



Erasmus+



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# ACT | PROJECT

**PORTFOLIO**

**Citizenship Experience**

**Teachers' guide**

## Citizenship project portfolio

### What is the “Citizenship project portfolio”?

The portfolio is a personal document. It is part of the European project in which you are participating. The students of the partner countries who also participate in this project have the same portfolio.

It includes five sections :

1. A presentation of yourself and of your personal experience with citizenship.
2. A presentation of the citizenship project in which you are participating.
3. A page with the classroom expectations that you set in collaboration with your classmates and teachers
4. A “GANTT chart” in which you can list the activities that you will carry out for your class’s citizenship project as well as the timeline for each of these activities.
5. A skills booklet presenting the skills that you might acquire during the implementation of your citizenship project. It takes into account your self-assessment as well as the assessment of your skills by your classmates (peer assessment) and by your teacher(s).

### What is the purpose of this portfolio?

The Citizenship project portfolio allows you to:

- present the work you will carry out for your class’s Act citizenship project;
- assess the skills you will develop during this citizenship project (self-assessment, peer assessment and assessment by your teachers) for the purpose of making progress on them during the school year.

## About me

### WHO I AM

<b>Last name</b>		Photograph
<b>First name</b>		
<b>Date of Birth</b>		
<b>Nationality</b>		
<b>Educational Level</b>		

### THE CAUSES THAT ARE CLOSE TO MY HEART...

	Yes	No	
			Possibility to change these questions so that they are adapted to each country
Are there any social and/or civic issues that are of particular importance to you?	X		How to welcome migrants Fighting against racism Defending children's rights Protecting the environment
Do you participate in any civic and / or social projects?	X		"Race against hunger" "Campagin for gender equality" "Beach clean-up"
Do you have any experience with volunteering in NGOs, non-profits, charities, etc.?	X		Greenpeace, UNESCO, local NGOS

### MY ACT CITIZENSHIP PROJECT

<b>Project title</b>	#SienteMachado (Spain) Possibility to adapt for each country
<b>Project goal(s)</b>	To investigate the trajectory of previous students of the School. To understand the impact of the passage through the Institute on developing values and civic behavior. Use these testimonials as an example to follow to become a good citizen
<b>Final product(s)</b>	Exhibit in the glass gallery of the Center
<b>Action plan</b>	Means: historical archive of the Center; computer and audiovisual media  Actions: interviews with people from the entire community near the Center; advertising on social networks, posters, dissemination in local media.
<b>Timeline</b>	Estimated duration: 3 months (1 hour per week + interview outside of class)
<b>My role</b>	Preparation of questionnaires for the interviews Communication with local media and on social networks

## Our classroom expectations

Please fill this page in with the **do's and don'ts** of how you and your classmates and teacher plan to work together during the school year. Once you have agreed on a final list, please write them or paste them onto this page and then sign and date it at the bottom.

### For example

#### Rules:

Each person will take turns to speak.

Show respect to the person who takes the floor.

You are entitled to disagree, but you must explain why.

We are active/attentive listeners; only raise your hand when one person has finished speaking.

Date : \_\_\_\_\_ Signature \_\_\_\_\_



## Skills booklet

The following **assessment scale** should be used when performing self, peer or teacher assessments. Please refer to the **Evaluation criteria on pages 13 to 16** for more detailed information in this regard.

### Proficiency level:

- 4 :  excellent mastery/expert level
- 3 :  good mastery/high level
- 2 :  under construction/apprentice level
- 1 :  low mastery, to be strengthened/beginner level

Please note that you will only be assessed on the categories that correspond to the role you have in your team and the tasks your team is responsible for completing. In addition, it is important to remember that gaining competences takes time. **You are not expected to be a master of everything.**

	PRE-ACT	POST-ACT
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## My skills progress

	PRE-ACT												POST-ACT															
	SELF EVALUATION				PEER EVALUATION				TEACHER EVALUATION				SELF EVALUATION				PEER EVALUATION				TEACHER EVALUATION							
 <b>VALUES</b> The general convictions which inform the way one acts																												
Recognizes that the dignity of each person is of equal importance regardless of their situation or personal status																												
Recognizes the universal nature of human right																												
 <b>ATTITUDES</b> The behaviours (actions, emotions, opinions) demonstrated in response to an individual, a group of individuals or a situation																												
Exhibits breadth of views and curiosity about different beliefs and cultural practices																												
Demonstrates tolerance and respect towards convictions, cultural practices and opinions which differ from one's own																												
Demonstrates critical and reflective attitudes towards information, sources of information and their own convictions.																												
 <b>Knowledge and critical understanding</b> The information possessed on a topic and the capacity to understand and to use it																												
Knowledge and understanding of the fundamental values that guarantee individual liberty and collective freedoms																												
Knowledge about the fight against discrimination, racism, anti-Semitism and all forms of extremism																												



## Evaluation criteria

<b>Values</b>	<i>Excellent mastery Expert level</i>	<i>Good mastery High level</i>	<i>Under construction Apprentice level</i>	<i>Low mastery, to be strengthened Beginner Level</i>
<b>Recognizing that each person's dignity is of equal importance, regardless of his or her situation or personal status</b>	<i>I systematically give as much importance to my own rights as I do to the rights of others</i>	<i>I almost always give as much importance to my rights as to the rights of others</i>	<i>The importance I give to the rights of others depends on the people and circumstances</i>	<i>I do not recognize that others have the same rights as me</i>
<b>Recognizing the universal character of human rights</b>	<i>I understand and argue in favour of the universal character of human rights</i>	<i>I understand and the universal character of human rights and personally believe it is important</i>	<i>I consider the importance of the universal character of human rights</i>	<i>I don't take into account the universal character of human rights.</i>

<b>Attitudes</b>	<i>Excellent mastery Expert level</i>	<i>Good mastery High level</i>	<i>Under construction Apprentice level</i>	<i>Low mastery, to be strengthened Beginner Level</i>
Demonstrating openness and curiosity regarding convictions and cultural practices which differ from one's own	<i>I systematically show a great deal of interest in others by asking questions and listening to their responses and by taking into account the cultural practices and convictions they might have that differ from my own</i>	<i>I almost always show interest in others by listening to them and by taking into account the cultural practices and convictions they might have that differ from my own</i>	<i>I have little interest in others and generally do not take into account the cultural practices and convictions they might have that differ from my own</i>	<i>I have no interest in others and do not take into account the cultural practices and convictions they might have that differ from my own</i>
<b>Demonstrating tolerance and respect towards convictions, cultural practices and opinions which differ from one's own</b>	<i>I systematically adopt a very respectful attitude towards others and do not put a value judgment on their cultural practices and beliefs</i>	<i>I almost always adopt a respectful attitude towards others, their cultural practices and their beliefs</i>	<i>Although I can tolerate the cultural practices and beliefs of others, I put a negative value judgment on them when they are different from my own</i>	<i>I do not respect the cultural practices or beliefs of others nor do not let others express themselves</i>
<b>Demonstrating critical and reflective attitudes as regards information,</b>	<i>I systematically double-check my information</i>	<i>I often double-check my information sources,</i>	<i>I do not double-check my information sources but I</i>	<i>I do not double-check my information sources or</i>

<b>information sources and one's own convictions</b>	sources, compare information from different sources and question my own beliefs	compare information from different sources and question my own beliefs	do remain open to other sources of information. I do not question my own beliefs.	question my own beliefs
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<b>Knowledge and critical understanding</b>	<b>Excellent mastery Expert level</b>	<b>Good mastery High level</b>	<b>Under construction Apprentice level</b>	<b>Low mastery, to be strengthened Beginner Level</b>
<b>Knowledge and understanding of fundamental values which guarantee both individual freedoms and collective freedoms</b>	<i>I know and understand common fundamental values which guarantee personal and collective freedoms. I apply them and uphold them everyday.</i>	<i>I know and understand common fundamental values which guarantee personal and collective freedoms.</i>	<i>I partially know the common fundamental values which guarantee personal and collective freedoms.</i>	<i>I don't know or understand common fundamental values which guarantee personal and collective freedoms.</i>
<b>Knowledge of what it means to fight against discrimination, racism, antisemitism and all forms of extremism</b>	<i>I know and understand the situations and issues related to the fight against discrimination, racism and antisemitism as well as all forms of extremism. I adopt a proactive attitude to systematically fight against discrimination</i>	<i>I know and understand the situations and issues related to the fight against discrimination, racism and antisemitism as well as all forms of extremism.</i>	<i>I partially know the situations and issues relating to the fight against discrimination, racism and antisemitism as well as all forms of extremism.</i>	<i>I don't know or understand the situations and issues related to the fight against discrimination, racism and antisemitism as well as all forms of extremism.</i>

<b>Skills</b>		<b>Excellent mastery Expert level</b>	<b>Good mastery High level</b>	<b>Under construction Apprentice level</b>	<b>Low mastery, to be strengthened Beginner Level</b>
<b>Cooperating/ collaborating</b>	<b>Collaborating in a group, setting goals with a group, carrying out a mission for the group</b>	<i>I am invested in the team and make its work effective. I express my opinion and undertake the role of organizer and leader within the team</i>	<i>I am invested and try to make the team work effective. I usually express my opinion.</i>	<i>I achieve my task within the team. I have difficulty expressing my opinion within the team.</i>	<i>I don't participate in the work of the team or achieve my task. I am not a team player.</i>
	<b>Resolving conflicts</b>	<i>I undertake the role of mediator to solve conflicts</i>	<i>I try to encourage dialogue when there is a conflict in</i>	<i>I adopt a language and an attitude of withdrawal</i>	<i>I am indifferent or negative or both during a conflict.</i>

		<i>within the team. I adopt a language and an attitude that help to calm the tensions.</i>	<i>the team. I usually adopt a language and an attitude that help to calm tensions.</i>	<i>during a conflict</i>	
	<b>Negotiating and accepting compromises</b>	<i>I systematically negotiate and accept compromises when they are necessary for making progress on the project.</i>	<i>I usually negotiate and accept compromises when they are necessary for making progress on the project, but I do not take a lead role during this process.</i>	<i>I try to negotiate but without the relevant arguments. I accept compromises but don't always take the decisions into account.</i>	<i>I reject all form of negotiation and refuse compromises.</i>
	<b>Cooperating with the project's partners</b>	<i>I always contact, cooperate and take into account project partners.</i>	<i>I usually cooperate with project partners.</i>	<i>I sometimes take into account project partners, but I don't cooperate directly with them.</i>	<i>I don't cooperate with project partners.</i>
	<b>Peer-reviewing</b>	<i>I always actively participate in peer assessment and systematically express well-argued and appropriate opinions.</i>	<i>I usually participate in peer assessment and express good arguments and appropriate opinions.</i>	<i>I try to participate in peer assessment.</i>	<i>I don't participate in peer assessment and don't respect the assessment rules.</i>
<b>Communicating</b>	<b>Being able to listen and exchange with peers, teachers, and partners</b>	<i>I always actively listen to and meaningfully engage with the opinions expressed by my peers, teachers and other project partners.</i>	<i>I usually listen to and engage with the opinions expressed by my peers, teachers and other project partners.</i>	<i>I try listen to and engage with the opinions expressed by my peers, teachers and other project partners.</i>	<i>I don't listen to or engage with my peers, teachers or other project partners.</i>
	<b>Being able to discuss, argue and debate a point of view as well as to adopt new perspectives</b>	<i>I know and systematically apply the rules of discussion and debate. I am able to argue effectively.</i>	<i>I know and usually apply the rules of discussion and debate. I try to develop good arguments.</i>	<i>I partially know but don't apply the rules of discussion and debate. I don't often develop a good argument.</i>	<i>I don't know the rules of discussion and debate. I never develop my own arguments.</i>
	<b>Being able to manage one's emotions</b>	<i>I have excellent control over my emotions</i>	<i>I have good control over my emotions</i>	<i>I have difficulty controlling my emotions</i>	<i>I don't control my emotions</i>
	<b>Being able to communicate about</b>	<i>I communicate in an effective way by varying</i>	<i>I sometimes vary my means of communication.</i>	<i>I try to communicate on the project, but I usually</i>	<i>I don't communicate on the project</i>

	<b>the project using different media and to tailor the message to the target audience</b>	<i>the means of communication. I systematically adapt my language and communication tools to my audience.</i>	<i>I usually adapt my language and communication tools to my audience.</i>	<i>don't vary my means of communication</i>	
<b>Engaging</b>	<b>Taking responsibility and initiative, autonomously and in a group</b>	<i>I always take initiative, and I can assume responsibility within the group without being asked.</i>	<i>I usually take initiative, but I need to be asked by others to assume responsibility at within the group.</i>	<i>I don't usually take initiative, and I avoid assuming responsibility within the group.</i>	<i>I don't take any initiative and I refuse to assume responsibility within the group.</i>
	<b>Imagining possible actions to take and carrying them out in order to solve problems</b>	<i>I always play a leading role in finding multiple and varied solutions to problems then implementing them.</i>	<i>I usually participate in finding multiple and varied solutions to problems, then implementing them.</i>	<i>I don't usually participate in finding solutions to problems, but I participate in implementing them.</i>	<i>I don't try to solve problems.</i>
	<b>Taking the general interest into account</b>	<i>I systematically put the general interest ahead of my personal interest.</i>	<i>I usually put the general interest ahead of my personal interest.</i>	<i>I am aware of the general interest, but I often put my personal interest first.</i>	<i>I always put my personal interest ahead of the general interest.</i>
	<b>Taking a position on a subject, an issue, an action, ...</b>	<i>I systematically take a stand and try to convince others of my viewpoint.</i>	<i>I usually take a stand and try to defend my point of view</i>	<i>I usually don't take a stand, and when I do, I don't give any supporting arguments.</i>	<i>I don't take a stand.</i>
<b>Critical thinking</b>		<i>In real life, I systematically analyze the situation and apply my critical thinking skills.</i>	<i>In real life, I usually analyze the situation and apply my critical thinking skills.</i>	<i>In real life, I don't usually analyze the situation or apply my critical thinking skills.</i>	<i>I don't analyze the situation or think critically</i>

## Assessment charter

**The evaluation of students using innovative assessment methods is an integral part of the ACT Project. It allows students to examine themselves and to become aware of the skills to master in order to make sense of citizenship in a democratic country.**

### Objectives:

The self and peer assessment allows me:

- to know my strengths and what I need to improve;
- to participate in my assessment.

### Methodology:

#### *Step 1: preparation*

- Many situations are possible : individually, I assess my work or the work of an other pupil ; collectively, my group assess the work of another group, etc.
- I need to know :
  - the work instructions given to the pupil or to the group that I have to assess.
  - I also need to have the work realized by the pupil or the group that I have to assess.

#### *Step 2: assessment*

- I review the work, taking account of the instructions that have been given.
- I ask questions to the pupil or to the group assessed in order to understand the work that has been realised.

#### *Step 3: feedback from the pupil playing the role of assessor to the assessed pupil*

- I explain to the pupil or the group that I assessed what was achieved, what was not achieved so well, and I propose ways to improve the work.
- The pupil or the group assessed asks questions, proposes ways to improve or deepen the work, thanks the pupil playing the role of assessor for his or her look at the work.

### Principles:

- I always formulate my comments and remarks in a respectful way.
- Only the work is assessed : I must not put a value judgment on any other pupil.
- I undertake not to dilvuge the assessment of the pupil or the group without their prior approval.

## Role and position of the teacher during assessment

**Beforehand:** The teacher reminds students of the evaluation objectives. An explanation of the evaluation chart and the portfolio should already have been provided.

### 1/ Establishing a climate of trust

The teacher establishes a climate of trust so that the pupils can put into practice self-assessment and peer-assessment. He or she reminds them the caring rule which applies for all, assessed people and assessors, and the fact that it is a question of estimating the skills of each pupil during the project, not to attribute a value judgment on their classmates or on themselves.

When pupils are in the assessment phase (self-assessment or peer-assessment), the climate should be calm. The teacher makes sure that the exchanges can go smoothly.

He or she is always responsible for a respectful exchange between the pupils.

### 2/ Using evaluation criteria

During the different activities carried out in the project, whether during the protocol (pre-activities and lesson plan) or the implementation of the citizenship project by the pupils, the teacher can ask the pupils which skills mentioned in the portfolio could be assessed or to indicate them.

In order to help the pupils to choose an appropriate skill level (excellent mastery/expert level; good mastery/high level/under construction; apprentice level/low mastery; to be strengthened/beginner level), the teacher can propose to them the descriptors presented above while simplifying them or asking the pupils to make clear in a few words why they chose one or the other level of acquisition.

The assessment by the teacher is based on his/her observations. It may refer to the descriptors mentioned above but not exclusively. The teacher may rely on his/her own experience in assessment.

### 3/ Examples of assessment situations

**Self-assessment:** the teacher may ask the pupils, at the end of a lesson, to assess themselves on their role in the project, by choosing two or three appropriated items in the portfolio. If the pupil is responsible for the communication on the social networks for instance, he or she may choose the following item in the section “*Skills-Communication*”: “*Being able to communicate about the project using different media and to tailor the message to the target audience*”.

**Peer-assessment:** the teacher may propose a time of peer-assessment when the citizenship projects by each group are presented. After the project finalization by

each group, the teacher may ask each pupil to be assessed in the group by his/her peers on different items:

*Attitudes/ Exhibits breadth of views and curiosity about different beliefs and cultural practices*

*Skills/collaboration-cooperation/ Collaboration in the group, established goals, carry out a mission*

**Assessment by the teacher:** the teacher may choose to assess after the pupils self-assessment or after the peer-assessment on the same items, in order to give his/her point of view and discuss the level of skill acquisition with the pupils if it differs from the one chosen by the pupil or the one chosen by his/her peers.

The teacher chooses other items and conducts the assessment after having observed the pupils.

## My notes