

Lesson Plan 2: Designing citizenship project proposals

Target group

Teachers involved in ACT

Completion time

60 minutes

Description

The following teaching scenario is the second mandatory lesson plan for the ACT Project. By the end of this lesson, each small group of students should have come up with a citizenship project proposal that may be presented to the class. **These proposals should be based on the three ACT Project themes – fighting discrimination, social inclusion, cultural diversity – and should be realistic and feasible.** They must also involve actions and activities that are permitted in schools. For example, if teachers and students in a given country are not allowed to collect funds, then the proposed project may not involve this dimension. This lesson plan sets the tone for the entire ACT Project.



Overview

. Each group is asked to work to create a proposal of a “citizenship project” it would like to be implemented in its classroom. Each project must meet the criteria of a citizenship project and include one or more of the three ACT Project themes (fighting discrimination, social inclusion, cultural diversity). This proposal must be realistic and feasible in terms of complexity, duration, scope, etc. Each group is asked to prepare its own proposal, including a visual presentation that will be presented to the entire class during the next class period dedicated to the selection of the citizenship project. . The students will vote for the citizenship project that will become the ACT project for the classroom.

Organisational method:

Students work together in small groups, according to the groups settled in the previous stage.

Activity– Proposing citizenship projects

Objective

The objective of this activity is to have students take the lead on the citizenship projects they would like to implement with their classmates in view of the ACT themes and the issues they encounter in their everyday lives. In each group, all students contribute to create the proposal, but individual roles may be assigned to the students to structure the work and make it effective.

Materials

The print-out provided in **Annex 1** describing the potential individual roles that will be assigned to students for the creation of their project proposal in small groups.

The worksheet provided in **Annex 2** should be filled out by students while working in their groups. Please note that this worksheet is designed to help students brainstorm but should not be the visual aide they use to make their presentations during the next class period.

Preparation

Print as many copies of the document in Annex 1 as there are groups in the class, then **cut out** the individual role cards – that may possibly be assigned to the students - so that they may be given to students prior to the main activity during **Lesson Plan 2**. Prepare the proper number of cards depending on the size of the groups created during the previous step.

These roles will be assigned on the basis of the students' decision. The teacher ensures that this activity runs smoothly and quickly.

Box . Individual role assignment

There are four individual roles that should be assigned to students during the activity.

Individual role 1.	Presenter of the project in front of the classroom
Individual role 2.	Time keeper and Arbitrator
Individual role 3.	Recorder
Individual role 4.	Errand Monitor

The roles assigned to students will depend on their own choice. The same role can be shared by two students, for instance the project can be presented by two students at the same time.

Print copies of the worksheet for each student in the class.

Description of activity

Once students have been seated in their groups, before engaging the students, the teacher reminds the concept of “citizenship project” and the themes it must deal with. He/she may prepare a printed document recalling those elements and distribute it to the students or write them up on the blackboard.

The teacher explains the expectations – designing a citizenship project in each group – and suggests that roles may be assigned for more efficiency. The teacher distributes one role card game to each group and briefly explains each role, underlining that one role can be assigned to one or several students.

In the context of this activity,

- the Recorder from each group should be writing down the group's ideas and proposals ,
- the Time Keeper and Arbitrator should be keeping track of the hour and bringing the focus to the debate when the discussion is moving away. He/she should ensure that each student can speak,
- the Presenter will be in charge of presenting the proposal during the next class period, he/she starts to think about how the project could be presented
-

- the Errand Monitor can come find the teacher at any time if the group has a question.

It is every group member's job to contribute their ideas and participate in the group's work.

Once these roles have been explained, the teacher should then describe the 'rules of the game':

- Each group has until the end of the class period to prepare their project proposals and corresponding presentations
- Proposals must be related to at least one of the project themes: cultural diversity, social inclusion, and/or fighting discrimination and meet the criteria of a citizenship project : it may be materialized and broadcasted outside of the group; it shall be defined and implemented by all students ; and present a social utility.
- Proposed projects must be realistic and feasible and must not break and school rules.
- Each group uses a support to present its project to the classroom, either an A3 sheet, a slideshow reduced to one slide, a poster or any other support chosen by the students (see appendix 2 for a description of the information to include in this presentation)
- During the next class period, the Presenter from each group will have a few minutes to present her/his group's project to the class. Then students will be able to vote for the project they liked the best. They will not be able to vote for their own proposals.

The teacher's role in this development phase is essential.

While students brainstorm together in their groups, the teacher should go around the room to motivate, encourage and help get discussions back on track. When ideas begin to emerge and disagreements arise between group members, it is the teacher's role to remind students of the ground rules (refer to the first pre-ACT activity) they established together as a class and of the possibility to take a vote within their group to make certain decisions. If the teacher finds that a group has finished their proposal ahead of time, he/she could ask them to add additional details. By contrast, if a group is running behind schedule, the teacher might need to step in to get the group back on task or focused on the most important elements of their project design and corresponding presentation to the class.

The teacher should guide students by asking them questions that will help them reflect on the feasibility of their project, its objectives, its link to ACT themes, etc. He/she helps them validate the relevance of their project in relation to the criteria of what a citizen project should be. The teacher ensures an essential framing role; in particular, he/she does not hesitate to point out when a project is unworkable. He/she questions, ask precisions while going around the room. He/she leads each group to specify their project, writes down the ideas, discusses them. He/she helps them realise that this project chosen and then carried out by the whole class.

Note :

The teacher should avoid influencing students by giving specific examples or showing videos of projects which are already completed. But he/she can help students to think by questioning them. For example: can you associate concrete situations with Act themes in your immediate environment? What could we do concretely?....

Annex 1

Individual Role Cards

<p style="text-align: center;">PRESENTER</p> <p>Presents the group's citizen project to the class</p> <p>He/she organizes the presentation with the other students, in the form of an A3 sheet, a slideshow reduced to one slide, a poster or any other support</p> <ul style="list-style-type: none">▪	<p style="text-align: center;">TIME KEEPER and ARBITRATOR</p> <p>Encourages the group to stay on task</p> <p>Announces when time is halfway through and when time is nearly up</p> <p>His/her objective : to further the work, to regulate the debate, to ensure that each student can express his/her point of view</p> <ul style="list-style-type: none">▪ .”
<p style="text-align: center;">ERRAND MONITOR</p> <p>The only student allowed to leave the group to talk to the teacher or to get supplies.</p> <p>Informs the team of what has been discussed with the teacher.</p> <ul style="list-style-type: none">▪	<p style="text-align: center;">RECORDER</p> <p>Writes down group members' ideas on a paper sheet or any other support</p> <p>Regularly takes stock on the group's ideas ; ask the students to make choices</p> <p>Challenges each group member to justify and explain her/his thinking</p> <ul style="list-style-type: none">▪

Annex 2

Citizenship project proposal worksheet

The visual presentation of the citizenship project of each group aims at explaining to other pupils what is this citizenship project, designed by the group and why one must vote for it.

This presentation has to include the following elements:

- It must answer to the following questions :

What do we want to do ?

Why?

For whom?

How ?

How much time will we need ?

What could be difficult ?

Who can help us ?

- It has to include :
 1. The objectives
 2. The expected outcomes
 3. The steps to reach the objectives
 4. The final product and, if possible, a title

PROJECT TITLE: WHAT WILL YOU CALL YOUR PROJECT?



PROJECT GOAL: WHAT PROBLEM IN YOUR SCHOOL OR COMMUNITY WILL YOUR PROJECT TRY TO SOLVE?



FINAL PRODUCT: WHAT WILL THE MAIN OUTPUT(S) OF YOUR PROJECT BE?



TIMELINE: HOW LONG WILL IT TAKE TO CARRY OUT YOUR PROJECT?



ACTION PLAN: WHAT STEPS MUST BE TAKEN TO ACHIEVE YOUR PROJECT GOALS?

