



Teaching Guideline



Senatsverwaltung
für Bildung, Jugend
und Familie



Pädagogische
Hochschule Weingarten



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Objective

These Teaching Guidelines have been developed in order to provide teachers with some ideas how to implement democratic citizenship education inside the language learning classroom or vice versa, i.e. how to realize language instruction, promotion and education within democratic citizenship education. The LADECI Teaching Guidelines are meant to be used together or in connection with the Classroom Material also provided on the LADECI website.

The Teaching Guidelines briefly illustrate which competences in-service teachers making use of the LADECI programme in class may develop with their students. The LADECI partnership assumes that in-service teachers are experts at designing and conducting their actual lessons in a didactically profound way using adequate methodology. We also assume that in-service teachers are willing to reflect on the importance of democratic citizenship education as well as language promotion at school and especially in class which will then be followed by the insight to include both into their teaching arrangements of several different subjects.

The LADECI Teaching Guidelines and the LADECI Classroom Material contain ideas, tips and tricks the partnership that developed the modules had in mind. Everyone making use of the LADECI Training Programme either as a trainer or as a teacher should feel free to add whatever may be suitable to achieve the aims and objectives explained and illustrated in the LADECI Common Report, the LADECI Trainers Manual or the introduction into the modules of the LADECI Training Programme itself, namely to support students on their way to develop their linguistic competences in connection with democratic citizenship. This also implies an education that enables students to develop their capacity to act on their own responsibility in a democracy-related way, which is interconnected with the development of listening and speaking competences that make negotiating and compromise possible. We would like teachers to develop classroom situations that allow a fundamental equality of chance. This presumes the acknowledgement of democratic values and ways of living together in modern society.

The idea of democratic citizenship education does not only apply to an understanding of democratic procedures such as competent participation in elections and other political processes referring to the idea of democracy as form of government (Himmelmann, 2010). It also refers to the idea of democratic and social interaction and participation in everyday-life environments of the participating and interacting subjects (democracy as way of life). And it refers to opportunities for participation inside administrative structures and processes (institutionalized democracy). (ibid.) At school this incorporates the expectation to develop the ability to democratic interaction and reflection in all subjects inside and outside the classroom. It also implies a notion of democratic citizenship education that cognitively stimulates this democratic interaction and reflection and makes it affectively and motivationally tangible at the same time. In this respect it interconnects the creation of knowledge with the practice of participation and inclusion. Lessons should be arranged in such way that students and teachers alike know about democracy and are able and willing to practice it.

It is the conviction of the LADECI partnership and also the basic idea of this project that democratic citizenship education and, very centrally, especially participation cannot be realized without language. It is the means through which participation and negotiation are practised. Therefore, we

LADECI – Language Acquisition through Democratic Citizenship Education

acknowledge the necessity to provide students with the respective command of the country's language of academic instruction. Only then will each student be able to follow mainstream teaching albeit in a democratic setting. In order to realize participation for newly arrived students or other students who do not have the appropriate command of the respective language of academic instruction, additives and support have to be given. Lessons ought to be organized in such way that the continuous development of linguistic competences can be guaranteed.

Structure

The Classroom Material, the tips and tricks and everything else provided by the LADECI project on the project website are applicable in a multifunctional and variable way. The partnership has developed so-called „learning jobs“, which are passed on to the students in connection with a number of impulses and suggestions. There are videos, excerpts and extracts from books, newspapers etc. or guidance for self-observation or reflection that come along with exercises.

The colour code represents the modules of the Training Programme. Sometimes the tasks or instructions correspond with the ones the in-service trainers are supposed to deal with once they organize or carry out a tailor-made LADECI training. Other learning jobs are meant to be supplementary and do not have a direct connection with the modules in the Training Programme.

The learning jobs are designed as file cards. In-service teachers may feel free to print them out along with their classroom material or to provide them to all participants in an open classroom arrangement. In most modern classrooms with the respective interior and hardware it will not even be necessary to print – something that the LADECI partnership suggests with regard to the “Fridays for Future” movement and schools' duty to also foster sustainability.

Like any other classroom material, the LADECI file cards contain possible ideas that have to be specifically adapted or re-arranged by the in-service teachers according to their individual students' needs.

The following list is a table of contents showing all classroom material provided and with a reference to the perspectives of a certain module.

LADECI – Language Acquisition through Democratic Citizenship Education

Modules of the Training Program	Classroom Material Learning Jobs and Activities
M1: Academic Language in Educational Contexts	1. Play the dice with different rules Tolerance
M2: Promoting Plurilingualism	2. Drawing your language body 3. Questionnaire on knowledge about languages 4. Autobiography on travel 5. Language Cards for translation
M3: Promoting Textual Competencies and Strategies	6. Reading comprehension 7. Written Production
M4: Problem Based Collaborative Learning	8. Step Method to structure problem 9. Reflection on difference between cooperative and collaborative learning 10. Think-Pair-Share on story problem-solving
M5: Service Learning	11. Video & create service-learning project 12. Pupils as Detectives (searching for service projects) 13. Personal Profile for a Project 14. Project Roadmap
M6: Language-sensitive Class Council	15. Picture Cards 16. Class Council Cards
M7: Democratic and Intercultural Communication	17. Group work on Rights of the Child 18. Childrens' Rights at your School
M8: Inclusive Practice	19. Line on floor + film 20. Cultural suitcase
M9: Young People Debating in Language Learning Groups	21. Debate
M10: Students' Participation	22. Sudbury Schools film 23. Analysis & Discussion on film 24. Participation forms (debate) 25. Picture description

Teaching Guidelines

Module 1: Academic Language in Educational Contexts

The sessions on Academic Language in Educational Contexts offer scientific basics on the topic get a differentiated view on language acquisition and learn to detect obstacle in text for students who are not native speakers. The sessions serve teaching staff that has not worked on language sensitive teaching, yet.

- By reading into basic literature and reflect which language competences are needed for educational success and how they can be acquired.
- By analysing pages of a school book with texts for students to read on the background of the scientific knowledge.
- By working through FÖRMiG“, in whose context the three-dimensional concept of „Durchgängige Sprachbildung“ was developed and explore on the background of different school subjects and by that develop criteria for preparation of teaching material.

Short summary on competencies addressed:

- The participants know the concept of ‚Academic Language‘ (AL), its linguistic features, and its functions.
- The participants get sensitive to learning jobs in school books by applying their knowledge about AL.
- The participants know and can plan and reflect on quality features of language-sensitive teaching. They can apply observation criteria for language-sensitive teaching arrangements.

Be aware of.../ Tips:

- The sessions by which scientific knowledge is deepened need preliminary readings and an introductory presentation. If participants of the training are familiar with language acquisition already the sessions can be started by collecting the common knowledge and get right away in the text analyses. Only then if participants don't find the obstacles in the texts the group can get back to the scientific papers.
- If the training wants to serve the practice of the participants the can bring texts they often use with students and analyse those.

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Module 2: Promoting Plurilingualism

The module consists of activities aimed at promoting pupils' plurilingual repertoires as a tool to enhance:

- linguistic awareness
- reflective attitude
- participation in classroom activities

Short summary on competencies addressed:

- The students reflect on and take advantage from their plurilingual repertoires (first, second and n -languages or dialects)
- The students become aware of the relationship between languages and various aspects of their life and experiences
- The students become aware of the relationship between languages and different means of expression
- The students become aware of the multilingual dimension of the classroom and start to consider languages as a tool to democratically interact within it

Be aware of.../ Tips:

- Language is a sensitive subject, which concerns intimate experiences of individuals' lives, especially in migration contexts; therefore, special attention must be paid to the students' emotional dimension
- Plurilingualism promotion activities are humanistic activities and do not need to be assessed
- Try to harmonise the activities with the rest of the program (recall them during the other lessons, create similar activities but with more explicit didactic purposes, e.g. working on the vocabulary of body parts)

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Module 3: Promoting Textual Competencies and Strategies

The module consists of activities aimed at developing pupils' orientation within complex texts to enhance

- understanding of the structure of complex texts
- reading comprehension
- written skills

Short summary on competencies addressed:

- The students develop strategies for reading comprehension in relation to different types of texts
- The students become aware of the structure of complex texts and of the main features of different types of texts
- The students develop strategies to improve their written production in relation to different types of texts

Be aware of.../ Tips:

- Encourage debate and cooperation (e.g. by placing the class in circle to debate on a given topic or proposing group work)
- Try to vary the activities by using different types of stimuli (cartoons, pictures, picture books, short films, etc.), different modality of reading (e.g. silent, aloud), different types of assessment (teacher-to-pupil, self-correction/assessment, peer-correction/assessment)

Teaching Guidelines

Module 4: Problem Based Collaborative Learning

The Problem Based Collaborative Learning is an approach that combines problem-based activities with collaborative learning to enhance

- problem-based learning and thus, cognitive activation
- collaborative exchanges about the different approaches to the problem

Short summary on competencies addressed:

- The participants will learn how to approach a problem
- The participants will need to use cognitive activation
- The participants will learn how to solve and design ideas
- The participants will learn to exchange and discuss approaches
- The participants will learn the difference between cooperative and collaborative learning

Be aware of.../ Tips:

- This approach needs scaffolding in many forms to facilitate problem-solving and discussions for plurilingual classrooms, such as:
 - translations or dictionaries
 - visualisation, well structured materials

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Module 5: Service Learning

Service Learning is an educational approach in which curricular learning and community service are combined. Pupils engage in activities that address real community issues and needs and in structured opportunities for reflection in class. Pupils acquire, knowledge, social and democratic skills and are able to use their practically acquired knowledge and experience in class.

Short summary on competencies addressed:

- The participants can define and reflect the main concepts of 'serving', 'reflecting' and 'learning'
- The participants can elaborate on the key steps of Service Learning projects
The participants can outline, present and revise a first draft for a Service Learning project

Be aware of.../ Tips:

- Change processes do not follow a draft. Thus, problems and uncertainties will occur as well as joy and pride.
- The curricular foundation, structured reflection and pupil participation are not self-running but require intensive planning. Every school has sometimes more, sometimes less experience on these matters. Exchange with colleagues and competence centres for service learning help.
- Cooperation with external partners requires a different pupil behaviour. Work out rules of conduct with the pupils that they themselves feel are appropriate for their project.
- Cooperation with external partners requires direct and dialogical communication. Define expectations, roles and possibilities. Invite the partners not only at the beginning and end of a project, but regularly during the project

Teaching Guidelines

Module 6: Language-sensitive Class Council

The language-sensitive class council is a democratic method that combined with a school culture that supports participation, diversity and appreciation can lead to

- positive school atmosphere
- peaceful interaction
- resilient students

Short summary on competencies addressed:

- The participants reflect democratic values and the connection to their schools
- The participants get to know the language-sensitive class council and reflect their own self-efficacy and the needs of their students
- The participants get to know alternative methods, like service-learning to support the students in order to bring the language-sensitive class council to another level

Be aware of.../ Tipps:

- The language-sensitive class council needs to be adapted to the needs of each group, for example:
Role cards: ask yourself, what your students need, in order to be able to participate (role cards with vocabulary, beginning of sentences...)
Train useful phrases that are needed for discussions
Let students create posters with vocabulary to common topics
- Be aware that everyone is participating. If not, communicate the necessity of it
- Get to know alternative methods for the class council, in order to engage the students in political subjects, like Brainwriting, service-learning-projects etc., so the class council can move to another level
- Working together: When the students work in groups (for example for Brainwriting), make sure they support each other and no one is left behind
- Don't forget to evaluate the language-sensitive class council, talk about problems, so that you make sure that the group stays satisfied with the class council

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Module 7: Democratic and Intercultural Communication

The democratic and intercultural communication method, when combined with a school culture which supports participation, diversity, and appreciation can lead to

- positive school atmosphere
- peaceful interaction
- resilient students

Short summary on competencies addressed:

It is divided into FIVE sessions with these primary focus areas:

1. Human rights and democratic rights in a democratic context
2. Children's' rights and their degree of influence
3. Democratic leadership and migration
4. Norms and values
5. Concluding seminar where we discuss these four points together which encourages pluralistic conversation about the fundamental values within the framework of democratic principles.

Be aware of.../Tips:

- Always come from a child and childhood perspective and the Child Rights Convention. There are never any exceptions to this.
- Use the self-assessment tool for easy and fast formative feedback.
- Don't be afraid of online platforms as suggested in our module training. They can be used as excellent base for discussions.
- Trust is important for communication and language sensitive classes.
- Be open for all forms and a variety of communication. Body language can speak volumes when verbal language is inhibited.
- Focus on solutions that are sustainable
- Pay attention to power structures and conflict patterns that can or could arise.

Teaching Guidelines

Module 8: Inclusive Practice

The Inclusive Practice is an approach supporting reflections professionals should go through in order to secure thriving and learning in communities of practice for students:

- By building school activities on values stated in various ratified conventions
- By focusing on didactical strategies all students in class will benefit from
- By focusing on pedagogical activities where students will be actively involved

Short summary on competencies addressed:

- The participants will achieve knowledge on basic human values
- The participants will be trained in how to deal with diversity as a resource
- The participants will get opportunities to learn about personal 'blind spots' in the field of interculturality

Be aware of.../ Tips:

- The inclusive practice teaching has to take into account the, often dramatic, life stories and narratives being generated in the teaching activities which demands teachers to cooperate in order to support each other
- In order to obtain the maximum effect of teaching Inclusive Practice try and involve relevant stakeholders like the parents but also other people outside of school holding important relations to the student e.g. in the local community.

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Module 9: Young People Debating

Young People Debating in Language Learning Groups is an approach that activates students' participation by

- discussing and analysing issues that matter students
- persuading others to accept or believe their arguments
- developing speaking skills and own opinions

Short summary on competencies addressed:

- The participants will develop critical thinking
- The participants will learn that there are always two sides of an arguments that need to be seen
- The participants will learn how to structure speech, the clarity
- The participants will learn how to create persuasive arguments

Be aware of.../ Tips:

The debate needs to be adapted to the different language capacities of the students, for example:

- Train useful phrases that are needed for debate
- Let students create posters with vocabulary to common topics
- Let the students prepare some cards from which they can read
- After the debating evaluate the session and talk about problems that occurred during the preparation and implementation

Teaching Guidelines

Module 10: Students' participation

The learning jobs for students on the issue of participation in school are different from the ones for the teachers that are to be used in the teacher training. Still the idea goes in parallel to imagine school in a more progressive way when it comes to participation of students and how to share decisions in pedagogical and didactical aspects with them. Whereas the teachers are invited to also recall their scientific knowledge and to reflect all possibilities of participation of students in school and in the classroom teaching the students are invited to also see their personal feelings on being taken into more responsibility and how that can be done under the condition of diversity in their class. The students' competencies are addressed in three ways:

- By watching students participate in the special concept of the Sudbury schools and reflect their own interest and limiting feelings towards it
- By developing ideas on how to expand their participation in their specific school.
- By reflecting their dealing with categories of difference and their view and sensitivity for diversity.

Short summary on competencies addressed:

- The students will reflect forms of students' participation they see in a movie on a democratically run school and go in resonance to it
- They will widen their ideas in which situations and decisions in school can take over more responsibility and get part of the power to decide along with the teachers
- They will become more conscious on diversity and especially on the difficulty to participate in negotiation if one is not familiar with negotiation or doesn't speak the language at all.

Be aware of.../ Tips:

- It is recommended to give information about the learning job before the students first watch the film to lead their attention to the following discussion.
- It is in the teachers' pedagogical perspective and his/her experience with the special class how to set up the groups and what additional orientation to give them in order to get fair and respectful discussions in the groups and have all students participate in them.
- how to lead their discussion in order to have students with less possibilities The learning job with the picture that serves to get into reflection on categories of differences and what students have picked up from the political discussion can be exchanged by some other picture that appear around class, in the daily newspapers or by some news. It should always serve as an impulse for the discussion.
- All learning jobs have to be accompanied by the sensitive oral impulses by the teacher and should be finished with words of appreciation that point out a new learned open minded perspective and that shows respect to difference even in the students' opinions.



Materials



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Module No. 1	Academic Language in Educational Contexts	
<p><u>Learning job – Play the dice</u></p> <ol style="list-style-type: none"> 1. Small groups are formed with 4-5 participants each. Each small group sits on the floor and gets 1 dice, 1 instruction manual and 1 piece of paper and 1 pen per player. 2. The players are asked not to speak during the whole time and to read the instructions carefully before they are collected again. 3. Then a " practice round " starts. The practice round serves to internalize the rules of the game. If no further questions arise, the game is officially started. 4. After the first round, the winner of each group goes clockwise to the next group. After the second round, the winner of each small group rotates clockwise one group and now also the loser moves one group counter clockwise. 5. After this round, the game is over and a conversation follows about the non-verbal complications and the different rules of the game with their consequences for communication in the group. 6. Questions for the final discussion could be for example: How was (non-)compliance with the rules negotiated perceived? How did the new person break the rules? What was the relationship between minority and majority in the groups like? 		
<p>Material: A couple of dice, preparing the game instruction, and one sheet of paper, one pen</p>		


Module No. 2	Plurilingualism	
Session 1		
<p><u>Learning job – Language Portrayals:</u></p> <ol style="list-style-type: none"> 1. Draw your body and cut it out! (10 min – individually) 2. Write each language you know inside the silhouette: you can associate one or more languages to one or more parts of the body (5 min – individually) 3. Associate each language inside the body to a colour (or colour each part of the body) (5 min – individually) 4. Write a short text answering these questions: <ul style="list-style-type: none"> → Why did you associate every language to a specific part of the body? → Why did you choose these colours? (10 min – individually) 5. Now share your experiences with your schoolmates (15 min – in plenum) 		
<p>Material: big sheets of paper, coloured pencils, scissors, normal pieces of paper or exercise books</p>		


Module No. 2	Plurilingualism	
Session 2		
<p><u>Learning job:</u></p> <ol style="list-style-type: none"> 1. How many languages do you know? Where are they spoken? What about the culture related to them? (10 min - in plenum) 2. Write a text answering the following questions. (20 min – individually) <p>Questionnaire:</p> <ol style="list-style-type: none"> a) Which languages do you understand, speak, read and write? b) How did you learn these languages? (When, from whom?) c) What do you think are the factors that help one to learn/keep one from learning a second language? d) When do you use a particular language? (Whit whom, activities, reading, TV?) e) How do you feel about the language you speak? What is your attitude towards these languages? What is the value you place on these languages? f) How have your languages impacted on your life? (Memories, anecdotes?) g) Do you have any intention of learning any additional languages? If yes, why? How do you intent to go on about doing this? 3. Now share your text with your schoolmates. (20 min – in plenum) 		
<p>Material: paper or exercise books, pencils</p>		

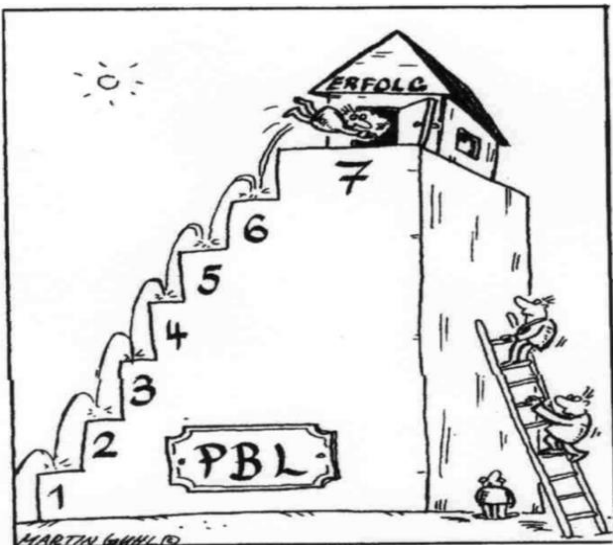
Module No. 2	Plurilingualism	
Session 3		
<p><u>Learning job – Autobiography on travel:</u></p> <ol style="list-style-type: none"> 1. Please take a look at the planisphere: What is this? Please look at the continents, the oceans, the seas etc.: What are these? What about the names? Which languages do people usually speak in those places? (10 min – in plenum) 2. Look at the mute planisphere and the copy you received of it: This is a planisphere as well, but, as you can see, there are no names. (2 min – in plenum) 3. Mark on your mute planisphere the rout you have taken to visit the farthest place in which you have ever been. To do this you can use colours or pencils. Moreover, you can help yourself by using the complete planisphere in order to recognize the position of every significant place for your route. (5 min – individually) 4. Now write the name of each place you have crossed during the path and number the steps of the journey going on form the starting point to the last one. Again, to do this you can help yourself by using the complete planisphere in order to recognize the proper name of every significant place for your route. (5 min – individually) 5. In correspondence of each step of the route, write the languages you have spoken or heard. You have to write not only the languages you are able to speak, read and write but also the languages you are just able to recognize. (8 min – individually) 6. Now, showing your personal map, share your travel experience with your schoolmates. (15 min – in plenum) 		
<p>Material: copy of the mute planisphere (printed in A3/A4 format), world map, coloured pencils, scissors</p>		
		


Module No. 2	Plurilingualism	
Session 4		
<u>Learning job – Language Cards:</u>		
<ol style="list-style-type: none">1. Discuss with your schoolmates in plenum:<ul style="list-style-type: none">→ How can I ask for the meaning of words that I don't know?→ How can I ask to go to the toilet in a polite way?→ How can I say if I need indications to go to a place that I don't know? Etc.(10 min – in plenum)2. Discuss in your class: How many languages do you speak? (5 min - in plenum)3. Choose one formula, then translate it in all the languages in the class. You can ask for help of your schoolmates if you need it. (20 min – in groups)4. Now share your text with your schoolmates. (10 min - in plenum)		
Material: normal pieces of paper or exercise books, pencils		

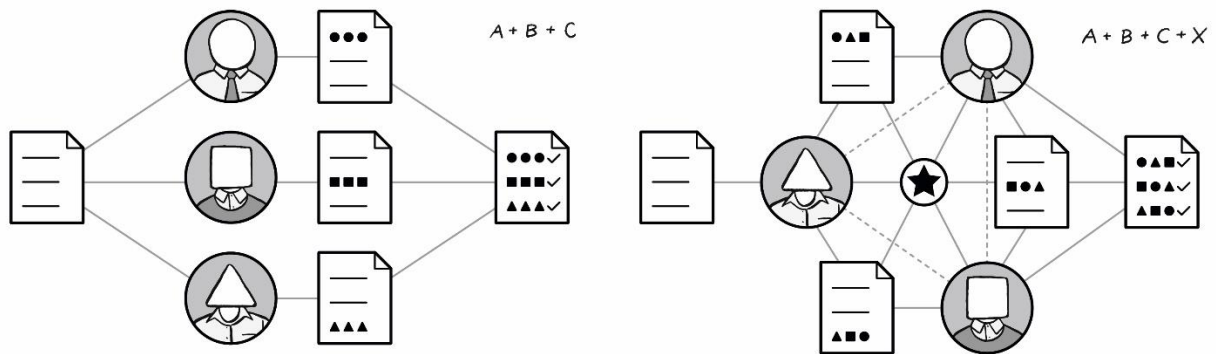
Module No. 3	Promoting Textual Competencies and Strategies	
Session 1	<i>Teacher picks a text of his/her choice</i>	
<p><u>Learning job – Reading Comprehension</u></p> <ol style="list-style-type: none">1. Take a look at the title first. What is the text about in your opinion?2. After having received the text: Look at the paratext and at the organization of the text. Are you still of the same opinion? (5 min – in plenum)3. Now read the text alone (5 min – individually)4. Now answer these questions (20. min – in plenum)<ol style="list-style-type: none">a. Who are the main characters of the story?b. Where does this story take place?c. When does this story take place?5. Share your text with your schoolmate. What difficulties have you encountered? (5 min – in pairs)6. Let's talk about how you develop your task (10 min – in plenum)		
Material: paper, pens		


Module No. 3	Promoting Textual Competencies and Strategies	
Session 1	<i>Teacher picks a text of his/her choice</i>	
<p><u>Learning job – Written Production</u></p> <ol style="list-style-type: none"> 1. Read the text you received. (5 min – individually) 2. Which type of text is it in your opinion? → What are the characteristics of this text? → What do you notice? (5 min – in plenum) 3. Discuss with your teacher and your class mates the characteristics of the new type of text (10 min – in plenum) 4. Look at the second text you received and <i>read this text</i>. → Write it again like it was a newspaper article (15 min - individually) 5. Share your text with your schoolmates. What difficulties have you encountered? (10 min – in plenum) 		
<p>Material: paper, pens</p>		

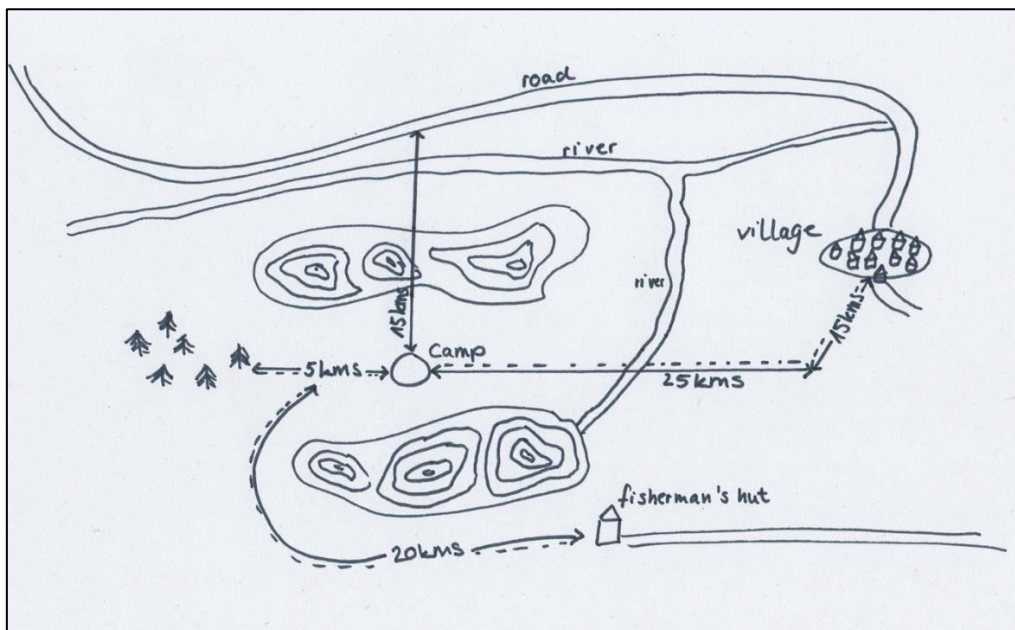
Module No. 4	Problem Based Collaborative Learning	
Part 1		
<p><u>Learning job – 7 Step Method</u></p> <p>Structure your problem using the 7 steps</p> <ul style="list-style-type: none">→ read the problem→ clarify the terms→ determine your specific problem→ analyze the problem→ arrange explanations→ formulate 3 -5 learning questions→ design / procure / discuss approaches and information→ exchange / compare group information		
Material: Paper, Pens, Problem		




Module No. 4	Problem Based Collaborative Learning	
Part 2		
<p>Learning job – Reflection</p> <p>Work out the difference between cooperative and collaborative learning</p>		
<p>Material: Paper, Pens, Illustration from Marcus Berger</p>		




<p>Module No. 4</p>	<p>Problem Based Collaborative Learning</p>	
<p>Part 3</p>		
<p>Learning job – Your Decision</p> <p>You are Lily Kind, a 13-year-old student from Northampton. You are walking in the Scottish Highlands with 4 other students, two boys and two girls, and your teacher, Ms. Humphield. You are carrying your own food and tents. You want to be in the mountains for one week. On Sunday you must be in a small village where you will take the bus back home to Northampton. Today is Thursday. It has been raining since Tuesday. At lunchtime James and Lucy start feeling sick. While walking down a hill, Sarah falls. Her leg is broken. You discuss with your group what to do.</p> <p>You are in a valley between two mountains. The nearest road is about 15 kms away, but there is no path across the mountains. There is no bridge across the river. There is an easy path which takes you to a fisherman’s hut in about 20 kms. But you do not know if anybody lives at that hut. The village is still about 40 kms away. About 5 kms back the way you came is a small forest where you could find wood to make fire. You have enough food till Sunday and there is enough gas for three hot drinks and two warm meals a day. You, your teacher and David are feeling alright and can read a map and use a compass. Sarah needs a doctor soon.</p> <ol style="list-style-type: none"> 1. THINK- On your own which decision would be the best. 2. PAIR- Get into pairs and discuss your thoughts and write the end of the story. 3. SHARE- Present the end of your story and argue your decision. 		
<p>Material: Map, Pencil, Paper</p>		





Module No. 5	Service learning	
<p><u>Learning job</u></p> <ol style="list-style-type: none">1. Watch the above stated video.2. Form groups of 3 to 5 students and discuss ideas what kind of service-learning project would be useful in your community → choose one idea!3. How could you translate your idea into reality: Think of what you would have to plan:<ol style="list-style-type: none">a. Who would have to be contacted?b. Which obstacles would you have to face?c. Who could help you realize your plan?4. Make a poster of your concept and present it to your classmates.		
Material: paper, pens, posters, internet access		

LADECI – Language Acquisition through Democratic Citizenship Education


The following ideas are individual building blocks for different phases in a service learning project. “Pupils as Detectives” can be used as a starter into a project. “Personal Profile” turns attention to the individual pupil and “Project Roadmap” to the project itself. All are taken (and partly adopted) from Sliwka, Anne & Frank, Susanne (2004). Service Learning. Verantwortung lernen in Schule und Gemeinde.

Module No. 5		Service learning	
I. Pupils as Detectives			
Source	Sliwka, Anne & Frank, Susanne (2004). Service Learning. Verantwortung lernen in Schule und Gemeinde		
<p><u>Learning job:</u></p> <p>Task 1: The news Read the local paper. Cut out one article that reports something positive and one article that reports something negative about your district (your town, your municipality, etc.). Find one article on a need, on what is missing in your community.</p> <p>Task 2: A field trip Go for a walk in the school’s environment. Take notes on things that you notice positively or negatively. A negative thing could be garbage lying around, noisy teenagers or a dangerous junction. A positive thing could be a football field, a seating area in the park or something similar. Also ask people you happen to meet what they see as positive or negative about your neighbourhood. Also ask them what they miss!</p> <p>Task 3: Your field report</p> <ol style="list-style-type: none"> 1. Select one of the observed problems 2. Describe it exactly 3. How can the particular problem be solved, or the need be addressed? 4. Who needs to do what? 			
Material: local paper, paper, pencil,			


Module No. 5		Service learning		
II. Personal Profile for a Project				
<u>Learning job</u>				
When planning a project: What can I contribute to the project?				
For the interim evaluation: Am I doing what I'm good at in the project? What do I learn?				
What am I good at?	How can others see that?	Where can I bring these skills into the project?/Where have I brought these skills into the project so far?	What do I want to learn about it?/What do I learn in the project?	

Module No. 5		Service learning		
III. Project Roadmap				
<u>Learning job</u>				
Answer the following questions.				
What's the aim of our project? What should the project achieve?				
What are the central questions and concerns to which we orientate our learning in the project?				
What learning goals and educational standards will we achieve through our project?				
What activities are carried out during the project? How can their success be measured and evaluated?				
What will be the final product of our project and what will it look like?				
How do we plan the communication with other people involved?				
Which materials, support and help do we need when in the project?				
How will we publicly celebrate the completion and success of our project?				

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Module No. 6	Language-sensitive Class Council	
Session 1		
<p><u>Learning job – Picture Cards</u></p> <p>6. Pick out one of the presented pictures of your choice:</p> <ul style="list-style-type: none"> → Take down a few notes why you have taken this particular picture. → Explain what you liked about it. → Does it remind you of a situation you experienced in school or in class? → Share your thoughts with your classmates. 		
Material: drawings by Miriam Bauer, paper, pens		





<p>Module No. 6</p>	<p>Language-sensitive Class Council</p>	
<p>Session 2</p>		


Learning job – Class Council

1. Look at the role cards and think about their meaning:
 - Note down what you think of when you look at the picture.
 - What kind of communication do you think is meant with the pictures?
 - Note down examples how you would use the cards in class council.
 - Do you have any questions how to formulate your idea? Discuss possibilities what could be said with your classmates!
 - Note down possible beginnings of sentences...
 - Note down examples of complete sentences...


Material: drawings by Miriam Bauer, paper, pens




LADECI – Language Acquisition through Democratic Citizenship Education





A cartoon illustration of a young girl with brown hair in pigtails, wearing a blue shirt and red skirt, standing at a brown podium and speaking into a microphone. The podium has some papers on it.





A cartoon illustration of a young boy with brown hair, wearing a blue shirt and black pants, standing next to a whiteboard on an easel. He is pointing at the whiteboard with a blue marker. The whiteboard has a wavy line at the top, three blue dots, and another wavy line at the bottom.


Module No. 7		Democratic and Intercultural Communication	
Source	Convention of the Rights of the Child: https://www.unicef.org/crc/index_protecting.html		
<p><u>Learning job</u></p> <ol style="list-style-type: none"> 1. Form groups of 3 to 5 students. What do you consider to be most important when you think of the Rights of the Child? Discuss it in your group! 2. Note down or draw your ideas on a poster. 3. Present your poster to the class and explain your argumentation. <p>(→ Now check the Convention of the Rights of the Child – Do you find the rights guaranteed you presented earlier?)</p>			
Material: paper, pens, posters, (internet access)			


Module No. 7		Democratic and Intercultural Communication	
Source	Convention of the Rights of the Child: https://www.unicef.org/crc/index_protecting.html		
<p><u>Learning job – Children’s’ Rights at your School</u></p> <ol style="list-style-type: none"> 1. Form groups of 3 to 5 students: Think about your school – do you think there could be room for improvement of Children’s’ Rights at your school? → Discuss in your group. 2. Do you remember a situation at your school where the rights of you or another student was not respected? 3. Think of ways to solve the mentioned examples at your school. What could be changed at your school to guarantee every student his/her rights? → Discuss your ideas in plenum. 			
Material: paper, pens, posters			


Module No. 8		Inclusive Practice	
Source	Scene from the film <i>Freedom Writers</i> (an important scene from the film: https://www.youtube.com/watch?v=eYYf-mUmPqI)		
<p><u>Learning job – <i>Freedom Writers</i></u></p> <ol style="list-style-type: none"> 1. Draw a line in your classroom, just as seen in the film. 2. Go to the line if you can connect to the questions (<i>teacher reads the questions</i>): <ul style="list-style-type: none"> • How many of you like ice cream? • How many of you like swimming? • How many of you have one sibling? Two, more... • Do you want to ask your own questions...Is there something you always wanted to know from your classmates? 3. Discuss in plenum your impressions of the game. Did it affect you in any way? (use pictures as language support) 			
Material: adhesive tape to draw a line on the floor			

Module No. 8		Inclusive Practice	
Preparation	As preparation the students bring a suitcase (or a box, drawing etc.) which show things they find important from their culture, traditions etc.		
<p><u>Learning job – Cultural Suitcase</u></p> <ol style="list-style-type: none"> 1. Tandem reflection 5 minutes: How do you understand culture and interculturality? 2. Pick out an example of your cultural suitcase and tell your classmates why you have chosen this one? Why does it represent your culture for you? 3. Form groups of 3 to 5 students: Discuss in your group how values and culture is connected for you. 4. Collect your ideas on a poster and present it to your classmates. 			
Material: individual things students associate with their culture, posters, pens			

Module No. 9		Young People Debating in Language Learning Groups		
Source	Wagner, T. & Kemmann, A. (2015). Debattieren lernen. Arbeitsheft für Schülerinnen und Schüler. Seelze: Kallmeyer in Verbindung mit Klett			
<p><u>Learning job – Debate</u></p> <ol style="list-style-type: none"> 1. Get together in groups of four 2. Choose one of the following questions <ul style="list-style-type: none"> • Should school uniforms be required? • Is democracy the best form of government? • Should parents be required to vaccinate their children? • Should homework be banned? • Are single-sex schools better for student learning? 3. Decide: two are going to be on the pro-side, two on the contra-side 4. Justify your position, the speaker of the pro-side begins (3 sentences) "That speaks for... ." or "That speaks against... ." 5. Free debate: exchange ideas, there is no order given (3 minutes) 6. Justify which position you take now, the speaker of the pro-side begins (3 sentences) "Therefore... ." 				
<p>Material: sheet, pencil</p>				

Module No. 10		Students' Participation	
Source	Berlin Rebel Highschool (film can be purchased)		
<p><u>Learning Job – Analysis:</u></p> <ol style="list-style-type: none"> 1. Which Forms of participation at the BRH could be seen in the movie? Do you think they make sense? Please give reasons for your opinion. 2. Do you see any chances that this form of participation could also be transferred to your school? <ul style="list-style-type: none"> → Present possibilities or versions how this form of participation could look like at your school. (posters, PPTs, simulations, etc.) 			
Material: posters, paper, scissors, pens			

Module No. 10		Students' Participation	
Source	https://www.youtube.com/watch?v=NYWWFfN4XA0 https://www.youtube.com/watch?v=i0JQ90w1JVg&list=PLFLkZ_Df--FUbjDiFnJBT3WqeHlhrdRdh&index=8		
<p><u>Learning job – Analysis & Discussion</u></p> <ol style="list-style-type: none"> 1. Where exactly did the students in the film have the chance to participate and how did they participate? 2. What is special about that for you? <ul style="list-style-type: none"> → Work in teams of two and note down your results on paper cards. → We are going to discuss them later together. 			
Material: paper, pens, posters, chalkboard/tables			

Module No. 10		Students' Participation	
Source	https://www.youtube.com/watch?v=NYWWFfN4XA0 https://www.youtube.com/watch?v=i0JQ90w1JVg&list=PLFLkZ_Df--FUbJDiFnJBT3WqeHIhrdRdh&index=8		
<p>Learning job – Debate: You have already learned about the participation forms in the Sudbury Valley Schools. Now prepare a pro/con debate on the presented forms of participation.</p> <p>Do you support the presented participation forms of the Sudbury Valley Schools?</p> <ul style="list-style-type: none"> → form two groups → Prepare arguments for both sides of the debate in your group. Try to find as many arguments as possible, think also about the rebuttal of these arguments. → Think who in your group is going to present what (opening, main and rebuttal, conclusion). → Decide together or flip a coin to determine which groups is going to represent which side of the topic. 			
Material: paper, pens			


Module No. 10		Students' Participation	
Source	Beauftragte der Bundesregierung für Migration, Flüchtlinge und Integration (2015). <i>Schulbuchstudie Migration und Integration.</i>		
<ol style="list-style-type: none"> 1) Describe the picture shown. 2) What do you think is featured on the picture? 3) What did the artist want to say with the picture? Discuss in your group possible intentions the artist wanted to express with the picture. → Note down possible approaches in your group. 4) Is there something in the picture that you would criticise? 			



Abbildung 6: GeoBLN 1: Blechschmidt, Kirsten et al., 2012. *Heimat und Welt - Geografie 9/10. Ausgabe Berlin Sekundar- schule. Braunschweig: Westermann. S. 182*