

## Module 2

### THE REFLECTIVE TEACHER

14:00-15:30

#### Session 3 – Relationship and content in teacher-student communication

##### **Activity 1.** Reflection on human rights that we deserve simply because we are humans (10 minutes, individually)

The trainer writes the following sentence on the flipchart: "Because I'm human, I deserve ...". She asks every participant to complete the sentence in at least two different ways. The trainer discusses with the participants about their proposals for completing the sentence and makes a connection with those proposals that express human rights. Through discussion, active citizenship is correlated with the cultural dimension of democracy.

##### **Activity 2.** SWOT analysis: How teachers prepare students for active citizenship (20 minutes, groups)

Working in groups, on flipchart paper, that will be displayed at the end of the activity, the participants identify strengths, weaknesses, opportunities and threats related to how teachers of different subjects teach their students democratic citizenship. Based on the analyses presented by each group, the trainer discusses with the participants aspects referring to the concept of *education for democratic citizenship* and the teacher-student relation.

##### **Activity 3.** The rights of the child in real life contexts; case study based on the thinking hats technique (30 minutes)

The participants analyse a case which involves the rights of the child issue; teachers relate to the case from different perspectives, according to the roles represented by the *thinking hats*. Teachers share with the other participants their opinions on the role of methods in the education for democracy.

##### **Activity 4.** Exercise referring to children's rights and the responsibilities associated with them (30 minutes, work in pairs)

Working in pairs, teachers complete a worksheet (the worksheet contains images illustrating children's rights; for every right illustrated in images, a responsibility should be associated); they reflect at and suggest at least one way of action that can be taken so as students assume their rights and responsibilities equally.

#### **Material to be prepared:**

Case study (for Activity 3) – 25 copies

Worksheet (for Activity 4) – 25 copies

## SESSION 4

### **Activity 1.** Outline: 15 minutes

Objective: to understand the attitudinal complexity based on which the learning framework is structured

In organising the learning framework, a teacher not just passes on knowledge, but also a piece of himself, therefore:

- teacher's self-respect is reflected in the respect he treats children with and returns as the respect he gets from them;
- his love for his area of knowledge is transmitted through the passion of his involvement, his explanations and the way he makes the content accessible; it transforms itself in children's love for his subject;
- pleasure of working with children is seen in the joy of his involvement and availability and it materializes in a relaxed atmosphere and children's joy to dedicate their time to the area of knowledge;
- responsible attitudes are distinguished by teacher's earnestness and return in children's feeling of security;
- teacher's moral attitude is expressed through his open, fair, honest behaviour, every day, and through the observance of minor behavioural rules and it returns from children in their attitude of a similar reaction;
- the learning relation is maintained with its purpose to really serve children. The teacher understands that his duty is not to teach contents, but to support children while they grow up, to support them in their need to discover the world, in surpassing difficulties related to understanding and in maintaining their curiosity and interest in self-formation.

### **Activity 2.** Socratic dialogue: How this discussion can help you in practice? What could be the problems encountered by the participants in establishing a learning framework? (45 minutes)

Objective: to centre the "learning" speech on the direct interest of the participants.

Implementation:

- a) the participants form groups of four and agree on a issue they would like to discuss
- b) each issue is presented
- c) Socratic dialogue to present the issue from several perspectives and find multiple solutions

### **Activity 3.** Reflections on the way this sequence was carried out (15 minutes)

### **Activity 4.** Questions and answers (15 minutes)