



LEARNING UNIT 4 ACTIVE PARTICIPATION



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LESSON

Activity 1: Think Pair Share, being active during Teamwork

KEY WORDS:

- Active Participation elements
- Teamwork
- Think-Pair-Share

DURATION:

- 1 hour



OBJECTIVES:

- Participants will be able to visualise their thinking on Active Participation philosophy.
- Participants will be able to identify 5 tips to be an active participant in the teamwork framework.
- Participants will be able to enhance their self-esteem by sharing their deeper insights.

MATERIALS:

- * Teacher instructions and activity directions
- Web-Based Response System such as <https://www.mentimeter.com/solutions/education>
- Big White Sheets in the size of Posters
- Magnets in case of having multiple magnetic whiteboards around the classroom or sticky tape to stick the posters on

The Glossary can be filled in at any point during the lesson!

DESCRIPTION:

- 1) Icebreaker activity. To keep learners alert and attentive, participants are asked to open their own device and go to the link of the chosen Web-Based Response System. They should write 1 word in the given Web-based Response System to capture the meaning of Active Participation in any community. In that, they should automatically reflect on their prior experiences and share their insights through the flexibility of the Web-Based Response System. Give them a few minutes for everyone to think individually. The purpose of this task is to create a **word cloud** map on the given Web-based Response System with all the responses of the learners around the nature of the Active Participation and to check that all of them are on the same page.

An example of how the Web-Based Response System process works is as follows;

Go to www.menti.com and use the code 15 41 60 8



After the completion of the word cloud map by all participants, read carefully all the words in the class and depict this map to the participants as a reference.

- 2) Next, introduce to the participants a method they can use to enhance their active participation in a community, be it a learning community in this case. Explain to participants that the **Think-Pair-Share** approach allows them to activate their knowledge/ insights and share ideas about content or beliefs with peers. This structure gives participants 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, participants Think on their own about the question or idea(s) put forth, Pair up with a partner to discuss their thinking, and then Share their conversation with their table group, and then finally with the whole group. For the teacher’s facilitation there is given a detailed definition of the Think-Pair-Share approach.
- 3) Next, take some minutes to narrate a short “story” to the participants, as follows;



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 teammates to be active within the group? How do you get them to engage in a way that will set them up for future success in the workplace?

Each Participant should think about the prompt and answer briefly on their own for the next five minutes. Then, each one is asked to pair-up with the person to their left, brainstorm together two to three ways of engagement in response to the same prompt and make a list of their answers. Each pair has been provided with one marker and a big white sheet in the size of a poster where they should write their ideas clearly.

- 4) The last part of the activity is Sharing with the rest of the class. Invite the pairs to present their answers to the above-mentioned prompt and stick their poster with the notes on the wall all around the classroom so as to be seen by everyone. Each pair has 2 minutes to present their thinking.

In the meantime, ask the students to elaborate on their thinking by providing explanations 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 and 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?

Wrap-up.

As soon as all the pairs have presented their outcomes and the posters have been stuck on the classroom's walls, make a short wrap-up of the ideas that were heard and give emphasis on the following aspects as the most important ones when speaking about being an active participant in the teamwork and define them;

- Come prepared
- Help Teammates in Need
- Share Openly
- Volunteer
- Be a Leader



Accordingly, let the learners fill in their “Student’s Glossary” and reflect upon the terms.





Worksheet 1:

Read the scenario carefully, if needed – and answer to the prompt below.

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.

How do you get your teammates to be active within the group?

How do you get them to engage in a way that will set them up for future success in the workplace?

I. Write down your thoughts in response to the prompt on your own.

My thoughts:

II. Pair-up with the participant to your left, brainstorm in response to the prompt together and make a list of your answer in a poster.

Thoughts with my partner:





III. Share and present your findings to the rest of the class while providing explanations and clarifications, respectively. When finishing, stick your poster with the notes on the wall all around the classroom so as to be seen by everyone.





Learners Glossary:

- Come prepared:

- Show Empathy to Teammates:

- Share Openly:

- Volunteer:

- Be a Leader:





Other?



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Self-assessment

Exceeds	Proficient	Developing	Novice
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I can define Active Participation.

4

3

2

1

I can identify at least one aspect about being an active participant in the teamwork.

4

3

2

1

I am more conscious about how I should engage my teammates for future success.

4

3

2

1

I can name some benefits of being an active participant.

4

3

2

1



TEACHER'S GUIDE

Think Pair Share Definition

Think-pair-share is a collaborative teaching strategy that can be used to aid students in forming original ideas by having those ideas discussed and analyzed in a group setting. The strategy can be used before reading or learning a specific concept and generally works better with smaller groups. The teacher acts as a facilitator and poses a question or a problem to the students. The students are given a certain time period to think about the solution, after which the teacher asks them to pair themselves and share their thoughts with each other. If time permits the paired students can share their thoughts with other pairs of learners and share their ideas with the whole group.

This learning strategy maximizes participation, focuses attention and engages students in comprehending the reading material. As a relatively simple structure that can be quickly implemented, think-pair-share can be incorporated into all forms of educational instruction. It is especially useful for actively involving all students during lectures or larger class structures.

Step 1: Students **Think** individually about the question or idea(s)

Step 2: Students **Pair** up with someone to discuss their thinking.

Step 3: Students **Share** their conversation with the whole group.

Answers to Learner's Glossary

- **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 with other team members.

- **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.

- **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.

- **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. 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.



LEARNING UNIT

4

ACTIVE PARTICIPATION



4

LESSON

Activity 2: Six Thinking Hat

KEY WORDS:

- Active Participation
- Responsible decision making
- civic tech

DURATION:

- 1 hour
- 

OBJECTIVES:

- Participants will be able to develop their Active Participation competence by getting their group thinking in lateral one after another and sharing the same framing lens.
- Participants will be able to identify 6 different conditions that facilitate one's active participation around a discussion on an impactful topic.
- Participants will be able to engage in responsible decision-making and grow in accountability.
- Participants will be able to develop their civic tech mentality by expressing their opinions via an online tool.

MATERIALS:

- Teachers Instructions
- Worksheet Description
- Pens and Pencils

The Glossary can be filled in at any point during the lesson!



Description:

The Six Thinking Hat, a concept articulated by Edward de Bono, is a powerful tool for active participation, brainstorming and critical thinking. By breaking down perspectives/ conditions into six “lateral” areas, it allows a spectrum of thought, from gut feeling to data analysis, to be separately discussed. By using these six types in a structured way, individuals can more effectively engage, make more accountable decisions and approach societal problem solving.

1. After splitting the class into small groups of 4 persons read the short scenario loudly within the whole class. This scenario enhances learners’ curiosity and is related to the human-centric rights of a citizen being.

It is recess. Everyone is out on the playing fields, including the teacher. You have to go to the toilet. On the way to the toilet, you pass your class and notice that there is someone in the room. You stop and peek in out of curiosity. Just as you do, you see one of your best friends reach into another person’s desk and take something out of it. You quickly move past the door before you are seen.

Just before the lunch bell rings, the students whose desk you saw your friend reach into, walks up to the teacher. A moment later the teacher announces that this student’s entire pencil case with pencils, pens and lunch money in it has been stolen. Should you reveal what you saw?

2. Pass out the worksheet with the descriptions of the Six Hats to each group.
 - **Blue:** Start with the approach and process
 - **White:** Review the facts
 - **Green:** Generate new ideas without judgement
 - **Yellow:** Focus on the benefits
 - **Red:** Consider emotional responses to any ideas
 - **Black:** Apply critical thinking after the benefits have been explored to test the viability of the new ideas.
3. Explain the process of the activity. The purpose is each group needs to find and agree on a solution to the scenario as mentioned above by actively participating and discussing while taking on the role of the assigned thinking hat. When we think and process information, especially in open forums, it is a mix of emotion, logic, creativity, optimism and caution. Each person in the

group adopts the mentality of their given hat and applies its ‘lens’ to the problem at hand. Each hat represents a different condition under which learners need to actively participate and make decisions. As they go through the process, they will gather six very different perspectives on the same problem. What they ’ll find at the end of this exercise is that they ’ve magically participated, created a whole new list of possible approaches to think differently and **reported** their ideas in regard with each hat.

4. Before starting the Thinking-hat process, determine an order to use the hats. de Bono recommends that the facilitator pair complementary hats, such as White/Red, Yellow/Black, Green/Blue. Besides this, it’s useful to begin and end with the Blue one. Any hat could make a reappearance in the discussion. For example, after facts (white) are laid out, more processes (blue) may be applied, or after pros (yellow) and cons (black) are discussed, new ideas (green) may surface.
5. Determine a time limit for each hat. Times can vary from 2 minutes to 5 minutes max. per hat. The Red Hat (feelings) is typically shorter because it’s about gut response. The Green Hat (creativity) might be longer because it is about possibilities, alternatives, and new ideas.

Thinking Hat Colour	Suggested time
Blue Hat	5 min
White Hat	7 min
Red Hat	3 min
Black Hat	5 min
Yellow Hat	5 min
Green Hat	5 min

6. Teacher’s role is to be the facilitator throughout the process. In that, the teacher should lead each group through each hat, reminding each small group of each hat’s focus and keeping time. The facilitator may need to remind participants to contain their responses to the parameters of the hat.
7. After the learners have worked through the six-hats, have each group present their map with their solutions and reasoning to the rest of the class.

REFLECTION:



After all groups have recorded their ideas – hats, proceed to a plenary discussion with the class for the next 10 min.

- How was the discussion you had using the Six Hats different from your typical discussions?
- What did you do well?
- Which Thinking Hat are you/ fits your personality and how can this influence your active participation?
- How might it help you participate actively in discussing difficult topics and make decisions?

Take a note and write about a personal decision you made and you shared it loudly with your group.



Worksheet 1:

The purpose of this activity is for each group to find and agree on a solution to the scenario by actively participating and discussing while taking on the role of the assigned thinking hat.



When we think and process information, especially in open forums, it is a mix of emotion, logic, creativity, optimism and caution. Each person in the group adopts the mentality of their given hat and applies its ‘lens’ to the problem at hand. Each hat represents a different condition under which learners need to actively participate and make decisions. As you go through the process, you will gather six very different perspectives on the same problem. At the end of this exercise, you will be able to participate, create a whole new list of possible approaches to think differently and **report** your ideas in regard with each hat.




- 1) Read carefully the scenario if needed once again with your small group.


It is recess. Everyone is out on the playing fields, including the teacher. You have to go to the toilet. On the way to the toilet, you pass your class and notice that there is someone in the room. You stop and peek in out of curiosity. Just as you do, you see one of your best friends reach into another person’s desk and take something out of it. You quickly move past the door before you are seen.

Just before the lunch bell rings, the students whose desk you saw your friend reach into, walks up to the teacher. A moment later the teacher announces that this student’s entire pencil case with pencils, pens and lunch money in it has been stolen. Should you reveal what you saw?

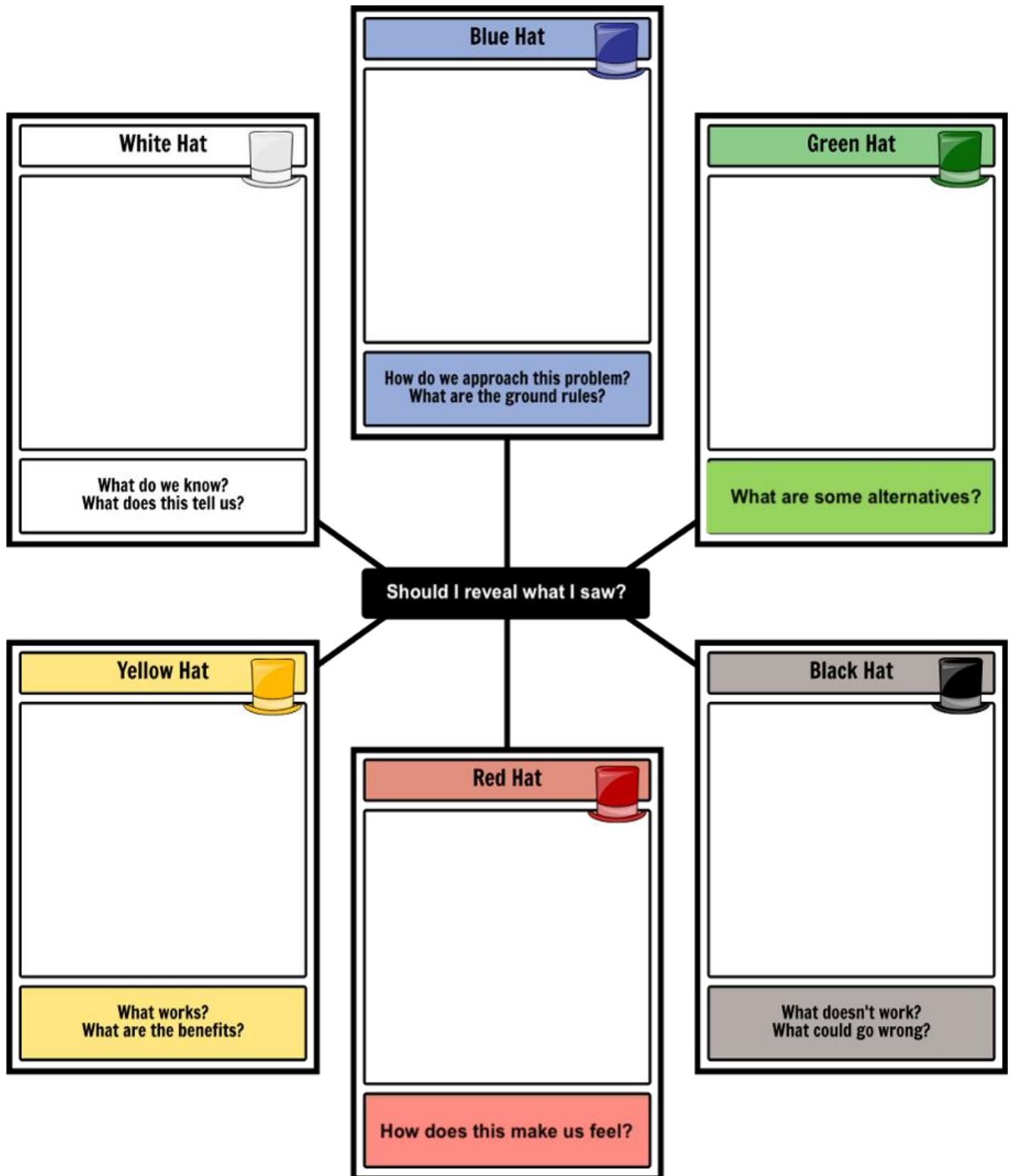
- 2) Read carefully the description of each hat and make use of the sample questions so as to facilitate your participation and the discussion process.

	<p>Blue Hat – manages the thinking. It is the “control” hat. Blue hat organizes the thinking, sets the focus and agenda, summarizes and concludes, and ensures the rules are observed. Sequences always begin and end with a blue hat. When the group puts on the blue hat, orchestrates the process. Everyone needs to keep wearing the proper hat at a given time to maintain parallel thinking.</p> <ul style="list-style-type: none"> • What is the problem? • What sequence of thinking hats ought we use? • What process will we use to work each hat? • What is our goal and desired outcome?
	<p>White Hat – the information hat. Identifies information we have, need and lack. Wonders what questions need asking the get the right information and how we are going to get that information. Emphasizes that facts and figures cannot be treated</p>

	<p>objectively when put forward as part of an argument. Reminds us of the difference between a checked fact and unchecked fact (belief). Asks us to take the mindset of a computer. This is also called a “neutral” hat because it deals in facts, data and the like. A picture emerges from white hat thinking.</p> <ul style="list-style-type: none"> • What do we know about this issue? • What is the context (who, what, when, where, why, how, how much)? • What are the facts we know vice interpretations we have? • What information is missing?
	<p>Red Hat – deals with emotion and intuition. The Red hat gives permission to express feelings with no need to justify them. It represents feelings right now and helps give insight as to “where people are coming from” in a non-punitive way. It opens the door for one to pull on tacit knowledge – views stemming from life experience to include bias, heuristics and pattern-recognition. The red hat is recommended to be used for a very short period to get a visceral gut reaction - about 30 seconds, and is a great way to start the process, “lay it out on the table.”</p> <ul style="list-style-type: none"> • What is your initial reaction? • What kind of emotions does this bring out? • What is your gut feeling?
	<p>Black Hat – is the hat of caution and survival. It helps identify risks, difficulties, and problems. Black hat is the sceptical view. Points out potential problems and thinking that does not fit the facts, experience, regulations, or values. Why will something not work? Why might it not be the right thing to do? It is the one hat that allows us to deconstruct the thinking process of the topic at hand. It can counter Yellow hat optimism and can deconstruct yellow hat arguments. In all instances, however, reasons must be given. Logic must dominate the black hat responses; if based on emotion then it is a red hat thought.</p> <ul style="list-style-type: none"> • How will this idea likely fail? Failure Scenarios? • What are the potential risks and consequences? • Do we have the skills, and ability to make this?
	<p>Yellow Hat – deals with benefits and feasibility, not fantasy. It is the optimistic view. In fact, optimism is a requirement to use this hat. It helps find the benefits and values and considers both short- and long-term perspectives. Reasons must be given. However, if all one has is speculation, then go forward with it under this hat. Use the yellow hat to deconstruct and counter the black hat. Yellow hat takes more effort than black hat, because it forces optimism, and is usually easiest role for the project advocates to take. Where the Black hat is about risk, the yellow hat is about</p>

	<p>opportunity. In fact any opportunity the yellow hat identified can be given to the green hat to see how that opportunity can be exploited.</p> <ul style="list-style-type: none"> • What are the benefits? • How does this make things better? • What is the best way to approach the problem? • What can we do to solve this problem? • What does success look like?
	<p>Green Hat – deals with new ideas and possibilities. It is the creative thinking hat, all about energy. The yellow hat identifies the opportunity but has no responsibility to explain how it can come about: the Green hat takes on that responsibility. Green seeks alternatives and possibilities, removes faults, and generates new concepts. It does not have to be logical. It provokes risk taking. It demands new approaches and replaces judgment with movement. Of all hats, our experience shows this is at once very difficult to role-play but also one of the most insightful.</p> <ul style="list-style-type: none"> • Do alternative possibilities exist? • Can we do this another way? • How can we look at this problem from other perspectives? • How do we think outside the box?

3) Report the ideas you and your group came up with in response to each hat.



- 4) After all groups have recorded their ideas – hats, proceed to a plenary discussion with the class. Give answers orally to the questions as follow;

- How was the discussion you had using the Six Hats different from your typical discussions?
 - What did you do well?
 - Which Thinking Hat are you/ fits your personality and how can this influence your active participation?
 - How might it help you participate actively in discussing difficult topics and make decisions?
- 5) Take a note about a personal decision you made. Then, you may share it loudly with your small group.

My Name:



Self-assessment

Exceeds	Proficient	Developing	Novice
---------	------------	------------	--------

I voiced at least one opinion of mine while putting on one Hat and shared it on the whiteboard.

4	3	2	1
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I identified at least 1 Hat / condition that often fits my perspective when participating in a forum.

4	3	2	1
---	---	---	---

I develop stronger self-esteem in sharing my ideas plenary in the group.
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4	3	2	1
---	---	---	---

I made independent and informed decisions (at least 1) while taking control of my sayings.
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4	3	2	1
---	---	---	---



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LESSON

Activity 3: Fishbowl

KEY WORDS:

- Active Participation debate
- Volunteering
- Taking initiative

DURATION:

- 1 hour



OBJECTIVES:

- Participants will be able to build social conscience for Active Participation.
- Participants will be able to exchange experiences, opinions and practice responding actively to multiple viewpoints.
- Participants will be able to increase the level of active citizenship and enhance their sense of collectivism

MATERIALS:

- Teacher instructions and activity directions
- Students Worksheet
- Peer Assessment worksheet

The Glossary can be filled in at any point during the lesson!

DESCRIPTION:

1. Introduce the activity by pointing out this empowers us to actively participate in a discussion while highlighting impactful topics, to share several ideas/ opinions from a variety of perspectives and built-up on these. This illustrates the importance for actively participating in several communities or societal processes where different opinions and mindsets arise. This activity requires a very strict structure of the classroom setting, so make sure that you have arranged concentric rings of chairs – as many as the learners are – in two circles – an inner one and an outer one and also aisles to permit easy access to the inner circle.

Inner circle duties: Randomly select a small group of learners to be “in” the “fishbowl” to participate and engage in the discussion process upon a multidimensional topic.

Outer circle duties: The rest of the class sits in an outer circle and has a double functionality.

In that, they observe, take notes on the process of the inner circle’s discussion and of the extent to which each student in the inner circle is engaged and participates. Besides, the observers can gently tap one of their peers – civilised fishes we are - and replace him/her in the inner circle to expand on, ask more clarifications by questioning or provide additional support to this viewpoint. Hence, the observers become directly active participants in the discussion and vice versa.

2. The activity starts by presenting to the class the statement as follows;

“There should be children and teenagers actively in government”

Let them know that there is no one correct answer by giving them 2 research-based facts;

a) Mhairi Black, the newly elected Scottish National Party Member of Parliament is 20 years old. She is the youngest MP since 1667.

b) Under-18s have not shaped their personality and are not able to take decisions with responsibility, yet.

Give them some relevant questions that can be food for their thought in the meantime, such as:

- Do you think children and adults have different opinions on things?
- Is it important that politicians represent every different view point? Why do you think this is?
- What issues affect children more than adults?
- Is it enough if politicians are parents? Can they speak for their children?
- Do children and teenagers have enough experience and maturity to be in government?
- Do adults understand what children want and need?



- How would it affect a child's life to be a politician?

3. Allow each one participant about 3 minutes for thinking critically and shaping the own perspective, and open the floor inviting the selected participants in the fishbowl to comment. Next, allow about 5-10 minutes for discussions in the core group, before opening up the floor for the rest in the outer circle. Let the conversation progress where students take it. Rotate students in and out of the fishbowl throughout the course of the discussion. Set up a procedure ahead of time so students know to expect this rotation. Allow the fishbowl discussion to continue for at least 20-25 minutes, under the condition that the entire class has taken part in the inner circle conversation and stated at least his/her own thesis.

Debriefing

After all students have rotated through the fishbowl, divide the class into small groups and invite students to debrief. Students can use their observations from the outer circle to highlight strengths of the discussion and make suggestions for ways to engage each other more meaningfully. These discussion starters can facilitate the conversations:

- *What did you observe during the discussion of the statement?*
- *What is one thing you heard that you agree with?*
- *What is one thing you heard that you disagree with?*
- *How did you feel while on the outside of the fishbowl?*
- *How did you feel while on the inside of the fishbowl?*
- Many interpretations are possible. How do you know which one is right?

Wrap up the process with a plenary discussion about learners' experience as active participants in the discussion and what make them be active. Pose a final question and give everyone an opportunity to respond by turning and talking with a partner or doing a quick write: *What is one thing you have learned from the fishbowl process about active participation?*

Worksheet 1:

Peer evaluation

Each student is assigned to observe the participation and performance of one peer student while being an observer in the outer circle. According to the notes taken any observer is able to assess his/her peer by filling in the rubric below.

Mark (√) each case when your assigned partner does the following...

1. Topic-specific

Answered a question directly with a relevant response upon critical thinking

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2. Clarifying

Comment contributed to a deeper understanding of the topic

--	--	--	--	--

3. Agreeing

Took part in order to support other's thesis/ statement.

--	--	--	--	--

4. Disagreeing

Expressed disagreement with a viewpoint and a verbalised why while keeping respect to the others

--	--	--	--	--

*Points

Exceeds

5 points

Proficient

3 points

Developing

2 points.

Novice

1point



Worksheet 2:

○ Being in the fishbowl:

Think upon the statement “There should be children and teenagers actively in government”, for the next 3 min.

- Do you think children and adults have different opinions on things?
- Is it important that politicians represent every different view point? Why do you think this is?
- What issues affect children more than adults?
- Is it enough if politicians are parents? Can they speak for their children?
- Do children and teenagers have enough experience and maturity to be in government?
- Do adults understand what children want and need?
- How would it affect a child’s life to be a politician?

FACTS

a) Mhairi Black, the newly elected Scottish National Party Member of Parliament is 20 years old. She is the youngest MP since 1667.

b) Under-18s have not shaped their personality and are not able to take decisions with responsibility, yet.

Being in the outer circle as observer:

Use the Peer evaluation sheet and mark each case when your assigned partner being in the inner circle

- answers a question directly with a relevant response.
- Makes comments to get more clarifications.
- Takes part voluntarily to support other’s statement.
- Expresses any disagreement fruitful for the discussion.

Debriefing:

Discuss with the group the following questions:



What did you observe during the discussion of the statement?

What is one thing you heard that you agree with?

What is one thing you heard that you disagree with?

How did you feel while on the outside of the fishbowl?

How did you feel while on the inside of the fishbowl?

How did it feel to share your feelings about the text knowing that your peers were listening closely?

Do you usually have opportunities to share your perspectives on such topics?

What do you wish you could have said more clearly/what point do you wish you could have made?

Many interpretations are possible. How do you know which one is right?

Wrap-up

Turn and talk with your partner to the left about *What is one thing you have learned from the fishbowl process about active participation?*

