



We draw up our plan for coexistence in school



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CONTEXT

Activity for students of lower vocational training.

Context:

Different ages and motivation for studying.

Some students with problematic academic records.

They come from different towns and schools.

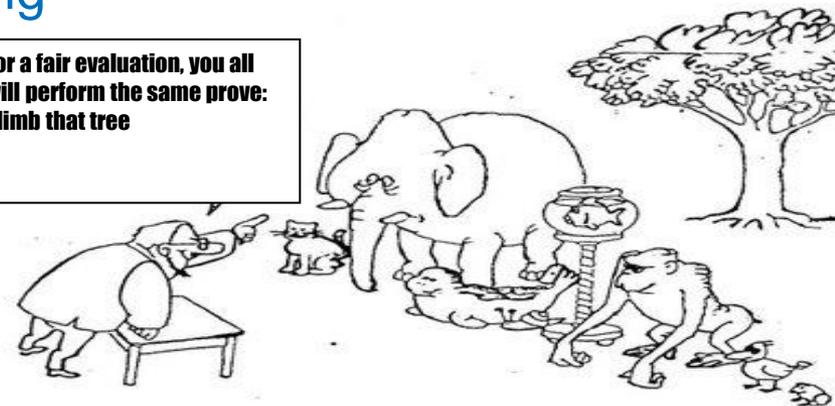
They need:

Stick to the education system through this technical training

Meet their individual needs

Minimum conditions for effective learning

**For a fair evaluation, you all
will perform the same prove:
climb that tree**



HOW TO APPROACH THE TEACHING MANAGEMENT

Teams of teachers should coordinate and prepare:

1. Organizational or planning actions
2. Actions of diagnostic
3. Actions for academic monitoring

WORK PROCESS FOLLOWED

When finalizing the module 5: proposal to improve the classroom environment where students and teachers participate together:

- Preparation of materials for the team tutorial
- Training for new teachers in July and September.

THEORETICAL BASIS

Basically, the training received from the Stay @ School project:

Mod.2 Communication:

- Promoting a positive learning climate
- Creating a positive school environment.

Mod.3, Chap.2 and 3:

- Methodologies of collaborative learning in the classroom to work as "expert groups" where students review and prepare together explanations for others. (Aronson Puzzle)
- Group meetings with students and teachers to find a joint solution:
 - Define the problem and objectives
 - Search for solutions
 - Suggestions from students and teachers (what do we want?)
 - Realists and measurable Actions (unintended) to reach a solution.

TIME / DURATION:

The activity could be included in the welcome ceremony.
Will be organized in two phases of three hours each.

Previously:

All teachers will meet and also raise the same questions:

1. What do we aim to achieve over the next year?
2. What bothers us most?
3. What will we not allow to happen again?
4. We propose positive experiences for this school year.
5. What values do we want to promote in our students?

SPECIFIC ACTIVITIES	SPECIFIC OBJECTIVES	DESCRIPTION	DURATI ON	INPUT MATERIALS	RESOURCES	MATERIALS OUTPUT
1. PRESENTATION AND WELCOME THE STUDENTS AND THE TEAM OF TEACHERS.	create a good atmosphere, foster good relations.	<ul style="list-style-type: none"> - The activity will be lead by the academic tutor on the course - Also the rest of the teachers will attend the two days that the activity last . They will participate and take the chance to introduce themselves. - Welcome and explain the activity, its objectives and the process to follow. - A power point presentations (like this) helps on the presentation of each step. 	1h.	Explicative power point presentation for students	Classroom where they can move desks to work individually and in teams. Projector	
2. INDIVIDUAL WORK: OUR EXPERIENCES.	Express the own values. Start the process of collaborative work based on the previous individual work.	<p>On the tables, cards of five different colours</p> <p>Each student gets a card of each colour and answer five questions:</p> <ol style="list-style-type: none"> 1. What are your expectations of the training you are going to start this year? 2. What do you value most in people? 3. What bothers me most? 4. Describe an experience in school has been bad for you. 5. Describe an experience in school has been very positive for you. 	30'	Power point with the questions that students have to answer Cards of five different colours. Pens		Answers grouped by colors
3. "EXPERT GROUP, WORKING COLORS"	Empty the individual information Identify common ideas Communicate them to the rest	<p>Students are divided into five groups.</p> <p>Each group works a question-colour</p> <p>They empty the information and collect the ideas expressed point a spokesperson to communicate conclusions</p>	30'	Papers / laptop computers to record all the information collected		Conclusions teams
4. SHARING: WHAT WE THINK IN OUR CLASS?	Create, from the beginning of the course, an awareness of class- group. Highlighting the key issues to all referring to the relationship and communication between people	<p>Orderly, comment all the information that appears, giving an answer to the following questions:</p> <ol style="list-style-type: none"> 1. What do the majority expect of the course that we are undertaking? 2. What do the class you value most in the relationship between people? 3. What bothers us most? 4. What will we not allow that happens to us at school again? 5. Make all together a list of positive experiences that we would like to live during the school year. 	1h.	Power to questions Papers / Laptops for the collection of all the contributions		Record of comments from the feedback session
5. COMMUNICATION TEAMWORK OF TEACHERS	Exchange of point of views Meeting points search between teachers and students	The teachers team presents his previous work on what is important to them Together, we look for the common ideas	1h.	Power Conclusions teachers team		Record of reviews Documentation "What teachers and students have in common? "
6. WE PREPARE OUR PLAN TOGETHER	Establish school rules together, enabling everybody to be at ease in school and to learn	<p>Students are divided in groups again, but different from the previous ones. Together with the teachers, they define ways of working for different types of classes, communication systems, what to do when,</p> <p>Then we share again the ideas raised and a group of people (students together to tutor) are pointed by all the group to write the conclusions and present the plan for next year.</p> <p>Set a review date corresponding to the periods regular assessment</p>	2h.	Record of reviews Documentation "What do we (teachers and students) have in common? "		COEXISTENCE PLAN for the SCHOOL YEAR

EVALUATION:

1. We will ask the students what do they think of the activity done.
2. Later, when we analyze the performance of Coexistence Plan, we will request proposals in order to improve the activity for the next year.

COMMUNICATION PLAN:

Preparation of an Informative leaflet that will be given when the student register at the school



As stated this project, our goal is that all students must stay in school ...

This is our idea in Florida.

And for you to feel it as yours, we would like to welcome you and invite you to participate in the preparation of our "Plan of coexistence"

**On September ---- and ----
9:00 to 12:00 am**

COEXISTENCE



**ELABORATE OUR
COEXISTENCE PLAN
(material for students)**

WHAT DO WE INTEND WITH THIS ACTIVITY

- You are starting a school year with classmates who you still don't know.
- Each of you have had different experiences in previous schools, some positive and some other not so good.
- We, the teacher's team, propose you with this activity to state together the school rules so we all feel comfortable and learn.



PROPOSED WORK

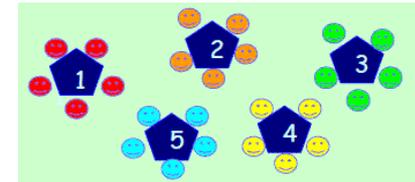
On the table you have five cards of different color.



Each color corresponds to a question to be answered individually and anonymously.



After answering all, we will split into five teams and collect responses by color.



We'll put in common what we all think



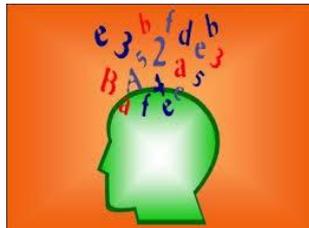
Finally, we will establish our own rules, taking our common values.



1st Question: Green Card



What do you expect to learn with this training?



2nd Question: Red Card



In general, in life, what do you value most from people?

3rd Question: Blue Card



And what bothers you most?

4th Question: Yellow Card



Describe a bad experience you have had at school

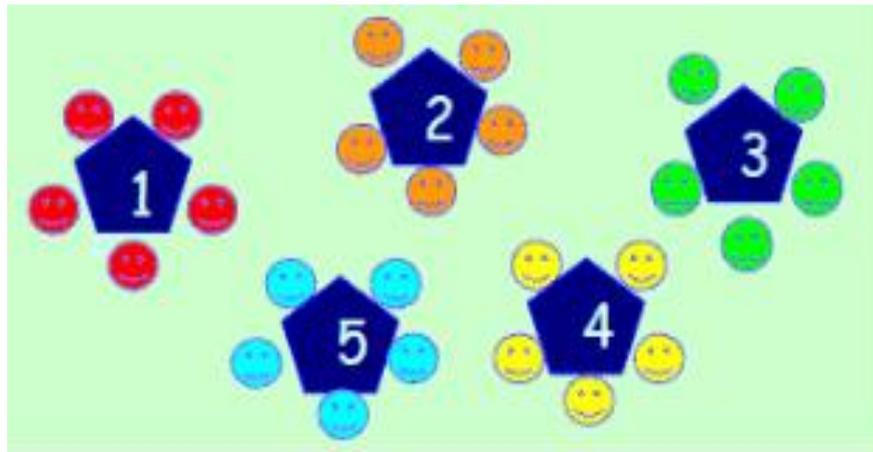
5th Question: Orange Card



Describe a school experience that was very positive for you

TEAMWORK

- Now, we group by colors and clear information.



COMMON IDEAS



What do we expect from this training?



What do you value most in people?



What bothers us most?



What will we not allow to happen us again?



We propose positive experiences for this school year.

- **Review the document for teachers.**

For example:

- ✓ We have to engage the students to not leave their studies
- ✓ The class is the place to be to learn, therefore, is "sacred."
- ✓ No person (teacher or student) should be prejudiced during their learning.
- ✓ At the end of the cycle, we must be competent.
- ✓ In any situation, we see important
 - Personal and friendly approach to the student in particular.
 - Objectivity.
 - Treat every situation with the affected people.
 - Define what happens without disqualifications
 - Set different causes
 - Plan different solutions specific and measurable
 - Bring out them (produce changes in that everyone wins)
 - Evaluate the process (continuous improvement)



SHARING

After see all the work that teachers and students have done:

- What things are important to everyone (students and teachers)?
- Are there coincidences?



INDIVIDUAL WORK

With all the information we are going to establish our own school rules.

Warning! These are coexistence rules, they should be formulated in positive way: we are proposing performance standards, not judgments.

Once the school rules are established, we establish a schedule for monitoring how it works



"The Carpentry" story:

"Once upon a time there was a carpentry where they had a strange assembly. It was a tool's meeting to solve differences

The hammer held the presidency, but the Assembly notified that he had to resign. He was making noise all times.

The hammer accepted the blame, but asked the screw to be sent off too, because it needed to many turns to be useful.

The screw accepted it but asked expulsion of sandpaper. He said that was in its rough treatment the others and had friction with the others.

The sandpaper accepted to leave but asked the metre rule to leave as well, since it was always measuring everybody as if he was the only perfect one.

Suddenly the carpenter arrived and started working. He used the hammer, the screw, the sandpaper and the meter rule. And finally, the rough wood became a beautiful furniture.

When the carpenter left, the Assembly continued its deliberations. Then the saw said:

Gentlemen, it has been demonstrated that we all have weaknesses, but the carpenter worked only with our qualities. This make us valuable. So let's leave apart our faults and let's focus on our merits.

The Assembly could see then that the hammer is strong, the screw joins, the sandpaper smooths things over and the meter ruler is precise.

They saw then themselves as a team able to produce quality furniture.

This new point of view made themselves proud of its strengths and work together.

It was not needed to through anybody away. "