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Reaching the 'Hard to Reach'

Reaching the 'hard to reach': Inclusive responses to diversity through child-teacher dialogue

Students' Voices Toolkit

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Students' Voices Toolkit

Contents

Introduction		2
The Toolkit		2
Activity 1	Pencil feedback	4
Activity 2	In the can	6
Activity 3	The post-it board	8
Activity 4	Stand up for learning	10
Activity 5	Learning desires	12
Activity 6	How I learn (1)	14
Activity 7	How I learn (2)	16
Activity 8	Exploring different ways of learning	18
Activity 9	How I would like my class to be	20
Activity 10	My ideal classroom	22
Activity 11	The frozen picture	24
Activity 12	Your dream school	26
Activity 13	What helps me to learn?	28
Activity 14	Voting for learning	30
Activity 15	What is learning?	32
Activity 16	Origami butterfly	34
Activity 17	What makes me happy/unhappy in the classroom	36
Activity 18	Statement voting	38
Activity 19	What makes us enjoy learning	40
Activity 20	The pyramid of learning	42
Activity 21	How would I like my class to be?	44
Activity 22	The peacemakers	48
Background reading		50

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Introduction

'Reaching the hard to reach: inclusive responses to diversity through child-teacher dialogue', a three-year project (2017-2020) funded by the European Union, involved primary schools and universities in five countries: Austria, Denmark, England, Portugal and Spain.

The focus of the project was on what is one of the biggest challenges facing teachers across Europe, that of including all children in lessons, particularly those who might be seen as 'hard to reach'. These might be, for example, migrants, refugees or students with disabilities, as well as others who might be overlooked. The project involved the use of collaborative action research. This required teachers and students to participate actively as research partners alongside colleagues from universities, with the aim of improving classroom practices.

With support from their university partners, five primary schools became 'hubs': that is, centres for developing and disseminating the work of the project. During the first year they trialled a new way of working and helped in refining the processes involved within their own schools. Then, during the second year, they each led the training of trios of teachers from five more primary schools to develop a local network. In the final year of the project, all 30 schools expanded the approach in their schools.

The Toolkit

This toolkit provides illustrative examples of how teachers in the project schools engaged with the views of students about issues that affect their learning during lessons. These activities were specifically tailored for use in primary schools. However, with relevant modifications, some of the activities could be used in other contexts, such as early years settings and secondary schools.

The activities described can be used in two ways:

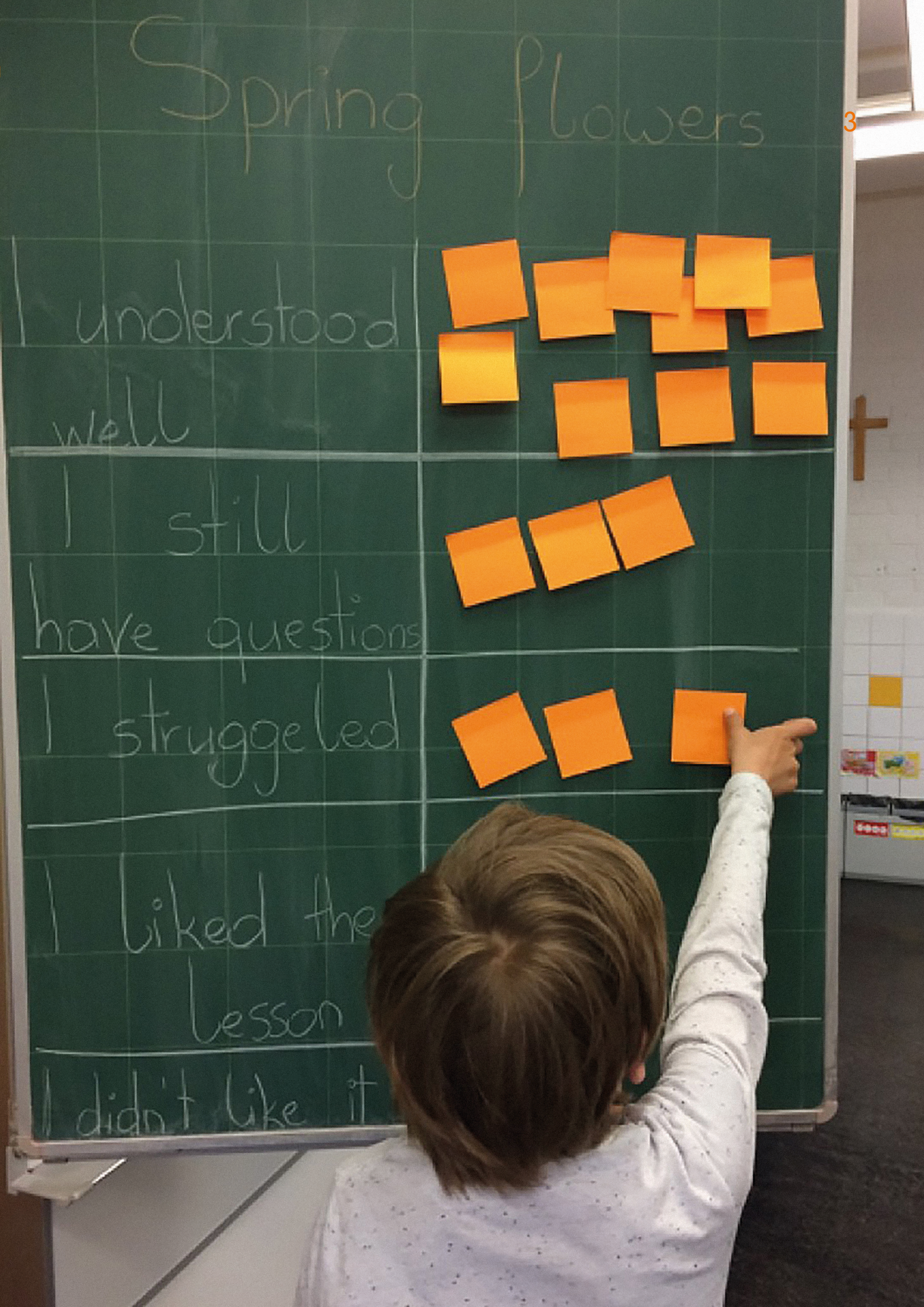
a. Teachers can use them with the whole class to facilitate dialogues with their students; and

b. Student researchers can use them after they receive training (see Preparing students to be researchers: A guidance manual) to gather the views of their classmates, which they will then analyse.

The key questions when using all of these activities are:

- How do students view learning and teaching in their school?
- How can their ideas be used to make lessons more inclusive?

In addition to the activities included here, teachers are encouraged to develop other ways of engaging with the views of their children. Schools can also use a range of other approaches developed through an earlier project. These can be found in five languages (i.e. English, Spanish, Portuguese, French and German), on the website (https://reachingthehardtoreach.eu/earlier-eu-project/), under 'A Guide' (Section 3: Students' Voices Toolkit).


Spring flowers
I understood well
I still have questions
I struggeled
I liked the lesson
I didn't like it

4 Activity 1

Pencil feedback

Developed in Spain	Age	All
	Length	A few minutes

Purposes

To gather quickly students' views

Description

The students have red, yellow and green pencils

Following a particular lesson, the teacher makes the following statements:

- It was possible for me to learn
- It was interesting
- I liked the activity/materials

They raise the red pencil if they totally disagree, the green pencil if they are completely happy, and the yellow one if their opinion is somewhere in between.

This is an easy way to get some feedback and to get the students thinking about their learning. It is also a way for shy students to express their views. The best thing for the teacher and the students is that it takes just one minute.

Adaptations	Resources
The students could close their eyes. You could use different colours, pictures of faces, or objects.	Red, green and yellow pencils.

Ii
Tt
Ee
Dd
Uu
Hh
Ll
Nn
Ss
Rr
Oo
Pp
Mm
Au au
Gg
Ww
Aa
Sch sch
Ei ei
Ff
Bb
Vv
Ää
Xx
Öö
Üü
Yy
Zz
Jj
Sp sp
Pf pf
Eu eu
Cc

6 Activity 2

In the can

Developed in Austria	Age	All
	Length	A few minutes

Purposes

To gather students' views quickly

Description

The teacher prepares small paper snippets. Every student gets one piece. At the end of the lesson they can put the paper into one of three cans. You can colour the cans red, yellow and green, or put Smileys on them. After school, the teacher can open the cans and count the snippets.

Giving feedback is hard; receiving also sometimes. This activity is not a lot of work for the teacher. It is quick and not boring for those students seen as 'hard to reach'.

Adaptations	Resources
You can take one big can and give the students a red, a yellow and a green slice of paper. They put the colour they choose into the can.	Paper snippets, cans.

8

Activity 3

The post-it board

Developed in Austria	Age	Any age is possible
	Length	3 – 5 minutes

Purposes

To determine how students participated in a lesson

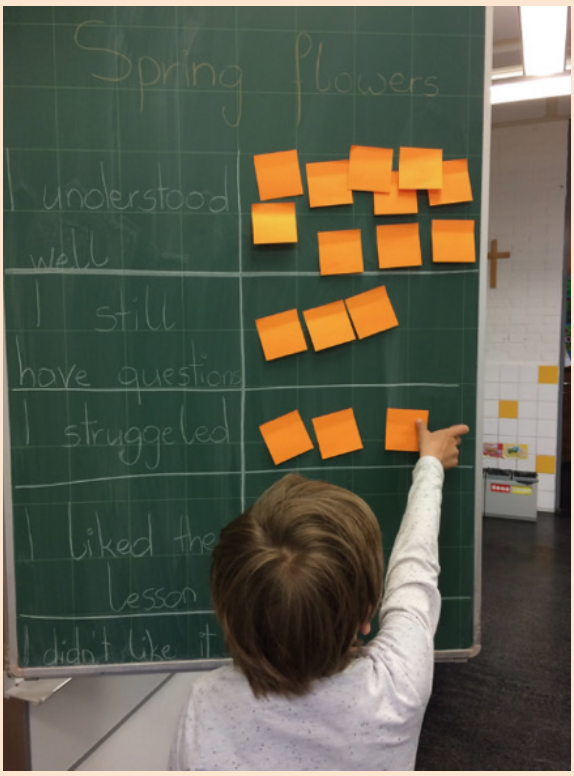
Description

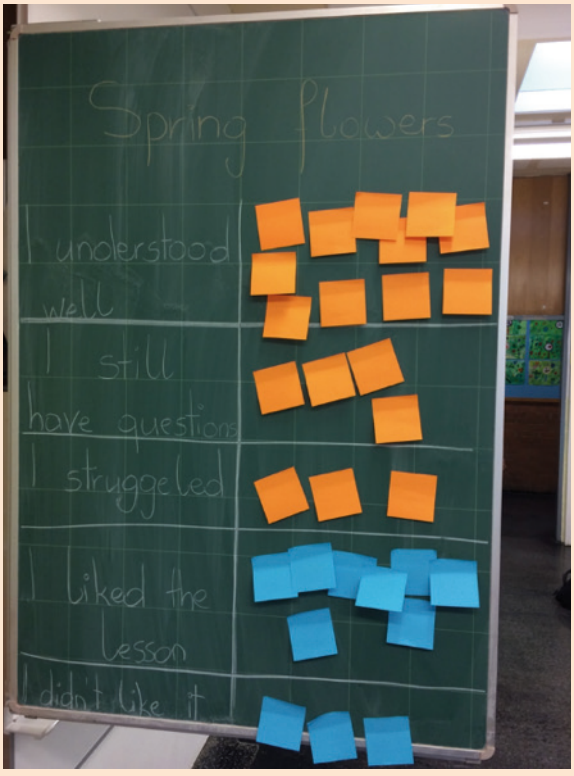
The teacher writes some short statements about the lesson on the back of the board (this is necessary,to preserve anonymity). The questions can be about: the learning topic of the lesson; how the students liked the lesson; what they learned; if they understood the lesson, etc.

Every student gets a post- it. The student has to write his/her name on the BACK of the post- it and stick it by the statement which fits best to him/ her.

It´s a good method for teachers to get quick feedback about the lesson. The teacher can see quickly how the children felt about the class. Thanks to the names on the post-its, they can also talk to certain students (e.g. What was hard for you to understand in this lesson? Why didn´t you like it? etc.). It does not take long, so no one gets bored. It´s perfect for the end of a lesson; when the children leave the classroom, they can stick their post- it to a certain statement.

Adaptations	Resources
You can also do it without names, to get a quick overall impression of reactions to the lesson.	A board/flipchart, post-its, pens.


Spring flowers
I understood well
I still have questions
I struggeled
I liked the lesson
I didn't like it


Spring flowers
I understood well
I still have questions
I struggeled
I liked the lesson
I didn't like it

Activity 4

Stand up for learning

Developed in Austria	Age	Any age is possible
	Length	5 – 10 minutes

Purposes

To see how the students participated in class and if they understood the topic

Description

The teacher asks the children to stand up when they understood the topic of the lesson. (Some children, hopefully a lot, then stand up). The seated students are now allowed to ask the standing students questions about the class. If no one of the sitting students knows a good question, the standing students are allowed to share an information they learned in this class. So, the subject of the class gets summarised and repeated.

Thanks to this method the teacher can see quickly which students participated. Students who don´t stand up can at least ask a question and therefore participate in some way. It´s a good method to see for a teacher how he/she held the lesson. If a lot of students are standing they know that they could reach the students, if a lot of students are sitting, teachers know that they have to repeat this topic.

It´s also a good way to pass the ball to the students - the teacher is just in the background; the students have to speak about the class; together with each other.

A concern with this activity, however, is that it might lead some students to feel uncomfortable. With this in mind, it should be conducted as a form of light-hearted game, e.g. ‘We all have difficulties in learning sometimes’, and “Remember, we learn more if we admit having a difficulty’.

Adaptations	Resources
Teacher asks questions, or the standing students can ask the sitting students what was hard for them to understand.	None

Activity 5

Learning desires

Developed in Spain	Age	6 – 8 years old
	Length	25 minutes

Purposes

To help students become aware of how they learn and strengthen their commitment to make progress

Description

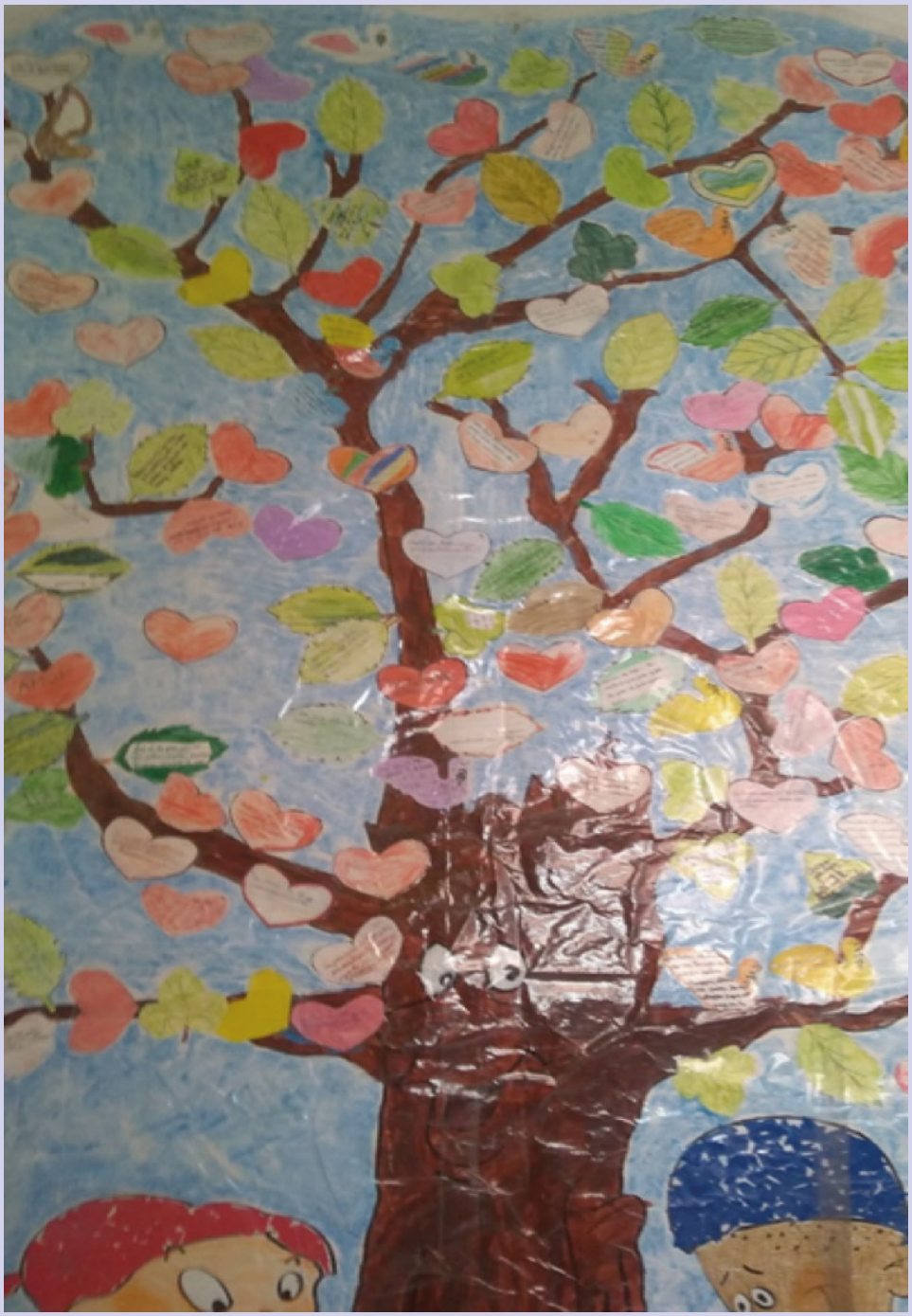
The teacher explains about how one learns and what experiences of learning the students have had in the lower grades. The teacher invites students to share their experiences at school or outside. After the sharing, the teacher asks: How would you like to learn? What wishes would you like to see fulfilled?

The teacher insists that it is not simply to think of fun activities but about those situations that they learned the most.

After the students tell some experiences, the teacher asks the students to write down some wishes they have about how to learn and what to learn as well.

Students can write a maximum of three desires. It can also be a desire to work and make an effort in a personal way. These might be placed on a visual display – see the tree illustration.

Adaptations	Resources
None	Coloured pieces of paper.



Activity 6

How I learn (1)

Developed in England	Age	Suitable for all ages
	Length	30 minutes

Purposes

To ensure children understand that people learn in different ways. (If there are research students, it is recommended that they participate in the activity).

Description

Watch short video clip of children in a classroom. Discuss: What did you see? How were children learning? Were they all doing the same thing? Discuss in partners and then as a whole class. Establish that not everyone is the same and children have different preferred ways of learning, so they may be doing things in different ways but are still learning.

Introduce symbols (see examples below) and explain that these represent some of the main ways people like to learn. Focus on one symbol at a time, read it, explain it and then ask children to act it out. When all symbols have been introduced, play a short game flashing up a symbol and asking the children to act it out in a freeze frame. (This is to ensure all children understand what each of the symbols mean).

Student researchers/teachers should then move to different areas of the classroom holding up the symbol on a piece of paper so that all the other children can see it. Children then choose the symbol that best represents how they like to learn and stand by it. Teacher or student researchers count up the votes and record them in a tally chart.

Adaptations	Resources
Children could have post-its to individually write ideas on to elaborate on their thoughts or they could work in groups, after deciding on their favourite way to learn, to add post it notes to the symbol paper to explain why they like learning in that way.The children's opinions may change depending on the lesson, so teachers could state a specific subject and let the children choose again to see how that changes the results (e.g. How do you like to learn in Maths lessons? How do you most like to learn in Science lessons?) For this type of activity children could have small copies of the symbols and pictures representing the subjects which they could match up to show their preferences.	Video clip of children in class, Symbols on A3 paper (Post-it notes, pencils, small copies of symbols, pictures representing curriculum subjects).

Looking

Watching

Doing

Hands on

Listening

Working together

Talking

Activity 7

How I learn (2)

Developed in England	Age	Suitable for all ages
	Length	30 minutes

Purposes

To ensure children understand that people learn in different ways. To allow children to vote for their preferred ways of learning. To understand how a class of children like to learn.

Description

1. **Gathering ideas:** Look at pictures of children in groups and discuss how people are behaving: what they might be saying; are they concentrating? We used smiley faces to write examples of good learning and bad learning attitudes. Look at the activities the children are doing in the pictures and then state different ways that we could learn in class. Create a diagram showing all the different activities.

2. **Information collecting:** In the activity that took place in the school, the children then discussed how they could ask the class their preferred learning activities and they decided that they would put the ideas into a table. They had a smiley face and a sad face, and as one child read out the learning activity, the children chose to stand on the happy or sad side of the classroom, and they recorded how many children for each learning style.

3. **At the end of the sessions with all the classes involved** (if this is possible), the children can come back together with the lead teacher and discuss the most popular learning activities across the classes, e.g. outdoor learning, games, videos, drama. From this, the teacher decides which activities to use for futures classes.

Adaptations	Resources
The students could close their eyes. You could use different colours, pictures of faces, or objects.	Red, green and yellow pencils.

Activity 8

Exploring different ways of learning

Developed in England	Age	Suitable for all ages
	Length	20 minutes

Purposes

To explore children's views about what learning looks like

Description

This is a dialogue-driven approach, encouraging children to think philosophically and use specific language (e.g. I agree/disagree). The session starts with the teacher showing a box filled with objects (such as pen, a camera, a ruler) and questions are asked, such as: What would people do if a pen has not been invented?

Then the students look at some pictures of children in different settings and reflect on what the children in these pictures were doing. Each time a student describes what the children in the pictures were doing. The teacher writes a word/phrase on a sticky note for the student to stick onto the picture (e.g. 'playing', 'learning', 'walking', 'digging'). Then two statements are offered for the students to vote on regarding which one they would like to discuss. For example:

Statement 1: 'When children are noisy they aren't learning.'

Statement 2: 'When children are outside they learn lots of different things.'

They then discuss in the group whether they agree/disagree with the chosen statement, using "because" to explain their reasons.

The teacher finishes the session by highlighting the idea that many children agreed.

Adaptations	Resources
This approach was used with the whole class but it can be used with smaller groups of children.	Pictures/sticky notes/boxes/objects.

When children are outside, they learn lots of different things.

Activity 9

How I would like my class to be

Developed in England	Age	9 years old
	Length	10 minutes for completing the sentences

Purposes

To explore children's thoughts about how specific lessons can be made even better.

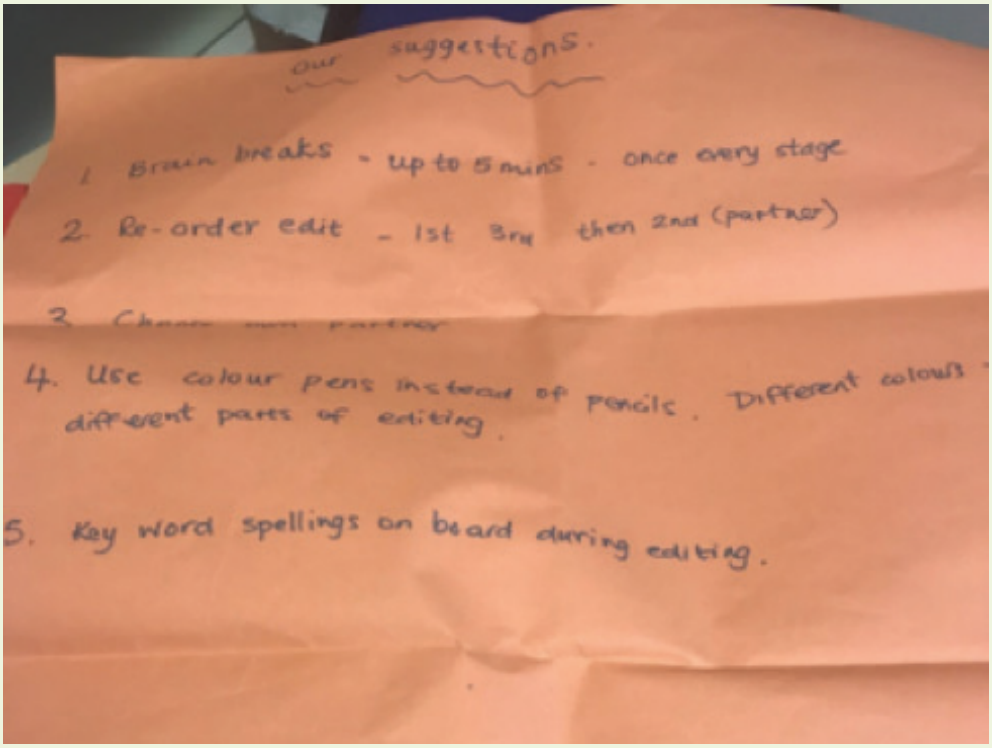
Description

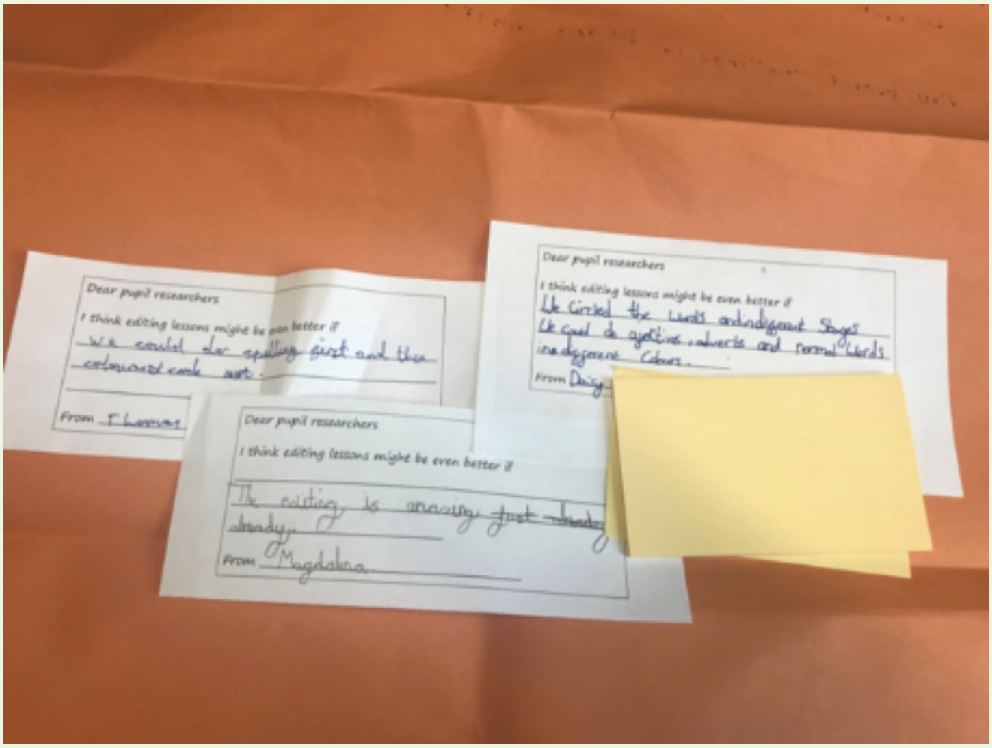
Students are told that the student researchers are going to explore their ideas about how a specific lesson can be made even better. At the school where this activity was carried out, they focused on literacy – specifically, on editing lessons. The children were told to think about this over the weekend, in discussion with their parents if they wished, and when they returned on Monday morning they were all given a piece of paper note (see picture) to write their views and post it in a box for students researchers to analyse later. The piece of paper instruction was:

Dear Student Researchers, I think editing lesson would be even better if….

The student researchers collected all 90 pieces of paper and analysed these. They organised the messages in piles according to the issue that was raised (e.g. using different colour pens for editing, choosing our own partner for editing, etc.). These ideas then informed the planning of the lesson.

Adaptations	Resources
Different sentences to be completed depending on what the teachers/student researchers decide they want to focus on.	Paper, pens.


Our suggestions.
1 Brain breaks - up to 5 mins - once every stage
2 Re-order edit - 1st 3rd then 2nd (partner)
4. Use colour pens instead of pencils. Different colours
different parts of editing.
5. Key word spellings on board during editing.


Dear pupil researchers
I think editing lessons might be even better if
We could do spelling first and then
From
Dear pupil researchers
I think editing lessons might be even better if
We Circled the words and different Stages
We could do syntax, adverts and normal words
in different Colours.
From
Dear pupil researchers
I think editing lessons might be even better if
The editing is amazing first
already.
From Magdalena

Activity 10

My ideal classroom

Developed in Portugal	Age	6 to 8 years old
	Length	The activity can be developed over several sessions.

Purposes

To learn how to listen to students' opinions about the organisation of the classroom.

Description

The activity involved the following steps:

1. The students drew a picture individually as they how would like their classroom to be (see pictures).
2. They then shared their proposals with rest of the class.
3. One class selected one of the proposals by voting. The other two classes tried out all the proposals presented, considering only the layout/organisation of the desks.
4. At the end of the process, the students selected the option that they thought was most functional.

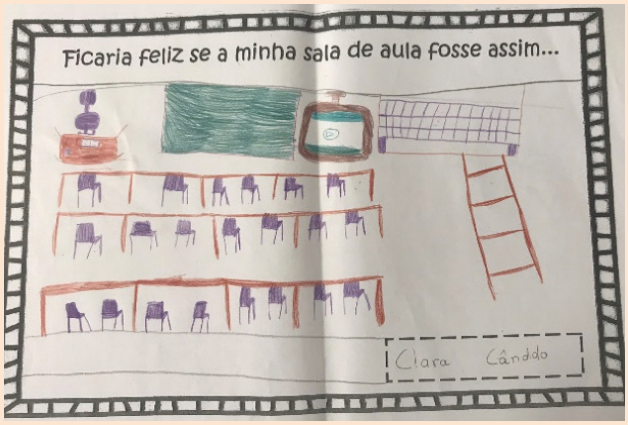
After the activity, the children should be asked about how they liked working in this way; e.g. Did it help you to take part? Did you learn anything new? How might we improve this way of working in our class?

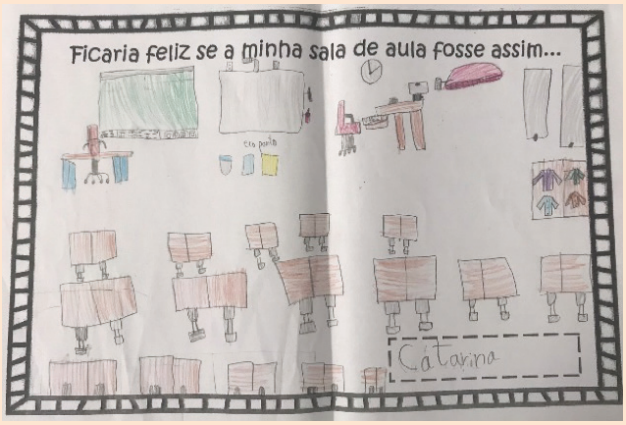
Adaptations

If used with students of a higher age range, classroom models could be made from the drawings.

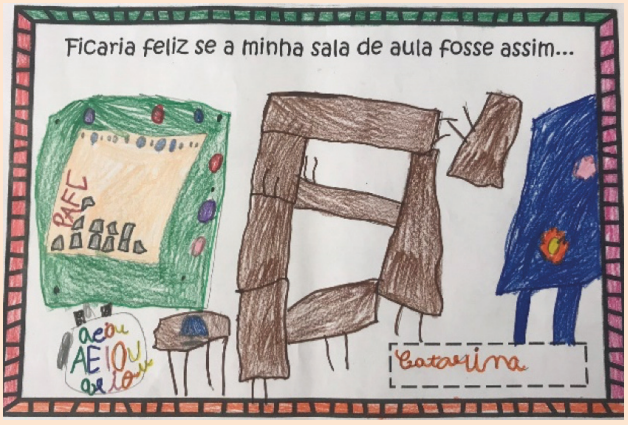
Resources

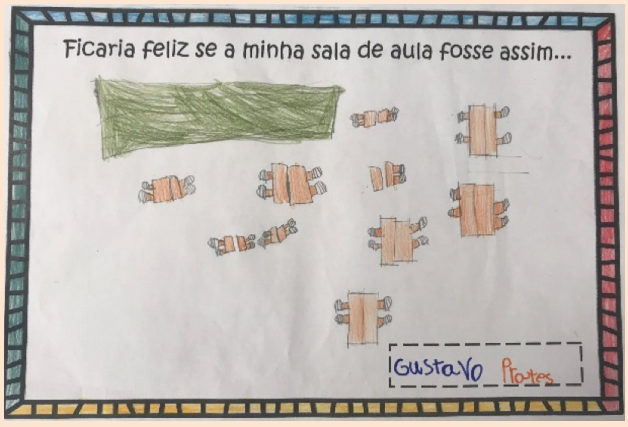
A3 sheet of paper and coloured pencils.


Ficaria feliz se a minha sala de aula fosse assim...
Clara Cândido


Ficaria feliz se a minha sala de aula fosse assim...
Catarina

Ficaria feliz se a minha sala de aula fosse assim...
0 1 2 3 4 5 6 7 8 9 10


Ficaria feliz se a minha sala de aula fosse assim...
RAFC
Catarina


Ficaria feliz se a minha sala de aula fosse assim...
Gustavo Portes

Ficaria feliz se a minha sala de aula fosse assim...

Activity 11

The frozen picture

Developed in Austria	Age	All
	Length	20 – 30 minutes

Purposes

To reflect and talk about some aspect of teaching and learning. In the particular school the approach was used as part of a social learning lesson about “friendship”. However, it can be adapted for use with other lesson topics.

Description

The teacher writes the topic on the board (for example, “friendship”).

The students then get into groups of 3-4 and think about a scene that comes to their mind when hearing the word “friendship”. After discussion, each group demonstrates their idea, with or without speaking. After each performance, the audience (their classmates) say what they think they saw, and then the performers describe what their idea was.

After the activity, the children should be asked about how they liked working in this way; e.g. Did it help you to take part? Did you learn anything new? How might we improve this way of working in our class?

Adaptations

The “word in question” will change depending on the age of the students. For younger children you can, for example, only do movements or a “frozen picture” (i.e. children stay like a statue and show their idea - see photos). Older students can also include a dialogue, a speech, facts they already know, etc.

Resources

A board/ a flipchart/ a laptop to write down the word.

1

2

3

4

5

1 .....loving each other

2 .....being nice to each other

3 .....staying together,
no matter what happens

4 .....exploring new things together

5 .....sharing things

Activity 12

Your dream school

Developed in Austria	Age	Suitable for all ages, although for some children the writing part could be left out
	Length	Two lessons

Purposes

To reflect and talk about a certain topic; to think about own dislikes and likes; to state an opinion of a subject; to learn that others may have other dreams or opinions; and to learn how to make compromises in groups.

Description

The teacher writes the topic on the board (in this example, “My dream school”). There is then an initial discussion in groups: “What is school for?”, “Why do children go to school?” In small groups, the children then discuss their ideas of how a dream school would be.

After stating some initial ideas, the children should be reminded again that a school is there for them to learn. So, they should keep this in mind as they develop their thoughts about a dream school. Every child now gets time to think alone of his/her dream school: how it should look, what activities you can do there, where you can learn. They write their ideas down (in some cases, individual words or drawings might be appropriate) In couples or in groups of up to four people, they discuss their ideas together. They then write a text, or some words, about their dream school, which builds on all of their suggestions. If they are used to working in groups, a group of four is appropriate. However, if they are not so used to it, it might be wise to start with groups of two for this kind of activity.

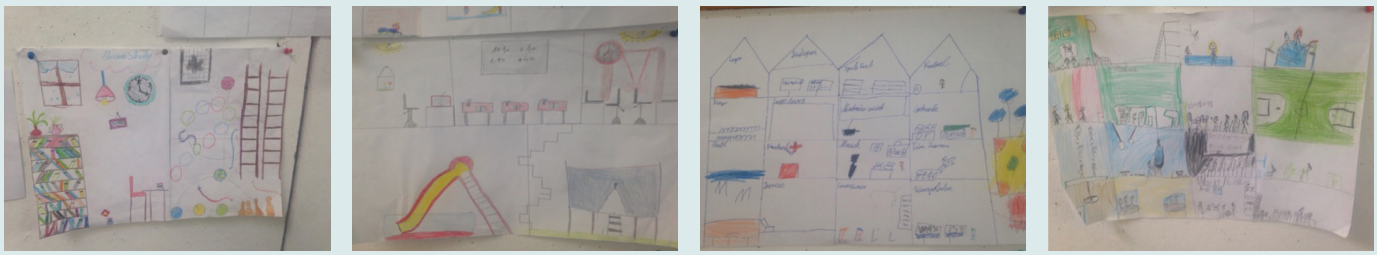
After writing, or also possibly in parallel to the writing process, the children could draw their dream school (see pictures below).

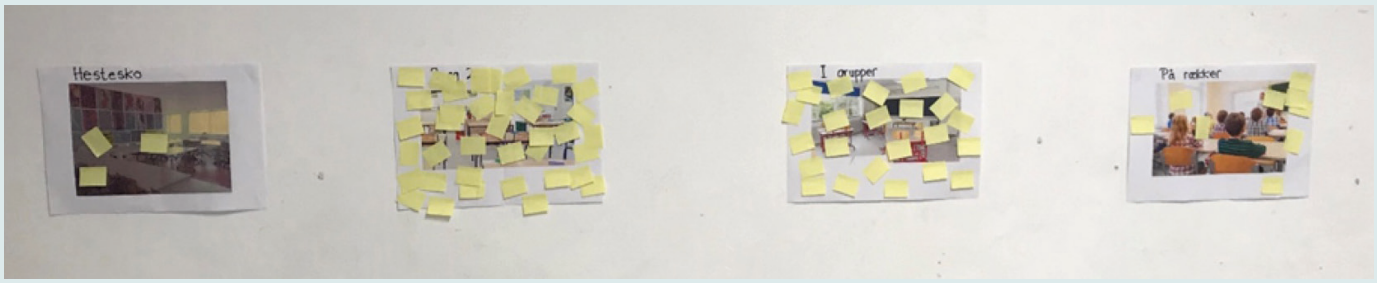
Presentation: Each group presents their dream school to the others.

Questions to each group: Do you think it would be possible to learn a lot in your dream school? If yes, why? How did the group work go? Was something difficult? Are you ok with the result of your dream school?

After the activity, the children should be asked about how they liked working in this way; e.g. Did it help you to take part? Did you learn anything new? How might we improve this way of working in our class?

Adaptations	Resources
For younger students, the writing part can be left out. The same kind of lesson can be done with other topics (for example, “My/Our dream weekend”, “My/our dream holiday”, “My/Our perfect school day”)	Big sheets of paper and coloured pens or crayons.




Hestesko
I grupper
På rækker

Hestesko
2 og 2
I grupper
På rækker

Activity 13

What helps me to learn?

Developed in Portugal	Age	6/8 years old
	Length	One lesson

Purposes

To learn students' opinions about how they prefer to work, how they learn best and what hinders them from learning.

Description

The activity involved the following steps:

1. Research students prepared questions to be asked in the classes, together with the trio of teachers;
2. Pairs of research students conducted the investigation in a class other than his/her own, using observations and group discussions;
3. The results were analysed and shared with the class.

After the activity, the children should be asked about how they liked working in this way; e.g. Did it help you to take part? Did you learn anything new? How might we improve this way of working in our class?

Adaptations	Resources
A questionnaire might also be used to get student views	Sheets.

Activity 14

Voting for learning

Developed in Denmark	Age	All ages
	Length	One lesson

Purposes

To get students to vote for their preferred learning activity and form of classroom organisation.

Description

The teachers present the activity with pictures showing different forms of classroom organisation and various approaches to children's involvement in learning. Each student has a post-it note and places it on a picture of their own choice – see photograph below. They vote for their preferred classroom organisation: tables in groups, table 2 and 2; tables in a horseshoe; or table in rows. They then vote for how they learn best: e.g. teacher talking, group work, working in pairs, or workshops.

The students are then given cards with statements related to learning (e.g. 'Learning should be fun', 'I learn best by doing', 'Students should choose what they want to learn'). The students work in groups to choose a number of cards that they feel are most important and put them in a diamond shape (see pictures below). At the top of the diamond they are asked to place the one they think is most important and at the bottom the one they feel is least important. After the activity they talk about any advice they would give to their teachers.

After the activity, the children should be asked about how they liked working in this way; e.g. Did it help you to take part? Did you learn anything new? How might we improve this way of working in our class?

Adaptations	Resources
The pictures could be different and the choices could be more complicated if the students were older. No adaptions for younger students.	Post-it notes, pictures of classroom organisation and learning activities, space on the wall, teachers to support.

.... You learn best, when you have to cooperate 2 and 2, or sometimes with more people

.... You learn best, when we got feature week, like the Indian theme

.... You learn best, when you work alone with an assignment

.... You learn best, when you have to choose between more assignments

.... You learn best, when you are active e.g. when you playing a game, or jumping words or numbers in the school yard

.... You learn best, when the teacher speaks, and you are quiet and listening

Activity 15

What is learning?

Developed in England	Age	10 – 11 years old
	Length	1 hour

Purposes

To think about what learning looks like. To identify ways a particular way of working could be improved to result in better learning.

Description

Ask children to create a freeze frame (frozen drama scene) of what learning looks like. Discuss their freeze frames. Ask children to think again - Do we only learn in one way? Then challenge with 'does learning only happen in silence?' and 'does learning only happen in the classroom?' and discuss how their freeze frames have developed.

Children are then given statements about learning and complete a Diamond 9 activity , ranking the statements about learning on the chart: i.e. which are most important and why? Discuss as a class and challenge each other.

Adaptations	Resources
Symbols/pictures could be added to the Diamond 9 statements so that all children can access them even if reading is a barrier.	Diamond 9 statements and a chart.

.... Pupils should choose how they prefer to learn	.... Learning should be fun	.... It is easier to learn by doing
.... Teachers should choose what pupils learn	... Learning should be about being happy	.... Learning should be serious
... Learning is easier when you work with others	... Pupils should choose what they want to learn	... It is easier to learn by listening and writing things down

Activity 16

Origami butterfly

Developed in England	Age	Suitable for all ages
	Length	1 hour

Purposes

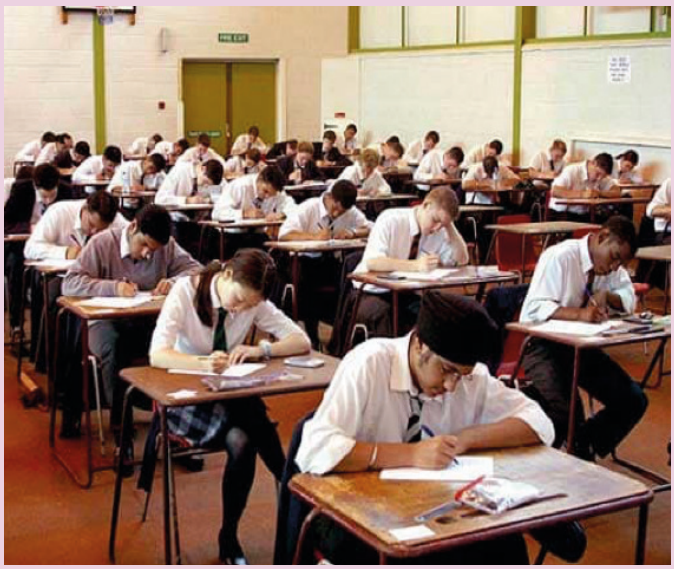
To ensure children understand that people learn a variety of skills in different ways, and that learning can take place inside and outside of the classroom. To allow children to vote for their preferred learning style. To understand how a class of children like to learn best and what the most popular choices are.

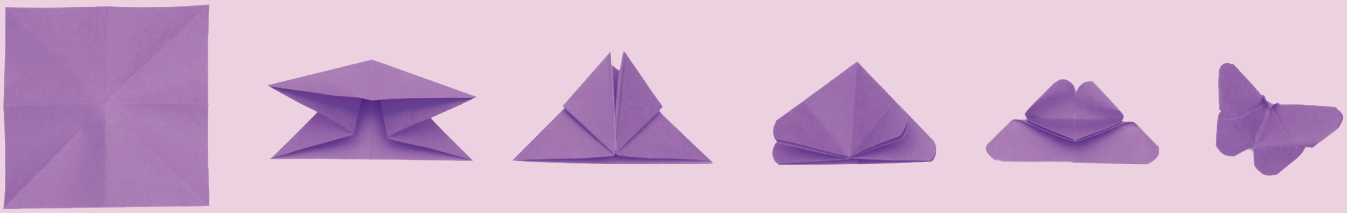
Description

A variety of photographs are presented. If there are "research students", it is recommended that they are the ones who lead the activity.

1. **Discussion:** What do you see? In which pictures are the children learning? Where do you think they are learning best? Discuss in partners and then as a whole class. Establish that not everyone is the same and that children may be doing things in different ways but are still learning. For example, children building a tower and children sat in silence are both examples of children learning but in different ways.
2. **Teachers introduce the idea that adults work hard to make tasks easy for children to understand by trying to work out how they like to learn best.** Partner talk: How do you think you learn best? Children share their opinions and decide how they think they learn best. Tell them we are going to test whether these thoughts are accurate.
3. **Student researchers/teachers introduce that they would like the class to make an origami butterfly.** They will give the classes different resources and record which the children found more accessible. To start with, the class teachers read the instructions to the children and the children try and make the butterfly. Student researchers/teachers then ask for feedback from the children on how helpful this was. Secondly, class teachers give written copies of the instructions and the children try to make the butterfly again. The student researchers/teachers gather more information from the classes about whether they preferred this strategy or not.
4. **Class teachers give the children pictures of what they had to do to make the butterfly.** Then, a child should come and demonstrate how to make the butterfly. Finally, the children can watch a video clip of how to make the butterfly. Student researchers/teachers should continuously move to different areas of the classroom asking the children which strategies are helping them work well together e.g. why did you decide to talk to the person next to you? Which strategy helped you to learn best? At the end of the session, the children should produce a class thought shower of ideas (or list) for the student researchers/teachers to use to help them plan future activities.

Adaptations	Resources
Children could be given specific instructions to speak to each other or work in groups. They could be given the chance to have instructions repeated and to decide who they would sit next to in order to help them learn best.	Paper, Scissors, Video clip of how to make the butterfly, Pictures of task, written instructions, pictures of different activities.





Activity 17

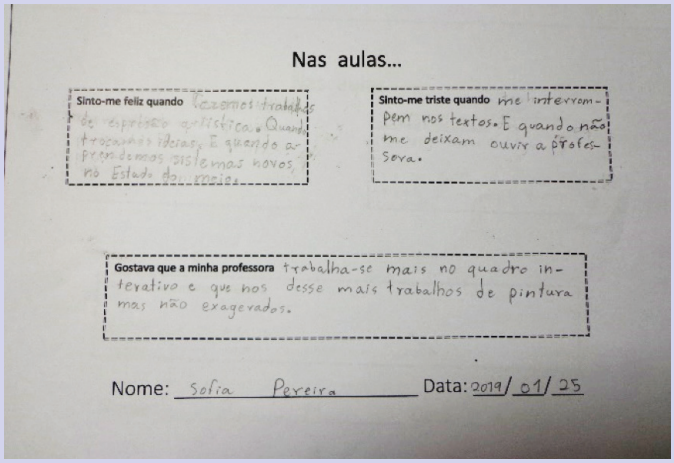
What makes me happy/unhappy in the classroom

Developed in Portugal	Age	3 – 9 years old
	Length	2 hours

Purposes
To listen to all the students' opinions and identify the main factors that contribute to their wellbeing. Furthermore, the activity promotes student interaction with colleagues in other classes.

Description
Individuals fill out a questionnaire on wellbeing factors in students' own classes. Analyses of the items most mentioned by students in the questionnaire; gathering the colleague's opinions through voting. The information is then organised using a tally chart with the results/votes collected.

Outcomes	Resources
It allows better socialisation of the student researchers with the students of the other classes.	Questionnaires. Jars and Glass Marbles.



Nas aulas...

Sinto-me feliz quando fazemos trabalhos de expressão artística. Quando trocamos ideias. E quando aprendemos sistemas novos, no Estado do sonho.

Sinto-me triste quando me interrompem nos textos. E quando não me deixam ouvir a professora.

Gostava que a minha professora trabalha-se mais no quadro interativo e que nos desse mais trabalhos de pintura mas não exagerados.

Nome: Sofia Pereira Data: 2019/01/25

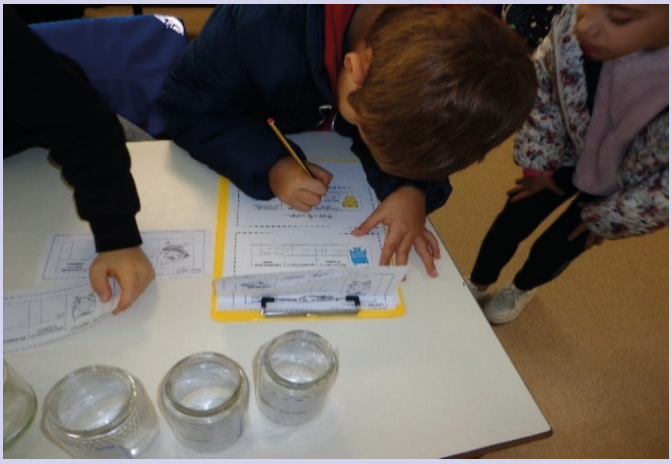
Work sheet: In class...

Voting

I feel happy when.....

Records

I feel unhappy when...



Counting charts (tally chart)

Activity 18

Statement voting

Developed in England	Age	This was used with ages 7-11 but would also be appropriate in younger year groups
	Length	One lesson

Purposes

To find out ways that children in the class most like to learn.

Description

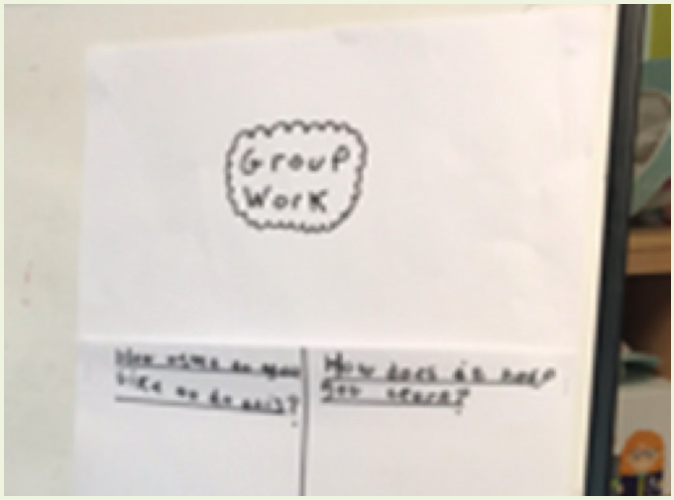
Before the lesson, student researchers discuss and think of a range of ideas of how to learn, e.g. group work, pair work, independent, silence. These are then written as statements on large sheets of paper and shared with their classmates in the lesson.

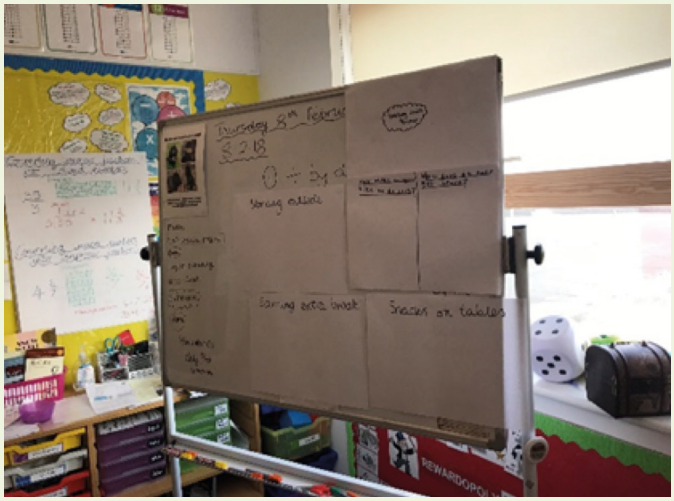
The children are given time to chat to their friends and suggest extra ideas to be added to blank sheets of paper, which can then also be displayed in the room. Some of the ideas raised in a year 5 class were: “to be allowed to have your own choice”, “working outside”, “allowed to have extra breaks”, “allowed to have snacks on each table”, “being able to sit with whichever partner you want”.

All children then use stickers or cubes to vote for their favourite options. They each have 5 cubes and can use them to vote as they wish, e.g. 1 cube for 5 different ideas, 2 on one and 3 on another or 5 cubes on one idea if they really loved that particular idea.

Finally, the top three ideas can be used to plan a lesson that will engage all learners.

Adaptations	Resources
Photos of the activities could be provided to help children imagine the different learning approaches, e.g. children working together.	Stickers or cubes, large sheets of paper, pens, some pre-written statements


Group
Work



Activity 19

What makes us enjoy learning

Developed in Portugal	Age	5 – 10 years old
	Length	60 minutes

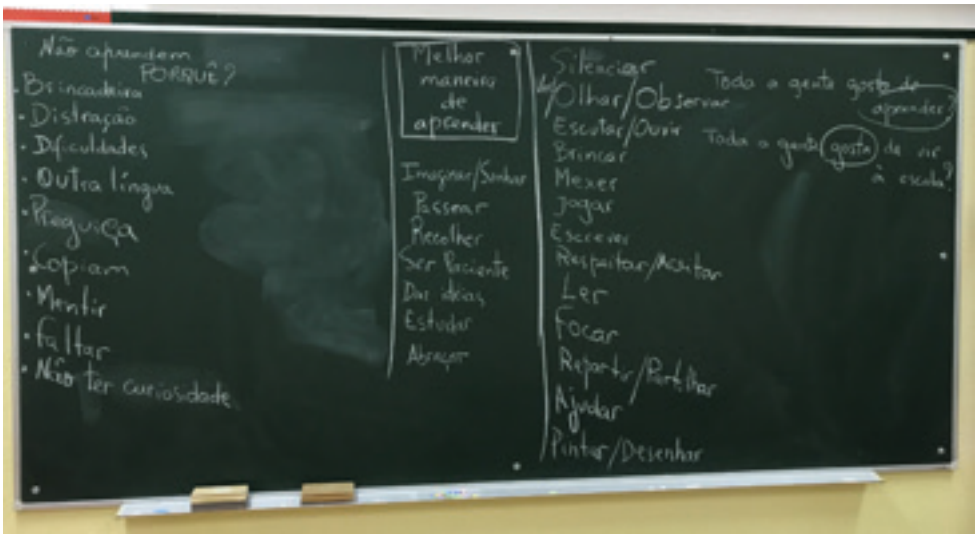
Purposes

To identify the factors that make us enjoy learning. Also the activity encourages reflection on two questions:What causes some students not to learn? What is the best way to learn?

Description

- Brainstorming: What is learning? Does everyone like to learn? Does everyone like to come to school?
- Reflection: What causes some students not to learn? What is the best way to learn?
- Conclusions: What are we going to investigate in the next lessons, considering our reflection?

1 part **2nd part** **3rd part**



Results	Resources
Application of the students' suggestions in the research lesson.	Board

1º colocar a terra na embalagem
2º colocar a s
3º regar

LOST IN DREAM

Activity 20

The pyramid of learning

Developed in Portugal	Age	7 and 8 year olds
	Length	2 sessions of 60 minutes

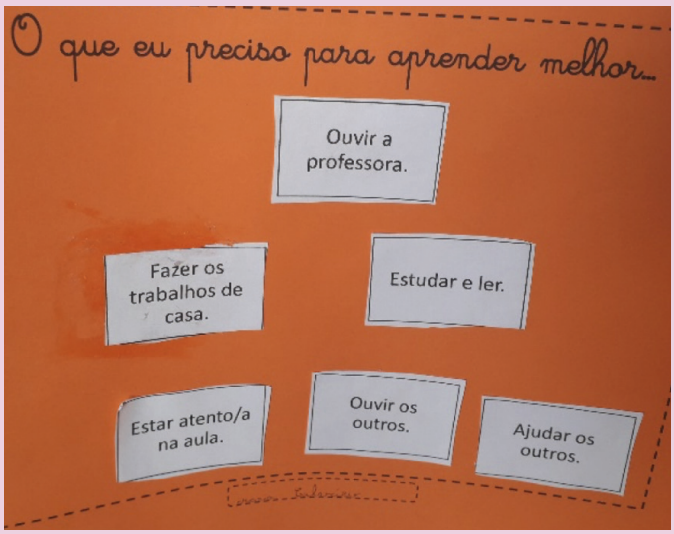
Purposes

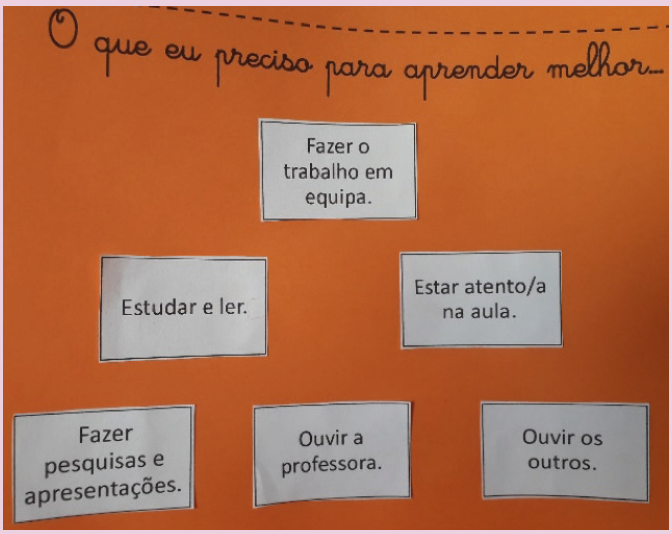
a) Reflections on what each one needs to learn better; b) Discussing with classmates about what factors they consider most relevant to learn better; and c)Improvements in students' self-knowledge

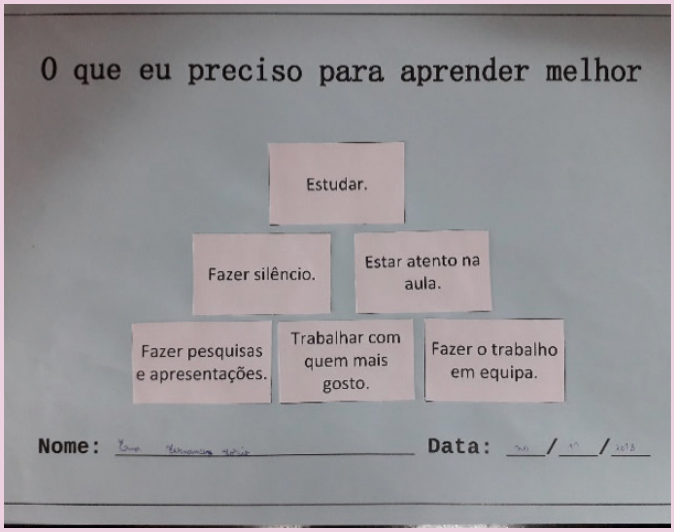
Description

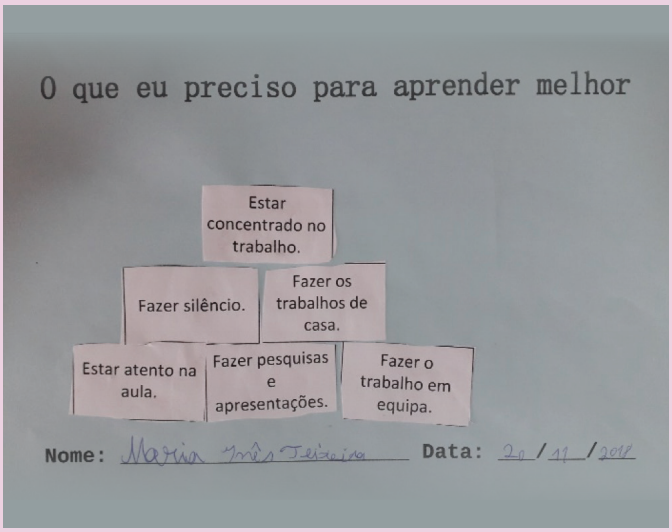
1. Each student wrote a short text about what helped him or her to learn better.
2. Teachers selected the eight most frequently mentioned factors by students.
3. Each student selected and hierarchized, in a pyramid form, five of these eight factors, according to the importance she or he assigned for her or his learning.
4. Communication to the class of each one choices, with justifications.

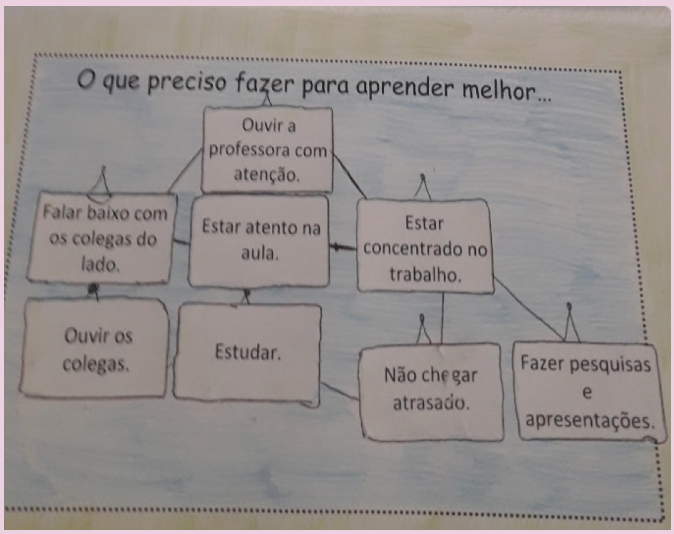
Outcomes	Resources
Students became aware of the factors that most influence their learning.	Sheets of paper


O que eu preciso para aprender melhor...
Ouvir a professora.
Fazer os trabalhos de casa.
Estudar e ler.
Estar atento/a na aula.
Ouvir os outros.
Ajudar os outros.


O que eu preciso para aprender melhor...
Fazer o trabalho em equipa.
Estudar e ler.
Estar atento/a na aula.
Fazer pesquisas e apresentações.
Ouvir a professora.
Ouvir os outros.


O que eu preciso para aprender melhor
Estudar.
Fazer silêncio.
Estar atento na aula.
Fazer pesquisas e apresentações.
Trabalhar com quem mais gosto.
Fazer o trabalho em equipa.
Nome:
Data: / /


O que eu preciso para aprender melhor
Estar concentrado no trabalho.
Fazer silêncio.
Fazer os trabalhos de casa.
Estar atento na aula.
Fazer pesquisas e apresentações.
Fazer o trabalho em equipa.
Nome: Maria Inês Teixeira
Data: 20 / 11 / 2018


O que preciso fazer para aprender melhor...
Ouvir a professora com atenção.
Falar baixo com os colegas do lado.
Estar atento na aula.
Estar concentrado no trabalho.
Ouvir os colegas.
Estudar.
Não chegar atrasado.
Fazer pesquisas e apresentações.

Activity 21

How would I like my class to be?

Developed in Spain	Age	Primary Education (basic reading and writing skills are required for the questionnaire option)
	Length	Two lessons

Purposes

To identify what makes it easier for all students to learn and participate in classes by designing an "ideal class".

Description

The research students (oldest students) conduct small group interviews with younger peers about what helped them learn and participate in the class. At the school where the activity was carried out the questions they asked were:

- ✓ Say the three things that come to mind when you think of your class.....
- ✓ What do you like most about your class (activities, evaluation, materials...)?
- ✓ What do you not like about your class (activities, evaluation, materials...)?
- ✓ Is there anything you would change about the way your teachers teach?
- ✓ Is there anything you would change about the dynamics of the class with your classmates?
- ✓ Are you bored in class? Why?
- ✓ Do you understand what they explain to you in class?
- ✓ What helps you to better understand the explanation of your teachers?
- ✓ When do you find it difficult to understand something... Do you ask for help? To whom?
- ✓ If you were the teacher in your class, what would you do to help your students learn more?
- ✓ What materials help you to better understand the contents of the class?
- ✓ Please, complete the following incomplete phrases:
  - I learn best when....
  - I participate more in class when.....
  - I'm more interested in class when.....
  - I pay attention in class when.....

From these interviews, the research student designed a questionnaire in which they tried to identify what "their ideal class" would look like in terms of learning, being motivated and participating. The questions in this questionnaire were as follows:

MY LEARNING SURVEY

(Mark the option with an X. You can tick more than one answer)

1.Where would you like to be taught?
- Playground
- Garden
- Library
- Class

2.Which element is most important to your learning?

- Silence
- Suitable temperature
- Let everyone sit in their place.
- Collaboration (peer help)

3. In what type of group do you learn the most?

- In a small group
- In pairs
- Large group
- Individually

4. With which method do you learn best?

- With expositions
- With games
- With the book
- With electronics

5. What kind of teacher helps you learn best?

- When the teacher is kind
- When the teacher is strict
- When the teacher follows traditional methods
- When the teacher promotes learning

6. How do you want to be assessed?

- Orally
- Projects/exhibitions
- Daily work in the classroom
- Exams

7. What would you do in the classroom for your students to learn if you were a teacher?

(You can modify the different items according your school or interest)

Activity 21

Continued

Adaptations	Resources
Depending on the interests of the school and the possibility of student collaboration in the collection of opinions, the part corresponding to the interviews or the questionnaire can be used. In the case of interviews, no adaptation is necessary. In the case of the questionnaire, if necessary, the research students can read the questions at the same time as the students complete them. The questionnaire can be used in paper format or on-line format.	Interview: paper and pencil questionnaire: questionnaire and pencil (if on paper) Wor electronic (if on-line)

Activity 22

The peacemakers

Developed in Spain	Age	3 – 12 years old
	Length	Some activities build on existing student involvement policies that exist. In this particular school, “peacemakers” are representatives of the students, elected by their class. Each class designates one or two peacemakers for a period of between one and three months (the children decide), in rotating shifts so that all children have the opportunity to take on this role This student council is consulted many times during the year. The following activity was built on this school policy.

Purposes

To explore how students can participate in school decision making and determine school rules, students´ rights and duties.

Description

Acting in cases of conflict between equals, peacemakers collect from their classmates proposals for improvements, or raise complaints of situations that should be resolved, to the teachers or principal of the school

Once a month there is a meeting of all peacemakers with the school principal to discuss the interventions or conflicts that have had to be resolved in that period and collect the proposals or complaints raised by classmates to improve the school. They also present activities for the students, propose changes, analyse general problems or evaluate previous activities and the progress of the agreements taken in the past meetings.The peacemakers inform their classmates about the topics discussed in the meeting. The school director facilitates the minutes of the meeting so that the commitments and agreements taken until the following month are visible to all classes.

Adaptations	Resources
Student representatives could be appointed to a school council that debates how teaching and learning within the school could be made more inclusive. Part of their role would be to take the views of their classmates.	These are used in this particular school: Peacemaker´s card. Reflective vests; the talking stone (or a different object) / in preschool a chair with a mouth and a chair with an ear; Peacemaker´s diary; Tranquillity/ anger corner.

Peacemakers
PEACEMAKERS

50 Background reading

There is a growing range of books and articles that offer practical advice on ways of engaging with the views of students in schools. Here are a few that are worth attention:

Bell, L.M. and Aldridge, JM (2014). *Student Voice, Teacher Action Research and Classroom Improvement.* Rotterdam: Sense Publishers.

Ceballos, N. (2017) *Guía rápida para promover la participación en las escuelas.* [Quick guide to promoting participation in schools] Retrieved from, https://inclusionlab.unican.es/guias/GUIA_RAPIDA_NoeliaCL.pdf

ESTYN (2016). *Student participation: a best practice guide.* Retrieved from, https://www.estyn.gov.wales/thematic-reports/student-participation-best-practice-guide

Fielding, M. and Bragg, S. 2003. *Students as researchers: making a difference.* Cambridge: Pearson. Retrieved from https://www.academia.edu/2563878/Students_as_researchers_Making_a_difference

Fletcher, A. *Series on Meaningful Student Involvement.* Retrieved from, https://soundout.org/series-on-meaningful-student-involvement/

GTC (2015). *Research for Teachers. Consulting students about teaching and learning.* Retrieved from, http://www.curee.co.uk/node/4833

Macbeath, J., Demetriou, H., Rudduck, J., Myers, K. (2003). *Consulting Students. A Toolkit for Teachers.* Retrieved, from, . https://www.researchgate.net/publication/272475508_Consulting_Students_A_Toolkit_for_Teachers

Messiou, K. (2012). *Confronting marginalisation in education: A framework for promoting inclusion.* London: Routledge.

NICCY (2015). *Students Voice: Making a Difference Report.* Retrieved from, https://www.niccy.org/professionals-practitioners-policymakers/participation/students-voices-student-participation-in-schools/students-voice-making-a-difference-report/

Sandoval, M. (2011). *Aprendiendo de las voces de los alumnos y alumnas para construir una escuela inclusiva.* [Learning from the voices of the students to build an inclusive school Revista Iberoamericana sobre Calidad, Eficacia y Cambio en Educación, 9 (4), Retrieved from, https://revistas.uam.es/index.php/reice/article/view/4328

Scottish Executive (2006). *Positive about student participation.* Retrieved from, https://www2.gov.scot/resource/doc/169625/0047234.pdf

VV. AA. (2012) *Las posibilidades de la voz del alumnado para el cambio y la mejora educativa* [The Potential of the Student Voice for Change and Improvement in Education]. Revista de Educación, 359, 16-205. (Monographic Issue Coordinated by Teresa Susinos). Retrieved from, http://www.educacionyfp.gob.es/revista-de-educacion/numeros-revista-educacion/numeros-anteriores/2012/re359.html

Welsh Government (2011). *Student Participation - Good Practice Guide* file:///C:/Users/GE.5012247/Documents/ACURSO%2019%2020/GoodPracticeGuide.pdf

Notes

Notes

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