

Children's Voices for a new Human Space

Erasmus+ Project 2018-1-IT02-KA201-048371

CVS CURRICULUM FOR CHILDREN

MODULE 0

Our Voices for our Classrooms

Updated to 09/23/2020



Co-funded by the
Erasmus+ Programme
of the European Union

TABLE OF CONTENTS

AKNOWLEDGEMENTS	3
PREFACE.....	4
LIST OF ABBREVIATIONS.....	5
INTRODUCTION	6
MODULE 0 OF THE CVS CURRICULUM FOR CHILDREN: STRUCTURE	7
1. Preface	7
2. Rationale underlying all steps and their sequence.....	8
3. Summary of steps and activities.....	10
MODULE 0 OF CVS CURRICULUM FOR CHILDREN: ACTIVITIES	11
A1@M0 INITIAL PLENARY MEETING WITH KC CHILDREN.....	12
A2@M0 CHILDREN’S ASSEMBLY.....	14
A3@M0 RULES KEEP US AWAY FROM COVID-19!.....	15
A4@M0 COVID-19 SOCIAL DISTANCE.....	17
A5@M0 DEALING WITH EMOTIONS DURING THE COVID-19 PANDEMIC	20
A6@M0 FREE TO SPEAK.....	22
A7@M0 THE SCHOOL I WANT AFTER THE COVID-19 PANDEMIC.....	25
A8@M0 MESSAGE TO THE AUTHORITIES.....	27
A9@M0 COMPARING PERSPECTIVES ON COVID-19	29
A10@M0 COVID-19 JOURNALIST	31
A11@M0 ORGANIZATION OF THE PUBLIC EVENT	33
A12@M0 PUBLIC EVENT	34
A13@M0 FINAL PLENARY MEETING WITH KC CHILDREN.....	35
LETTERS TO THE NEXT GENERATION	36
THE TELEGRAPH	38

The European Commission support for the production of this publication does not constitute an endorsement of the contents which reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



AKNOWLEDGEMENTS

The CVS Curriculum for Children was developed by:

Beathe-Kathrine Aasheim Moe

Maria Magdalena Bordas

Rosanna Balistreri

Miriam Barrachina Peris

Martyn Barrett

Silvia Blasco

Veneta Chobova

Maria Asunta D'Aleo

Martina Di Marco

Nicolò Iannello

Sonia Ingoglia

Cristiano Inguglia

Borislava Ivancheva

Vasilka Kolovska

Francesca Liga

Alida Lo Coco

Maria Grazia Lo Cricchio

Anamaria Marina

George Marina

Cornelia Melcu

Kristine Myklebuste

Maria Andrada Muntean

Pietro Sardina

Giovanna Sciortino

Anita Shepherd

Henrik Skjerlie Daae

Harriet Tenenbaum

Nora Wiium



PREFACE

To do



LIST OF ABBREVIATIONS

CoE	Council of Europe
CVS	Children’s Voices for a new Human Space
DI	Democratic and Intercultural
FTST	Council of Europe’s campaign “Free to Speak – Safe to Learn” Democratic Schools for All
KC	Key Classes
RFCDC	Reference Framework of Competences for Democratic Culture



INTRODUCTION

To do



MODULE 0 OF THE CVS CURRICULUM FOR CHILDREN: STRUCTURE

1. Preface

Module 0 of the CVS Curriculum – “Our voices for our classes” – is an annual course, aimed at children aged from 9 to 10 years (approximately the last grades of primary schools, but it depends from the school system in force in the country in which the curriculum is implemented).

The module is conceived as a cycle articulated in five steps covering the entire school year (see Fig. 1). Each step is also conceived as a sub cycle, in which a series of activities are foreseen and which represent the planning principles of Experience (E), Comparison (C), Analysis (An), Reflection (R) and Action (Ac).

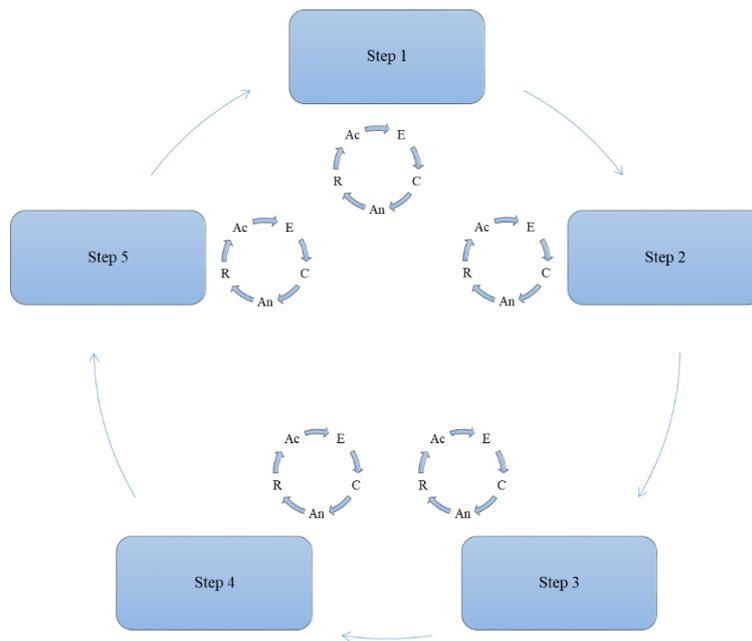


Figure 1. Relations between the steps and the activities foreseen in Module 0 of the CVS Curriculum

Note. E Experience, C Comparison, An Analysis, R Reflection, Ac Action

2. Rationale underlying all steps and their sequence

Module 0 has been developed as a learning process articulated in 5 steps (see Fig. 2).

Step 1 – Sharing of CVS Curriculum issues and planning of the work. The general aim of this step is to share with children the main ideas and goals of Module 0 of the CVS Curriculum: children need to be informed about the whole learning process. Moreover, this step is aimed at electing two students' representatives (a boy and a girl) and some “official” reporters (whose role is to report all the activities of the curriculum and that will be presented during the public event foreseen by the curriculum in Step 4).

Step 2 – Exploring some experiences linked to the outbreak. The general aim of this step is to explore some experiences that children made or are making about Covid-19 outbreak at home and at school. The specific aims are:

- to identify and evaluate rules which children themselves find meaningful in order to keep themselves, their peers, families and communities safe from the virus;
- to reflect on the impact of Covid-19 upon human health;
- to understand better the new social distancing and to adapt their habits to the new rules;
- to adapt to new situations by applying their knowledge in a different way;
- to identify the main feelings and emotions that they have experienced in relation to the outbreak;
- to understand others better by imagining how things look from their perspective.

Step 3 – Experiencing the action. The general aim of this step is to offer children the opportunity to express their voices about their needs and wishes for the school in times of Covid-19 outbreak and to report-tell them. The specific aims are:

- to identify resources for learning (e.g., people, books, the internet);
- to understand what is needed for all children who are involved in online learning, without distinction and discrimination;
- to engage with public issues;
- to discuss what can be done to help make the community a better place;
- to understand and appreciate that information on public policies and their implementation should be made available to the public;
- to describe the social impact and effects on others of different communication styles.

Step 4 – Presentation of the activities to school community. The aim of this step is twofold: (a) to plan and implement a public event to celebrate the work done by children, giving them the opportunity to show the results of their efforts to the school community, and (b) to stimulate their ability to communicate.

Step 5 – Reflection on the learning experience. The aim of the final step is to reflect on the learning experience with children. Children and teachers need to be involved in reflecting in a critical fashion on the whole curriculum, ready to accept their suggestions to revise it.

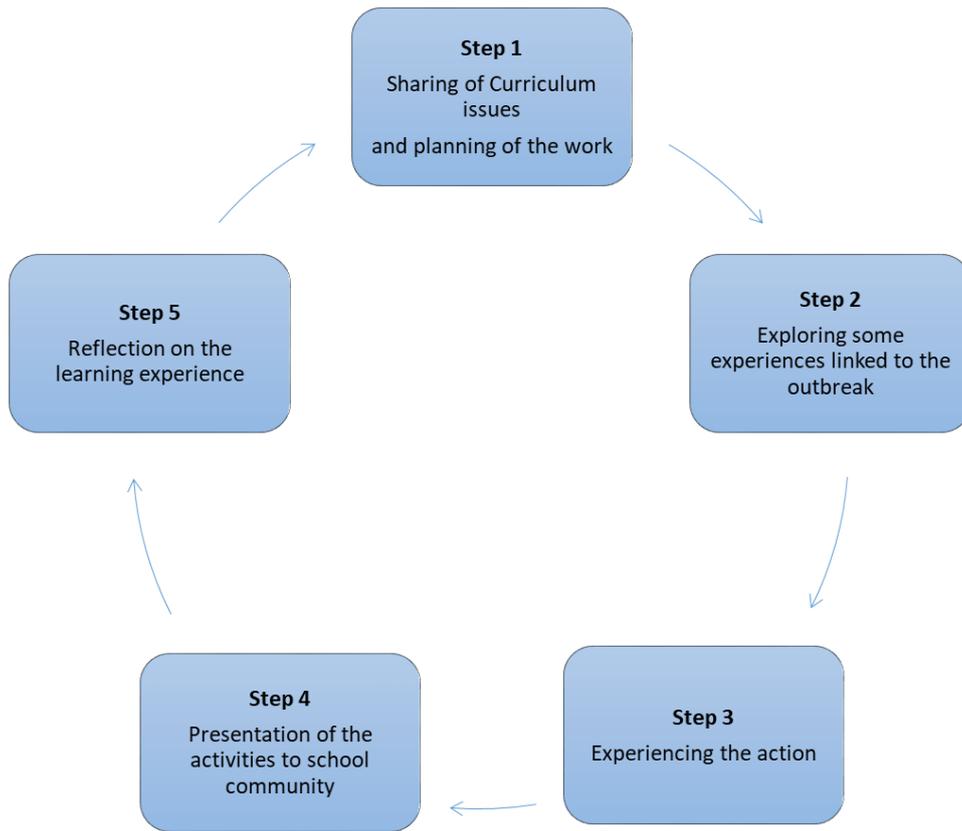


Figure 2
Steps of Module 0 of CVS Curriculum

3. Summary of steps and activities

Step 1 - Sharing of CVS Curriculum issues and planning of the work	
A1@M0	Initial plenary meeting with KC children
A2@M0	Children's assembly
Step 2 – Exploration of some experiences linked to the outbreak	
A3@M0	Rules keep us away from Covid-19!
A4@M0	Covid-19 social distance
A5@M0	Dealing with emotions during the Covid-19 pandemic
A6@M0	Free to speak
Step 3 - Experiencing the action	
A7@M0	The school I want after Covid-19 pandemic
A8@M0	Message to authorities
A9@M0	Comparing perspectives on Covid-19
A10@M0	Covid-19 Journalist
Step 4 – Presentation of the activities to school community	
A11@M0	Organization of the public event
A12@M0	Public event
Step 5 – Reflection on the learning experience	
A13@M0	Final plenary meeting with KC children



MODULE 0 OF CVS CURRICULUM FOR CHILDREN: ACTIVITIES

A1@M0 INITIAL PLENARY MEETING WITH KC CHILDREN

Aim	<ul style="list-style-type: none"> • To inform children about the whole learning process
Competences targeted by the activity	<ul style="list-style-type: none"> • Respect • Civic-mindedness • Analytical and critical thinking skills • Skills of listening and observing • Linguistic, communicative and plurilingual skills • Knowledge and critical understanding of the world
Overview	Children participate to a meeting in which you present Module 0 of the CVS Curriculum and share with them its basic ideas
Materials	A poem related to COVID-19

Step-by-step instructions

- Read a poem with them on the topics of the curriculum (an example is reported below)
- Start with a brainstorming focusing on
 - the opinion that children have about the way adults listen to their opinions and world views,
 - children’s perception of the school.
 Summarize their answers in a framework visible to all
- Explain Module 0
- Ask for their opinion on the activity in which they will be involved in the next months

Debriefing and Evaluation

Debrief the activity with “The Telegraph” (see at the end of the chapter).

EXAMPLE OF POEM

Che cos'è che in aria vola?

Che cos'è che in aria vola?
C'è qualcosa che non so?
Come mai non si va a scuola?
Ora ne parliamo un po' .
Virus porta la corona,
ma di certo non è un Re,
e nemmeno una persona:
ma allora, che cos'è?
È un tipaccio piccolino,
così piccolo che proprio,
per vederlo da vicino,
devi avere il microscopio.
È un tipetto velenoso,
che mai fermo se ne sta:
invadente e dispettoso,
vuol andarsene qua e là.
È invisibile e leggero
e, pericolosamente,
microscopico guerriero,
vuole entrare nella gente.
Ma la gente siamo noi,
io, te, e tutte le persone:
ma io posso, e anche tu puoi,
lasciar fuori quel briccone.
Se ti scappa uno starnuto,
starnutisci nel tuo braccio:
stoppa il volo di quel brutto:
tu lo fai, e anch'io lo faccio.
Quando esci, appena torni,
va' a lavare le tue mani:
ogni volta, tutti i giorni,
non solo oggi, anche domani.
Lava con acqua e sapone,
lava a lungo, e con cura,
e così, se c'è, il birbone
va giù con la sciacquatura.
Non toccare, con le dita,
la tua bocca, il naso, gli occhi:
non che sia cosa proibita,
però è meglio che non tocchi.
Quando incontri della gente,
rimanete un po' lontani:

si può stare allegramente
senza stringersi le mani.
Baci e abbracci? Non li dare:
finché è in giro quel tipaccio,
prudente rimandare
ogni bacio e ogni abbraccio.
C'è qualcuno mascherato,
ma non è per Carnevale,
e non è un bandito armato
che ti vuol fare del male.
È una maschera gentile
per filtrare il suo respiro:
perché quel tipaccio vile
se ne vada meno in giro.
E fin quando quel tipaccio
se ne va, dannoso, in giro,
caro amico, sai che faccio?
io in casa mi ritiro.
un'idea straordinaria,
dato che è chiusa la scuola,
fino a che, fuori, nell' aria,
quel tipaccio gira e vola.
E gli amici, e i parenti?
Anche in casa, stando fermo,
tu li vedi e li senti:
state insieme sullo schermo.
chi si vuole bene, può
mantenere una distanza:
baci e abbracci adesso no,
ma parole in abbondanza.
Le parole sono doni,
sono semi da mandare,
perché sono semi buoni,
a chi noi vogliamo amare.
Io, tu, e tutta la gente,
con prudenza e attenzione,
batteremo certamente
l'antipatico birbone.
E magari, quando avremo
superato questa prova,
tutti insieme impareremo
una vita saggia e nuova.

Roberto Piumini

A2@M0 CHILDREN’S ASSEMBLY

Aim	<ul style="list-style-type: none"> • To engage in democratic election process
Competences targeted by the activity	<ul style="list-style-type: none"> • Valuing democracy, justice, fairness, equality and the rule of law • Analytical and critical thinking skills • Co-operation skills • Respect • Civic-mindedness • Knowledge and critical understanding of the world
Overview	<p>Children participate to an assembly to elect two representatives (a boy and a girl) for each KC, and to find some “official” reporters (whose role is to report all the activities of the curriculum and that will be presented during the public event that will take place in spring)</p>
Materials	<p>None</p>

Step-by-step instructions

- Suggest to children the idea that they will have to choose some of them (a boy and a girl) who will have to represent them during the public event and the meetings with the local authorities. Children need to be encouraged to apply as representatives
- Conduct democratic elections
- Ask for some official reporters of the activities whose task is to take care of the photographic documentation of the activities foreseen by the curriculum and which will be presented during the public event

Debriefing and Evaluation

Debrief the activity with “The Telegraph” (see at the end of the chapter).

A3@M0 RULES KEEP US AWAY FROM COVID-19!

Aim	<ul style="list-style-type: none"> • To make children’s voices heard • To improve well-being at school • To identify and evaluate rules which children themselves find meaningful in order to keep themselves, their peers, families and communities safe from the virus <p>On completion of this activity, children will be able:</p> <ul style="list-style-type: none"> • to reflect on the impact of the coronavirus upon human health • to identify some rules that should be respected in the school and in the community • to engage in critical thinking • to engage in responsible behaviour • to co-operate and collaborate with others
Source of the activity	Contributed by Cornelia Melcu (Free-to-speak-safe-to-learn)
Competences targeted by the activity	<ul style="list-style-type: none"> • Self-efficacy • Civic-mindedness • Analytical and critical thinking skills • Co-operation skills • Knowledge and critical understanding of the world
Overview	Children produce a poster concerning the appropriate behaviours that can help to prevent the spread of Covid-19 both inside and outside the school
Materials	<ul style="list-style-type: none"> • Videos about Covid-19¹ • An online voting tool²; the teacher can prepare the poll in advance for each group • A poster creator tool³. Alternatively, if the children cannot use web tools for creating posters, a common online blackboard or wall may be used instead⁴

Step-by-step instructions

- Show a short video about Covid-19 in the children’s own language, which explains how it affects human health and how it spreads in the community. Make sure that the video is from an official or authoritative source.
- Divide the children into groups of 5, and ask them to:

¹ <https://youtu.be/MVvVTDhGqaA>

² <https://www.mentimeter.com>

³ <https://www.canva.com>

⁴ <https://jamboard.google.com> or <https://padlet.com/>

- identify 3 ways that Covid-19 spreads between people in human groups;
- identify 3 rules that should be respected in the school and the community, and discuss and explain why these are good rules – encourage the children to identify rules saying what *could or should be done* to help the situation (rather than rules saying what *should not be done*), and ask them to focus on the most effective measures that they think they can take in order to protect other people from catching the virus.
- Each group presents their work to the whole class, briefly explaining their choices. Summarise the ideas that emerge.
- Children decide, from among all the rules that have been identified, 5 rules that should be respected by all of the children in order to stay safe from Covid-19. Each group can be asked to vote for the 5 best rules in their opinion, and to explain their choices, using an online voting tool.
- Each group designs a poster using an online tool. Alternatively, if the children cannot use a web tool for creating a poster, they may use a common online blackboard or wall to draw one.
- Display the posters from all of the groups on a common online wall (when the children come back to school, the posters can be printed out and hung on their classroom wall).
- Summarise the children’s ideas of how important it is to keep the rules of hygiene and to be responsible in order to keep other people and the community safe and healthy.
- To underline that rules can sometimes change over time, the children can be asked at a later point in time to re-evaluate and possibly adapt the rules that they have identified.

Debriefing and Evaluation

- Ask the children to comment on and discuss the learning process and the rules that they have chosen. Ensure that they reflect critically on the rules, and think about whether some are better or more important than others. The possibilities here will vary depending on whether they are children in primary or secondary education.
- Hold a debriefing session based on some of the following questions:
 - ▶ What kind of experience was it for you to identify the rules to be followed in order to avoid Covid-19 spreading? For example, was it easy or difficult? What sorts of things did you think about when you were deciding which rules to choose?
 - ▶ Has anything changed in your thinking after you found out which rules your friends had produced during this activity?
 - ▶ What have you learned about yourself as a result of doing this activity?
 - ▶ What have you learned about the world as a result of doing this activity?

A4@M0 COVID-19 SOCIAL DISTANCE

Aim	<ul style="list-style-type: none"> • To reflect on the way children’s personal beliefs affect their behavior • To understand better the new social distancing and to adapt their habits to the new rules <p>On completion of this activity, children will be able:</p> <ul style="list-style-type: none"> • to appreciate that all public institutions should respect, protect and implement human rights • to appreciate that all citizens should be treated equally and impartially under the law • to accept responsibility for their actions • to adapt to new situations by applying their knowledge in a different way • to reflect critically on their values and beliefs
Source of the activity	Contributed by Vasilka Kolovska (Free-to-speak-safe-to-learn)
Competences targeted by the activity	<ul style="list-style-type: none"> • Valuing human dignity and human rights • Valuing democracy, justice, fairness, equality and the rule of law • Responsibility • Flexibility and adaptability • Knowledge and critical understanding of the self
Overview
Materials	<ul style="list-style-type: none"> • Resources for teaching controversial issues: <ul style="list-style-type: none"> - The Council of Europe fact sheet on “Teaching controversial issues”⁵ - The Council of Europe publication⁶ • Videos about Handshake Alternatives and Covid-19 Etiquette⁷ • Social Distancing flyer⁸ • Tools for on-line surveys⁹

Step-by-step instructions

- Show a short video about Handshake Alternatives. The video should explain that social distancing

⁵ <https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=09000016806cc3f5>

⁶ <https://theewc.org/resources/living-with-controversy-teaching-controversial-issues-through-education-for-democratic-citizenship-and-human-rights-edc-hre/>

⁷ <https://www.youtube.com/watch?v=umEskepeRwc> or https://www.youtube.com/watch?v=3_mBoOVZQ2I

⁸ <https://www.covidoumedicine.com/documents/content/practice-social-distancing.pdf>

⁹ <https://www.google.com/forms/about/> or <https://www.surveymonkey.com/>

includes eliminating the physical contact that occurs with the typical handshake, hug or kisses.

- Ask the children to discuss their methods of greetings and whether they are familiar with the new forms of greetings behaviour from the video. The following question may be used to stimulate their reflections:
 - How do you greet your friends and classmates?
 - How do you greet your relatives?
 - Are these new greeting methods appropriate for adults?
 - Is it easy to change your lifelong habits for a week?
- Children give their own answers to these questions. For an online class, they can use the chat box section for their responses; for a classroom activity, they can use group discussion.
- During the Covid-19 pandemic, many institutions have issued videos, flyers and posters devoted to the crisis. Wearing masks, keeping social distance and avoiding travel are controversial issues which arouse strong feelings and divide opinion in communities and society. Show children an image of a Social Distancing flyer.
- Ask children to give their definition of social distancing. If the lesson is in online mode, use the tool AnswerGarden, which allows the participants to see the entries immediately.
- Organize a simple group survey with the children about their opinions of some of the restrictions during the Covid-19 pandemic. For example:
 - ▶ Are they maintaining a distance of 2 metres (two arms' length) between them and others?
 - ▶ Are they using a protection mask all the time when they are outside their homes?
 - ▶ Are they shopping in small local shops or big supermarkets?
 - ▶ Are they visiting cinemas/theatres/malls?
 - ▶ Are they making non-essential trips?
 - ▶ Are they visiting their elderly relatives?
 - ▶ Do they celebrate birthdays with friends?
 - ▶ Is friendship more important than social distance?

There are different tools for an on-line survey. Convert the data into an on-line graph.

- After the survey, explore with the children the results and discuss the outcomes.
- Divide the children into groups of 5 for acting out a role play:
 - Each group has to have one reporter (who will ask questions to the others), medical worker, police officer, shop cashier, and prime minister (all front-line jobs in the fight against Covid-19).
 - The reporter asks each member of the group the questions from step 6. In addition, they can add more questions, for example:
 - ▶ How do the people from the front-line of the fight against Covid-19 feel about the behavior of the population?
 - ▶ Are they worried about the health of their families?
 - ▶ What advice would they like to give to young people and adults?
- Each group presents their work to the whole class, briefly explaining their feelings about changing perspectives. They should also summarise the ideas that emerge.

Debriefing and Evaluation

- Ask the children to comment on and discuss the process of the activity. They should also be asked to reflect critically on what they have learnt from the activity, using the following questions:

- ▶ How do you feel about the story? Have you learned any new methods for Covid-19 Etiquette and Social Distance?
- ▶ Did you find it difficult to change your habits just for a short period of time?
- ▶ Did you learn something new about Covid-19? If so, what did you learn?
- ▶ What have you learned about the professionals from the front-line as a result of doing this activity?

A5@M0 DEALING WITH EMOTIONS DURING THE COVID-19 PANDEMIC

Aim	<p>On completion of this activity, children will be able:</p> <ul style="list-style-type: none"> • to reflect on the impact of Covid-19 on human emotions • to identify the main feelings and emotions that they have experienced • to engage in critical thinking • to understand others better by imagining how things look from their perspective
Source of the activity	Contributed by Cornelia Melcu (Free-to-speak-safe-to-learn)
Competences targeted by the activity	<ul style="list-style-type: none"> • Civic-mindedness • Self-efficacy • Analytical and critical thinking skills • Empathy • Knowledge and critical understanding of the self • Knowledge and critical understanding of the world.
Overview	...
Materials	<ul style="list-style-type: none"> • Videos about emotions and feelings¹⁰ • An online brainstorming tool¹¹. In the case of young children, the teacher can prepare the poll in advance • A story about how people come together, find creative solutions to difficult problems, and overcome adversity during the epidemic

Step-by-step instructions

- Show a short video about emotions and feelings in the children's own language. The video should show the feelings and emotions through animated pictures and scenes that help children understand feelings better and express them correctly. Make sure that the video is from an official or authoritative source.
- Brainstorming: Ask the children to think about an emotion or feeling they have had during the pandemic. The answers should be collected on a whiteboard or using an online tool.
- Ask the children to:
 - identify from the list 3 emotions or feelings they consider to be positive;
 - identify from the list 3 emotions or feelings they consider to be negative;
 - think why they assigned the emotions or feelings to the positive or negative category.
- Instigate a sense-making discussion by providing questions where the children can process critical events connected to the Covid-19 pandemic at an emotional level. To do this, the following

¹⁰ <https://youtu.be/7uY2HrQ9qQ8>

¹¹ <https://answer garden.ch/>

questions may be used, together with any others that are judged to be useful for stimulating the children's thinking:

- ▶ How did you feel during the lockdown?
- ▶ Why did you feel like that?
- ▶ Have you talked to someone about that?
- Tell a story about how people come together, find creative solutions to difficult problems, and overcome adversity during the pandemic. Talking about these stories can be healing and reassuring to children and adults alike.
- Summarise the main ideas of the story about how it is important to keep together and to be responsible in order to keep other people and the community safe and healthy. Explain to the children that the responses to stressful events are unique and varied, and how other people can help by showing empathy and patience.

Debriefing and Evaluation

- Hold a debriefing session based on some of the following questions:
 - ▶ What kind of experience was it for you to identify the emotions and feelings you experienced during the pandemic? For example, was it easy or difficult? What sorts of things did you think about when you were deciding which one to choose?
 - ▶ Has anything changed in your thinking after you found out which emotions and feelings your friends had identified during this activity?
 - ▶ What have you learned about yourself as a result of doing this activity?
 - ▶ What have you learned about the world as a result of doing this activity?

A6@M0 FREE TO SPEAK

Aim	<p>On completion of this activity, children will be able:</p> <ul style="list-style-type: none"> • To engage well with other people who have a variety of different points of view • To seek out discussions with people whose ideas and values are different from their own • To listen carefully to differing opinions • To share their own ideas and resources with others • To show appreciation of and consideration for other group members • To understand their friends better by imagining how things look from their perspective • To describe feelings identified by other people • To express sympathy for other people’s misfortunes
Source of the activity	Contributed by Kari Kivinen (Free-to-speak-safe-to-learn)
Competences targeted by the activity	<ul style="list-style-type: none"> • Tolerance of ambiguity • Skills of listening and observing • Co-operation skills • Empathy
Overview	...
Materials	<ul style="list-style-type: none"> • A role game story (or any other relevant text) • A constructive dialogue method adapted from the Finnish Timeout project, which is a new method for generating constructive discussions. Constructive discussion tools and conversation cards from the Timeout project for use by the facilitator¹² • A facilitator who takes care of the constructiveness of the discussion (teacher, school psychologist, social worker, or educator)

Step-by-step instructions

- The session takes 60-75 minutes. The groups should have a maximum of 25 participants. A group of 12-15 children is ideal.
- The facilitator organises a calm and safe place for the discussion. The chairs should be in a circle, so that everybody can see each other. It is also possible to do the exercise online (for special instructions, see the Timeout project website).
- The facilitator begins by explaining the rules of constructive discussion. Pupils should:

¹² <https://www.timeoutdialogue.fi/whats-timeout-about/>

- LISTEN to others and not interrupt the speaker.
- RELATE their comments to what others have said.
- TELL about their own experiences.
- RESPECT others and the confidentiality of the discussion.
- The facilitator reads out the first part of the role game story. Then the floor is given to all the children. The facilitator points out that everybody has an opportunity to express themselves, and the facilitator encourages everybody to express their own ideas and experiences.
- After the first part, the facilitator reads the second part of the story, and opens the discussion again, and so on.
- At any time, the facilitator can request the children have smaller group discussion to find common views (pair discussions, small group discussions etc.) which will then be presented to others.
- At the end of the session, the facilitator wraps up the discussion and asks everyone to write down on a post-it note the most important things they remember about the discussion. The facilitator shares the anonymous answers with the rest of the group.

Debriefing and Evaluation

- It is important that in the end of the session the facilitator asks questions about the dialogue process. The following questions may be asked:
 - ▶ How did the children feel about the dialogue?
 - ▶ Was it easy to express their views?
 - ▶ Was the discussion constructive?
 - ▶ Did their understanding of the topic increase?
 - ▶ Should there be similar types of discussions about other sensitive topics?
 - ▶ Which ones?

AN EXAMPLE OF ROLE GAME STORY

In spring 2020, all the world was surprised by the Covid-19 virus.

M/S Victory cruise ship goes from one tourist attraction to another. The passengers are happy tourists of all ages from many countries. There are families with young children, a group of elderly scientists having an important science conference, some politicians, and a very famous pop-band (with over 8 million Instagram followers) entertaining the passengers.

One morning there is a long queue in front of the cabin of the ship doctor. Many of the passengers have had similar symptoms. The doctor quickly analyses the situation and declares that the Covid-19 virus has infected many of the passengers. He cannot do anything else than to declare 14 days of quarantine for all passengers and ask for medical help.

The passengers feel that they are prisoners in the ferry. The cabins are not very big, and people are worried about their health and about the long and boring quarantine period. How to spend 14 days in these conditions? Especially families with children are very preoccupied.

First discussion round: Imagine that you are a passenger in that ship. What would you feel and do in a similar situation? Do you have personal experiences to share from the Covid-19 period?

There are more and more cases coming up. In fact, nearly all the passengers have some symptoms. They are very worried. What would happen to them? Rumours start to circulate. Some passengers are supposed to have special rights, better food, and other advantages. Questions are raised: who is the origin of the disease? Passengers start to blame each other, and the atmosphere becomes toxic. Especially one family with two school aged children – coming from a country where Covid-19 is known to be a problem – is a target of accusations.

Second discussion round: What is your personal view of the situation. How would you behave in a similar situation? What should you/the captain do in order to improve the atmosphere?

Finally, there is a piece of good news. A rescue helicopter could take a limited number of passengers to the mainland and hospital. The passengers start to dispute how to choose the lucky ones.

There is a new problem. How to choose the 10 lucky ones to be rescued in the first place? Young children, elderly scientists and other risk group persons, the members of the famous pop-band, important politicians, or the most affected patients?

Third discussion round: What would you propose and why?

The time passes slowly. Luckily all the passengers recover and after two weeks all the passengers are given permission to leave the ferry.

People are pleased but there is also a bit of a bittersweet feeling in the air. During the quarantine, many new friendships were made, and passengers had formed a strange attachment to each other and to the special situation, which they would remember for the rest of their lives. Many things in the world outside the ferry are still unclear.

Fourth discussion round: What positive memories do you have of the Covid-19 period? What new things did you learn during the isolation period?

A7@M0 THE SCHOOL I WANT AFTER THE COVID-19 PANDEMIC

Aim	<p>On completion of this activity, children will be able:</p> <ul style="list-style-type: none"> • To reflect on the best school environment they need to learn and develop • To think critically and use their problem-solving skills • To use appropriate ICT tools in order to achieve a goal • To understand what is needed for all children, without distinction and discrimination, in any school environment
Source of the activity	Contributed by Cornelia Melcu (Free-to-speak-safe-to-learn)
Competences targeted by the activity	<ul style="list-style-type: none"> • Valuing human dignity and human rights • Autonomous learning skills • Analytical and critical thinking skills • Co-operation skills • Openness to cultural otherness and to other beliefs, world views and practices
Overview	...
Materials	<ul style="list-style-type: none"> • An online photo gallery of the children’s school and classrooms, provided¹³ • Web tools for collecting children’s answers¹⁴ • A web tool for choosing a few participants to present their notes¹⁵ • ICT tools for creating comix¹⁶ • An online wall¹⁷

Step-by-step instructions

- In preparation for the activity, ask the children to collect some photos of their school and the classrooms in it. The teacher may also contribute some photos to the gallery.
- To start the activity, the children watch the gallery, and write down:
 - three things they like about their school environment;
 - two things they might change;
 - one thing they don’t like about their school environment.
- Stimulate a brief discussion about what the children have seen and written. Some questions that could be used are:
 - ▶ Is your school friendly?

¹³ For example, Google photos

¹⁴ <https://www.mentimeter.com>, <https://www.tricider.com>

¹⁵ <https://wheelofnames.com/>

¹⁶ <https://www.powtoon.com/>, <https://www.makebeliefscomix.com/>

¹⁷ <https://www.pearltrees.com/>

- ▶ Do you like the way the classes are organised, most of the time, in your school?
- ▶ Are the lessons varied and engaging?
- ▶ Do you learn something new every day in your classes?
- ▶ If you were a teacher, what would you do to make your children more motivated to study?

Summarise the ideas that emerge.

- Ask the children to draw or to create a comic or cartoon in which they present their ideal school. Display the products either on a common online wall or put them together to create a brochure or magazine.
- Ask the children to consider the presentations that other members of their class have made, and to evaluate how practical or realistic they are.
- Summarise the children's ideas about how important it is to learn in a safe and pleasant environment.

Debriefing and Evaluation

- Ask the children to comment on and discuss the learning process and the results that they have achieved. In addition, ask them to reflect on what they have learned as a result of the activity.
- Hold a debriefing session by asking some of the following questions:
 - ▶ What kind of experience was it for you to imagine your ideal school?
 - ▶ Has anything changed in your thinking after hearing about your friends' ideas concerning their ideal school?
 - ▶ Did you learn anything about yourself?
 - ▶ Do you think your school is going to change, and if so, how?

A8@M0 MESSAGE TO THE AUTHORITIES

Aim	<p>On completion of this activity, children will be able:</p> <ul style="list-style-type: none"> • to reflect on the current situation of Covid-19 • to discuss what can be done to help make the community a better place • to generate enthusiasm among group members for accomplishing shared goals • to understand and appreciate that information on public policies and their implementation should be made available to the public • to describe the social impact and effects on others of different communication styles
Source of the activity	Contributed by Vasilka Kolovska (Free-to-speak-safe-to-learn)
Competences targeted by the activity	<ul style="list-style-type: none"> • Valuing democracy, justice, fairness, equality and the rule of law • Civic-mindedness • Co-operation skills • Linguistic and communicative skills • knowledge and critical understanding of the world
Overview	...
Materials	<ul style="list-style-type: none"> • CoEuncil of Europe website on Covid-19 • World Health Organization website on Covid-19¹⁸ • Tools for online collaboration¹⁹ • A random group generator²⁰

Step-by-step instructions

- During the Covid-19 pandemic, many institutions have developed dedicated web pages devoted to the crisis. Ask the children to begin this activity by conducting a web search to find the relevant web pages on the official websites of their local authorities, national government, the Council of Europe, the World Health Organization, and other organisations. Younger children can use the Google Translator Extension to help them understand the contents of the web pages that they find.
- Ask the children to think about the actions that are being taken by the different organisations, working individually. The following question may be used to stimulate their reflections (these questions can be simplified for younger learners):
 - ▶ Is the information about Covid-19 well-organised on the different websites?
 - ▶ Are there any actions that are focused on children's and young people's needs?

¹⁸ <https://www.who.int/emergencies/diseases/novel-coronavirus-2019>

¹⁹ <https://www.google.co.uk/slides/about/>, <https://youtu.be/dvLuwL9Quzw>

²⁰ <https://www.randomlists.com/team-generator>

- ▶ What other improvements can you suggest to politicians to deal with children’s and young people’s needs during and after the Covid-19 pandemic?
- ▶ How can children address their proposals to the different organisations?
- Children create a list of their own answers to these questions, which they can use for-either online or in face-to-face collaboration with other children in their class. They can use Google Slides, Tricider or Pearltrees for this purpose.
- Organise the children into small groups, who work together (either online or face-to-face) to develop their ideas. A random group generator can be used to allocate children to groups. Each group first summarises the main positive and negative actions in response to Covid-19 from the website. Each group then creates a list containing their own suggestions to local politicians about the actions that should be taken to deal with children’s needs during and after the Covid-19 pandemic. A template for online collaboration can be created using either Google Slides, Tricider or Pearltrees.
- Each group then creates messages addressed to their local authorities. These messages express their reflections on their Covid-19 responses and their suggestions for meeting the needs of children. Encourage the children to be creative – for example, their messages could be organised in a letter, video, email, cartoon strip, etc. Children may send their messages to the local authorities. One of the challenges is to find the appropriate tool for expressing their thoughts.
- Each group presents their work to the whole class. The children consider whether to actually send their messages to the local authorities. During this stage, they should be encouraged to believe in themselves and their potential.
- Ask the groups to find out who is the person in charge in the authorities and to whom they should address their messages. For this purpose, it is important to explore the contact information and the organisational structure that is provided on the relevant websites. Sometimes children will need the help of the teacher to identify the correct person.

Debriefing and Evaluation

- Ask the children to comment on and discuss the process of the activity and the results of creating their messages to the authorities.
- Ask the children to reflect critically on what they have learnt from the activity with the following questions:
 - ▶ Did you find the updated information on Covid-19 on the websites easily?
 - ▶ Did you learn something new about Covid-19? If so, what did you learn?
 - ▶ Do you think that your messages will be taken into account by the organisations?

A9@M0 COMPARING PERSPECTIVES ON COVID-19

Aim	<p>On completion of this activity, children will be able:</p> <ul style="list-style-type: none"> • to seek contact with other people in order to learn about their culture • to listen carefully to differing opinions • to understand other people positions • to reflect critically on how person’s worldview is just one of many worldviews • to recognise that cultural diversity should be positively valued and appreciated
Source of the activity	Contributed by Vasilka Kolovska (Free-to-speak-safe-to-learn)
Competences targeted by the activity	<ul style="list-style-type: none"> • Valuing cultural diversity • Openness to cultural otherness, other beliefs, world views and practices • Skills of listening and observing • Linguistic, communicative and plurilingual skills • Knowledge and critical understanding of the world: cultures, media, economies
Overview	...
Materials	<ul style="list-style-type: none"> • A partner school in another country – the CoE Democratic Schools Network is a suitable place for finding partners²¹ • Access to an online means of communication²² • Advice about online collaboration²³ • Tools for online collaboration²⁴ • World Health Organization Covid-19 picture dashboard²⁵ • National responses to the Covid-19 pandemic²⁶

Step-by-step instructions

- Identify and establish contact with a suitable school in another country with which to collaborate. Interactions can take place through online means such as Skype or Zoom. If the children do not share a common language, they can communicate either through a language that they are learning at school as a second language, or through a lingua franca.

²¹ <https://www.coe.int/en/web/campaign-free-to-speak-safe-to-learn/school-projects>

²² <https://www.skype.com/>, <https://www.zoom.us/>

²³ <https://rm.coe.int/collaboration/16809e45bc>

²⁴ <https://www.google.co.uk/slides/about/>, <https://youtu.be/dvLuwL9Quzw>

²⁵ <https://covid19.who.int/>

²⁶ https://en.wikipedia.org/wiki/National_responses_to_the_COVID-19_pandemic

- Pair each learner with a peer in the other school, or pair small groups of children in each school with each other. Ask them to discuss the current Covid-19 situation in their own countries, and to compare the actions that are being taken by their respective governments for dealing with the pandemic. They should consult the Covid-19 response pages on the official websites of the children’s national governments for information. The following questions may be given to the children to stimulate their discussion (these questions may be simplified for younger children):
 - ▶ Is the Covid-19 pandemic progressing in the same way or in different ways in the two countries?
 - ▶ What actions are being taken by the governments in the two countries for dealing with the pandemic?
 - ▶ Are the actions in the two countries being properly presented on international websites (such as the World Health Organization website)?
 - ▶ Can the children identify some actions from the other country which could be implemented in their own country?

The online collaborations can be conducted using Google Slides or Tricider.

- Ask children to discuss the actions that can be taken by national governments, and to develop a list of the actions which they think that national governments should be taking.
- The children (or groups of children) make presentations on the outcomes of the activity to the other children in their own class. They may also make presentations to children in the other school.
- The international contacts created by this activity can also be used for other joint activities and collaborations between the children in the two schools in the future.

Debriefing and Evaluation

- Ask the children to reflect critically on what they have learnt through the activity. They should also be asked to comment on and discuss the learning process and the results of collaborating with children from other countries. The following questions may be used:
 - ▶ What did you learn about your partners in the other country?
 - ▶ What challenges or difficulties did you encounter during the communication process, and how did you overcome them?
 - ▶ How has your understanding of people in other countries, and your ability to communicate with them, been changed and enriched by this activity?

A10@M0 COVID-19 JOURNALIST

Aim	<p>On completion of this activity, children will be able to:</p> <ul style="list-style-type: none"> • Support other people despite differences in points of view • Engage with public issues • Identify discrepancies or divergences in materials being analysed • Have confidence in their own ability to achieve their goals • Collaborate with others
Source of the activity	Contributed by Maria Grazia Lo Cricchio (Free-to-speak-safe-to-learn)
Competences targeted by the activity	<ul style="list-style-type: none"> • Civic mindedness • Self-efficacy • Autonomous learning skills • Analytical and critical thinking skills • Co-operation skills • Linguistic and communicative skills
Overview	...
Materials	<ul style="list-style-type: none"> • Videos about Covid-19²⁷ • If a poster is to be produced by the children to present the results of the activity, a poster creator tool²⁸ • Alternatively, if the children cannot use web tools for creating posters, a common online blackboard may be used instead²⁹ • If the children are asked to produce a video report, a video making tool may be used³⁰

Step-by-step instructions

- Discuss with the children what journalists usually do in their job. Explain that quality journalists are responsible of their texts and that they respect certain principles³¹. Explain that they themselves are going to become journalists, reporting on the Covid-19 crisis in their community, and that they will be interviewing parents, grandparents and other children (possibly using online resources) to find out about their experiences of the pandemic. Additionally, they might be asked to collect data and information concerning previous public health crises in the past, for example the Spanish flu pandemic in 1918, in order to compare these crises with the present pandemic.

²⁷ <https://youtu.be/MVvVTDhGqaA>

²⁸ <https://www.canva.com>

²⁹ <https://jamboard.google.com>

³⁰ <https://www.rawshorts.com>

³¹ It is possible to find a good compilation of these principles at: <https://www.ifj.org/who/rules-and-policy/global-charter-of-ethics-for-journalists.html>

- Divide the children into small groups, and give each group a specific assignment to investigate and report. These might be as follows:
 - Group A might focus on Covid-19 and the characteristics of this pandemic crisis (e.g. What is a coronavirus? What problems are linked to it? How does the virus spread?)
 - Group B might focus on the present crisis and the relevant safety behaviours (e.g. What is good behaviour? What is forbidden? What is allowed? Do children/adults/elders know what to do in this kind of situation?)
 - Group C might focus on the past, and investigate what safety behaviours were required during a previous pandemic such as the Spanish flu (e.g. What was forbidden? What was allowed? Did children/adults/elders know what to do in that situation?)
 - Group D might focus on the mismatch between what people believe are safety behaviours and actual safety behaviours (e.g. Are there differences between the behaviours of adults and peers and what the official regulations specify as safety behaviours?)
 - Group E might focus on children and Covid-19 (e.g. Are there specific requirements of children during pandemic? Do children understand what is happening? What are the things that adults can do to help children during this period?)

Take steps to ensure that all children have an opportunity to contribute actively to the work that is being conducted by their group.

- Each group prepares a report on the specific topic that has been assigned to them. The reports could be produced in the form of posters, and a poster exhibition could be used to present the outcomes of the activity. The groups present their reports to the rest of their class. Alternatively, the groups could be asked to produce a short video report, and a video exhibition could subsequently take place. Children might need some assistance or instruction on how to use the online tools for making posters or videos.
- Summarise all of the ideas that have emerged, and discuss with the children how these ideas can help their community or families during the Covid-19 pandemic and in the future.

Debriefing and Evaluation

- Debrief the children by asking questions such as these:
 - ▶ How did you like being a journalist?
 - ▶ Was it difficult to find the examples and information you needed?
 - ▶ Were any parts of this activity especially challenging? Especially fun?
 - ▶ What did you learn from this activity?
 - ▶ What did you learn from the reports made by the other groups?
 - ▶ When the Covid-19 pandemic is over, which behaviours should be maintained and which ones may be changed?
- In addition, children can be asked to share any other personal tips or advice they might have as a result of participating in this activity.

A11@M0 ORGANIZATION OF THE PUBLIC EVENT

Aim	<ul style="list-style-type: none">• To plan the public event
Competences targeted by the activity	<ul style="list-style-type: none">• Respect• Civic-mindedness• Analytical and critical thinking skills• Skills of listening and observing• Linguistic, communicative and plurilingual skills• Knowledge and critical understanding of the world
Overview
Materials	What is necessary for the specific activities chosen

Step-by-step instructions

- Ask children to think about the organization of this event.
- Ask voluntary parents how they could help children.

Debriefing and Evaluation

Debrief the activity with “The Telegraph” (see at the end of the chapter).

A12@M0 PUBLIC EVENT

Aim	<ul style="list-style-type: none"> • To celebrate children’s regeneration activity at school
Competences targeted by the activity	<ul style="list-style-type: none"> • Respect • Civic-mindedness • Analytical and critical thinking skills • Skills of listening and observing • Linguistic, communicative and plurilingual skills • Knowledge and critical understanding of the world
Overview	An event involving all school community (children, teachers, head teacher, staff personnel, parents)
Materials	What is necessary for the specific activities chosen

Step-by-step instructions

- The specific contents of this activity will be decided by children, teachers and parents. Here are some suggestions: children’s work realized for “Covid-19 Journalist”, “Message to authorities”, “The school I want”.
- Invite all children and parents of the school.
- Try to invite representatives of the local community (e.g. the mayor, school principal, town council members, local associations) to view the exhibition, meet the children to hear their concerns, listen to their proposals, and discuss possible changes. If possible, the *Revised European Charter on the Participation of Young People in Local and Regional Life* (CoE)³² could be signed by pupils and town policy makers.

Debriefing and Evaluation

Debrief the activity with “The Telegraph” (see at the end of the chapter).

³² <https://rm.coe.int/168071b4d6>

A13@M0 FINAL PLENARY MEETING WITH KC CHILDREN

Aim	<ul style="list-style-type: none"> • To reflect on the learning experience with children • To collect children’s suggestions about the Curriculum revision
Competences targeted by the activity	<ul style="list-style-type: none"> • Respect • Civic-mindedness • Analytical and critical thinking skills • Skills of listening and observing • Linguistic, communicative and plurilingual skills • Knowledge and critical understanding of the world
Overview	An assembly...
Materials	None

Step-by-step instructions

- Before starting the plenary meeting, implement the activity “Letters to the next generation”, described at the end of the chapter.
- Ask the children for their opinion about the Curriculum.

Debriefing and Evaluation

Debrief the activity with “The Telegraph” (see at the end of the chapter).

LETTERS TO THE NEXT GENERATION

Aim	<ul style="list-style-type: none"> • To make children evaluate the Curriculum they were involved in • To write down what they have learned and what they think they can use in their life
Source of the activity	Contributed by Ildikó Lázár (TASKs for democracy)
Competences targeted by the activity	<ul style="list-style-type: none"> • Openness to cultural otherness • Tolerance of ambiguity • Empathy • Knowledge and critical understanding of the self
Overview	Children review their experiences and write a letter to the next generation of students
Materials	<ul style="list-style-type: none"> • A blank A4 sheet for each pair of participants • Pictures or cards cut into two for pairing
Group size	Work in pair
Time needed	45 minutes
Preparation	Think about the evaluation criteria you would like your participants to keep in mind as they write their letters

Step-by-step instructions

- Explain why it is important to review what has been done and discussed in the previous activities or sessions. Tell children that their evaluation will take the form of a letter to the next set of participants.
- Children form pairs or you pair them up randomly with pictures or cards with expressions on them cut into two. The two halves have to find each other in order to form a whole and complement each other. If you have an odd number of children, it is better to have a group of three rather than to have someone work alone.
- You may provide a few ideas on what to write about and how to organize the writing into a letter. Project the relevant bullet points or write them on the board. For example:
 - ▶ aims of the activity/session/course
 - ▶ atmosphere
 - ▶ content
 - ▶ understanding of terminology
 - ▶ activities and assignments
 - ▶ timing and pacing
 - ▶ achieved learning outcomes
 - ▶ Children's evaluation of their own progress, effort and commitment

- ▶ Children’s plans for using the knowledge, skills and attitudes that have been developed
- ▶ Children’s plans for using concrete activities or materials
- ▶ problems, risks, dangers
- ▶ general advice for future children
- Children discuss their ideas in pairs and write their letters together to the next set of children so that they know what to expect.
- When the time is up, the letters are passed around. If possible, everybody reads everybody else’s letters.
- Everybody should take notes to be able to quote one or two interesting points from some of the letters.

Debriefing and Evaluation

- A discussion follows with questions for clarification, and suggestions for action and/or improvement based on the bullet points on the board and the quotes you and children want to read out from some of the letters.
- Make your criteria for evaluating their comments very clear and explicit.
- Letters should be pinned to a board for future children to read and later they can actually be used as an introductory activity with the next group of children.

Tips for the teacher

- Warn children that they can use their sense of humour but they should write letters that truly reflect their evaluation of the session and of their own learning.
- In addition, perhaps it is useful to remind them that this should not turn into a round of compliments but into the kind of letter we all expect to receive from a critical but supportive friend or colleague.

THE TELEGRAPH

Aim	Encouraging the evaluation of the course
Source of the activity	Derived from “Tra.C.I.E. Handbook–Training Citizenship and Intercultural Education in Europe”
Competences targeted by the activity	Empathy Civic mindedness Analytical and critical thinking skills Tolerance of ambiguity Skills of listening and observing Respect
Materials	None
Group size	Whole group
Time needed	10 minutes
Preparation	None

Step-by-step instructions

- Invite children to think for a few minutes about the course and then to share their opinion with the group in three words: a positive word – a negative word – a concluding word. For example: Intensive – Headache – Exhausted
- Make sure to write down on a flipchart what children say and it can be useful to make a short summary of what the general group feeling is at the end

Tips for the teacher

When time is limited, the exercise may be concluded by asking children to read each other’s telegrams. Another way of sharing outcomes is to invite children to write the telegrams on sticky pieces of paper and to put them on the wall for everybody to read