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TEACHERS HANDBOOK

**AN ACTIVITY GUIDE TO APPLY THE CHILDREN-INSPIRING-CHILDREN
APPROACH**

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Index

About the document	2
The children-inspiring-children methodology.....	3
Principles of the children-inspiring-children methodology	5
Strategies underlying the children-inspiring-children methodology	6
How children are involved in learning from each other?	7
How to use this handbook?	9
Activities	12
Collaborative art-making	12
Online intercultural pedagogy.....	16
Collaborative story-telling	17



About the document

This document is to be used by teachers and trainers to understand how to apply the activities developed for by the EUROCHANGE consortium using the children-inspiring-children methodology.

In this document we will review the children-inspiring-children methodology, and an overview on how to use this handbook to apply activities in your classroom.



The children-inspiring-children methodology

In acknowledging the importance of listening to children's voices and promoting their active involvement in social reconstruction, the EUROCHANGE project employs the children-inspiring-children approach in order to meet its objectives (that we have already discussed in the introductory section of this report). The children-inspiring-children approach is a relatively new methodological tool that is mainly used in STEM and STEAM programmes rather than as a tool engaging children in sociological and activist work. The EUROCHANGE project seeks to employ this approach in sociological settings. In the following sections, we examine how children and teachers may work according to this innovative pedagogical approach.

The children-inspiring-children methodology is a peer training methodology to be developed under the supervision of a teacher/trainer, where children teach and learn from each other, with the objective of achieving learning outcomes that promote and foment the diversity and the multiculturalism of Europe.

The EUROCHANGE children-inspiring-children methodology will centre in developing learning outcomes through three different types of activities:

- Collaborative art-making;
- Online intercultural pedagogy;
- Collaborative story-telling.



For fomenting diversity and multiculturalism, we also centre on cultural heritage. We divide cultural heritage into different groups and thematic, something we believe will help then to apply it in multiples sets.

Types of cultural heritage:

- Cathedrals, Monasteries and Convents.
- Defensive Architecture.
- Industrial Heritage.
- Cultural Landscape.
- 20th century.
- Traditional Architecture.
- Intangible Cultural Heritage.
- Research, Prevention and Conservation.
- Photographic Heritage.



Principles of the children-inspiring-children methodology

Empathy: is the capacity to understand what another person is experiencing from within the other person's frame of reference.

Strength through Diversity: Diversity is the range of human differences, including but not limited to race, ethnicity, gender, gender identity, sexual orientation, age, social class, physical ability or attributes, religious or ethical values system, national origin, and political beliefs. In diversity we see part of our strength, we have to use it to empower the methodology and foment cross-cultural understanding.

Inclusion: entails involvement and empowerment, where the inherent worth and dignity of all people are recognised.

Learner-centred: our methodology believes that the learner is also an important resource because he/she too knows something and is therefore capable of sharing something.

Interactivity: more student than teacher interaction. Students are given the possibility and the reinforcement to interact with the teacher, the other students, and all the class.

Constructivism: students are expected to construct knowledge and meaning out for what they are taught and connecting it with prior experiences.

Collaboration: our methodology is applied through collaboration; without it, it would not make sense.

Guidance: the teacher guides the learner to discover things for himself/herself.



Strategies underlying the children-inspiring-children methodology

Project-Based Learning

Project-based learning is a teaching model entails the use of authentic and realistic projects, based on a motivating involving issue, task or problem, directly related to the context of the class, through which students develop competencies in a collaborative approach in search for solutions.

Inquiry-Based Learning

The key of an inquiry-based learning strategy is to make sure that the students are engaged with any material they are learning. Is an approach that emphasizes student's role in the learning process. The objective is to encourage students to explore the material, ask questions, and share ideas.

Problem-Based Learning

It is a learning method where complex real-world problems are used as the driver to promote student learning of concepts and principles, opposed to direct presentation of facts and concepts. Problem-based learning can promote the development of critical thinking skills, problem-solving abilities, and communication skills. It can also provide opportunities for working in groups, finding and evaluating research materials, and life-long learning.



How children are involved in learning from each other?

There are a number of studies that examine the strategies children use when they engage in a collaborative effort with their peers. The children-inspiring-children methodology mainly draws from peer collaboration and peer tutoring.

Peer Collaboration

Drawing upon previous research results, below we make suggestions about various ways to facilitate children's learning from each other through the children-inspiring-children methodological approach.

- a) **Play:** First of all, the use of play helps children to get involved in learning from each other. Children as young as three use communicative strategies to build on their partner's utterances to construct shared meanings in play.
- b) **Dialogue:** Children use dialogue to construct meaning and extend learning as their technological skills develop. The children engaged in purposeful thinking, questioning and collaborative talk which led to joint problem solving.
- c) **Performing Multiple Roles:** children adopted different roles with their peers as they collaborated together. Repeating sessions of peer collaboration allow children to become familiar with each other, evolve their relationship and develop role alternation. children establish sound relationships with each other as a result of working together closely.



Peer tutoring

Peer learning can be defined as the acquisition of knowledge and skill through active helping and supporting among status equals or matched companions, where both tutees and tutors benefit from the transaction (Topping & Ehly, 1998). It involves people from similar social groupings who are not professional teachers helping each other to learn and learning themselves by so doing.

Most recently, there has been a great deal more interest in deploying helpers whose capabilities are nearer to those of the helped, so that both members of the pair find some cognitive challenge in their joint activities. The helper is intended to be 'learning by teaching' and also to be a more proximate and credible model.



How to use this handbook?

This handbook, made specifically for teachers is a guide to implement the activities developed for the EUROCHANGE project. After introducing the “EUROCHANGE” methodology and its main components, now we are going to show you how the activities are structured and how to apply them yourself.

The activity sheet

All the activities were done following the same structure. This was done to facilitate the implementation process for the teachers. We are going to explain step by step the process of understanding the activity sheet and applying it. Here you have a blank activity sheet.



Activity Number:

Title:

Designed by:

Area(s):

Objectives: students will:

1

Time needed:

Materials needed:

Age level(s):

Number of participants per group:

Step-by-step description of activity:

1

Strategies of teaching and learning:

Evaluation:

- Option 1:
- Option 2:

Notes to the teacher:

-

Notes to the students:

-

Suggestions for follow-up activities:

Appendices:



In each activity sheet you will find:

- **Activity Number**

Example: Collaborative Art-making_CY_UNIC_1

- **Title**

The title of the activity to be developed.

- **Designed by**

The organization that designed the activity.

- **Area(s)**

The areas which the activity works in.

- **Lesson**

The type of lesson on which to develop the activity.

- **Objectives**

The objectives of the activity itself. What you can expect to develop in your students if the activity was well implemented.

- **Time**

The expected duration of the activity.

- **Material needed**

The material needed to develop this activity.

- **Age Levels**

The target age of the students to develop the activity.

- **Number of participants**

The number of students participating in the activity.



- **Step-by-step description of the activity**

A numerical step by step description on how to develop the activity successfully.

- **Strategies of teaching and learning**

The strategies, taking into account the methodology of EUROCHANGE, to implement successfully the activity.

- **Evaluation**

The evaluation methods recommended to test the successful implementation of the activity and its impact on the students.

- **Notes to the teacher**

Additional notes regarding the activity concerning the teacher.

- **Notes to the students**

Additional notes regarding the activity concerning the students.

- **Suggestions for follow-up activities**

Suggestions for continuing working on the core objective of the activity with the students.

- **Appendices**

Additional documents and/or information regarding the activity.



Activities

Collaborative art-making

Activity Number: Collaborative Art-making_CY_UNIC_1

Title: *A weekend together*

Designed by: University of Nicosia

Areas: a) cultural heritage/ b) inclusion/ c) multicultural child friendly Europe

Lesson: Language

Objectives:

- Promote children's interaction with children of other cultures. Languages, religions, and other characteristics (i.e. disabilities, minorities and other vulnerable groups).
- Form peer groups within which children interact freely, sharing their cultures and their knowledge of other cultures with each other.
- Increase the school and social participation of children who appear to be marginalized.
- Promote the intercultural dialogue as a main instrument for social inclusion.

Time: 2x80'



Materials needed: A4 papers, coloured pencils, markers, pastels, paints, scissors, and glue.

Age level(s): 9- 12

Number of participants per group: 5 or 6 children

Step-by-step description of activity:

1. The teacher makes four groups of 5 and 6 children. He separates students in a playful way. The teacher gives to every child an envelope in which there is a number on it between 1 and 5. Children have to open their envelopes and create groups according to the number they have on their cards. The teacher purposively selects the groups to include the children who are identified as at risk of marginalization.
2. The teacher asks the children to imagine that their groups would spend a weekend together. All the children have to state in their groups where they want to spend this weekend.
3. The children have to imagine that they are a group of friends that have a weekend ahead of them, which they have to enjoy as much as possible, respecting and requirements of all members of the group. A basic rule of this activity is that all children of the group have to agree on the destination their group will go, otherwise their weekend will be cancelled. Therefore, the children should not only express their desires but listen to their classmates as well.



4. After the collaboration and exchange of ideas, the teacher asks each children to draw on a piece of a paper the destination that their team had chosen. The children are free to select the art materials they prefer.
5. Thereafter the teacher photocopies all the drawings. The teacher provides a cardboard to each group of children.
6. The teacher asks all children to select a piece of their copied drawing, cut it, and glue it onto the big piece of cardboard (provided to their group) in order to make up a new, collaborative drawing. The different pieces may be moved many times on the cardboard until they reach a final form, and a final story. Only at this stage, children may glue the different pieces, and the results is a collaborative collage papier colle.
7. The teacher asks their children to imagine various collaborative activities that they will carry out with their group of friends during the weekend in order to have a wonderful time. The children have to discuss and decide with their groups which activities they will eventually carry out.
8. The teacher asks the children to tell a collaborative story about the collaborative drawing (brainstorming technique and papier colle). The teacher asks the children to also describe in their stories the collaborative activities they have co-decide. The story should start with the sentence 'Last weekend, a group of fiends decides to visit [...]'. Each child of the group adds a sentence to the story until the story is completed. One child of the group takes notes of the story.



9. The teacher asks the groups to write down their collaborative stories. Each group shows their drawings and reads and/or narrates their story to the rest of their classmates.

Strategies of teaching and learning:

Collaborative learning – Problem solving

Evaluation:

A brief whole-class discussion follows, examining why each group decides to visit the selected places and to carry out the selected collaborative activities.

Notes to the teacher:

The teacher should not intervene in the discussions and decisions of the groups. The teacher should create groups that include both girls and boys.

Suggestions for follow-up activities:

It would be quite useful if the children could actually carry out some of their proposed visits and collaborative activities.

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Online intercultural pedagogy



Collaborative story-telling

Activity Number: Collaborative Storytelling_CY_AGIOS DOMETIOS C_1

Title: *Visit to a traditional village in Cyprus, Greece, Austria, Spain*

Designed by: Agios Dometios C, primary school

Area(s): Traditional Architecture; Cultural Diversity: customs and traditions: traditional work

Objectives: students will:

1. Plan, design and draw their traditional village
2. Present traditional villages that exist in various places across Cyprus and Europe.
3. Understand how traditional villages are constructed.
4. Describe many aspects of life in traditional villages.
5. Understand how traditional villages may be used as places of peaceful activities and cultural events in modern times.
6. Improve their researching and writing skills.
7. Collaborate with classmates in working groups.

Time needed: 6-10 hours

Materials needed: wood, stones, craft materials, clay, A4 papers, colored papers, colored pencils, pastels, markers, paint, photographs, music, and audio-recording equipment.

Age level(s): 9-12

Number of participants per group: 4



Step-by-step description of activity:

1. The teacher organizes educational visits to 2 different traditional Villages in Cyprus. The children study the area, the architecture, make photos and videos and take interviews from local people about customs, traditions, everyday life in the village today and in previous years.
2. The teacher divides the students into 4 equal teams giving the names of CYPRUS, GREECE, AUSTRIA, SPAIN to each team.
3. After examining relevant information about a specific traditional Village from the country that represents their team, the students collaborate in their groups to prepare decks of traditional Villages. Each group should prepare one deck. The decks may have the form of crafts, photographs, papier collés (collages), or drawings attached to hard cartons.
4. The students collaborate in their groups to prepare an A4 sheet of information about the traditional Village, its history, customs and traditions to accompany the deck they have created.
5. The students collaborate in their groups to prepare 3 figures of people that look as coming from various time eras (one from the past, one from the present, and one from the future) and countries of origin. Each group of students chooses a deck made by another group that portrays a traditional village from the four countries. They also choose 3 figures (one from the past, one from the present, and one from the future) made by another group.



6. Teachers explain to the students that they should use the selected decks as storyboards pointing to the settings where the plot takes place. Similarly, the selected figures will be used as the characters of the story. Moreover, teachers explain to the students that they should collaboratively create stories that inter alia aim to respond to the following questions:

- Which traditional villages do you know in your country and in Europe?
- What was the meaning of living together in a traditional village in the past?
- What kind of materials used for their buildings constructions?
- How was life inside a traditional village ?
- Can you describe what traditional villages have in common?
- What jobs did people did in a traditional village?
- How traditional villages were used in the past? (i.e. references to architecture, choose of the perfect area, connections between the villagers)
- How traditional villages may be used for in the present and/or in the future?
(references to peaceful activities that connect people)

7. After examining the information accompanying the selected deck, each group of students collaboratively decides the specific topic and the main storyline of their story under the broader title 'Visit to a traditional village'. Teachers may facilitate the decision-making process through brainstorming activities carried out independently with each group of students.



8. On the basis of the specific topics and storylines selected by each group, each group discusses and decides how the characters appear in their story, and what actions the characters perform. Teachers explain to the students that the role ascribed to the character from the past should be connected to the cooperation role of the traditional villages in the past, the role ascribed to the character from the present should be connected to peaceful activities and cultural events carried out in traditional villages nowadays; and the role of the character from the future should be connected to the promotion of cultural diversity through traditional village across Europe.
9. Each student from each group selects one of the figures and writes what happens exactly on their part of the story. Three story parts are created: one for the character of the past, one for the character of the present, and one for the character of the future. Students who are yet to be fluent in language of instruction may write their part of the story in their mother language and translate it with the help of student mediators or translation software. Otherwise, they may draw their part of the story.
10. Each group 'stitches' the three story parts together into a single story. They use paper to write down their stories.
11. Each group collaboratively narrates their story, while recording it with the help of audio-recording equipment.
12. Groups exchange their audio-recording files so that they all listen to each others' stories.



Strategies of teaching and learning:

- Collaborative learning – Problem solving

Evaluation:

- Option 1: A worksheet with questions about life in old traditional villages be given to students. Some of the questions might be:
 - Why did people build traditional villages?
 - How did they choose the area to build their village?
 - Why was it so important to live together in a traditional village?
 - What were the main sections of a traditional village?
 - What were they doing at an old traditional village? (Their duties...)
 - How their leaders were elected?
 - What kind of local authorities were there?
 - Why do people visit traditional villages in modern times?

Option 2: Students can build a traditional village with recyclable materials or other materials. Each group brings from their home recyclable materials. They can use them as they like, in order to build a 3D traditional village.

Option 3: Each group can create a flyer for tourists, according to the specifications of their traditional village. In the flyer, they must include the most important information and details about their traditional village, in order to attract the visitors to visit.



Notes to the teacher:

- Prior to the implementation of the activity, teachers may organise site visits to traditional villages of their countries.
- The activity may be implemented in Language, Foreign Language, Literature, Creative Writing, Art, or History classes.
- Alternatively, to stages 1 and 3, teachers may urge students to use Scratch or other programming environments for children to help them prepare the decks to be used as storyboards and the figures to be used as the characters of the stories (for example, during IT classes).

Notes to the students:

- Prior to the implementation of this activity, students should research about, and collect information, photographs, travel guides, music, customs, traditional dances and souvenirs from their excursions in the country, journeys abroad or from their countries of origin (in the case of immigrant students) that refer to traditional villages from around Europe and beyond.
- After the implementation of this activity, students may post the audio-files of their stories online, create animations for their stories or broadcast their stories on School Radio Stations (if this is applicable).



Suggestions for follow-up activities:

Students may use different materials to collaboratively create miniatures of well-known monuments of traditional villages or houses in various European countries (i.e. Lefkara village in Cyprus, Greek islands villages, Salzburg in Austria, Malaga and Majorca in Spain).

Students can present their stories of their traditional villages to the whole school. They can organize “tours”, where students can choose which traditional village story want to hear.

Appendices:

- A. Photos from European traditional villages.
- B. Photos from people lived in the past.
- C. Worksheet (If option 1 from evaluation is selected).