



DROP



**COLLECTION OF ANNEXES
FOR THE PILOTING REPORT**



Co-funded by the
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of the European Union



COMPILATION OF ANNEXES FOR THE PILOTING REPORT

119 Secondary School "Acad. M. Arnaudov"- BULGARIA

DATE	14.01.2020
PEDAGOGICAL OBJECTIVES	<ul style="list-style-type: none"> • use of non-formal methods in the classroom • teamwork • improving teacher-student communication
DETAILED AGENDA	<p>11:00 – 11:15 – Presentation of the main points of the report and statistics on early school leaving in European countries.</p> <p>11:15 – 11:30 – Brief presentation of the participation in the training in Dax</p> <p>11:30 – 12:00 - Short description of the project - ideas, goals, expected results</p> <p>12:00 – 12:15 - Presentation of the specifics of non-formal learning. The positive role of the inclusion of non-formal methods in formal education to reduce the number of early school leavers.</p> <p>12:15 – 12:30 – Energizer - Who is the leader?</p> <p>Demonstration of non-formal methods</p> <p>12:30 – 13:00 - One World - What do I want my dream classroom to look like? - work in groups and presentation of results</p> <p>13:00 – 13:30 - Teaching Together</p> <p>Coffee break</p> <p>13:45 – 14:15 - “About me” - individual work and comments</p> <p>14:15 – 14:45 – “Me and We” – work in groups and comments</p> <p>14:45 – 15:15 – “Explore and Express a Range of Emotions”</p> <p>15:15 – 15:30 - Closing of the session (questions, feedback, summary)</p>

EVALUATION	All presented methods were accepted by the teachers with great interest and enthusiasm. The feedback we received is positive. The teachers shared that the methods presented were interesting, useful, well explained and applicable in the classroom.
PHOTOS	

Municipality of Gulbene-LATVIA`

<p>DATE</p>	<p>One content - 22.10.2019 – 9.00 – 16.00 (8h), teachers all together - 37</p> <p>One content - 03.12.2019 and 05.12.2019 – 14.30 – 18.00 (3,5h), teachers in total – 18 (here are not counted trainers, support persons)</p> <p>One content – 04.02.2020 and 06.02.2020 - 14.30 – 18.30 (4h), teachers in total – 12 (here are not counted signatures of trainers and youth workers)</p> <p>18.02.2020 – Tirza Primary School – 14.30 – 18.00 (3,5h), teachers – 5</p> <p>20.02.2020 - Lejasciems Secondary School, 14.30 – 18.30 (4h), teachers – 5</p> <p>10.03.2020. – Tirza Primary School, 14.30 – 18.00 (3,5h), teachers – 5</p>
<p>PEDAGOGICAL OBJECTIVES</p>	<p>As mentioned in the teachers’ IO3 assessment questionnaires, these methods allow students to learn together, to learn from each other. Teachers found that the methods tested increased students’ motivation and natural interest in the learning process. Teachers acknowledge that understanding that today’s students want to learn differently forces teachers to look for the alternative ways and approaches. What seems important, when evaluating the impact is not so much to focus on “likes” - “dislikes”, but more on discussions and student reflections - what did you understand? Do you think you could do your dream job in the future? What do you need to do today to achieve this? What do you think is the importance of education? What do you have to do to live with joy? How do you think what you can do different? Are you aware of lives and family stories of your classmates and schoolmates? etc. We need to understand that the students will not be effective and progress-oriented in the subjects if the overall socio-emotional atmosphere of the school and the classroom is not acceptable and coherent, if the students do not have a participatory relationship with teachers. Non-formal education methods are not like a messiah that will save schools, but they can be an additional tool that allows teachers and students to learn together and actively.</p>

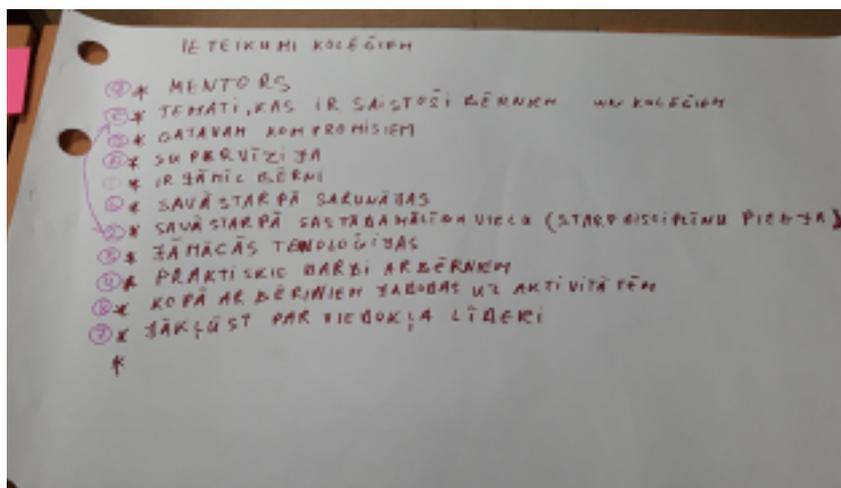
<p>DETAILED AGENDA The methods used during the different training sessions</p>	<p>The importance of Education and Motivation to Learn</p>	<p>Learning (teaching) together Carousel of Professions Mountain peak (topic nr.4. Building up your own Environment)</p>	<p>X X X</p>
	<p>Self-esteem, self - awareness and reflection</p>	<p>Carpe Diem Me and We Explore and Express a Range of emotions My Competences as a Leader About Me</p>	<p>X X</p>
	<p>Building up Your Own Environment and taking responsibility for It</p>	<p>The Alligator River Story Let's Have our Rules! Let's Plan! School director</p>	<p>X X</p>
	<p>Learn to say NO</p>	<p>Respond to an Accusation In my hand Assertive communication</p>	<p>X</p>

	<p>Opening activities</p>	<p>1. Who is the boss (leader)? 2. Get your name back. 3. Dividing into teams after standing in one line without speaking just using a body language by birthday and date. 4. Snowball. 5. Human bingo. 6. Scissors game - dumb, blind, non-walking</p>	<p>X X X X X X</p>
	<p>The importance of Education and Motivation to Learn</p>	<p>Learning (teaching) together Carousel of Professions Mountain peak (topic nr.4. Building up your own Environment.....)</p>	<p>X X</p>
	<p>Team Building and the Feeling of Equality</p>	<p>David Market of Ideas (based on Delphi method) The Bridge over the Big River (was proposed but not chosen from a teachers) Think tank (topic nr.4. Building up your own Environment.....)</p>	<p>X X</p>



	Self-esteem, self - awareness and reflection	Carpe Diem Me and We Explore and Express a Range of emotions My Competences as a Leader About Me	X X X
	Building up Your Own Environment and taking responsibility for It	The Alligator River Story Let's Have our Rules! Let's Plan! School director.	
	Learn to say NO	Respond to an Accusation In my hand Assertive communication	X
	Opening activities	<p>1. Who is the boss (leader)?</p> <p>2. Get your name back.</p> <p>3. Dividing into teams after standing in one line without speaking just using a body language by birthday and date.</p> <p>4. Snowball.</p> <p>5. Human bingo.</p> <p>6. Scissors game - dumb, blind, non-walking</p>	X X X X X

<p>EVALUATION</p>	<p>1. Teachers can more easily perceive and adapt opening activities to their needs. Teachers immediately understood where and how the tested activities they can be implemented</p>
	<p>2. Teachers of Tirza Primary School are more experienced in non-formal education in the past, thus the overall learning atmosphere was more effective and positive. This was also reflected in the planning of the implementation of the methods, in the feedback and in the IO3 assessments, as the teachers of Tirza Primary School were more likely to feel comfortable using non-formal education methods in their daily work.</p> <p>3. The most difficult thing for educators was to see the use of methods based on discussion and exchange of views - David, Think Tank, the story of the Alligator river. Often in these discussions, teachers blocked the discussions, stuck in defining their views rather than trying to find solutions or compromises with colleagues.</p> <p>4. As a positive aspect, it should be mentioned that in Gulbene (also in Latvian schools in general) not only subject acquisition takes place, but educational work as well and each class has its own class teacher. Teachers found more reasonable to use some of the methods as an educational tool rather than as a tool for teaching a specific subject.</p> <p>5. It is necessary for educators to explain why non-formal education methods are collected in such 5 topics. Often they want to integrate them into their subjects, which is often not in line with the issues tackled in the method – such as team building, building a classroom environment, ensuring the active participation of each student. Many methods are based on creating a social emotional environment rather than teaching the subject.</p> <p>6. Teachers who have no previous experience or extensive experience with non-formal education methods should take the time to learn and understand the concept of non-formal education.</p> <p>7. When testing the methods, we realized that some of them are related to more than just one IO2 topic. For example – Mountain peak can be used for topic 1 – the meaning of education. Carpe diem – the meaning of learning and self-esteem.</p>



PHOTOS



CSC Danilo Dolci & DALG-ITALY

DATE	24th and 25th February 2020
PEDAGOGICAL OBJECTIVES	<ul style="list-style-type: none"> • Communicative and Interpersonal Skills • Organisational and Management Skills • Problem Solving Expertise • Leadership & Management skills • Competences in Teamwork • Cognitive and Intellectual Competences
DETAILED AGENDA	<p>24th February 2020</p> <p>15 :30/15 :40 Project Presentation Presentation of the DROPIIN project, its objectives, countries involved, steps and aims</p> <p>15:40/17:15 Theoretical Session: Formal – Non-Formal and Informal Education Theoretical moment on the notions of formal, non-formal and informal education giving sustenance for brainstorming and exchange of ideas and thoughts also based on the experience of the involved teachers</p> <p>17:15/17:30 Break</p> <p>17:30/17:45 Energizer Several energizers in the EDUC'ACTION manual were carried out leaving also a moment of reflection on the importance of energizers to create the group and feel in a comfort zone.</p> <p>17:45/18:30 Thematic: Self-esteem, self-awareness and reflection/ Activity: Create an Emotional Map Teachers have deepened the theme of self-esteem for their teachers and how to develop in their teachers a sense of self-reflection and understanding of their own abilities so as to encourage them to a balanced educational growth without fear of competition and judgment.</p> <p>18:30/19:30 Thematic: Learn to say no / Activity: Assertive Communication</p>

Through the activity based on assertive communication, the topic of the importance of saying “NO” was introduced. Often this concerns educators but in reality, also students and young adults have to learn to say “NO” to what they are bitter about or who want to lead them to a wrong and dangerous lifestyle. Learning to say NO also means respecting oneself, understanding one’s rights and not falling into the danger of always having to please everyone.

25th February 2020

15:30/15:40 Energizer

15:40/16.40 Topic: Thematic: Building up Your Own Environment and Taking Responsibility for It.

Activity: The Alligator River Story

Through this activity we discussed how the method of building a cooperative environment is based on a difficult assignment of roles and methodological approaches that serve to arrive at decisions taken by the group respecting each component. “The Alligator River Story” activity was an important moment of sharing that triggered different methods of group work. It was noticed that the important thing was not finding a solution to the story, but how the group came to a shared decision. This deepening is important because the teachers need time to reflect and deepen their knowledge of these methodologies so that they can be produced in the classroom.

16:40/17:40 Topic: The importance of education and motivation to learn /Activity: We learn together.

The importance of motivation for students, their desire to express themselves and how teachers can support and guide them in their personal motivation processes

17:40/18:00 Break

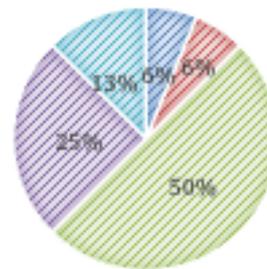
18:00/18:30 Energizer

Implementation of energizers in the manual to teach teachers some icebreaking techniques in the classroom

18:30/19:30 Debriefing

DO YOU THINK YOU'LL BE UP TO USING THESE TECHNIQUES IN CLASS WITH STUDENTS?

■ Not at all
 ■ Not much
 ■ Enough
 ■ Much
 ■ Very much



Training participants were open to the use of new non-formal education techniques in class, 50 % felt quite ready to experiment with these techniques with the students.

The teachers motivated their response by foreseeing the use of these techniques both at times when the class group shows critical issues and to strengthen teamwork and collaboration activities. Many teachers expressed some hesitation in combining the educational objectives set by the Ministry of Education with the non-formal education methods, especially in high school classes (from 15 to 18 years old). On the other hand, many teachers have expressed how useful it can be to use these methods for students starting high school, i.e. the first years of school, and also to use these methods during co-teaching hours (e.g. mathematics and English).

For all the teachers involved, the proposed activities are useful to involve the students, to motivate them more and above all to manage the class group, not only between teacher and student but also the management of the peer group. As expressed by many teachers, there is often a lack of moments dedicated to the class group building and therefore students are used to working individually, achieving their goals through their personal strategies and skills. The moments of group work through its formal and non-formal moments could instead facilitate the achievement of not only didactic but also personal goals. Knowing how to work in a group and achieve the set objectives together is an important lesson to face with the students.

In this regard many teachers think that non-formal education and non-formal activities can contribute to skills and competence development, as:

- Communicative and Interpersonal Skills
- Organisational and Management Skills
- Problem Solving Expertise
- Leadership & Management skills
- Competences in Teamwork
- Cognitive and Intellectual Competences

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Pistes Solidaires and Collège Rosa Parks - FRANCE

<p>DATE</p>	<p>20 December 2019 & 8 January 2020</p>
<p>PEDAGOGICAL OBJECTIVES</p>	<ul style="list-style-type: none"> • Reflecting together & emergence of knowledge • Accompanying and structuring the emergence of complex thinking • Facilitating choices and motivations • Support in managing emotions
<p>DETAILED AGENDA</p>	<p>9h00-10:00 : Energizer: Bingo+ Presentations Who are we? Forming the group and getting to know each other - Presentation of the socioconstructivist starting postulate - conflict at the basis of learning - non-formal methods in the service of this approach and the life trajectory + expertise of Pistes Solidaires Presentation of the course of the day by its pedagogical objectives and the elaboration of the common framework of our needs to be fully involved (use of value cards). Presentation of DROP'IN :</p> <ol style="list-style-type: none"> 1. Carma fight against dropping out through non-formal methods 2. Drop'In to continue Carma locally 3. Rosa Parks College and the partners (the specificities of each one of them) 4. Exploring the question of methods for the teaching of school subjects <p style="text-align: center;">20 December 2019</p> <p>10:00-10:40 : World Café for the different types of education (formal-non formal-informal-popular) The specific objective of this activity is to agree on a common language through understanding of concepts and collective reflection on complementarity. - 10:55-11:55: Dropping out of school with the Learning together method (reflecting together and emerging knowledge) Objective: knowledge generation/knowledge sharing - 12:00-12:30: Petal Debate + Debriefing Cooperation/Collaboration</p>

How do you think NF methods make it easier for students to stay in school? In view of what you've already experienced and your reality in the classroom?

Debriefing on Cooperation/Collaboration

13:45-14:00 Energizer: **The storm at sea** (all those who have...)

The objective is to level up the energy in the group to start the session

14:00-15:00 **Abigail - The Aligator River**

Objective: complex thinking, approaching judgment and critical thinking.

Target skills: argumentation, understanding different perspectives, critical and analytical thinking.

15:15-16:30 Evaluation Method of **the 6 hats**

8 January 2020

14:30-14:45: **energizer,**

14:45-16:00 **Caroussel of the Professions**

Objective: Facilitating choices and motivations

Reflection after method

16:20-17:20: **THINK TANK**

Objective: how to help students manage their emotions)

17:15-19:00: **Creation of the big collective agenda of the tested methods.**

who does what when? + who needs peer support?



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pistes solidaires



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CREATIVO
DANIELO DOLCI



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