

## LEARNING UNIT PLAN

<b>Title</b>		ACTIVE PARTICIPATION	
Learning number	unit	4	Duration 1 hour

<b>General objective</b>	Teach to humanity how to properly engage in Active Participation
<b>Specific objectives</b>	<p><b>4.2 Active Participation Online</b></p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Learners can define online participation</li> <li>• Learners can distinguish online and offline active participation</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Learners can contribute and collectively shape the content of online platforms</li> <li>• Participation on the “civic tech”</li> </ul> <p><b>Responsibility and Autonomy:</b></p> <ul style="list-style-type: none"> <li>• fostering online active participation</li> <li>• Increased independence and autonomy on what they do</li> </ul>
	<p><b>4.3 Active Youth Participation</b></p> <p><b>Knowledge:</b></p> <ul style="list-style-type: none"> <li>• Learners can define what is participation and active citizenship</li> <li>• Learners will learn to deal with democratic values</li> </ul> <p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>• Youngers will demonstrate youth social and human</li> </ul>

rights

- Youngers contribute to the development of democratic structures in their countries,
- Youngers contribute to the strengthening of the democratic institutions.

**Responsibility and Autonomy:**

- Youngers will learn to have cooperation with local authorities
- Provide young people the opportunity to develop their competences on tackling personal problems that their community is facing

**Learning unit summary (abstract – half a page)**

This unit is to help students to improve their active participation skills. Different key factors, important abilities and basic rules are explained in this unit in order to deliver a clear understanding of how important is to be active in society and participate in many organizations of society saying their opinion democratically. This domain relates to the competences that citizens need to be fully aware of how they interact within the digital environments they inhabit in order to make responsible decisions.

**List of resources, tools and methods**

1. <https://www.coe.int/en/web/digital-citizenship-education/active-participation>
2. <https://freedomtoteach.collins.co.uk/health-and-social-care-benefits-of-active-participation/>
3. <https://activesocialcare.com/handbook/privacy-and-dignity/how-to-support-active-participation>
4. <https://iparticipate.gr/projects/active-youth-participation/>
5. <https://teaching.berkeley.edu/active-learning-strategies>

6. <https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/assessing-student-work/grading-and-feedback/promoting-effective-participation>
7. <https://www.conovercompany.com/teamwork-being-an-active-participant/>

## 4. ACTIVE PARTICIPATION

### Introduction

In this unit participants will learn how to be active in society and participate in many organizations of the society saying their opinion democratically. We will analyze what is active, online, active youth participation, active learning strategies and the benefits. This domain relates to the competences that citizens need to be fully aware of how they interact within the digital environments they inhabit in order to make responsible decisions, whilst participating actively and positively in the democratic cultures in which they live.

### 4.1 What is 'Active participation'

Active participation is a way of working that supports an individual's right to participate in the activities and relationships of everyday life as independently as possible. The individual is an active partner in their own care or support rather than being passive. The individual is the expert who knows best the way of life that matters to them and the worker listens and takes this into account at all times. For example, when it is a birthday or a special occasion, asking an individual if and how they would like to celebrate rather than making assumptions or telling others about the occasion without their permission. Taking control of their care and support helps an individual build their identity and self-esteem. You should also keep equality and diversity in mind, giving every individual an equal opportunity of achieving their goals, valuing their diversity and finding solutions that work for them.

### 4.2 Active Participation Online

Active participation online is often too narrowly defined and understood, sometimes as simply meaning the freedom to express oneself, express one's opinion, which is a form of "participation". This minimalist form of online "participation" has given rise to new terms like "slacktivism", a combination of

the verb “to slack” and the term “activism”, expressing a critique of defining participation as the signing of an online petition or liking/sharing a news story that conveys a political message.

**Active participation should be understood as the genuine possibility to shape the environment and determine the rules affecting oneself, be it online or offline.** Online, this can take many forms including actively participating in purely online communities such as Wikipedia where each user can contribute and collectively shape the content of the encyclopaedia. The development of decentralised online services with embedded democratic values such as deliberative decision making processes will also contribute to fostering online active participation. But there are more and more bridges between online and offline active participation, especially **via the emergence of “civic tech” which allows citizens to participate in local, national or even supranational political processes via dedicated tools such as applications or online services.**

Online active participation relies on the equal distribution of power and influence among the various online users. Many studies carried out by the World Wide Web Foundation have pointed to the white educated male domination in online active participation, excluding a wide variety of actors such as women, minorities or people with disabilities.



**What are the benefits of active participation for the individual?**

Active participation is an approach that enables individuals to be included in their care and have a greater say in how they live their life in ways that matter to them.

The benefits of active participation can be divided into primary benefits and secondary benefits.

**Primary benefits** include:

1. Physical benefits including greater activity levels.
2. Increased independence and autonomy in what people do.
3. An opportunity for individuals in health and social care settings to have a say in matters of direct concern to their lives.
4. Increased opportunities for social contact and interpersonal relationships.
5. Encouraging involvement and self-awareness. Individuals become more involved in the community and more aware of opportunities and what they can hope for themselves.
6. Increased opportunities for learning and development of important skills, knowledge, education and employment.
7. Enhanced well-being, with increases in self-confidence, self-esteem and self-belief.

The benefits of active participation include the above primary benefits where the individual gains from its application in the real world of health and social care practice, but there are also some secondary benefits.

**The secondary benefits** can be described as benefits that occur as a result of active participation, but are not a direct aim of active participation. These include:

1. Decreasing the likelihood of abuse. As the individual engages positively by actively participating in an area of their life, such as in personal care, the scope for abuse by others is reduced.
2. Decreasing vulnerability. As individuals gain in their self-confidence and self-esteem they are less prone to exploitation and harm from others



#### **4.3 Active Youth Participation**

The 2003 Council of Europe's "Revised European Charter on the Participation of Young People in Local and Regional Life", states that "participation in the democratic life of any community is about more than voting or standing for election, although these are important elements. Participation and active

citizenship is about having the right, the means, the space and the opportunity and wherever necessary the support to participate and influence decisions and engaging in actions and activities so as to contribute to building a better society.”

Young people are not – or not only – “future good citizens in training”, a role where they are often pushed back by education and political institutions. They are actors of today’s democracy. It has become particularly clear since the beginning of the second decade of the century. Young people have taken the leading role in movements that protest the mechanisms that led to post-democracy and proclaim the urgent need to deepen and expand democracy (Analytical paper on Youth Participation, EU & CoE).

Active participation of young people in decisions and actions at all levels is essential in order to build more democratic, more inclusive and more prosperous societies. Involving young people in addressing issues such as social inequalities, unemployment, and corruption is fundamental. Youth participation represents the opportunity of young people to understand democracy and responsibility, in order to be able to deal with democratic values, youth social and human rights and to contribute to the development of democratic structures in their countries, with faith in public authorities, contributing at the same time in the strengthening of the democratic institutions.

This project aims to improve the quality standards for youth participation by encouraging dialogue between young people, youth workers and youth decision-makers and establishing a network of young people and youth organizations that will contribute to structuring regional thematic cooperation between youngsters on the one hand and public and local authorities on the other. By encouraging dialogue between young people, youth workers and youth decision-makers this project aims to explore what active youth participation means in practice. In addition, this project aims to develop young people and youth workers competences in the field of project management and youth participation through non – formal education training.

### **Objectives:**

- Develop participants understanding of necessary conditions for active youth participation• Increase participants understanding of youth participation in its different dimensions: decision making, youth policy lobbying, NGOs’ programs and activities and improve mutual understanding of institutions and youth on participation.
- Exchange experiences, good practices, opinions, educational tools and materials related to youth participation projects
- Promote European values of respect for human dignity, freedom, democracy, equality, rule of law and respect for human rights, including the rights of persons belonging to minorities and refugees (based on Article 2, Treaty on European Union)

- Increase the level of active citizenship of young people and, consequently build social conscience for democratic participation, both in a local level in their communities and in a European one
- Provide young people the opportunity to develop their competences on tackling personal problems that their community is facing, such as exclusion from institutions by active youth participation
- Inform participants on the Erasmus+ Youth Programme for 2014/2020, giving special focus on active inclusion of youth.

#### **4.4 Active Learning Strategies**

Active Learning Strategies help to initiate learners and instructors into effective ways to help everyone engage in activities based on ideas about how people learn. Multiple active learning strategies may be used in each of the active learning designs. Review an annotated list of active learning strategies

##### **1. Sit & talk with peers nearby**

###### **Think-Pair- Share.**

**Define “Think-Pair-Share.”** Explain to students that a Think-Pair-Share allows them to activate their prior knowledge and share ideas about content or beliefs with peers. This structure gives students a chance to organize their ideas—first in their own minds, then in a smaller group setting before sharing with the entire group. In a Think-Pair-Share, students Think individually about the question or idea(s) put forth, Pair up with someone to discuss their thinking, and then Share their conversation with their table group, and then finally with the whole group.

**2. Display Think-Pair-Share prompts about a concept or topic.** Give students 1-2 minutes to think about the prompt on their own. Then discuss with a partner for another few minutes.

##### **3. Facilitate a whole group discussion.**

- Listen to their responses.
- Ask students to elaborate on their thinking by providing explanations, evidence, or clarifications. Suggested probing questions:
  - What makes you think that?
  - Please give an example from your experience.
  - What do you mean?
- Try to stay neutral in your reaction to students’ comments.



- Invite others to react and respond to ideas by providing alternative viewpoints, agreements or disagreements. Suggested probing questions:
  - Can anyone add something to that comment?
  - Who would like to share an alternative opinion?

#### **4. Quick write**

A prompt is posed for students to respond to in writing. Taking only 5 minutes or so, this is a quick way to accomplish one or more of the following: determine whether or not students have done the homework assignment, engage students in thinking about the topic that will be covered in the session, provides the opportunity for students to access their prior knowledge on a topic. The quick write can be graded to encourage students to do their reading assignment, or collected to serve as an attendance check.

#### **5. Turn and Talk**

In a turn and talk, a question is posed to the class and students simply turn to the person next to them to discuss. This can serve as a comfortable way for students to share their ideas with others and set the stage for them sharing with the larger group. The instructor doesn't need to hear all (or any) of the ideas shared– the important aspect of this strategy is for the peers to share and for individuals to access their prior knowledge about a topic. Example prompt: Ask students to turn to someone next to them and discuss their responses to the following question. Tell them to take two minutes to discuss this with their partner with each person getting some time to talk.

- Part of the challenge of communicating climate change with the public is that there is disparity between what scientists and the non-scientist public think and know about climate change.
- Why do you think there is such a disparity





## **6. Polling**

Having students vote anonymously on what they perceive as the best explanation/answer to a question, followed by opportunities to discuss their ideas with peers, and then to vote again leads to greater learning of the material. It is important to have students discuss why they think their explanation is the most accurate and also why the other explanations proposed are not accurate. It is also important that the teacher looks at the polling results and listens to the reasoning of the students in order to determine what further explanations and summary might need to be made in lecture. There are various tools that can be used for polling, including Clickers, Socrative.com and PollEverywhere.com.

## **7. Individual plus Group Quizzes**

Give students a quiz that they complete individually and turn in to be graded. Immediately following the individual quiz, put students in small groups and have them take the quiz again, but this time they discuss the answers in their group and turn it in for a group score. Both quizzes are graded and if the group score is higher, the two grades are averaged. The group score can't hurt someone if they have a higher individual score. This encourages individual accountability, and also helps students to better understand the material as they discuss it with peers. In this way, they keep up with the material, rather than realizing they don't totally understand it when they reach the midterm.

## **8. Tests/Quizzes with common preconceptions as distractors**

Design assessments to include common preconceptions (or misconceptions) that students often hold. Allow students to answer the question on their own and then discuss their answer and rationale with a partner. Have them answer the question again after the peer discussion. Elicit a whole group discussion about why the correct answer is correct and why the others are not. Common misconceptions students have about STEM topics and concepts can be found at AAAS, and assessment questions including common misconceptions as distractors can be found at Braincandy.

## **9. Jigsaws**

Students work in small groups to read information that has been organized into sections. Each student in the group reads one section of the material and then shares that information with the rest of their group. As they read and share information, they refer to prompts such as: what do you think each idea means? What is the big idea? How can this idea be applied to help understand the concept(s)? What questions do you have about what you read? What do you agree/not agree with?

There are various permutations of jigsaws. One such model include expert and cooperative groups: Each group can be assigned a particular aspect/part of the overall information – they read it individually and then discuss in their small “expert” group to make sure they all understand it. Then new “cooperative” groups are formed made up of one-two students from each of

the original expert groups. In this way, the new groups have an “expert” representative from each of the original groups so that all of the information is now represented in the new cooperative group. The “expert” has had a chance to practice sharing and hearing other viewpoints about the information in their original group, and therefore likely feels more comfortable sharing in the new group.

## **10. Sorting strips**

Small bits of information are separated into strips so that students can sort the strips into various categories, or organize them into a sequence depending on the topic. This strategy encourages discussion of competing ideas or organizations or order in which a process would take place. In this case, it is often the discussion and sharing of ideas that is the most important outcome of the activity.

## **11. Partial Outlines/PPTs provided for lecture**

Research has shown that students have a better understanding, do better on exams, and stay more engaged with the content during lecture when they are provided with partial, rather than complete lecture notes or PowerPoints.

## **12. Pausing in lecture**

These strategies work towards inserting wait time in lectures for students to reflect on, discuss and apply ideas just presented and to encourage them to engage actively in the lecture rather than passively taking notes. These strategies also help students to understand what they do and don't understand about the lecture.

- ask students to not take notes as you work through a problem on the board with the class, followed by 5 minutes for them to copy down board and discuss the problem/chemical reaction/process with peers
- pause 6-10 seconds after asking a question before calling on a student to respond have students do a quick write about a concept just covered in lecture (e.g. their understanding, two questions they have about the concept as presented, what they would like to know more about etc.); optional, collect the quick write to help you better understand what they understood from the lecture and the questions they have and to keep them engaged
- turn and talks – ask peers to talk to each other about what they do and don't understand and/or share with each other what they wrote down in their notes about a particular concept just covered in lecture. Encourage students to add to their notes from the discussion
- have students apply their understanding of a concept just covered by working with a small group around a huddle board. Optional, have a few groups share their work and elicit reactions and reviews from other students. Summarize findings and scientific normative explanations.
- Have students do think-pair-shares, polling to keep their mind engaged in the topic and to share their ideas with their peers for greater meaning-making opportunities.

### **13. Requires students moving around**

#### **Posters & gallery walk**

Give groups of students an assignment that they need to work on together and present their ideas on a sheet of chart paper. Once they have completed their poster, have them display it on the wall, much like at a scientific poster session. One of their group will stay with the poster and help to explain it as the class circulates to look at all of the posters. Students take turns standing by their poster so that each of them have the chance to visit the other groups' posters. This sets up a more interactive way of presenting as compared to ppt presentations.

#### **14. Fish bowl**

A fish bowl allows a small group of students to engage in a discussion about ideas or concepts that have alternative explanations while the rest of the class observes and takes notes. An inner circle of students engages in the discussion, while the rest of the class either sits in an outer circle, or remains in their regular seats and observes. If you have your class organized into small groups, then the members of each group can tap their respective teammate and replace them in the inner circle to expand on or provide additional evidence to support an explanation. Optional: the entire class needs to take part in the inner circle conversation by the end of the class period.



#### **15. Idea line up**

The idea line up is a structure that allows a teacher to use the diversity of perspectives in the classroom to generate heterogeneous groups of students for discussion. This diversity of thinking is a good place from which to develop a classroom climate that supports argumentation. More student-initiated

science talk happens when students are connected with peers who have opposing perspectives (Clark & Sampson, 2007). The question should be one about which students have enough prior knowledge/experience to have some evidence to bring to bear in the discussions which ensue.

*How it works:* The teacher provides a question that (s)he knows may have a continuum of responses, especially if it is asked prior to collecting significant amounts of evidence or before students have the opportunity to synthesize the evidence they have already collected.

The question is displayed prominently for students to consider. Students are directed to position themselves on a line to indicate their level of agreement in response to the question. After the students line up, have students talk to the person next to them so they can clarify their own thinking on why they positioned themselves on the line in a particular spot.

Student positions on the line typically indicate a diversity of thinking. The teacher can then use their positions to form groups of students with differing ideas about the question. Students then discuss their thinking and reasoning for their responses with the peers with whom they have been matched. Students should be prompted to listen carefully to each other's claims and evidence and respond with evidence to counter or support the claims of other students in their group. A group claims and evidence chart or small whiteboards can be used to collect student thinking.

If the activity is used prior to an investigation, students can use the ideas from the initial discussion to continually weigh against the evidence they gather from their investigations. If the activity is used after an investigation, but prior to a whole-group meaning-making discussion, ideas from the small group discussions can be used to prepare for a whole group discussion.

## **16. Four corners**

Four corners is used for the same reasons as the idea line up. The only difference is that students are considering several claims (responses to a question). For example, a teacher might ask, "Where does most of the mass in a plant come from?" Claims for consideration might include, "soil," "air," "water," and "sunlight."

*How it works:* The teacher displays the question prominently for all to consider. Each corner of the classroom is assigned one claim, also prominently displayed. Students are asked to go to the corner of the classroom that has the claim they agree with most. If they think more than one answer is correct, they should just pick one of the corners they agree with. If they don't agree with any claims, they should go to the middle of the room. Once in their corners, students should discuss with others why they chose that corner to help clarify their thinking. Have them share and record evidence that supports that claim and why the other claims are not supported. Optional: have them visit the other corners to see what others thought about the ideas and the evidence they put forth.

Just as in the idea line up the teacher can use the student positions around the room to form groups with a diversity of ideas. The rest of the instructions are the same as for the idea line up.



## 17. Promoting Effective Classroom Participation

Classroom participation is a feature of many course designs. It can result in insightful comments and interesting connections being made by students, and can foster a high level of energy and enthusiasm in the classroom learning environment. However, poorly managed participation can also lead to instructor frustration and student confusion. Below are strategies to consider using to make your classroom participation more effective.

### 4.5 What does “participation” mean?

- **Be clear with your definition and intention.** Participation is often equated with discussion, which typically involves a lengthy conversation with the whole class. However, participation can also include short exchanges between instructors and students, or within small groups of students. If you include participation in your roster of assessments, you need to clearly communicate to your students what it will entail and why you are including a participation component. Do see participation as the outcome of student preparation? Are you interested in the quality of contributions or quantity? Does participation enable students to take risks and make errors as part of their learning? Does it increase their exposure to other ways of thinking? Does it enable them to demonstrate and develop their communication skills? Is it possible for a student to participate too much?
- **Seek consensus.** While you can independently prepare a rubric that explains how you will assess participation, you may find that students will participate more enthusiastically if you ask them to help define what constitutes effective participation and then ask them to develop a rubric with you. Bean & Peterson (1998) suggest asking students to identify features of effective discussions they have experienced in the past, including the behaviours and roles of both the students and the instructor.



#### 4.6 How do I encourage participation?

- **Foster an ethos of participation.** Hollander (2002) discusses the need to present participation as a collective responsibility of the class rather than just an individual responsibility. In order to facilitate a conversation where connections are made, students need to view their participation as a contribution to a shared experience. Asking students to respond to a peer's response helps to facilitate a conversation. As well, positively reinforcing such contributions builds this sense of collectivism.
- **Teach students skills needed to participate.** Students may not yet have the skills required to participate effectively. A discussion about characteristics of effective participation can reveal undeveloped areas in your students: ask them how they have participated in previous courses, and whether they could use some assistance.
- **Devise activities that elicit participation.** Discussion-based activities such as case-study analyses, role playing, and jigsaws encourage students to talk with one another and with the instructor. To be effective, however, they typically require clear instructions, including timelines. With one-on-one exchanges, you can adopt a deep questioning approach, probing students about the reasoning behind their responses, sometimes doing so repeatedly to achieve greater depth ("Yes, but why do you think that?"). Participation can also be facilitated by certain learning technologies. For example, you can use clickers to collect students' responses to multiple-choice questions. You can extend the learning with clickers by having students first respond individually and then having them respond again after discussing their ideas with their peers. Some instructors, too, encourage participation via micro-blogging technologies such as Twitter: students have the option of participating verbally or of typing their contributions into a live Twitter feed.
- **Consider your position in the room.** Moving away from the front of the classroom can sometimes promote better participation. If students



perceive that all comments must be channeled through you, you become a gatekeeper for participation and it becomes harder to promote a sense collective responsibility. Try moving to the side or even the back of the room and see how students respond.

- **Ask students to assess their own participation.** This strategy begins with having students set one or more goals for their participation at the start of the term. Hollander (2002) suggests that these goals need to be concrete and attainable in one term, and they should submit them to you in written form. At least once during the term, you should ask students to then assess their own participation: What is working well? What could be improved? What progress are they making on their goals? If you have developed a rubric for assessing participation, ask students to assign themselves a grade based on the rubric, a justification for the grade, and their plans to improve it if it falls below their expected level of achievement. Giving students a sense of responsibility for their participation can be very motivating.
- **Ensure that everyone's contributions are audible.** In a large classroom, or even a small one with poor acoustics, it might be difficult for a student making a verbal contribution to be heard by a classmate on the other side of the room. This can detract significantly from the class dynamics, as students will become frustrated or cease to pay attention if they can't hear what is being shared. Frequently, students will need to be encouraged to speak loudly and clearly. Try reminding them that they should be addressing their comments not to you, who might happen to be standing close by, but to the classmate who is sitting farthest away. When a quiet student starts to speak, it's often helpful to resist your natural inclination to move closer, and instead to move to the other side of the room, so that the student is encouraged to speak more loudly. In some cases, you may need to reiterate a student's contribution, to ensure that everyone hears it.
- **Consider the use of an online poll before the class discussion.** Students may be more willing to participate in debates and discussions if they can see that other students share their views. The results from a pre-class anonymous poll can be presented to students as a starting point or to set the stage for their in-class discussion.





#### 4.7 How do I assess participation?

- **Keep written records.** You need to develop a system that works for you. Some instructors use class pictures, name tents, seating charts, or attendance lists to keep track of student names so they can record participation each class. Teaching assistants may be needed to help record students' contributions if your class is large. In these large classes, it may be necessary to ask students to state their name before making their comment so that participation can be accurately recorded. A simple check mark system (one check for good contributions and two for outstanding ones) can be enough to record evidence of students' contributions. Such a system can be complemented by having students record their own contributions for submission after every class or as an aggregate every few weeks. Regardless of the system that you choose, you need one that is efficient so that the process of assessing student participation does not become too onerous for you or the students.
- **Consider the students' self-assessments.** You should provide your own written feedback on their self-assessments. You may also want to meet individually with students whose self-assessment of their participation differs markedly from your assessment.
- **Use peer evaluation.** In small classes, where students know one another's names, it is feasible to ask each student to evaluate the participation of everyone in the class; doing so not only gives you, the instructor, useful information, but also encourages each student to consider his or her participation in the context of the class as a whole. Even in large classes, students can reasonably be expected to assess the participation of classmates with whom they have worked closely, for example, in a small group or group-project setting. Having a clear rubric helps students make these peer assessments in an objective

and

"evidence-based"

manner.

### **Teamwork: Being an Active Participant**

Every team is only as strong as its weakest member. All it takes is one weak member to bring the entire group down. Sometimes a silent group member can be just as harmful to the group as a negative group member. Someone who fails to participate is not only failing to add value, but is taking the place of someone else who could add value to the group. When working in a team, it is important to be an active participant in the group.

When working in a group it can be tempting to sit back and let the other team members do all the work. The question for you is how do you get your students to be active members of a group? How do you get them to engage in a way that will set them up for future success in the workplace? In this post we outline several things you should instill in your students to prepare them to be active participants when they are part of a team.

- **Come Prepared**

In order to be able to take part and contribute to the group, everyone needs to come prepared. If there is going to be a team meeting, all team members should know when and where the meeting is and what the meeting is about. All of the members should be prepared for the meeting, and have any relevant materials prepared. Teams waste valuable time when they have to catch up on other team members. Coming prepared is a habit that can be developed at an early age. Requiring students to come to class prepared is not much different from this important aspect of teamwork in the workplace.

- **Help Teammates in Need**

Teammates need to remember that when working as a team, everyone is working toward the same goal. Even if the work is broken down into individual assignments, each teammate is still working toward the same end result. Teammates need to keep this in mind and offer assistance to one another. If someone is struggling to solve a problem it benefits the team to have teammates assist them. Team building exercises and group projects are a good way to instill this mentality in your students.

- **Share Openly**

When team members share their knowledge and experience with the group, everyone benefits. Team members should speak up during team meetings and participate in discussions as much as possible. Individuals shouldn't have to worry about having a "bad idea", all ideas should be shared with the group.

Sharing information with the group is not limited to team meetings. Teams should communicate with one another with updates or new information. Keeping everyone informed helps to keep people on track and prevents unwanted surprises later on. In your classrooms, open discussion should be encouraged as it is a feature of productive teamwork.

- **Volunteer**

Team members should not just wait for a task or project to be assigned to them. Volunteering shows a desire to work and sets an example for the rest of the team. There are always going to be tasks that no one wants to do. Volunteering to take on such tasks is a great way to be a team player. It also furthers the goals of the group and increases productivity.

- **Be a Leader**

Everyone has the capacity to lead and every group needs a leader in order to be successful. To some people, the thought of being a leader may seem frightening. The only way to overcome this fear is to get out there and do it! So what does it mean to be a leader? Leadership is the ability to bring people together in a group in a way that motivates or encourages them to work together. Ultimately, the leader is responsible for getting the group to be successful. Make sure your students have the opportunity to lead others. Work with them on developing the attributes necessary to be a successful leader.

## **Conclusion**

Active participation is an approach that empowers individuals in the activities and relationships of everyday life leading to them living as independently as possible. The importance to the individual as an active partner in their own care or support is that it brings physical, psychological, relational and overall wellbeing benefits. )