented in this school cluster since the school year of 2018/2019.

Although this program was originally designed for the discipline of Citizenship and Development (C&D), in order to scale it for different audiences, we adapted it in a way that is transversal to any discipline.

As we describe below, this teacher training program provides guidance from the identification of local relevant challenges/opportunities to the design, implementation, evaluation and communication of projects in collaboration with local partners and the surrounding community.

It is organised in three parts and comprises 10 activities. The first part starts with the creation of the working groups, by bringing together learners with diverse and complementary competences. The second part is dedicated to the identification, with the help of families and the local community, of locally relevant challenges/opportunities while reflecting about their reality from a local to a global context. It finalises with the voting of one challenge that will be tackled in the next part. The third part follows a project-based methodology and guides the planning, development, evaluation and communication of the actions aimed at addressing the challenge identified earlier and contributing to community well-being.

Overview:

- Activity 1: Creating working groups by promoting diversity
- Activity 2: From global to local: identifying challenges, opportunities and solutions

- Activity 3: My school, my community, my country, the world: analysing challenges and opportunities
- Activity 4: Involving families, friends, colleagues, citizens understanding the challenges from our community
- Activity 5: Voting the challenge of the project
- Activity 6: Developing and planning the project: section “Why?”
- Activity 7: Developing and planning the project: section “What for?” and inviting local stakeholders to the school
- Activity 8: Developing and planning the project: debating with stakeholders
- Activity 9: Developing and planning the project: sections “How?” and “Did it work?”
- Activity 10: Developing and planning the project: section “What and how to communicate?”

Part 1

Activity 1: Creating working groups by promoting diversity

HOW?

The first activity of this training program is dedicated to creating working groups that bring together diverse and complementary competences. For that, learners start by answering several questions that make them reflect on their abilities in various skills – creativity, collaboration, communication, critical thinking and problem solving. The working groups are then formed based on these individual abilities by trying to maximise the diversity of skills in each group. At the end, learners reflect about the intrinsic diversity of each group and about the importance of this diversity for collaborative work.

WHY?

- Fostering inclusion, diversity, plural participation and democratic school practices;
- Promoting the reflection about the importance of gender equality, interculturality and the respect for human rights for working collaboratively and living in society.

HOW LONG?

1 hour

MATERIALS:

- *Pack with editable and non editable files – “Creating working groups by promoting diversity”* (all images depicted below are included in the files)

RELATED CONTENT FROM OPEN SCHOOLING MANUAL FOR THE CITIZENSHIP AND DEVELOPMENT DISCIPLINE:

- *“Plural participation and diversity: creation of working groups”* [Portuguese]

STEP-BY-STEP:

1. Start by showing the participants the horizontal axis depicted in Figure 5.27 and by explaining that they will be doing a game about creativity, collaboration, communication, critical thinking and problem solving. Let the learners briefly discuss each skill.

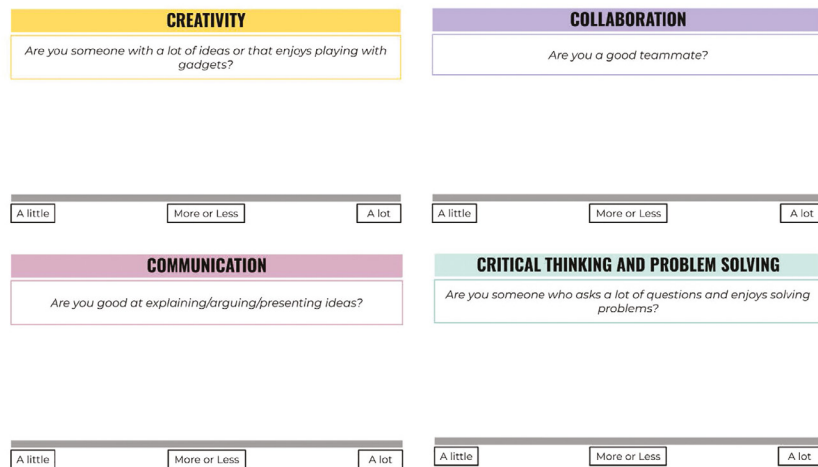


Figure 5.27: Self-assessment axis regarding the skills creativity, collaboration, communication, critical thinking and problem solving. For each skill (creativity, collaboration, communication, critical thinking and problem solving), learners are asked to position themselves along this axis by using as a reference the labels "A little", "More or less" or "A lot". Credit: MFCR.

2. Then, start playing the game.

To assess learners' creativity, ask them the following question: "Do you consider yourself as someone with a lot of ideas or that enjoys playing with gadgets?". After this, ask the learners to position themselves along the horizontal axis in Figure 33, by using as a reference the labels: "A little", "More or Less", "A lot". Ask one of the learners on the "A little" side and another on the "A lot" side to share their choices.

Repeat the same procedure but now for the other skills, by asking the following questions:

3. Collaboration: "Do you consider yourself as a good teammate?"
4. Communication: "Do you consider yourself good at explaining/arguing/presenting ideas?"
5. Critical thinking and problem solving: "Do you consider yourself as someone who asks a lot of questions and enjoys solving problems?"
6. After having completed this self-assessment exercise, ask each participant to identify the skill they are best at and to position themselves in the diagram depicted in Figure 34a. Ask learners if they would like to share their answer.
7. Based on the final positioning of the participants, the facilitator makes the workgroups as shown in Figure 5.28b.

Note: Feel free to slightly change the composition of the groups in case there's any obvious unbalance (e.g. in terms of gender representation). Please keep in mind that the objective is to create groups that are heterogeneous as possible regarding their competences.



Figure 5.28 (a)

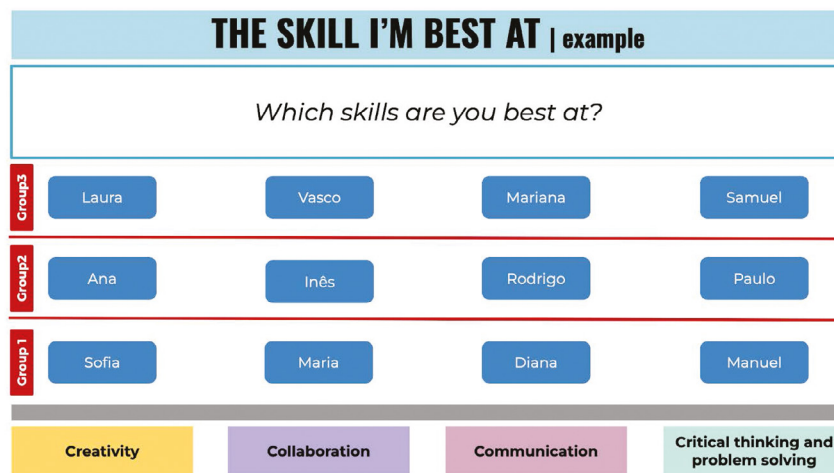


Figure 5.28 (b)

Figure 5.28: Diagram showing how to form the work groups based on the diversity of competences. (a) Learners are asked to position themselves in the column corresponding to the skill they consider they are best at. (b) Example of how working groups are created by trying to maximise the diversity of skills in each group.

- Finally, ask the learners in each group to reflect about diversity in their own group, by considering different variables, like the ones depicted in Figure 5.29.

How to ensure that students reflect and are aware of the diversity in their group?

Questions for group members	How many different answers do we have in the group?
Where do we live (city, village, farm, ...)?	
How is gender represented in our group?	
Do we follow a religion? If yes, which one?	
What is our nationality or that of our parents?	
What is our favorite hobby?	
Do we have any food restrictions?	
How many brothers/sisters do we have?	

Figure 5.29: Examples of questions to ensure that the class reflects on the diversity of the group created.

Part 2

Activity 2: From global to local: Identifying challenges, opportunities and solutions

HOW?

Learners start by individually identifying and reflecting about global and local challenges/opportunities. Then, together with their groups, focus on specific local challenges/opportunities and discuss how the school community (students, teachers, school staff) can contribute to solutions that tackle them.

WHY?

- Promoting the reflection about concrete challenges and opportunities that exist around us from a local to a global perspective;
- Promoting civic attitude by seeking tangible solutions to challenges/opportunities that surround us.

HOW LONG?

1 hour

MATERIALS:

- *Pack with editable and non editable files – “From global to local: identifying challenges, opportunities and solutions”* (all images depicted below are included in the files)

RELATED CONTENT FROM OPEN SCHOOLING MANUAL FOR THE CITIZENSHIP AND DEVELOPMENT DISCIPLINE:

- “The world around us and the discipline of Citizenship and Development”
- “The challenges and opportunities of our community and the Domains of Education for the citizenship” [Portuguese]

STEP-BY-STEP:

1. Start by explaining to the participants that during this activity they will be looking at challenges and opportunities from a global to a local perspective. Take this moment also to clarify how challenge and opportunity are defined in the context of this training program:
 - A challenge is an obstacle that can be overcome, i.e., something that is not working so well and that can be improved.
 - Examples of challenges: food waste; bad eating habits; lack of physical exercise; few spaces with shades; few green spaces; trash on the floor; no recycling.
 - An opportunity is something that, by itself, is already good, but that can become even better if we explore it and develop it further. An opportunity can also help us solve challenges, like the ones mentioned above.
 - Examples of opportunities: green spaces; outdoor spaces to play; existence of extracurricular activities; natural/historical/archaeological/cultural heritage; proximity between people and entities; spaces for picnics; proximity to lakes, rivers, beaches.
2. Show the participants the example in Image 4 and explain that each of them will receive two images. For each image, they will need to identify (individually) a global and a local challenge/opportunity related to that image. By global challenge/opportunity we mean something that takes place worldwide. By local challenge/opportunity we mean something that is happening in our community.

Example



GLOBAL CHALLENGE:	LOCAL CHALLENGE:
GLOBAL OPPORTUNITY: There are a lot of open educational resources available online that help the development of digital literacy skills.	LOCAL OPPORTUNITY: In our school/locality, there is an educational offer (e.g. digital literacy club and local entities that promote digital competences), that enhances digital literacy skills.

Figure 5.30: Example of the exercise where learners identify a global and a local challenge/opportunity related to the image on the left.

3. Distribute two images from the file “Images” in the *pack* with files from the activity (see Materials) to each participant and give them some minutes to identify the global and local challenges or opportunities.

4. After this, bring each group together and ask them to share and discuss the identified challenges and opportunities.
5. Distribute the canvas “Challenge – Opportunity – Solution” depicted in Figure 5.31a to the groups and ask them to write down the identified local challenges and opportunities.

Note: If there are similar challenges and opportunities, ask the groups to cluster them and find a common denomination.

6. Now, ask the groups to look at the identified local challenges and opportunities and to analyse how the opportunities that were found can help tackle those challenges. The groups are free to include new information to the table in addition to the one identified earlier.
7. For each of the identified local challenges, ask each group to discuss how the school community (students, teachers, school staff) can contribute to tackle them and write down those ideas under the box “Solution”, which is defined in the context of this training program as follows:
 - A solution is something that we can do to overcome the challenge or to improve the opportunity.
 - Examples of solutions: use green spaces for physical exercise; organise garbage collection activities and recycling campaigns, in collaboration with different entities, in lakes/rivers/beaches; organise food exchange markets to avoid food waste, in spaces for picnics; to make a peddy-paper of territory exploration, which promotes the practice of physical exercise and the valorization of the heritage.

In Figure 5.31b, you can find some examples that resulted from the training program with Portuguese teachers.

(a)

CANVAS Challenge - Opportunity - Solution		
CHALLENGE	OPPORTUNITY	SOLUTION
<p>A CHALLENGE is an obstacle that can be overcome, i.e., something that is not working so well and that can be improved.</p> <p>Examples of challenges: food waste; bad eating habits; lack of physical exercise; few spaces with shades; few green spaces; trash on the floor; no recycling.</p>	<p>An OPPORTUNITY is something that, by itself, is already good, but that can become even better if we explore it and develop it further. An opportunity can also help us solve challenges, like the ones mentioned (see “CHALLENGES” column).</p> <p>Examples of opportunities: green spaces; outdoor spaces to play; existence of extracurricular activities; natural/historical/archaeological/cultural heritage; proximity between people and entities; spaces for picnics; proximity to lakes, rivers, beaches.</p>	<p>A solution is something that we can do to overcome the challenge (see “CHALLENGES” column) or to improve the opportunity (see “OPPORTUNITIES” column).</p> <p>Examples of solutions: use green spaces for physical exercise; organize garbage collection activities and recycling campaigns, in collaboration with different entities, in lakes/rivers/beaches; organize food exchange markets to avoid food waste, in spaces for picnics; to make a peddy-paper of territory exploration, which promotes the practice of physical exercise and the valorization of the heritage.</p>

(b)

CANVAS Challenge - Opportunity - Solution		
CHALLENGE	OPPORTUNITY	SOLUTION
<p>A CHALLENGE is an obstacle that can be overcome, i.e., something that is not working so well and that can be improved.</p> <p>Examples of challenges: food waste; bad eating habits; lack of physical exercise; few spaces with shades; few green spaces; trash on the floor; no recycling.</p>	<p>An OPPORTUNITY is something that, by itself, is already good, but that can become even better if we explore it and develop it further. An opportunity can also help us solve challenges, like the ones mentioned (see “CHALLENGES” column).</p> <p>Examples of opportunities: green spaces; outdoor spaces to play; existence of extracurricular activities; natural/historical/archaeological/cultural heritage; proximity between people and entities; spaces for picnics; proximity to lakes, rivers, beaches.</p>	<p>A solution is something that we can do to overcome the challenge (see “CHALLENGES” column) or to improve the opportunity (see “OPPORTUNITIES” column).</p> <p>Examples of solutions: use green spaces for physical exercise; organize garbage collection activities and recycling campaigns, in collaboration with different entities, in lakes/rivers/beaches; organize food exchange markets to avoid food waste, in spaces for picnics; to make a peddy-paper of territory exploration, which promotes the practice of physical exercise and the valorization of the heritage.</p>
<p>Many stray animals</p>	<p>Existence of entities that promote animal adoption campaigns (e.g. municipalities - Porto, Setúbal; ONG - “Adopta-me”)</p>	<p>Developing an animal adoption campaign</p>
<p>Lack of trash bins outside the school</p>	<p>It’s easy to make appealing garbage containers from waste materials (e.g. old card boxes, unused plastic)</p> <p>Institutions that work with recycling and that may help us (e.g. <i>Resíduos</i> - local organization on waste management; <i>Lipor</i> - Porto’s organization on waste management)</p>	<p>- Making undifferentiated garbage bins and recycling bins</p> <p>- Carrying out awareness-raising actions for students about disposing of garbage in the appropriate places</p> <p>- Carrying out training actions with school employees responsible for garbage separation</p>
<p>Several cases of domestic violence against women</p>	<p>There are programs/campaigns to prevent domestic violence against women (e.g. <i>Impacto</i>; <i>Net</i>; <i>Red card to gender violence</i>; <i>Do you like me well or do you like me badly?</i>...)</p>	<p>- Establishing partnerships to help us. (I understand more the challenge and I design and/or facilitate activities that can contribute to tackle the domestic violence against women)</p> <p>- Developing gender equality awareness-raising actions</p>

Figure 5.31: Canvas “Challenge – Opportunity – Solution”. (a) First, learners write down the identified local challenges and opportunities and then they discuss how the school community (students, teachers, school staff) can contribute to tackle them and write down those ideas under the box “Solution”. (b) Example of a canvas “Challenge – Opportunity – Solution” filled by Portuguese teachers and where similar challenges and opportunities were grouped under a common denomination.

8. Afterwards, ask each group to present to the whole class the identified local challenges/opportunities and respective solutions.
9. Finally, give each group some minutes to add to the canvas any missing challenges/opportunities that they identify as relevant in their communities, as well as some potential solutions that can be driven by the school community.
10. Before concluding this activity, allow some minutes for a final reflection together with the whole class.

Activity 3: My school, my community, my country, the world: Analysing challenges

HOW?

Learners revisit the challenges, opportunities and solutions identified in the previous activity and, together with their groups, select which ones are more important based on community relevance, personal and professional motivations, and other factors considered as meaningful by them. Afterwards, they analyse how present these challenges are in four different spatial dimensions: their school, their community, their country and the world.

WHY?

- Promoting the analysis and debate of locally relevant challenges in different contexts, from our school and community to national and worldwide dimensions.

HOW LONG?

1 hour 30 minutes

MATERIALS:

- *Pack with editable and non editable files – “My school, my community, my country, the world: analysing challenges”* (all images depicted below are included in the files)

RELATED CONTENT FROM OPEN SCHOOLING MANUAL FOR THE CITIZENSHIP AND DEVELOPMENT DISCIPLINE:

- *“Debate the Domains of Citizenship and Development from local to global”* [Portuguese]

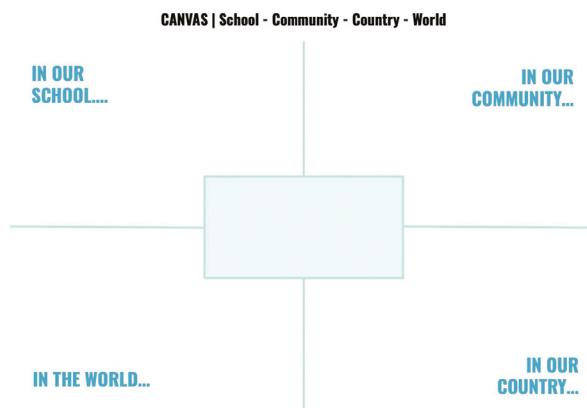
STEP-BY-STEP:

1. Start by asking each participant to revisit their group canvas “Challenge – Opportunity – Solution” and to select three potential challenges they would like to pursue in their school projects based on the following parameters: community relevance, personal and professional motivations, and other factors that they consider relevant.
2. Bring the workgroups together and ask each participant to share with the rest of their group their individual choices and the respective reasons.
3. Give each group some minutes to make a joint decision regarding the three challenges considered more relevant given the previous discussion.

4. After this, explain that in the next exercise, each group will work on the selected challenges by analysing them "In your School...", "In your Community", "In your Country", "In the World", as depicted in Figure 5.32a.
5. Give three canvases "School – Community – Country – World" to each group, and ask them to write down at the centre of the images a question that is related to the challenges identified previously (one per canvas), such as "How is the reality of [replace with the challenge] in...". These questions should lead the group to reflect how present these challenges are "In your School", "In your Community", "In your Country", "In the World". Examples of questions:
 - "How is the reality of stray animals in...?"
 - "How is the reality of waste management in...?"
 - "How is the reality of domestic violence in...?"

Importantly, ask each group to provide concrete examples, real stories, news, etc. In Figure 5.32b you can find one example from the training program in Portugal.
6. At the end, ask each group to share their analysis and promote a discussion based on these reflections.

(a)



(b)

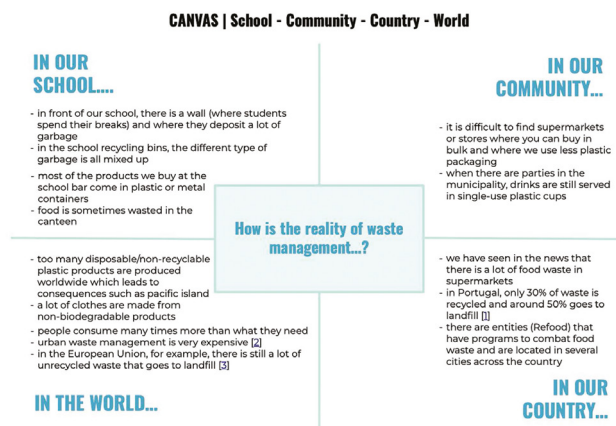


Figure 5.32: Canvas "School – Community – Country – World". (a) At the centre, the group should write a question based on the challenge identified previously, which will then trigger a discussion about the reality of this challenge "In your School", "In your Community", "In your Country", "In the World". (b) Example of a canvas "School – Community – Country – World" filled out during the training program in Portugal.

Activity 4: Involving families, friends, colleagues, citizens understanding the challenges from our community

HOW?

Learners prepare and make questions to their families and community members regarding the identified challenges, so that they can deepen their understanding about the local reality of these challenges and ways to address them with the help of others.

WHY?

- Promoting the diversity of opinions and information for a given challenge;
- Enhancing the collaboration with families, friends, colleagues and citizens from the local community.

HOW LONG?

1 hour 30 minutes

MATERIALS:

- Pack with editable and non editable files – “Involving families, friends, colleagues, citizens understanding the challenges from our community” (all images depicted below are included in the files)

RELATED CONTENT FROM OPEN SCHOOLING MANUAL FOR THE CITIZENSHIP AND DEVELOPMENT DISCIPLINE:

- “Identify challenges/opportunities locally relevant in collaboration with the families and the community” [Portuguese]

STEP-BY-STEP:

1. Start by explaining to the participants that in this activity we will ask for the help of our family, friends, colleagues, citizens from our communities, to know more about the previously identified challenges, find potential solutions and identify people and organisations that could help us.
2. Give three canvases “Involving our families and local community” to each group (one per challenge identified in the previous activities; see Figure 5.33), and ask them to: decide which questions they would like to pose to their families and community members; and to identify the people they would like to contact for each challenge.

Suggestion: try to identify people that you can easily reach out to by making a phone call, since you’ll contact them during this activity.

3. Ask the groups to write these questions down in the corresponding canvases together with their opinions (in the box “My opinion”).
4. Now it’s time to make some phone calls! Ask each group to make the respective contacts and to take note of the respective opinions in the corresponding canvases. !
5. Give each group some time to analyse the obtained answers, to group common opinions and to create different clusters. After this, hopefully each group will be better informed about their challenges and how to tackle them.
6. To conclude this activity, ask the groups to share and discuss their findings with the rest of the class.

CANVAS Involving families and the local community		
<p>QUESTIONS:</p> <p><i>Examples:</i></p> <ul style="list-style-type: none"> - In your daily-life and in our community, in which situations do you find ... (complete with the identified challenge)? - Who could help us tackle this challenge? <hr/> <hr/> <hr/>		
<p>MY opinion:</p>	<p>The opinion of a member of my FAMILY:</p>	<p>The opinion of a person from my COMMUNITY:</p>

Figure 5.33: Canvas “Involving families and the local community”. Learners are asked to write questions they would like to pose to their families and community members, to know more about the previously identified challenges, find potential solutions and identify people and organisations that could help them. They also answer these questions with their opinion.

Activity 5: Voting the challenge of the project

HOW?

The challenge that will guide the project that each group is going to develop during the training program will be decided through a voting process, happening in this activity. For that, each group prepares a pitch per each of the challenges identified in the previous activities and presents them to the whole class. After this, each participant votes on the challenge that they consider more locally relevant given the arguments presented.

WHY?

- Fostering communication and argumentation skills and the capacity to listen and respect different viewpoints and to build one’s opinion based on the integration of different arguments;
- Promoting democratic school practices, in which learners are the main agents in the decision-making process.

HOW LONG?

1 hour 30 minutes

MATERIALS:

- *Pack with editable and non editable files – “Voting the challenge of the project”* (all images depicted below are included in the files)

RELATED CONTENT FROM OPEN SCHOOLING MANUAL FOR THE CITIZENSHIP AND DEVELOPMENT DISCIPLINE:

- *“Vote the core Domains of the project of Citizenship and Development”* [Portuguese]

STEP-BY-STEP:

1. Start by explaining that, in this activity, each group will ask for the help of the class in deciding which challenge will be the one guiding their project. For that, each group will prepare a short pitch about each of the challenges they have been researching and, after this, the class will vote on the one they consider the most relevant considering the arguments presented.
2. Ask each group to prepare a 2 min-pitch per challenge (in total, each group has to prepare three pitches), by using as a basis the canvas "Preparing the pitch about the challenge" (Figure 5.34), where the pros and cons of each challenge are analysed. Distribute one canvas per group.
3. Ask the first group to present the pitches regarding their three challenges.
4. Open a discussion moment for the other groups to pose questions and provide comments.
5. Ask each learner to vote in one of the three challenges presented.

NOTE: Voting can be done in many different ways. We suggest using Mentimeter (or a similar platform), which is fast, promotes the use of digital tools and avoids wasting paper.

6. Repeat the last three items (3-5) with the other groups.
7. To conclude the activity, ask the group to share and discuss their opinions about how each group felt about the outcome of the vote and how they saw this joint decision-making process.

CANVAS | Preparing the pitch about the challenge

Challenge 1:	Challenge 2:	Challenge 3:
_____	_____	_____
_____	_____	_____
Arguments in favor:	Arguments in favor:	Arguments in favor:
Arguments against:	Arguments against:	Arguments against:

Figure 5.34: Canvas "Preparing the pitch about the challenge".

Part 3**Activity 6: Developing and planning the project: Section "Why?"****HOW?**

This activity and the following ones are dedicated to the development and planning of the project. In this ac-

tivity, each group focuses on the voted challenge of the previous activity and they reflect and collect evidence on why addressing that challenge is relevant. In order to do so, learners also search for projects and local stakeholders that may collaborate and/or help them with additional information and expertise.

WHY?

- Promoting the development and planning of the project that addresses a challenge locally relevant, based on searching and gathering of evidence.

HOW LONG?

2 hours

MATERIALS:

- *Pack with editable and non editable files – “Developing and planning the project: section “Why?””* (all images depicted below are included in the files)

RELATED CONTENT FROM OPEN SCHOOLING MANUAL FOR THE CITIZENSHIP AND DEVELOPMENT DISCIPLINE:

- *“Develop and plan the project of Citizenship and Development”* [Portuguese]
- *“Research on the challenges/opportunities selected for the Citizenship and Development project”* [Portuguese]

STEP-BY-STEP:

1. Bring the workgroups together and start by giving one canvas “Develop and plan the project” (Figure 5.35) to each group and explain that during this activity we will focus on the section “Why?” (Figure 5.36). The sections “What for?”, “How?”, “Did it work?”, “What and how to communicate?” will be filled out later.
2. Ask each group to write down the challenge voted in the previous activity in the box “What is the local challenge we want to tackle?”.
3. Then, ask each section of the group to think and complete the sentences “We know...” and “We don’t know...”, identifying the sources (observation, research, news, etc.) of the respective information. Ask each participant to share their reflections with the rest of their group. Give each group some minutes to analyse the information, to group common opinions and write them down in the canvas.
4. Afterwards, ask each group to fill out the sections: “Which projects do we know that address this challenge?” and “Which stakeholders can help us learn more and address the challenge?”. Tell the participants that in order to answer these questions they can search on the internet, call friends or colleagues, etc.
5. To conclude this activity, ask the groups to share and discuss their findings with the rest of the class.

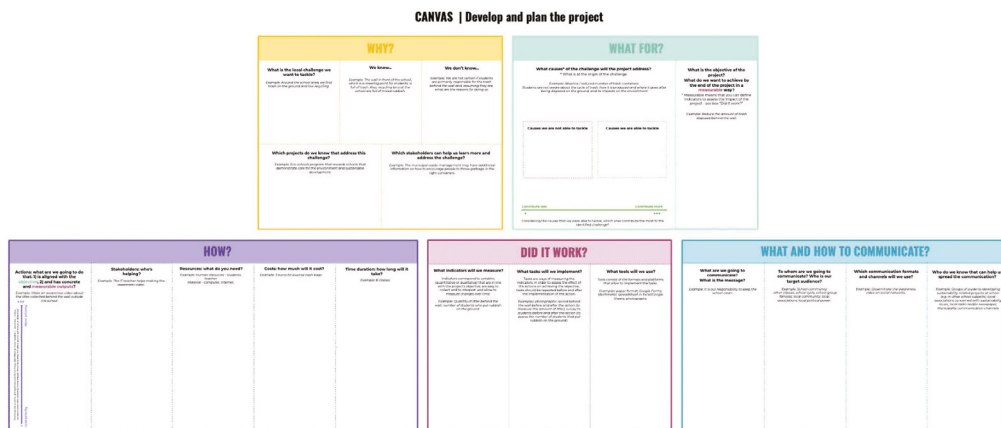


Image 5.35: Canvas “Develop and plan the project”.



Figure 5.36: Section “Why?” from the canvas “Develop and plan the project”.

Activity 7: Developing and planning the project: Section “What for?” and inviting local stakeholders to the school

HOW?

Each group identifies causes of the challenge and analyses which ones are able to be tackled or not by them. Then, learners define the objective of the project, by thinking what they would like to achieve at the end of the project. Afterwards, learners revisit the local stakeholders and will contact the more relevant ones in the next activity, so that they can help them tackle the identified challenge and achieve their objective.

WHY?

- Promoting the development and planning of the project with an objective that reflects the addressing of the challenge and that allows the measurement of the project impact.
- Involving local partners in the project, leveraging project work based on local knowledge and experience.

HOW LONG?

2 hours

MATERIALS:

- *Pack with editable and non editable files – “Developing and planning the project: section “What for?” and inviting local stakeholders”* (all images depicted below are included in the files)

RELATED CONTENT FROM OPEN SCHOOLING MANUAL FOR THE CITIZENSHIP AND DEVELOPMENT DISCIPLINE:

- *“Learning from local partners about selected challenges/opportunities: dialogue and debate session”* [Portuguese]
- *“Analyse the causes of the challenge/opportunity and define the objective of the Citizenship and Development project”* [Portuguese]

STEP-BY-STEP:

1. First, start by explaining to the class that this activity will be focused on the section “What for?”. Then, ask each group to identify and write down the underlying causes to the challenge identified in section “Why?”, i.e. what originates the challenge.
2. After this, ask the learners to analyse the identified causes and to separate them into the boxes “Causes we are not able to tackle” or “Causes we are able to tackle” (Figure 5.37).
3. Then, by focusing only on the box “Causes we are able to tackle”, ask each group to rank the causes according to the question “Which causes contribute the most to the identified challenge” and to position them along the horizontal axis at the bottom. On the left side of the axis should be the causes that contribute less to the challenge and on the right side the ones that contribute more.
4. Now it’s time to build the objective of the project, i.e. what each group would like to achieve at the end of their project. Importantly, explain to each group that their objective needs to be measurable and that in the section “Did it work?” they will identify the indicators, tasks and tools that will be used to evaluate if their objective was accomplished or not (Image 13). Give each group some minutes to formulate their objective and to write it down on the canvas.
5. Then, ask each group to revisit the section “Why?”, in particular the boxes “Which projects do we know that address this challenge?” and “Which stakeholders can help us learn more and address the challenge?”, and to analyse which projects and stakeholders they identify as the most inspiring and relevant ones to tackle the identified challenge and achieve their objective.
6. Let the class know that, for the next activity, each group will have the opportunity of inviting one stakeholder to discuss their projects with. As such, ask each group to choose three stakeholders by order of preference (in case the first choice is not available, then the group already has more options). Remind the class that the objective of the next activity will be to plan the next steps of the project in collaboration with the invited stakeholder – the expert on the topic, therefore it will be important to select people/entities that, given their knowledge and experience, will help them in that regard.

7. Finally, ask each group to write an email to the first of the three selected stakeholders, inviting them to the next session, with the objective of helping the group to develop and plan their project given their expertise.

WHAT FOR?

What causes* of the challenge will the project address?
* What is at the origin of the challenge

Example: Absence / reduced number of trash containers.
Students are not aware about the cycle of trash, how it is produced and where it goes after being disposed on the ground, and its impacts on the environment

Causes we are not able to tackle

Causes we are able to tackle

Contribute less Contribute more

←-----→

Considering the causes that we were able to tackle, which ones contribute the most to the identified challenge?

What is the objective of the project?
What do we want to achieve by the end of the project in a measurable way?

* Measurable means that you can define indicators to assess the impact of the project - see box: "Did it work?"

Example: Reduce the amount of trash disposed behind the wall.

Figure 5.37: Section "What for?" from the canvas "Develop and plan the project".

Activity 8: Developing and planning the project: Debating with stakeholders

HOW?

This activity requires the participation of one stakeholder per group, since local partners are specialists in the themes they work on and can be a great ally in addressing challenges. First, each group plans a script with questions they want to ask their partners, to incorporate their expertise knowledge in the development and planning of their project. Then, each group will have a discussion and debate with the respective stakeholder.

WHY?

- Strengthening the relationship between stakeholders and the school, in order to guarantee a more integrated and sustainable action of the projects.
- Enhancing the collaboration and co-creation with stakeholders.

HOW LONG?

2 hours

RELATED CONTENT FROM OPEN SCHOOLING MANUAL FOR THE CITIZENSHIP AND DEVELOPMENT DISCIPLINE:

- "To involve local partners in the development and implementation of the Citizenship and Development project"

- *“Learning from local partners about selected challenges/opportunities: dialogue and debate session”*

STEP-BY-STEP:

1. Start by explaining to the group that this activity will be divided in two different parts. In the first hour, each group will prepare a script with questions for the invited stakeholder, that will help them plan the development of the project by taking into account the knowledge, experience and expertise of the invitee. After preparing the script, each group should start thinking about potential actions that could be performed to achieve the defined objective. In the second hour, each group will meet with their invited stakeholder and will start by presenting the elements of the canvas that have been filled out already, namely the challenge and objective, and then will go through the question script and discuss the actions.
2. After this introduction, start the first part and ask each group to prepare the question script. You can give learners some example questions:
 - Do you consider the identified challenge to be locally relevant?
 - Do you have suggestions of other projects and/or partners that could be relevant to help tackling this challenge?
 - Do you think that the causes have been correctly identified and that the defined objective is adequate, meaningful and measurable?
 - Do you consider that the project objective will contribute to address the identified challenge?
 - What do you think of the proposed actions? Are they aligned with the proposed objective? Do you have suggestions for other actions?
 - How could we measure the impact of these actions?
3. In the second hour, welcome and introduce the invited partners. Each group will then discuss their canvas with the respective stakeholder, with the support of the question script prepared during the first hour. Each group should have, at least, one person appointed to take notes of the conversation with the stakeholder.
4. To conclude the activity, give each group and stakeholder some minutes to share their thoughts about the respective projects with the rest of the class.

Activity 9: Developing and planning the project: Sections “How?” and “Did it work?”

HOW?

Learners focus on “How” to develop and plan their project, by designing actions that allow them to achieve the objective. For each action, learners define a set of measures that will enable them to assess the impact of the project when it’s finished, allowing them to answer the question “Did the project work?”. In the end, learners prioritise activities, according to parameters of feasibility and impact.

WHY?

- Promoting the development and planning of the project based on actions that contribute to tackle the selected challenge.
- Fostering the assessment of the project’s impact, as a way to analyse what should not be repeated, what can be improved and what is successful.

HOW LONG?

2 hours

MATERIALS:

- Pack with editable and non editable files – “Developing and planning the project: sections “How?” and “Did it work?”” (all images depicted below are included in the files)

RELATED CONTENT FROM OPEN SCHOOLING MANUAL FOR THE CITIZENSHIP AND DEVELOPMENT DISCIPLINE:

- “Analyse and prioritise the actions to be implemented during the project of Citizenship and Development” [Portuguese]
- “Assess the impact of the Citizenship and Development project” [Portuguese]

STEP-BY-STEP:

1. Start this activity by telling the class that in this activity we will focus on the sections “How?” and “Did it work?”, which will be filled out based on the suggestions given by the invited stakeholders.
2. Before jumping into these sections, ask each group to revisit the “Why” and “What for?” sections and to analyse if they would like to change anything considering the previous conversation with the invited stakeholder.
3. Ask learners to take a look at the sections “How?” (Figure 5.38) and “Did it work?” (Figure 5.39). Let’s start by focusing on the “How?” section, in particular, in the action box. Remind the group that actions need to be aligned with the objective, i.e. actions are aimed at achieving the defined objective. This implies that actions need to have concrete and measurable outputs, which allows one to test if the objective has been achieved or not. Ask each group to define and write down their actions.
4. After this, for each action, ask the groups to fill out the other boxes from the section “How?”, regarding stakeholders, resources, costs and duration.
5. Then, it’s time to complete the section “Did it work?”. Explain that for each action, each group should define indicators that will allow to measure the impact of the action, as well as the corresponding tasks and tools. Take this moment also to clarify how indicators, tasks and tools are defined in the context of this training program:
 - **Indicators** correspond to variables (quantitative or qualitative) that are in line with the project’s objective; are easy to collect and to interpret, and allow to measure changes over time. Examples of indicators: Quantity of litter in the schoolyard, number of students who put rubbish on the ground.
 - **Tasks** are ways of measuring the indicators. In order to assess the effect of the actions on achieving the objective, tasks should be repeated before and after the implementation of the action. Examples of tasks: photographic record of the schoolyard before and after the action (to measure the amount of litter), survey to students before and after the action (to assess the number of students that put rubbish on the ground).
 - **Tools** consist of the formats and platforms that allow to implement the tasks. Examples of tools: paper format; Google Forms; Mentimeter; spreadsheet in Excel/Google Sheets; photographs.
6. Considering the feasibility – in terms of amount of resources, costs, duration – and the potential impact – how likely they will allow you to achieve your objective – , prioritise your activities, giving more priority to those identified as more feasible and with more impact. After this, rearrange the actions and related information in descending order or priority (more priority on top) along the vertical axis in

the box "Actions: what are we going to do that: 1) is aligned with the objective; 2) and has concrete and measurable outputs?".

- 7. To close the activity, ask the groups to share and present their work with the rest of the class.

HOW?				
Actions: what are we going to do that: 1) is aligned with the objective; 2) and has concrete and measurable outputs? <i>Example: Make an awareness video about the litter collected behind the wall outside the school.</i>	Stakeholders: who's helping? <i>Example: The IT teacher helps making the awareness video.</i>	Resources: what do you need? <i>Example: Human resources- students, teacher</i> Material- computer, internet.	Costs: how much will it cost? <i>Example: 3 euros for buying trash bags.</i>	Time duration: how long will it take? <i>Example: 8 classes.</i>

Figure 5.38: Section "How?" from the canvas "Develop and plan the project".

DID IT WORK?		
What indicators will we measure? Indicators correspond to variables (quantitative or qualitative) that are in line with the project's objective; are easy to collect and to interpret, and allow to measure changes over time. <i>Example: Quantity of litter behind the wall, number of students who put rubbish on the ground.</i>	What tasks will we implement? Tasks are ways of measuring the indicators. In order to assess the effect of the actions on achieving the objective, tasks should be repeated before and after the implementation of the action. <i>Examples: photographic record behind the wall before and after the action (to measure the amount of litter), survey to students before and after the action (to assess the number of students that put rubbish on the ground).</i>	What tools will we use? Tools consist of the formats and platforms that allow to implement the tasks. <i>Examples: paper format, Google Forms, Mentimeter, spreadsheet in Excel/Google Sheets; photographs.</i>

Figure 5.39: Section "Did it work?" from the canvas "Develop and plan the project".

Activity 10: Developing and planning the project: Section “What and how to communicate?”

HOW?

Firstly, each group will define a communication action for each of the actions defined in the section „How?“, by using different formats and channels for project sharing. Secondly, the groups will have a practical exercise which consists of writing a social media post about this training program on Open Schooling. In the end, each group presents their post and discusses good practices on communication, particularly in the school context.

WHY?

- Promoting the dissemination of the project among the school/local communities, transmitting knowledge about it and facilitating the involvement of these communities in the project.

HOW LONG?

1 hour 30 minutes

MATERIALS:

- *Pack with editable and non editable files – “Developing and planning the project: section “What and how to communicate?””* (all images depicted below are included in the files)

RELATED CONTENT FROM OPEN SCHOOLING MANUAL FOR THE CITIZENSHIP AND DEVELOPMENT DISCIPLINE:

- *“Dissemination and involvement of the school/local community in the Citizenship and Development project”* [Portuguese]

STEP-BY-STEP:

1. Start by explaining that this last activity will be dedicated to the section “What and how to communicate?” and will consist of two parts: in the first part, each group will define a communication action for each of the actions defined in the section “How?”; and in the second part, the groups will have a practical exercise which consists of writing a social media post about this training program on Open Schooling.
2. For each project action, ask each group to define and write down in the respective boxes: 1) the message they want to communicate (box “What are we going to communicate”); 2) the target public, for example, teachers, students, local community (box “To whom are we going to communicate”); 3) the formats (text, poem, song, video) and channels (newspaper, social media, radio) on how they want to communicate their message, which will be very dependent on the target public as well (box “Which communication formats and channels will we use”); and 4) who could help them disseminate their message (box “Who do we know that can help us spread the communication”).
3. After completing the canvas, ask each group to share one communication action with the rest of the class.
4. Then, it’s time to create a social media post about the experience that learners had during this training program on Open Schooling. For that, ask each group to do the same exercise as in 2., but now knowing that the channel used will be a social media channel. However, groups still need to define which channel will be used (Facebook, Instagram, TikTok, Youtube, etc).

5. Finally, let each group present their post and promote a discussion about good practices on communication, particularly in the school context.

WHAT AND HOW TO COMMUNICATE?			
<p>What are we going to communicate? What is the message?</p> <p><i>Example: It is our responsibility to keep the school clean.</i></p>	<p>To whom are we going to communicate? Who is our target audience?</p> <p><i>Example: School community – other classes, school cycle, school group; families; local community; local associations; local political power.</i></p>	<p>Which communication formats and channels will we use?</p> <p><i>Example: Disseminate the awareness video on social networks.</i></p>	<p>Who do we know that can help us spread the communication?</p> <p><i>Example: Groups of students developing sustainability-related projects at school (e.g. in other school subjects); local associations concerned with sustainability issues; local radio and/or newspaper; Municipality communication channels</i></p>

Figure 5.40: Section “What and how to communicate?” from the canvas “Develop and plan the project”.