

Lesson Plan 3: Voting on citizenship project proposals

Target group

Teachers involved in ACT

Completion time

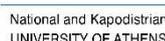
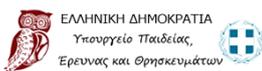
60 - 90 minutes

Description

The third and final mandatory lesson plan for the ACT Project is devoted to presentations of group citizenship project proposals to the class and then to a vote by the class for the project that they will be implementing throughout the school year. Once the project has been chosen, the teacher will work with the class to incorporate the best aspects of the losing projects into the winning project design. This final step of the process is crucial to ensuring that all students feel engaged with and motivated to carry out the chosen project with their class.

Note

Activity 3 of this lesson plan is essential to f



Overview

Students re-join the small groups from the previous class period. The Presenter from each group is asked to present her/his group's proposal to the entire class. Students keep track of each of the project presentations they have seen. After presentations, the class votes on the proposals. At the end of the class period, the teacher reunites the class and works with the students to identify the strongest aspects of the other project proposals that could be adapted to the winning project proposal. This final activity is a way to re-engage the groups whose projects were not chosen as well as to strengthen the design of the chosen project.

Activity 1 (20 minutes) – Presentations of citizenship project proposals

Objective

The aim of this activity is to have students take the floor and make the case for why their group's project should be chosen. The secondary aim is to have students practice peer assessment.

Materials

Citizenship project presentation worksheet in **Annex 1** designed to help students keep track of each presentation in preparation for voting.

Preparation

Keep only as many answer tables on the worksheet as there are small groups in the class, then **print** a copy for each student.

Description of activity

Have students seat themselves in their small groups as soon as they enter the classroom. Once everyone has arrived, the teacher can begin by reminding students of the rules they established together when it comes to the treatment of their classmates during presentations.

Student presentations should occur according to the following time frame :

- Presenters from each of the groups have a **few minutes** to present their citizenship project proposals to the entire class **based on their visual presentation (A3 sheet, slideshow, poster or any other medium**
- The teacher and students ask the Presenter and her or his group their questions regarding the project that has been presented.
- Students quickly fill in their worksheets. They do not need to fill in the worksheet for their own group's presentation. Students should be asked **not** to put their names on their worksheets and to keep these worksheets for the next activity.

Activity 2 (10 minutes) – Voting for citizenship projects

Objective

The objective of this activity is to give students the chance to practise one of the fundamental rights of a democratic citizen, the right to vote.

Materials

Completed **Citizenship project presentation worksheets** from the previous activity

Preparation

The teacher should decide ahead of time exactly how the voting will be carried out by the students – where the votes will be placed, how they will be counted, etc.

Description of activity

The teacher should explain that now it is time to vote for the project that the class will be implementing together this school year. The teacher should remind students that only one group's project will be chosen, but that all groups must contribute to making the chosen project successful.

The teacher next explains that students have **1 minute** to look over their worksheets and recall each of the presented projects and then write the **Group Number** of the project they prefer the most in the upper right-hand corner of their worksheets, in the space provided. **Students should again be reminded that they may not vote for their own group's project. The teacher helps ensure that the vote is conducted under serene and quiet conditions. He/she limits discussions among students to ensure students are voting in accordance with their own choice and to prevent any external pressure.**

The teacher must decide exactly how the votes will be collected and tallied. It is important that the process is transparent but also that it goes rather quickly. If there is a tie at the end of the voting, students will be asked to vote between the projects that received the most votes. This time students may vote however they like. They are asked to put their heads down on their desks and raise their hand when the number corresponding to their preferred project is called. The teacher will count the votes and write the final tallies on the board. The project with the most votes wins.

If there is again a tie, a representative for each of the most popular proposals should present a 1-minute argument for why her/his group's project should be chosen by the class. The teacher may want to suggest that the students concentrate on project feasibility and relevancy during their arguments. The class will then vote again.

If there is still a tie, then the teacher could ask a different teacher in the building to provide his or her "outsider's" opinion on the final choice.

Activity 3 (30 minutes) – After choosing the citizenship project

Objective

The aim of this activity is to (1) re-motivate the students whose project proposals were not chosen by the class, (2) incorporate the strengths of other project proposals into the chosen citizenship project, and (3) create a plan for project implementation and divvy up responsibilities for its implementation.

Preparation

The teacher could prepare an outline of the below chart, including the main headings, on the board prior or on another medium from which it will keep track to the beginning of the class period. (L'enseignant peut reproduire la grille ci-dessous avec les principaux titres au tableau ou sur un autre support dont il gardera la trace avant le début de la séance.)

The teacher chosen to carry out this activity in whole class or in small group. (L'enseignant choisit de mener cette activité en classe entière ou en petits groupes.)

Description of activity

At this stage, it is necessary to re-motivate students for the implementation of the chosen citizenship project, particularly those students whose proposals were not chosen by the class.

In order to accomplish this, the **Recorder** from the group whose project was chosen may be asked to fill in the below chart on the board with (1) the elements of her/his group's proposal and (2) with the suggestions of other students in the class, based on their own project ideas:

Project title <i>Example: Fighting against discrimination in middle school</i>			
Final expected result	Resources/ tools	Actions necessary for getting to the final expected result (research, communication, development...)	Ideas from other groups
<i>Creating a video on the theme of fighting against discrimination</i>	<ul style="list-style-type: none"> - A camera to record the video - Video editing software - A place to film the video - Costumes for the actors in the video 	<ul style="list-style-type: none"> - Define the content of the video: what will we be talking about? - What format for the video – interviews, news story, a short film telling a story...? - Research the content of the video, if necessary - Write the scene and the script - Choose the actors and practice the scene/chosen format - Film the video - Publicise and publish the video : on what media? for what audience? Other students in the school? parents? 	<ul style="list-style-type: none"> - Write a song that will go along with the images in the video - Show the video to kids in other schools and organize debates around it

The class can carry out a brief debate on the proposals made by other students and then vote on whether or not to incorporate them into the citizenship project. It is not permitted, however, to drastically change the objectives or scope of the chosen project.

This table will serve as the basis for the concrete implementation of the project in the following sessions. A copy can be distributed to each student.

Activity 4 (15 minutes) – Optional evaluation activity

Objective

The aim of this activity is to reflect on how the first lesson plans went for each student in the class, particularly as regards group work and voting.

Materials

Students and their teacher may refer to the assessment chart provided in the Citizenship Project Portfolios.

Preparation

The teacher should decide ahead of time the skills on which students should be evaluated following the initial lesson plans as well as at what level(s) (self, peer, teacher) this evaluation should take place

Description of activity

Self-assessment → Students could be asked to reflect on their contributions to their small groups in terms of specific skills (communication, attitude, etc.) that were necessary for the successful creation of citizenship project proposals.

Peer assessment → Students could be asked to reflect on how well their group members were able to call on specific skills (communication, attitude, etc.) in order to make meaningful contributions to their group's citizenship project proposals.

Teacher assessment →

1. The teacher could complete self and/or peer assessments by providing additional feedback regarding the skills that each student has mastered or needs to work on over the course of the project period.
2. The teacher could also provide feedback to students as individuals, or as a class, as concerns the way in which they voted for the citizenship project that they will implement during the school year. This could concern how well students followed the rules they established together as a class and/or the way in which they chose the winning project proposal (i.e. Voting based on presentation quality or on presenter popularity or on some other factor...).

Assessments should be carried out in writing and may be incorporated into the portfolios are kept in a separate document. It is a good idea to keep a trace of these assessments so that students may note their progress over the course of the project period and school year.

Annex 1

GROUP NUMBER:	
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Citizenship project presentation worksheet

Fill out the below tables for each of the projects that are presented to the class. You do not need to fill out the table for your own project. In the "Assessment" section, circle the rating you would give to the proposal on a scale from 1-4, 1 being the lowest possible rating and 4 being the highest possible rating.

Group 1

Project title:					
Assessment:	Is the proposed project:	<i>Circle the rating you would give this proposal</i>			
	1. Concrete and realistic	1	2	3	4
	2. Is it a citizenship project : is it oriented towards others, does it address the ACT themes ? (social inclusion, cultural diversity and fight against discrimination?)	1	2	3	4
	3. Collective (can it be worked on by the whole class)?	1	2	3	4
	4. Motivating (does it interest you)?	1	2	3	4

Group 2

Project title:					
Assessment:	Is the proposed project:	<i>Circle the rating you would give this proposal</i>			
	1. Concrete and realistic	1	2	3	4
	2. Is it a citizenship project : is it oriented towards others, does it address the ACT themes ? (social inclusion, cultural diversity and fight against discrimination?)	1	2	3	4
	3. Collective (can it be worked on by the whole class)?	1	2	3	4
	4. Motivating (does it interest you)?	1	2	3	4

Group 2

Project title:				
Assessment:	Is the proposed project:	<i>Circle the rating you would give this proposal</i>		
	1. Concrete and realistic	1	2	3

	2. Is it a citizenship project : is it oriented towards others, does it address the ACT themes ? (social inclusion, cultural diversity and fight against discrimination?)	1	2	3	4
	3. Collective (can it be worked on by the whole class)?	1	2	3	4
	4. Motivating (does it interest you)?	1	2	3	4

Group 4

Project title:					
Assessment:	Is the proposed project:	<i>Circle the rating you would give this proposal</i>			
	1. Concrete and realistic	1	2	3	4
	2. Is it a citizenship project : is it oriented towards others, does it address the ACT themes ? (social inclusion, cultural diversity and fight against discrimination?)	1	2	3	4
	3. Collective (can it be worked on by the whole class)?	1	2	3	4
	4. Motivating (does it interest you)?	1	2	3	4

Group 5

Project title:					
Assessment:	Is the proposed project:	<i>Circle the rating you would give this proposal</i>			
	1. Concrete and realistic	1	2	3	4
	2. Is it a citizenship project : is it oriented towards others, does it address the ACT themes ? (social inclusion, cultural diversity and fight against discrimination?)	1	2	3	4
	3. Collective (can it be worked on by the whole class)?	1	2	3	4
	4. Motivating (does it interest you)?	1	2	3	4

Group 6

Project title:					
Assessment:	Is the proposed project:	<i>Circle the rating you would give this proposal</i>			
	1. Concrete and realistic	1	2	3	4

	2. Is it a citizenship project : is it oriented towards others, does it address the ACT themes ? (social inclusion, cultural diversity and fight against discrimination?)	1	2	3	4
	3. Collective (can it be worked on by the whole class)?	1	2	3	4
	4. Motivating (does it interest you)?	1	2	3	4

Group 7

Project title:					
Assessment:	Is the proposed project:	<i>Circle the rating you would give this proposal</i>			
	1. Concrete and realistic	1	2	3	4
	2. Is it a citizenship project : is it oriented towards others, does it address the ACT themes ? (social inclusion, cultural diversity and fight against discrimination?)	1	2	3	4
	3. Collective (can it be worked on by the whole class)?	1	2	3	4
	4. Motivating (does it interest you)?	1	2	3	4