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INVOLVE TO EVOLVE



Involve to Evolve – Scandinavian Citizenship

An Erasmus+ project

FREDERIKSBERG
GYMNASIUM

K N Ø E N
VIDEREGÅENDE SKOLE

burgårdens
gymnasium

Introduction

The project focused on setting a framework for teaching that creates citizenship and counteracts the feeling of exclusion among the students. In the project, the partners have taken their starting point in the model Reference Framework of Competences for Democratic Culture, which we call the 'butterfly model'. That model has been a common frame of reference for students and teachers.

Based on this model, the teachers who have been involved in the project have developed teaching exercises and sequences that aim to create teaching that:

- Creates room for more student voices
- Strengthens to take the students' own experiences as a starting point
- Provides more space for minority experiences
- Works based on dialogical principles.

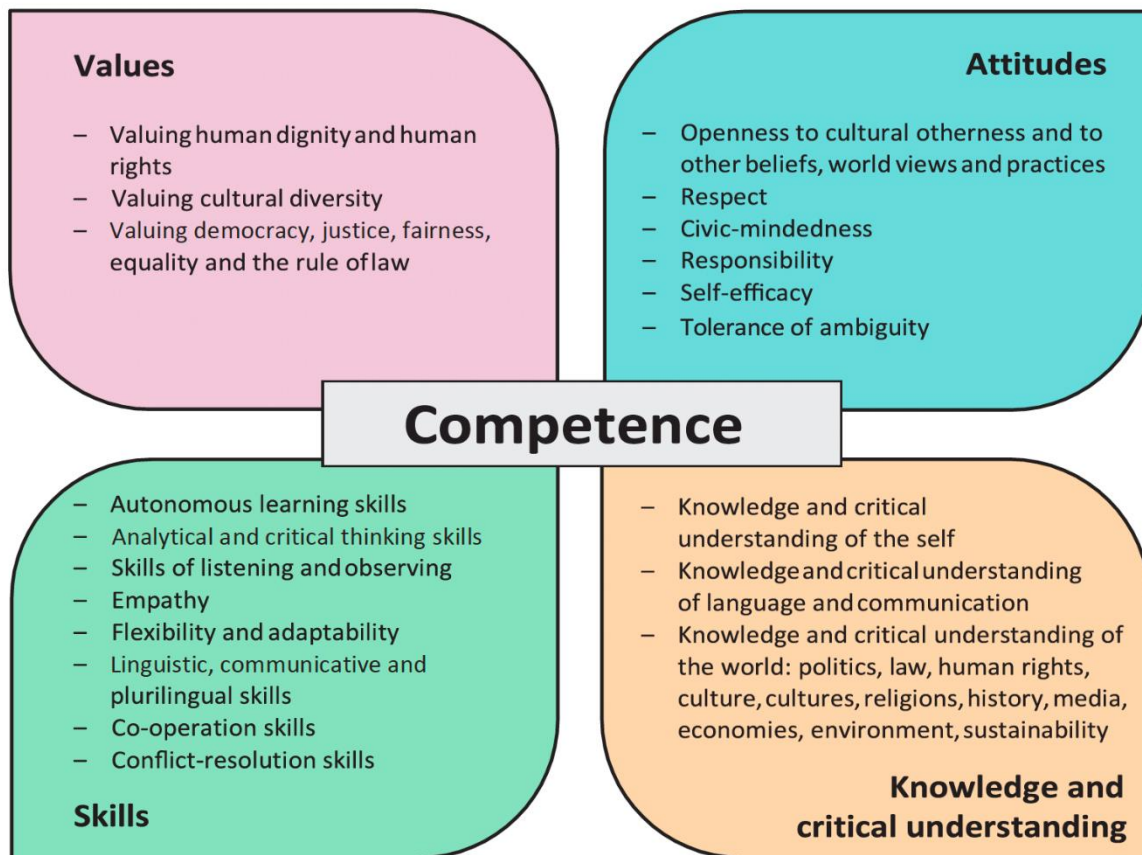
The project "Involve to Evolve" has had two central pillars. Development of a number of didactic tools for use in teaching and a student-driven conference with workshops. The conference with workshops can be an inspiration for how to involve students and let them be active in developing and facilitating workshops for others. Workshops related to citizenship. The conference is based on thorough student involvement, and that engagement has strengthened the students' democratic understanding and their citizenship competence.

Both the didactic tools, but also the student-run workshops during the conference, have strengthened the students' understanding and sense of citizenship. Here, the model Framework for Competence for Democratic Culture has played a central role as a common frame of reference for schools, for teachers and for students.

Project partners:

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Reference Framework of Competences for Democratic Culture



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Exercise: Hot seat

Purpose: To dare to take a stand, show respect for each other's standpoints, dare to express one's opinions.

The Butterfly Model

- Values: valuing democracy, justice, fairness, equality and the rule of law.
- Skills: Analytical and critical thinking skills, skills of listening and observing, flexibility and adaptability.

Description of activity: The students sit on chairs in a circle. The teacher reads out one statement at a time for the students to consider. If they agree, they must get up and change places, if they do not agree, they must stay seated. After each statement, stop and ask the students to explain why they switched places/stayed.

It is important that there is an extra empty seat so that movement is possible even if only one person wants to change seats. Before the exercise, it must be made clear that no one can assess or comment on each other's movements or choice to remain seated.

If a student is unwilling or unable to justify his or her choice, this should be respected. Then they just say pass.

Write statements that deal with the topic you want to discuss.

Exercise: The line

Purpose: To get the students started with the discussions, not to give you time to ask all the questions.

The Butterfly Model

- Values: valuing democracy, justice, fairness, equality and the rule of law.
- Skills: Analytical and critical thinking skills, skills of listening and observing, flexibility and adaptability.
- Attitudes: Respect, openness to others beliefs

Description of the plot: Determine that one wall in the room means "strongly agree" and the opposite wall means "strongly disagree". In between there is an invisible line and in the middle of the line you neither agree nor disagree.

Read one statement at a time and let students take a stand by standing on the line. Feel free to gather them in the middle before the next statement. Emphasize that everyone has the right to an opinion, but you cannot express yourself as you want and insult others. After each statement, ask students why they did or did not change places/positions where they are and ask them to elaborate on their thoughts.

The exercise contains many statements, so choose a few so that the exercise is not too long. The exercise is divided according to different topics and you can choose a theme or mix freely.

Exercise: Corner of the World

Objective: To get students to reflect on how they approach each other, what they call each other and break the jargon that exists in the group.

The Butterfly Model:

- Values: valuing democracy, justice, fairness, equality and the rule of law.
- Skills: Skills of listening and observing, flexibility and adaptability.
- Attitudes: Respect, openness to other beliefs, tolerance of ambiguity

Description of action: The classroom is divided into four corners. Yes, no, doubtful, pass. The students place themselves in a corner for each question. Examples of questions to consider:

- It's okay to call someone a "whore" if it's for fun.
- It's okay to joke about a person's weight.
- It's okay to comment on a person's weight.
- It's okay to call someone "blatte/nigger" if it's for fun.
- I can always tell when someone is upset by someone else's comment.
- My classmates show respect for each other.

Evaluation of activity: High engagement. Sometimes difficult to listen to each other without interrupting. It is difficult to know whether it will have an effect in the long term. Must continue to work continuously with the jargon in different ways.

However, I think that several students got an eye-opener about how others perceive jargon, that not everyone thinks that such "jokes" are funny.

Exercise: TED TALK

The Butterfly Model: Autonomous Learning Abilities and Valuing Democracy

Description of action:

Initiative on freedom of expression - the students were to create a Ted Talk on a topic of their choice within freedom of expression, which was to follow the recipe for Ted Talks. The students could choose for themselves - the goal was student determination - that they should choose a topic that interests them (one criterion was that they should show personal relevance), and also reflect on how to influence society, as one of the criteria was a call to action

The students had a bit of a hard time getting started with the assignment as the format was unfamiliar and the framework for choosing a topic was broad, which they are not used to.

Several of the students missed the topic and made long statements that did not follow the format of a ted talk and/or missed the topic of freedom of expression. While simple solved task to high goal achievement (example attached) and had a personal angle, relevant examples and a call to action.

Instructions to the students: You must make a Ted Talk with freedom of expression as a theme.

You choose your own angle, but must include (technical terms about) human rights and democracy.

The Ted Talk should last for 5-7 minutes.

How to make a good TED Talk?

A personal point of view. The speaker starts from their own relationship to what they want to talk about.

Enlivening. The material is presented in a way that is experienced as alive for the audience. Relevance. What you say is perceived as relevant to the listener.

Call to Action.

Assessment criteria for Ted Talk:

- You must follow the requirements for a Ted Talk (see above)
- You must refer to theory/technical concepts about democracy and human rights.
- You must start from something current/relevant and that engages you
- The argumentation must be based on sources (articles, statistics, research)

- You must make an independent assessment (call to action)

Evaluation of the exercise.

The arrangement worked well as this was a new exercise for the students – I used an assignment as a model text and when they saw it, they understood what they had to do next. Should probably use the same scheme again for e.g. social media.

It challenged them on the format because they had to find both a personal approach (why is this relevant to me) and also a call to action – i.e. it activated them more than if they had to prepare an explanation and discussion of a topic that is more distant.

Exercise: Vertical boards

The butterfly model: Collaboration skills, analytical and critical skills, listening and observing,

Description of exercise:

I used vertical boards in connection with two schemes: the first scheme was to define power (concept exercise.) Here, the students were to be randomly distributed at three vertical boards and were then asked to define concepts in different contexts. A student is asked to write and only has to write what the others in the group say. Then the answers are reviewed in plenary.

The exercise went well, but the challenge with this exercise is that academically it is a bit idle. - i.e. they did not receive any professional input, but took as their starting point what they already knew.

Next time I tried a new approach where they first had to read an article and write arguments for and against based on the article. The advantage here was that in the follow-up conversation it was easy to model what was good and what was not - i.e. some had only found their own arguments and not read the article, while others had solved the task and it could then be evaluated with examples clear to everyone. Here it is important to change groups so that it does not become obvious that it is the same people every time who miss the task.

As yet another twist, I asked them to write an argumentative paragraph for and against a case according to the TUEA model (topic sentence, elaboration, example and conclusion). This also worked well for modeling what works well and what doesn't.

Evaluation: The vertical boards work well for modeling and testing. It's a quick exercise and everything is erased afterwards so easy to try, and because you constantly change groups, the threshold for making mistakes is low. Everyone is involved (here I had to be clearer about changing printers as in the strong group it was consistently the most talented student who wrote). In relation to the goal of getting everyone involved and involving the silent students, the vertical boards are perceived as engaging and a great way to get everyone involved - it is just important that you consider how to use the subject so that it does not just become idle in the exercises.

Exercise:

Academic snowball fight - work on an academic text

Context: The class is currently working on a course on The American Dream. We have read background texts on the subject and also some fiction. Now we are working on John Steinbeck's *Of Mice and Men*. Many students find it difficult to read and they have trouble remembering what they have read.

Objective: To engage the students, to motivate them to read the text. To get them to find focal points in the text in a new way – they must be used for something concrete (questions to classmates). To have the focus shifted away from the teacher's perspective on the text.

The butterfly model: Students often participate more willingly when they don't experience the pressure of answering in English in front of the whole class. Learning through "play".

The butterfly in particular:

- The work with "the sense of responsibility towards the community" (attitude: responsibility), because the action/exercise is dependent on them having asked each other questions.
- Communication skills: students should write questions to each other and answer so that it is understandable. Finally, they will present points orally.

Description of assignment: The students have come up with four questions at home for the chapter they have read. I have asked them to create questions at different taxonomic levels – i.e. both on the explanatory question, which can be answered by just reading what is written on the lines (the lowest level in Bloom's taxonomy). But also analytical questions where the students have to read between the lines and analyze.

From my pptx to the students:

SLIDE 1

- Crumple the paper into a ball.
- Everyone throws his/her/their 'snowball'. The floor will now be covered in snowballs.
- Find a pen/pencil. Write your questions on a piece of paper for your own convenience (since you cannot carry your computer around with you). Put that

piece of paper in your pocket and consult it when necessary (when/if you do not remember your questions).

- Write one of your questions on a separate piece of paper (at the top). There must be room for writing the answer and for more questions and answers. Write neatly.

SLIDE 2

- Pick up a snowball. De-crumple. Write down the answer to the question on the new piece of paper.
- Write a new question on the new piece of paper. Re-crumple the paper into a ball. Throw it...
- Go on until the end!

SLIDE 3

- Find the partner(s) assigned to you.
- Read the questions and answers on your snowballs aloud one by one. Do you agree with the answers? Discuss.
- Based on the answers and your own reading of the text, write down sentences about three of the most important points from today's text. Write it on the padlet (link on Lectio).
- Be ready to explain in class.

Effect of action: The students participate with enthusiasm and joy in the snowball fight. They have fun crumpling the paper, throwing snowballs and finding a new one. Some respond quickly, others take more time and find evidence in the text. You can therefore work at your own pace without the exercise coming to a halt. The students like it. It works well for the teacher to stand on the sidelines and support when the students indicate that they need it. Communication and learning should not take place via the teacher. Finally, the students gather in groups of 2 or 3 students. Here, they themselves assess what is central based on questions and answers to their snowballs. Again, without the teacher having power and sitting with the result.

Evaluation of action: Partial. The vast majority of students try to answer the questions. Sometimes, however, it is difficult for them to read their classmate's handwriting or to understand what their classmate means by their question when the teacher is not there to convey and explain. Of course, they can ask for help, but they don't always do it. At the end of the exercise, they will pick up and retrieve points from the snowballs they have at the end. In this way, they are presented with new perspectives on the text that they might not have thought of themselves.

Exercise: Citizenship-oriented education

The butterfly model: Skills: "the ability to listen and observe"

The thesis is taken from the subject of ancient history, where we in 3g often have courses on ancient sculptures and body perceptions in antiquity and up through the history of Europe. The exercise can be extended to all pictures and shorter texts in all subjects. And it's computer-free, if you will.

Phase 1: The student is placed in front of the class with an art book and is now given the task of describing an ancient sculpture – so that the other students can draw it as accurately as possible – without being able to see it. No detailed instructions are given. The student describes - the others draw - and the first round usually goes a little choppy

Phase 2: Gathering in plenary on better and more precise ways of observing and explaining - the class invites in. Maybe there is someone in the class with specialist knowledge

Phase 3: New round of new unknown sculpture – new student signs up – here they are often eager to do better than the first round

Phase 4: Teacher introduces observation methods and possible subject conditions

Phase 5: The class is divided into small groups, where everyone has the opportunity to observe, communicate, listen and draw

Phase 6: Gathering – what did we learn?

Exercise: Society and Nation Building

The butterfly model

Attitudes: "Sense of responsibility towards the community/strive for the community/feel part of a community"

Level: Advanced

Subject: history/social sciences. The thesis is taken from the subject of history, where we in Vg2 often work with decolonization and the difficulties of nation-building based on Benedict Anderson's definition of the national as "imagined communities". Prior to the exercise, we have worked with colonialism, imperialism, racism and the colonies' struggle for liberation (India, Congo, Kenya, Greenland...)

- 1) We have reviewed, read and review a textbook text that explains the challenges faced by the new, free decolonized nations. They are listed: creation of a common identity, dissolution of old clan/kinship communities, training of fair and loyal officials, etc.
- 2) We now start with a fictional country, or one of the countries we have just worked with.
- 3) The students are divided into groups that can be differentiated according to ability according to the challenge:
 - a) Create a national anthem that can unite an ethnically highly divided population.
 - b) Make a draft/drawing of a large national memorial to be placed in the national square.
 - c) Draft a textbook system in the country's history - which can create a common identity/community of memory despite an ethnically very divided country.
 - d) Create a textbook system in social studies – which can practice key democratic skills. In the group, discuss what is the smallest building block of democracy.
 - e) How will you ensure loyal and fair governments, especially the police and the courts and the army?
 - f) Possibly discuss whether the country needs a "good" dictator in a transitional phase. Arguments for and against.
- 4) Students present their drafts either as presentations, in a matrix, or at small booths.

Exercise: Interpretation hypothesis

Goal: Strengthen the students' academic engagement and give them independence in relation to research in subject areas. The starting point is a module where the students will set up an interpretation hypothesis, which they will then test using their academic methods and skills.

The butterfly model

Skills:

- Independent
- Analytical skills and critical thinking
- The ability to listen and observe

Attitudes and attitudes:

- Being open to the culturally different and to other people's beliefs, perspectives on the world and practices
- Self-worth, the belief in the ability to master
- Openness to the ambiguous

Description of exercise: The central teaching module is the students' interpretation hypothesis, which explains the reality or phenomenon that the students must investigate in more detail in the module. It can be a literary text. It can be a causal relationship in history or a phenomenon in social sciences. At the start of the module, the students will create an interpretation hypothesis for what the text is about or why a trend has arisen.

Within the field, which is the centre of the course, the teacher asks the students to come up with various interpretive hypotheses, all of which are written on a blackboard or on pieces of paper that the students are given afterwards. These can be interpretation hypotheses for text analysis where the students have read the text. And now you have to make an interpretive hypothesis for what the text is about, the social trend (social studies) or the historical causal relationship. The module follows that the students in groups will test the various interpretation hypotheses that they have established, and disprove and confirm the various interpretation hypotheses on the basis of a collaboration on professional knowledge and methodological work with relevant material. The students will investigate which interpretation hypothesis is most scientifically valid based on the knowledge and skills the students have available.

Effect of exercise (data):

The students negotiate knowledge, and they negotiate which methods are most applicable and how materials should be understood and interpreted. In addition, the students work dialogically and listen to each other's suggestions and negotiate into,

or confirm, the interpretation hypotheses. The teacher serves as a guide for them in how to examine the interpretive hypotheses and confirm or disprove them. The students themselves get an idea of how they can work methodically in the individual subjects, and what knowledge may be relevant to bring into play to explain the reality or text they are set to investigate with the interpretation hypotheses.

Evaluation of exercise (did I achieve what I wanted):

The students learn from each other by participating in work where the method is at stake, and they perceive the teacher as someone who guides them methodically rather than expecting clear answers in a classic IRE structure. The challenge may be that the students do not always take as much ownership. It can also be a challenge. That the students do not work methodically thoroughly enough, as they would do if the teacher were. On with higher steering. On the other hand, it offers lower control. A greater commitment, and. Also motivation to solve the task in the best possible way. It is fitting that some of the initial interpretation hypotheses do not hold up at all and are easy to dismiss. And the interesting thing is the interpretation hypotheses, which are in a decisive battle to be the true or the right one, because here some ambiguities arise, where one can interpret the data differently.

This teaching method provides the opportunity to reject some of the preconceived notions and tendencies of conspiracy theory explanations that some students have in advance. For example, a prejudice that Western media does not cover enough abuses against the Palestinian population, unlike social media. Here you can set up various interpretive hypotheses for why this might be, and you can quickly dismiss some of the most conspiratorial ones based on knowledge of journalism and by looking at the difference between classic journalism and citizen journalism.

Exercise: Double circle - use your voice

The following exercise is from a year 2 where the students have read John Steinbeck's short story, *Of Mice and Men*.

Goal of the exercise: Dare to use your voice in the classroom. Use professional terms.

Warm-up exercise chapter 4

In this module, we focused on the American dream, and the different characters' dreams for the future. I had therefore made a PPT that contained various assumptions and questions regarding The American Dream.

The Butterfly Model

Skills: "The ability to listen and observe",

Competences: "empathy, multilingual and communicative skills",

Approaches: "respect for others"

Exercise:

- The students were placed in a double circle with a partner in front of them
- Prerequisites and questions about the dream are asked and the students answer this alternately. They both have to talk for a minute.
- After this, the outer circle rotates and all the students now have a new partner.
- Repeat the exercise

What did we learn? Dare to use their voice in the classroom (in English), which is difficult for many in this class. The security of being one among many who speak, no teacher, or students who "judge" or think you are bad at English. A good introductory lecture about the American dream, which is based on the definitions we have gone through in the hours leading up to it, as well as their preconceptions.

Exercise: Do Debate

Can be used for all academic topics

Objective: To get the students to immerse themselves in a subject area and find empirical evidence for their claims.

The butterfly model: This exercise specifically trains skills and knowledge and critical understanding in the butterfly model); i.e. it is skills such as cooperation, conflict resolution (which often occur in group work), as well as linguistic and communicative skills that are trained. In addition, the students gain knowledge, in this case, about the different economic schools.

Skills

- Ability to cooperate
- Ability to resolve conflicts
- Language and communication skills

Knowledge

- Knowledge of society

Approaches and attitudes

- Respect towards others

Tips and tricks: It is important that the students have plenty of time to prepare for the debate, otherwise they will not get hold of the new empirical data, which they are required to apply in the debate. They should also be able to practice the presentation, and help each other come up with the very best arguments (using the PEE structure).

Since only three students present to the two teams, it is important that everyone has a role in the creation of the work. All speakers thus get a crew to help them with empirical material and the structure for presentation. Each speaker has two minutes to present the argument, and it is therefore important to practice these before the debate.

When is the exercise good: The exercise is good as a rounding of a course, or as a repetition.

The teacher's role: the teacher is relatively passive in this exercise. It is important that the students get the feeling that it is their arguments and their efforts that make the debate successful. I help with empirical data if the students are away, but otherwise only try to facilitate and encourage the group work. Afterwards, I give feedback and we assess the groups' work and not least their arguments.

Exercise: Empathy walk

Objective: To create empathy for others and train one's ability to empathize with others.

The butterfly model

Values: Empathy and social intelligence.

Attitudes: Openness to what is culturally different and to the actions of others, community spirit.

Description of the exercise

The students are given one person to empathize, and they have to imagine how that person must feel about going to high school. This exercise can be varied with all types of personalities, which students will have to adapt to depending on the course they are working on.

People you have to get along with. Each student gets a person. Multiple students can have the same person.

- 1) You are a 15-year-old boy who grew up in Copenhagen. You're gay and your parents don't know. Neither do your friends. You are afraid of what your parents will say about it and whether they will accept it at all. Will they see you again? And your friends call each other gays for fun. Your parents are married.
- 2) You are a 16-year-old boy, raised in Frederiksberg. You have many different friends, some of them have a different ethnic origin than Danish, others are ethnic Danish friends. The ethnic Danes and some of those of other ethnic origins drink alcohol, but they try to stay away from it. You know your parents don't care, but you're tempted to try it too. It also becomes a small rebellion against your parents, who you think control you too much. You actually have a lot of friends, but you feel like you're an appendage; that they care about you because they have compassion for you, but you don't think they fully understand you. You think they are cooler than you, and they also find it easy to talk to the girls and others.
- 3) You are a 15-year-old girl, and your parents are from Morocco, and you were born and raised in Denmark. You have a little trouble going to school because you often see yourself as different from the others. You also often think that the teachers are racist when, for example, they always pronounce your name differently than it should and always misspell your name on the board. And you also think that

brown-skinned students are asked to put down their phones and be quiet more often than pale pink students. When the teacher asks questions, you feel that answers from students with pale pink skin are valued more than answers from you and the others with brown skin.

- 4) You are 16 years old. You were in a not very good class in primary school, and here you were clearly perceived as a struggler, and therefore you were bullied a little. Your parents don't know anything about it, and they understand that you're capable. But you have had a hard time trusting other people, and you therefore keep a lot to yourself. In class, you have learned that you should not say too much, because then you will be perceived as a struggler.
- 5) You are a 15-year-old boy who lives with your parents in Vesterbro. You went to boarding school, and made a number of friends there. But there were also some you didn't befriend. They thought you were too harsh in your tone in discussions. You don't want too much talk and care. You believe that students with academic challenges should just pull themselves together and do their homework. And in discussions, you tend to say things a little harder and more directly than you really mean. You may also find yourself rolling your eyes when someone says something you think is stupid or if it turns out that they have not studied at home.
- 6) You are a 15-year-old girl. You love going to school, and you're also pretty good at it. Both of your parents are academics (have a university degree behind them) and both are employed. You can always get help from them to do your homework. You have a handful of really good friends with whom you can easily talk about deep things – and boys. You're generally quite outgoing.
- 7) You are a 16-year-old boy who mostly lives with your father in Brønshøj. You are addicted to playing computer games and find it difficult to go to bed early. So you're pretty tired when you get to school. Your parents are divorced. Your mother has no education and is currently unemployed. Your father is a porter (drives around with patients in beds) at Rigshospitalet, so he has changing working hours. You have a lot of friends, but most of them are people you play games with. You don't have many friends at school. You find it difficult to go to school and get along. You don't get homework done and you don't get enough sleep.
- 8) You are a 15-year-old boy. You didn't really know what to do after high school. You probably wanted to go to VET (vocational education), but your parents think you should go to high school. Your father is a craftsman and your mother is a nurse, and you live together in Northwest Norway. You find it difficult to

understand what your teachers want from you and you find it difficult to prepare for class with homework. And doing tasks is difficult. You're small for your age, and the other boys in class and school seem big and full of confidence.

- 9) You are a 14-year-old Muslim girl who wears a scarf. You live in Frederiksberg, and your mother is a doctor, and your father teaches Arabic to interpreters. Your father is from Syria and your mother is from Pakistan, and they found each other in Denmark when they came here. They show you news stories about young Muslim girls in headscarves like you who get an 11.2 average, and they don't understand why you don't come home with 12-year-olds all the time. "When the education is free, you just have to work hard to do it as well as possible," they say. But they don't know about education in Denmark and don't fully understand what it takes to go to high school in Denmark. You have both ethnic Danish non-Muslim friends, but also quite a few Muslim girls who wear headscarves. Your parents are fine with both. And you are also welcome to go to the middle school parties as long as you can do homework on Saturday and Sunday.
- 10) You are a 16-year-old boy, and your parents have moved to Denmark from Bosnia and now live in Brønshøj. At school, you are most comfortable when you talk to people who are similar to you in language and clothing. And in access to the school. You find it difficult to attend school. The teacher's questions seem difficult and difficult to follow. Especially in group work, it's easy to hide and not do much, because the teachers don't seem to notice that you're not doing anything.
- 11) You are a 15-year-old girl. You live in Valby with your parents. You have always been conscientious, and in primary school you could easily keep up with the academics. You didn't really have to do homework; It was quite easy to get my homework in class. It's different with high school. You suddenly find it difficult to keep up, and you feel a lot of pressure that you cannot read all the homework for all your subjects. It's a completely new situation for you. At the same time, you think that all the other girls seem much more capable than you. They also seem to have more fun. You sleep worse and worse at night.
- 12) You are a 16-year-old girl. You live with both your parents in Frederiksberg. The summer before high school, you were diagnosed with depression. You had gone long before and felt sad and without much energy for anything other than going to school, and Corona in the spring did not make it easier to be you. You keep it very quiet so that no one else knows about it, because you think it's a bit embarrassing and you find it difficult to talk about it. Depression affects your commitment to school and your relationship with the other students.

- 13) You are a 16-year-old boy who has gone to high school and generally finds it very easy to go to FG. You easily make friends and you play music in your spare time in a band. You'll have a lot of fun with that. You have a good relationship with your parents, who are still together, and you live in Frederiksberg. It's going well at school. You easily speak up in class – and you also work well in group work. And you also find it easy to meet girls and talk to them.
- 14) You are a 15-year-old boy. Your parents divorced a few years ago, and it has taken a toll on you. You have a hard time when people get too close to you. So, it's best to make friends, but you don't see them too much outside of school. You actually have the easiest time with your classmates when there's a party and you can get drunk, and it often gets a little too drunk. At school, you have trouble concentrating.
- 15) You are a 16-year-old boy. In your circle of friends, it's common to keep an eye on each other in a way that if you do something, everyone else knows about it immediately. In your group of friends, you dress in pretty much the same clothes, talk in the same way and listen to the same music. Neither of you is particularly good at going to school and you are good at confirming to each other that it is not necessary to do homework and prepare for teaching. Some of your friends are in the same year here at FG.

Question. Students must proceed if they agree.

- I find it easy to make new friends
- I often feel understood by my friends
- I have never been subjected to negative comments about my sexuality (homophobia)
- It is easy for me to participate in group work
- I find it easy to do my homework
- I have never been a victim of racism
- It makes sense for me to go to high school
- If I get a boyfriend, my circle of friends (family and friends) thinks it's perfectly fine
- I decide for myself what I want to train for
- I find it easy to ask others for help
- I decide who I want to be friends with
- It's easy for me to attend social events with my class.
- I often feel understood by my teachers

Exercise: Active listening

Objective: Actively listen to other people's understandings and ways of seeing an academic content (or the world). Often the students participate in summary groups to verify their own understanding, but here they must actively listen to what the other party is saying and use it to develop their own understanding and learn more about the topic through input from someone else.

The butterfly model

Values: valuing the individual.

Attitudes : openness, respect.

Description of the plot

The students will demonstrate their understanding of an academic concept or of a text they have worked on. It can also be their understanding of democracy. But can also train active listening by letting students reproduce something more personal like the last time they felt cool. You can choose to prepare the students for the question as the first part of the activity, but you can also choose that they should only be introduced to what they have to talk about when they meet the conversation partner blindfolded.

The students have to stand up and are each given a piece of cloth, which they have to blindfold. The teacher moves the students around so that they are placed opposite someone else. But they must not say anything to each other or reach out to each other to find out who they are facing. We sharpen the students' focus on listening because they cannot see – and do not see body language. The teacher marks with the laying on of hands that the person must start speaking.

When everyone is seated, the teacher explains what the students have to deal with. When the students who are about to start speaking are ready, they signal by raising their hands in the air. When everyone is ready, the teacher says that everyone has to start.

A tells and B listens. They do this for 1 to 3 minutes

Afterwards, B summarizes what A said

The students then take turns so that B tells and A listens. And afterwards, A reproduces what B said.

Is there disagreement on the academic question?

Afterwards, the students can politely ask for parts of the answer to the academic question that you disagree with or are unclear about in order to listen more to the other party's arguments. Based on your listening, you must examine what the other party is saying. What is the person right about, should you have added something to your own understanding? It is important that the students use the exercise to learn more about the subject matter and gain new perspectives by including the contributions of others.

Evaluation of the exercise

The action gives empathy for what the other person says, because you have to actively listen and repeat, you get a strong focus on just listening.

Exercise: Dialogue circle

Objective: Training of professional arguments. To make the students feel that they benefit from each other's academic input and expressions in the classroom. To practice active listening.

The butterfly model: In this exercise, the students train the skill "the ability to listen and observe", perhaps also on a small scale "the sense of responsibility towards the community" (at least I would very much like them to strengthen that attitude).

Skills

- The ability to listen and observe

Approaches and attitudes

- The sense of responsibility towards the community

Context: The class has as an introductory course about fairy tales. They must prepare a written submission (see below), which consists of two grammar tasks and a short essay.

This exercise has three parts - a short text in which you reflect and two grammar problems.

1. Write a coherent text (250-350 words) Fairy tales are believed to reflect the norms of the period from which they originate. It is also believed that fairy tales were used as tools to teach children lessons, including the roles expected of them based on gender.
 - Give examples of this from the texts we have read in class and explain.
 - Consider what a modern fairy tale would be about? What problems and norms would it reflect? What gender roles would it teach?
 - Remember to use the PEE structure when writing your text.

We have worked on the construction of academic arguments (PEE/PEA), and to get started with the essay part, the students have worked for about 20 minutes to build up academic arguments that can be used in the written submission.

Exercise description: The class is divided into two, one half working on vocabulary exercises in another classroom (in a Google Doc). The other half is in my room. We create a circle of chairs in the middle of the class. The students sit in the circle without computers, only with notes on paper and pencil/ballpoint pen. We switch halfway, so that both halves come in to me and create a dialogue circle.

Effect of exercise: All students were able to say something out loud in English in the circle. Those students who were not ready to share PEEs themselves or whose PEEs "had been said" were asked to highlight the most interesting thing they had heard, or to summarize.

Evaluation of action (did I achieve the goals I wanted): The students respected each other's speaking time. Everyone sat quietly, but not everyone wrote down. It is difficult to catch each other's words in the air and get them down on your own paper. It takes practice. With this topic and at present, it is not an actual circle of dialogue, where the students largely enter into dialogue with each other and respond to each other's statements. Rather, it is a reading of professional arguments (PEEs) to each other. They are not ready to express great disagreement, but this topic may not be very conducive to that either. However, there were more "I agree with Ezra" and the like. We must continue the work on the dialogue circle, because it requires practice, so we are not there yet.

Exercise: Cracking cultural codes and feeling culturally alienated

Objective: To understand what it feels like to be outside of a cultural community.

The Butterfly Model: Values: Appreciation of cultural diversity Skills: Empathy

Attitudes: Respect, openness to cultural differences, and to other people's beliefs, worldviews, and practices

Approaches and attitudes

- Openness to what is culturally different and to the actions of others
- Respect

Values

- Appreciation of cultural differences

Skills

- Empathy and social intelligence
- The ability to listen and observe
- Linguistic, multilingual and communicative abilities
- Conflict Resolution Abilities

Description of the exercise in general:

1. The students are divided into two main groups A and B. Within each group, several subgroups can be formed, so that each subgroup consists of approx. 6 students. For example, for 24 students, we get subgroups such as A1, A2 and B1, B2.
2. Then the rules for the two main groups are handed out, so that group A gets the rules for its own group. They read the rules and complete a couple of rounds of tests to familiarize themselves with them, so they can handle them without having to look at the paper. The goal is for their actions to appear as natural as possible.
3. Then the actual game begins. One person from Group A moves to Group B – and vice versa. They will try to communicate with the other group and decode how the group negotiates. This lasts for about 10 minutes.
4. The person goes back to their group and tells how the other group communicates. Thus, they prepare the next person to transition to the second group. This takes about 5 minutes.
5. A new person leaves Group A and moves to Group B – and vice versa, to negotiate and try to understand how the other group communicates. This also takes 10 minutes.
6. The people return, and the procedure is repeated to try to understand how communication takes place in the other group. This again takes 5 minutes.

7. Now, one last time one person switches from A and B to the other group, and the last person to cross must try to get as many of the rules as possible. One person visits the other group for 10 minutes.

After this, Group A gathers to try to clarify the rules of Group B, and vice versa. Finally, the two groups A and B meet and share the rules they have managed to see through.

The whole class gathers and discusses what it was like to play the game – especially those who visited the other group get the opportunity to tell what it was like to be outside. It also reflects on what it was like to have visitors from another culture. What was difficult to understand about their otherness in action?

Rules for groups A and B, which are handed out to the students

Group A "For": To collect numbers in an order from 1-5 of the same color. Whoever gets all the numbers 1-5 of the same color first wins.

How do I get other people's number cards?

You will negotiate with each other one-on-one. This must be done without words, only with sounds and hand gestures. To start a negotiation, you have to make concrete movements. If you don't make the right movements, you can't participate in the negotiation – and you can be quarantined if you move the wrong way.

1. Person 1 wants to negotiate with Person 2.
2. Person 1 faces Person 2, face to face.
3. Person 1 lifts his right hand to his chin and pats it from the throat forward. This indicates that one wants to act.
4. Person 2 must accept the trade by moving his right index finger down the bridge of his nose. If a finger other than the right index finger is used, the negotiation is not accepted, and person 1 must move on.
5. If person 2 accepts the trade, the person must acknowledge this by patting once on the left shoulder with their right hand.

The negotiation

Then you negotiate the cards by showing what you want with your fingers. You are not allowed to speak, but can make sounds.

Person 1 and Person 2 can reject a proposal by tapping twice on the forehead with their right hand. Person 1 or 2 must now come up with a new proposal, or end the negotiation.

If persons 1 and 2 find a solution, an agreement is made by patting the right shoulder with the right hand. Both must do this before the agreement is concluded.

As a farewell and thank you for the negotiation, people 1 and 2 clap their right feet against each other. This is also done if you cannot agree. In other words, it is a farewell greeting.

You will exchange cards with each other, but at the same time consider how much you want to help the others achieve their goals. Do I swap my cards to increase the possibilities for the other so that they can finish before me?

Punishment for breaking the rules

If you break the rules or make a wrong move during the negotiations, you can be quarantined. You agree on which corner of the room those who are quarantined will sit in. If, for example, person 1 breaks the rules, the other party, or others who are watching, can give quarantine. This is done by pointing towards the corner. It is not possible to appeal a quarantine. You just have to put up with it. Person 1 then sits in the corner you have agreed in advance. You cannot participate in negotiations while you are in the corner. You can be released from quarantine by someone else from the group coming over and patting the quarantined person on the knees.

Group B "For":

To communicate with each other in an orderly and courteous manner. You have some cards in different colors and with different numbers, and you decide how you want to put together a number series, color combination or other. It's up to you. There is no winner of the game – you should enjoy yourselves.

Before the communication starts, designate one person to be the moderator of the community. The person has no special characteristics.

How do I communicate?

The game is about communicating. So you go around among each other and find someone to communicate with. When one is ready to communicate, person 1 should begin their communication with person 2 with some form of touch of the other. It can be a handshake, high-five or patting on the arms. Person 2 accepts the communication

proposal by also touching person 1. The movements should be calm and slow.

Then you talk freely for a number of minutes about what you want.

When do you start exchanging cards?

When one person tells something about yesterday's day, the other person understands that they are now ready to switch cards. An example could be: "No, now you just need to hear what happened yesterday...". As the person continues to talk about what happened yesterday, they show the card they want to get rid of, and the other party shows the card they want to give up. You do not have to explicitly (in words) express whether you accept the card, but you show that you are happy with the offer by saying something nice and positive about the other person (e.g. "That sweater looks really good on you"). You reject the offer by saying something negative about the place you are in (e.g. "Isn't it a bit cold in here?").

When both parties have accepted the card exchange, the card is exchanged. At the end, you greet each other by putting your palms together in front of you.

At the end of the communication, A and B raise their right hands to their hearts.

Exclusion from the community

Everyone can exclude each other from the community if you believe that a person has not been polite enough or has not acted fairly. This can happen if someone touches you in the wrong way, makes too fast movements, or if a person has touched a place they don't like. It can also be if you believe that a person has not complied with the rules for good communication (e.g. if you have not mentioned a person positively enough in the communication or have made the wrong move). In such cases, you place a post-it note on the person. The person with the post-it note is then banned from the community and cannot engage in communication with others, but can still walk around among the others. The community moderator can lift the ban by removing the post-it note. But only the moderator has this opportunity.

If the moderator gets two post-it notes on them, you must choose a new moderator or re-elect the same one.

Exercise: Minority background as a resource

Objective: In teaching, it often happens that majority students, who are integrated into the education system, have easier access to participate in the academic work, as their connection to reference points in the majority culture is stronger. This gives them several advantages in relation to a number of areas of knowledge, and thus also access to a discursive power in the classroom and in the education system. This is based on the resources that ethnic minorities bring with them. Is it possible to achieve a shift in who possesses power and narrative, and thus also discourse into the classroom? To turn minority experiences into a resource.

The butterfly model:

- Values: Recognition of the value of the individual and human rights, sense of belonging/part of a common narrative
- Skills: Empathy and social intelligence
- Knowledge and understanding: Knowledge of oneself and self-criticism, knowledge of and a critical understanding of the world: society, culture, and politics
- Approaches and attitudes: A sense of responsibility towards the community

Description of the exercise:

Specifically, this has happened in a course about racism and the history of immigration, where the students have written a report based on an interview with their parents or grandparents about being a minority in a Nordic country. At home, the students were to interview a parent or grandparent about their experiences of coming to the Nordic country they now live in. They also had to deal with using Baumann's categories of tourist or vagabond as a perspective into their parents' or grandparents' stories.

Effect of exercise: Majority students had challenges solving the task, and they typically wrote about their parents' or grandparents' travel experiences to other countries. Minority students, who had grandparents or parents who had come to the Nordic countries, had a clear advantage and could create stories that gave them a voice in a discourse they otherwise typically do not have access to. They were given the opportunity to have a voice. This gave the students a sense of strength and confidence, as they could actually contribute actively based on their minority experiences. They also felt that they were part of the history of the Nordic countries and that they played a crucial role in the establishment of the welfare state. This can help to feel part of Nordic society as fellow citizens rather than against citizens.

Evaluation of the exercise: The students' written products from the interviews resulted in engaged students and interesting texts that were important for the minority students to write, because they had the opportunity to tell a different story about being a minority. At the same time, they could see themselves as part of the national storytelling.

One could expand these interviews, reports and work with the subject of history by having the students develop and create a historical exhibition about the history of immigration, by including statistics, figures and even objects from their home. They would thus get an experience of how a historical exhibition can contribute to influencing the discursive power of history.

Exercise: Polyphony

Objective: Inclusion of multiple voices in the classroom and creating (critical) reflection on academic topics.

The butterfly model:

- Skills: Analytical abilities and critical thinking
- Knowledge and understanding: Knowledge of culture, media criticism, ability to self-criticize

Description of exercise: Inquiry-oriented teaching that is based on the students' knowledge and prior understanding. For example: At the start of a course about gender, we start with a current debate about gender (e.g. clothing), or how gender is performed on social media. At the start of a course on news journalism, we start with an examination of their own media image.

As a central part of inquiry-oriented teaching, the course is based on an overarching question to which there is no clear, unambiguous answer, for example "Is news journalism on social media a threat to our democracy?" or "Is AI a threat to artistic processing of reality?" Through the work with materials during the course, the students build up knowledge and use methodical, analytical treatment of the material to understand the problem better. We thus relate to linking our academic content to an examination of the overall problem of the pathway. During the course and at the end of the course, the students must relate to the overall problem in writing and include their academic knowledge in their written product. There is not one correct answer, but many possible answers, and these must be based on the material. The students' perspective must therefore be grounded in their academic competence. It is important that the material offers students different perspectives on the topic and presents different attitudes, so that they are challenged and developed in their opinions.

Effect of exercise: The academic content becomes relevant to the students, and it provides motivation to dive into the subject. The fact that the starting point is their own everyday life, which they recognise, means that the academic aspect is rooted in something that is relevant to them, but which they can also examine critically with the help of their professional knowledge. This creates motivation. As a rule, the subject also reveals some power structures that the students are unconsciously subject to.

The fact that the course is based on an academic problem means that the academic content becomes relevant for creating critical self-reflection.

The fact that the programme begins by including the students' perspective and having their perspective as the centre creates motivation to participate, and the students do not seem to be worried about contributing to the teaching. This creates a high level of activity, where many students participate, and they help explain how they see their own world and the experience they bring into the discussion. It appears to be an evaluation-free space, because the academic aspect has not yet been given precedence, and therefore the students are more motivated to participate. The students are, so to speak, experts in their own everyday lives. The academic content does not yet seem to be disruptive, and you therefore have a good background for giving your input and participating.

Evaluation of exercise:

There is typically a limit to how much critical self-reflection the students are able to exercise. Some students have difficulty getting the academic content to stick in their understanding of themselves and their surroundings. For these students, the subject matter therefore becomes an addition to their perception of the world, and they find it difficult to engage in the subject knowledge.

Exercise: Community of disagreement

Objective: To create room for disagreement and several different perspectives on a topic

Theoretical framework (and possibly butterfly): Olga Dysthe and the polyphonic classroom

Values

- Recognition of the value of the individual and human rights
- Appreciation of cultural differences

Skills

- The ability to listen and observe

Approaches and attitudes

- Being open to what is culturally different and to other people's beliefs, perspectives on the world and practices

Knowledge and understanding

- Knowledge about oneself and self-criticism

Description of exercise:

The teaching sequence aims to create a disagreement between the students, giving them the opportunity to argue for their point of view, while constantly maintaining their disagreement and not seeking a compromise.

Preparation

The teaching sequence is carried out in a relatively large room with few furniture. The students gather in the middle of the room, and the teacher stands facing the students. To the right of the teacher is a sign with "agree", and to the left is a sign with "disagree". The teacher asks a few questions, and the students then have to position themselves depending on whether they agree or disagree with the question. On this basis, the students will conduct a debate in which they debate with one or two people who have the opposite point of view.

Part 1 of the exercise - placing the students in agree or disagree

The students stand in the middle with their eyes closed. The teacher now asks a question, and the students point in the direction of whether they agree or disagree. By keeping their eyes closed, they avoid orienting themselves according to what others think, and instead focus on what they themselves think. Students must take a stand and decide whether they agree or disagree. If one is inclined to agree, one

points towards agreement. If you are inclined to disagree, you point towards disagreement, even if you do not disagree or agree 100%.

As a teacher, it may be necessary to ask more questions. Every time the teacher asks a question, he or she must orient himself or herself about which question creates the most disagreement, i.e. where the distribution between agree and disagree is equal or almost equal. The question with the most disagreement is the best question.

Part 2 of the exercise – the debate

The teacher repeats the question where there was the greatest disagreement. The students place themselves again, depending on whether they agree or disagree, and now the debate can begin. This is done by those who agree looking into each other's eyes, so that they make eye contact with one or two from the opposite side. In this way, the debate groups are formed, which now gather in pairs or three and three. Each student should come up with three arguments for his or her point of view. They might use the phrase, "I don't agree that ... because" and then make an argument. The students do this three times in turn, so that they are presented with three reasons for their point of view.

Part 3 of the exercise – smooth out

It can be uncomfortable to disagree, so in order to give the students the opportunity to smooth out the relationship, you finally ask them to praise the other person for something positive that he or she has said in their argument. In this way, the students compliment each other on the way they argue.

The community of disagreement exercise can be used in many different teaching contexts where there are possible disagreements. It can be in the textual analysis of a literary text, in the understanding of concepts, or in the understanding of historical sources. It can also be used to debate topics that are relevant in society, such as the influence of influencers, prohibitions and injunctions, or legislation.

Effect of exercise (data):

The students participate with great eagerness in the community of disagreement. They think it is a good exercise, and they feel that the teacher does not have a correct answer. Instead, they get to debate on their own terms, with their own knowledge and horizon of experience. This means that the teacher does not assess the answers with classical grading power over the students' utterances, but that the students are given the opportunity to practise listening to other people's perspectives and arguing for their own point of view. The exercise can be even more effective if you afterwards do a writing exercise or discussion where it is important to have listened to the

opposite point of view in order to make your own argumentation sharper or show the ability to relate to a topic in a nuanced way.

Evaluation of exercise (did I achieve the goals I wanted):

The exercise is good at creating disagreement and respect for the opposing point of view. The students do not judge each other's views, and the exercise provides an opportunity to express something you yourself think, while at the same time gaining an understanding of the opposing point of view and why they argue the way they do. This is an exercise that trains democracy and understanding of points of view other than one's own.

Exercise: Reflection and Critical Thinking

Goal

Inquiry-oriented didactics with a focus on (critical) reflection on academic topics. Some students have a weak academic level because they find it difficult to familiarize themselves (Hartmut Rosa) with the academic areas of knowledge and competences. They do not seem to be connected to or relevant to their own everyday lives, and therefore the academic content seems to be rather abstract and isolated from reality. And this is reflected in the students' academic level. By working inquiry-oriented, the intention is that the academic aspects should be easier for the students to engage in, so that the academic knowledge and competences become part of the students' world of experience and horizon, from which they can understand the world better.

Theoretical framework

Klafki's critically constructive pedagogy. Olga Dysthe and the polyphonic classroom.

Butterfly model:

1. Skills
 - a. Analytical skills and critical thinking
2. Knowledge and understanding
 - a. knowledge of culture
 - b. ability to self-criticize
 - c. The course can be linked to professional knowledge about media, society, democracy, sustainability, racism, etc.

Description of action

The course is designed on the basis of an inquiry-oriented didactics. The course contains a problem that is designed as a question. A question that is open and can set the stage for several possible answers. Thus, there is no clearly defined correct answer, and the question provides a space for the students themselves to discover and reflect – and perhaps even to be able to self-criticize on the basis of the academic knowledge they encounter in the process. The prerequisite is that the academic knowledge and the training of methodological skills should make the students wiser about the subject, but also wiser about themselves. With the inquiry-oriented approach, the courses are based on and actively relate to the students' own horizon of experience.

In the work with materials during the course, we build knowledge and use our analytical work to learn more about the problem. Thus, we relate our academic

content to an examination of the overall problem of the course. At the end of the course, the students must relate to the overall problem in writing and include their academic knowledge in their written product. There is not one right answer, but many possible answers. The students' perspective must be justified by the academic competence.

Effect of action (data)

The academic content becomes relevant to the students, and it gives you the opportunity to dive into the academics. Most often, the academic aspect is also to reveal some power structures that the students are unconsciously subject to.

The fact that the course is based on an academic problem means that the academic content becomes relevant for creating critical self-reflection.

That the course starts by including the students' perspective and having their perspective as the center. Creates a motivation to participate, and the students do not seem to be worried about having to contribute to the teaching. This creates a high level of activity, where a lot of students participate, and they help explain how they see their own world and the experience they themselves bring into play. It seems to be an evaluation-free space, because the academic aspect does not yet take up any space, and therefore you have more courage to participate. You are, so to speak, an expert in your own everyday life. The academic content does not yet seem disruptive, and you therefore have a good background for giving your opinion and participating.

Evaluation of action (did I achieve the goals I wanted)

It is typically limited how much critical self-reflection the students are able to exercise. The academic content sometimes has difficulty biting into the students' understanding of themselves and their surroundings. If there is no horizon fusion between the academic content and the students' own world of experience, the subject typically becomes an appendix to their perception of the world.

Exercise: Knowledge building and visualization

Goal

To create a student-centred understanding of knowledge and key concepts linked to the building of professional knowledge. A knowledge building where the teacher does not have the central evaluation mechanism. Much of the teaching is structured according to *IRE* sequences (*Teacher Initiative, Student Response, Teacher Evaluation*). *The purpose of the action is to change the dialogical structure and instead let the students create knowledge through dialogues, where the students through negotiations with each other build up the knowledge that is essential for the individual module.*

Theoretical framework (and possibly butterfly): The theoretical framework is Olga Dysthe's dialogical classroom, where you become wiser together by listening to each other's perceptions and perspectives. Knowledge is also democratic.

Butterfly model

Values

- Sense of cohesion/part of a shared narrative

Skills

- The ability to listen and observe
- Ability to cooperate

Knowledge and understanding

- Knowledge related to academic topics

Attitudes and attitudes

- To be open to what is culturally different and to other people's beliefs, perspectives on the world and practices

Description of action: At home, the students have read background knowledge. This is not a prerequisite. In the lessons, the students were put in a circle where they go through the homework together and relate to what they had found interesting and important. The teacher can be called in if something is not clear to the students. The circle was to form an understanding that together they should create knowledge and give their perspectives on knowledge together. As a product requirement, there can typically be an illustration. Where? Knowledge must be included. As part of the visualization. For example, it can be models or concepts that are explained through visualizations.

The teacher is included as an inquiring partner who asks about their visualizations and the way the students have understood their knowledge, which can be seen in their visualization. The teacher can also make suggestions on how to visualize concepts and knowledge, or if/where to clarify the visualization. In this way, I, the teacher, will be an inquiring partner who will help ensure the development of the students' understanding.

Effect of action (data): In the work with these visualizations, there is a negotiation about knowledge. And the students listen to each other's understandings and disagreements and negotiate their way to a clear knowledge through their questions and wonder about their own knowledge and the knowledge of others. The dialogue between the students is conducive to their acquisition of knowledge. The teacher must support the students' understandings and their visualisations and ensure that the academic knowledge is in accordance with the academic knowledge that is expected.

Evaluation of action (did I achieve the goals I wanted): The students must be trained and instructed in the purpose of knowledge negotiation and visualization. They must also be taught not to expect an IRE model and instead focus on building their own perspective.

It is a challenge that the teacher has such relatively little control and control over the students' understanding of the subject knowledge. Therefore, one must expect the teacher to use writing exercises or other things that give a clear understanding of where the students have grasped the essentials and where they have not understood the knowledge in question. There seems to be a tendency for students who find it difficult to take responsibility for their own learning to participate in knowledge building and take it seriously. Of course, this has consequences for their academic ability in the subject.

Involve to Evolve – conference with workshops

From the start, student involvement became a marker for the project. We wanted to involve the students in the selection of the topics for the conference, and in the development of workshops for the conference as well. They were also involved in the teaching. Therefore, the project was aptly named *Involve to Evolve*.

In the following, we describe how the students have been involved in the following areas:

- student involvement in the development process of the conference
- student involvement in the preparation of workshops at the conference
- student involvement in the development of the students' daily lives

Student involvement in the developing the conference

Frederiksberg November 2022

The students were involved in the process through several initiatives. After the first year, in November 2022, the teachers held a meeting in Frederiksberg with the participation of two student representatives from each of the three schools. The six students chose the democratic challenges that the project should be based on, having already talked to their fellow students back home. The topics of our conference and of the content of the teaching were governed by the students' interests and choice of democratic challenges.

Tisvilde April 2023

Based on the student representatives' input in November 2022, the teachers continued to work on the development of the student camp in Tisvilde, which took place 24th – 25th April. Here, all the teachers and students participants met. The students chose between the workshop topics that the student representatives had chosen at the meeting in Frederiksberg. The teachers received input and ideas from the students on what the content of the workshops could be. Each student was given the opportunity to give his or her perspective on three workshops. At the end of the camp in Tisvilde, we tested a few workshop activities that had been developed at the camp. This way the students played a significant role in the development of the workshops and topics, which were to unfold in the following school year 2023/2024 and be realized at the conference.

Autumn 2023 and spring 2024

During the 2023/2024 school year, the three schools worked on topics that the student representatives had suggested and that all students had given input to at the camp in Tisvilde. However, this was not the full list of topics that the project could take care of, as the students across the three schools would like to work with the same topics. Therefore, at a meeting with the teachers involved, it was decided which topics would be the final ones, and which the teachers could see included in their teaching. Some topics were only addressed at two of the schools.

The six final topics and subsequent workshops were:

- The good conversation
- Fake news and social media
- Well-being and mental health
- Power in the classroom
- discrimination
- The limits of freedom of expression

In teaching at the schools, the students gained professional knowledge and a deeper understanding of the topics that they needed for the development of workshops. Along the way, teachers also tried out various workshop activities as part of the pedagogical practice in the teaching.

The students were put into transnational groups to work with the topics and develop workshops. The groups met online and developed workshops based on the academic work they did in class. Each group were led by a teacher or managers from one of the partners.

Spring 2024 - development of the conference

In the spring of 2024, the students developed the workshops for the conference based on teaching the subjects at the schools. The requirement was that the students themselves should be responsible for carrying out and organizing them. The workshops contained and were based on professional knowledge, which was translated into a concrete student activity. The workshops should not just be student presentations, but should include an activity that would teach the visitors of the workshop something by involving a bodily experience.

The student activities at the workshops will be unfolded in the following. Here it is also clarified how the workshops use the butterfly model - *Reference Framework of Competences for Democratic Culture*. Experience and evaluations show us that the work of facilitating the workshop has given the students a strong learning and

understanding of the value of the competence goals that are linked to the individual workshop. So, by conceiving, developing, and finally facilitating the workshop, students have gained an understanding of the relevant competency objectives.

Workshops at Kuben Upper Secondary School, Oslo

In April 2024, the workshops and the conference took place in Oslo.

The day before, everybody met at Kuben Upper Secondary School in the rooms where the workshops were to take place. Here, the students tested their workshops on each other and received input on how they could be improved and fine-tuned. On this basis, they were ready for the following day to hold workshops for the visiting students.

The workshop were held at Kuben, where the involved students held workshops for approximately 120 visiting students and their teachers, from other schools in Oslo. Each visitor attended three workshops each.

Conference at The House of Litterature, Oslo

The next day, we held a conference at The House of Litterature Oslo, which was open to the public, and attended by staff/mangagers from the Oslo City Education Agency, other schools in Oslo and surrounding area, and local NGOs working with teenagers. The students, teachers and researchers presented their findings and experices from following or taking part in the project. There was also a panel debate. Two workshops from the preceding day were included in the conference, and led by the student group. This activated the audience and showed them the practicality of the project and of including the students.

In the pages below, we have described the workshops.

Workshop: The Good Conversation - Teacher and Student

The democratic challenge that the workshop works with:

The good conversation between teacher and student

Objectives of the workshop

To give the students a perspective on how to speak nicely and politely to each other - also with their body language. Especially when you disagree.

Description of the workshop

The workshop contains two activities, and the idea is that the workshop participants use experiences from the first activity for the second activity. The workshop will take place in a relatively large room without tables and chairs.

Activity 1: Courtesy and rudeness

In the first activity, you have to learn tricks from politeness and rudeness, and you have to learn how to argue. In Oslo, there were about 16 workshop participants, which we divided into two groups - A and B. Each group chooses one person to be the debater and represent the group. The group acts as support for the debater and can come up with ideas for what the debater should say and do.

In the first activity, the workshop participants had to become aware of and try to use politeness and rudeness. On the floor, two signs are placed - 'for' and 'against' opposite each other, with room for the students in groups A and B to stand behind their own signs. Each of the debaters must now speak either for or against a topic. A workshop facilitator gives the debaters the topic they need to discuss, and the debater then has the opportunity to get help with his or her argumentation from the others in the group. When workshop participants debated with each other, they were given a note by the facilitators stating what courtesy or insolence they should use.

The student representatives could talk to their group about how the courtesy/ rudeness could be done and in this way involve the other students in what politeness/rudeness can look like. This conversation allows more people to reflect on politeness and rudeness, and at the same time, a group creates a sense of security for the students who do not want to stand up and speak. At the conference, group A became the group that has to do polite things, while group B has to do the opposite; be rude. You could easily change it so that you would try to be both polite and rude.

A topic could be free abortion, fast fashion or school uniforms, but it could also be professional debates.

Overview of the courtesies and rudeness the student representatives should use in their debate

Courtesy	Rudeness
<p>Acknowledge the opposing party's argument</p> <p>Through body language and words, to make the other debater interested in saying more</p> <p>Detect errors in the opposing party's argumentation, but in a polite manner</p> <p>Use your tone of voice to create a courtesy</p> <p>Appreciate the other party's argumentation</p> <p>Point out the positive aspects of the opposing party's argumentation (language, body language, facial expressions)</p>	<p>Doubt the opposing party's argument</p> <p>Say something or use your body language to keep the other party quiet</p> <p>Through body language, to signal contempt for the other person's point of view</p> <p>Using your tone of voice for rudeness</p> <p>Mocking or being condescending to the other party's argumentation</p> <p>Point out the negative aspects of the opposing party's argumentation or way of presenting the argument (language, body language, facial expressions)</p>

2. Activity: Politeness and rudeness in a community of disagreement

After activity 1, the workshop participants had to apply what has been learned about politeness and rudeness in a new workshop that is based on a community of disagreement. The students gather in the middle of the room, and the teacher faces the students. To the right of the teacher is a sign with 'agree', and to the left of the teacher is a sign with 'disagree'. The teacher asks some questions. And the students must then position themselves whether they either agree or disagree with the question the teacher asks. On this basis, the students must make a debate where they debate with one or two people who have the opposite point of view.

Part 1 of the activity – placing the students in agree or disagree

The workshop participants must gather in the middle of the room and all face the workshop participants. To the left of the workshop participants is the sign 'disagree' and to the right 'agree'. The workshop participants are instructed to point out where

they want to go when the question is asked. The workshop facilitator now asks the workshop participants to close their eyes, so that they relate personally to the question that is being asked, and do not do what everyone else does. The facilitator now asks a question, and the workshop participants point in the direction of whether they agree or disagree. By keeping their eyes closed, they avoid orienting themselves according to what the others might think and instead find out what they themselves think. Workshop participants must take a stand and decide whether they agree or disagree. If you are inclined to agree, then you should point to agree. If you are inclined to disagree, you should point to disagree, even if you do not disagree or agree 100%.

Part 2 of the activity – the debate

The workshop participants now position themselves again whether they agree or disagree, and now the debate can begin. This is done by the agreeing and disagreeing looking each other in the eye, so that you make eye contact with one or two from the opposite point of view. Thus the debate groups have been formed, and they now go against each other and gather two and two or three and three. Each workshop participant must come up with three arguments for his or her point of view. You can use the phrase: "I don't agree that... because" and then come up with an argument. The students do this three times in turn, so that they are presented with three reasons for their point of view. It is now important that the facilitators listen to whether there are any courtesies or rudeness at play. In this way, the central thing becomes politeness and rudeness and not what you think about a given topic. In Oslo, the facilitators tried to hand out yellow and red cards if rudeness was used - and too many.

The workshop participants were asked three questions. For the second question, the facilitators moved the signs 'agree' and 'disagree' after the workshop participants had placed themselves. In this way, the workshop participants now had to argue for a different point of view than the one the participant initially possessed.

The topics were: Messi or Ronaldo (who is better), social control, freedom of speech

What experiences will you pass on to others who will be holding similar workshops?

In both activities, it can make good sense to divide the students into smaller groups, so that there are not only two groups with 8 participants in each group, but instead 3-4 participants. When there are five workshop facilitators, you should be able to divide into smaller groups.

The connection between the two activities must be made visible, and we tried to give points every time you were polite or deduct points when you were rude. This element can be further clarified by e.g. giving post-its in one colour when a participant is polite and post-its in a different colour when the participant is rude. The one with the overall highest score 'wins' the workshop for the good conversation.

Competencies in the butterfly model

Values:

- Appreciation of the value of the individual.

Attitudes:

- Openness to the culturally different
- Respect

Skill:

- Empathy and social intelligence
- language and communication skills

Workshop: The good (manager) conversation

The democratic challenge that the workshop works with

How do polite maxims or rudeness maxims affect the relationship between teacher and student in a school? How does the good conversation between teacher and student develop when the power relationship is unequal?

Objectives of the workshop

That the participants must gain knowledge about the mechanisms that create a good or bad conversation with actors at a school – or in an organization/conversation.

Description of the workshop

1. Icebreaker: Democracy Fitness

The participants are asked to go to the right or left, depending on whether they identify most with yes or no to a number of questions that are based on the problems of the workshop, e.g. "Do you find that the teachers discriminate between the students because of cultural background?"

2. Participant exercise: Dramatization of teacher-student conversation

The participants are divided into groups, so that two people are assigned roles as teacher and student, respectively, and two people observe. The two roles now carry out a teacher-student conversation with various prefabricated cases, so that the roles along the way "draw an emotion," e.g. "happy," "sad," "annoyed" and must use this emotion in the role-play. The observers study how emotions affect the development of the conversation. After completing the role-play, the observers are consulted about their impressions and roles are swapped.

3. Presentation with powerpoint: Background, theory and numbers

A short presentation based on PowerPoint about the underlying theory and the questionnaire survey that has been carried out among the schools' students about their experience of the relationship between students and teachers.

4. Evaluation/learning summary

The participants write their most important learning on a post-it and pass on to the organizers.

What experiences would you like to pass on to others who are going to hold similar workshops?

Participating students, who may not know each other in advance, generally find it easier to use the more strongly controlled sequences, such as democracy fitness, than the drama part, which requires creativity. The experience is that the organizers grew a lot with the task and took on the necessary responsibility.

Competencies in the butterfly model:

- **Values**

Appreciation of the value of the individual Valuing the rule of law Being part of a common narrative

- **Approaches**

Openness to other people's opinions Respect Belief in one's own ability to master Open to the ambiguous

- **Skills**

Ability to listen and observe Language and communication skills Ability to cooperate Ability to resolve conflicts

- **Knowledge and understanding**

Knowledge and critical understanding of language and communication

Workshop: Social media and fake news

The democratic challenge that the workshop works with

Fake news and social media.

Objectives of the workshop

The goal of the workshop was to enable the students to distinguish between fake and real news, as well as make them aware of the extent to which fake news spreads. Working with fake news and social media is important for several reasons. The most important thing we have worked on is that fake news increasingly poses a threat to democracy, in that it can distort public debate, manipulate voters and undermine trust in information sources. Fake news can also exacerbate social tensions, create divisions in society and promote polarisation. In addition, the spread of fake news can threaten individual integrity by exposing people to false accusations, rumours and misinformation.

Description of the workshop

The workshop consisted of three parts:

1. **Icebreaker: Two Truths and a Lie.** The participants in the workshop were divided into small groups and placed in a circle. Here they were asked to tell two truths and a lie about themselves. The others in the circle then had to guess which one was the lie.
2. **Screening of student-produced film:** Then the participants had to watch a film about a girl who was exposed to false rumours at her school, as well as the consequences this had for the girl.
3. **True or false?:** In the final part of the workshop, the participant had to guess which news was true and which was false. Posters were hung up in the room to help the participants understand how to check the validity of the news.

What experiences will you pass on to others who will be holding similar workshops?

The biggest challenge (and strength:)) of the workshop was that it took place in three different languages. The language barrier sometimes made the participants a little unsure of what to do, but gradually we learned a little language from each other, and helped where we could. Clear and concise communication is important.

Competencies in the butterfly model

- **Values**

Appreciation of the value of the individual
Being part of a common narrative
Valuing democracy

- **Approaches**

Openness to other people's opinions
Respect
Belief in one's own ability to master
Open to the ambiguous

- **Skills**

Ability to listen and observe
Language and communication skills
Collaboration skills

Analytical skills and critical thinking

- **Knowledge and understanding**

Knowledge of and critical understanding of language and communication

Knowledge of critical understanding of society, politics and media

Workshop: Well-being and mental health

The democratic challenge the workshop works with

That many students do not thrive mentally, and therefore neither feel ready to participate in community and democracy, nor do they feel part of the community.

Objectives of the workshop

The goal of the workshop was to enable the students to strengthen their empathy muscle through exercises such as role cards and conversation. They must have insight into the things that help to affect the well-being of others – and their own – both positively and negatively. To make the students want to participate in the community at their own school, and help them understand that social initiatives can contribute to better mental well-being.

Description of the workshop

The students present the workshop to the guests.

1. We start with an ice-breaker to make the students see that they have more things in common than they think. In the extended model, the students start by standing in a circle.

Description of the ice-breaker: A student says something they think they share with many people. For example, "I love watching series!". Anyone who also loves to watch series takes a step forward into the circle. When everyone has said a statement, we switch to saying something you think you are the only one who does/thinks/likes. For example, "I like French jazz a lot" – if others also like French jazz, they step into the circle. Unfortunately, there was no time for this extended model at the workshop. We just did a round with something the students liked.

2. Empathy exercise (privilege walk)

The students are each given a role card with the description of a role (a person). Some of the characters are based on fictional characters we have come across in class.

The students line up in a long row. We read a statement aloud, and then the student has to relate to the statement. For example, "I can always get help with homework at home" – if the role can get help with homework at home, they take a step forward.

3. Reflection exercise in pairs

When the exercise is over, the participants reflect on the exercise in pairs.

- Why has your role been promoted/retained? Why did your role go so far/so short?

- What did you get out of the exercise? How is this related to young people's mental well-being and health?

4. The students from Frederiksberg presented social initiatives at FG, as a suggestion on how to improve mental health.

Q: Would this help at your school? How can you help implement something similar at your school?

What experiences will you pass on to others who will be holding similar workshops?

It was both exciting, but also a great challenge, to take place in two different languages (Danish and Norwegian). The 'guests' in the workshop were all Norwegian, and many had difficulty understanding the Danish language, and therefore the Norwegian students quickly became the leader of the workshop. Since the students who developed the workshop were very concerned with the influence of the 'school system' on the students' mental well-being, it was also a bit of a challenge, as the systems in DK and NO are slightly different. It is important to focus on what is common to the countries and on what the students have a great opportunity to influence (there is a little longer to change the school system and grades, but if the workshop makes the students want to influence the system through democratic processes, then it is a success!).

Competencies in the butterfly model

Values:

- Appreciation of the value of the individual
- Sense of cohesion/part of a shared narrative

Attitudes:

- Openness to the culturally different,
- Respect
- Sense of responsibility to the community

Skills:

- Empathy and social intelligence
- The ability to listen and observe

Workshop: Power in the classroom

Democratic challenge that the workshop works with

Power in the classroom

Objectives of the workshop

To get visitors to reflect on who exercises power in a classroom and how it works in practice. Furthermore, there was a purpose to get visitors to think about positions of power in a classroom.

Description of the workshop:

The workshop that the students conducted was based on surveys of a total of over a hundred students from Norway, Denmark and Sweden. The results were posted in the classroom for visitors to watch and discuss.

The workshop itself started with an icy scenario that was played out for the visitors. The idea was that visitors would not understand that it was theatre that they were witnessing, but that they would believe that what was happening was real. As some kind of performance art. We used actors who played out different scenarios for different visitors. For example, an authoritarian teacher who insults and intimidates his students. Or vice versa. Students who don't listen and harass the teacher. Then the spectacle was interrupted and the visitors were allowed to discuss what they saw, how they experienced the situation and what they think should be done to change, prevent and improve the situation.

Furthermore, the visitors got to take part in different cases where they then had to take a stand by picking up in different places in the classroom. Then they discussed the case.

The classroom was also decorated with various photos that illustrate different forms of power in the classroom. On the way out, they saw a picture of a classroom and circled which place/position in the classroom they felt most safe.

What experiences would you like to pass on to others who will be holding similar workshops?

That it can be effective to use images, acting and value exercises to create a basis for discussion and reflection on difficult topics. It illustrates problems, brings the subject to life and is thus a good basis for initiating thoughts and reflection.

Competencies in the butterfly model

The connections to the butterfly model we have worked with are many. Here are some examples.

Attitudes

- Respect
- Responsibility and strive for the common good of society

Knowledge and understanding

- What is legal, both legally but also morally
- Language used (teacher's and students')

Skills

- Empathy
- Ability to listen and observe
- Analytical skills and critical thinking skills to interpret situations

Workshop: Discrimination

Democratic challenge that the workshop works with Discrimination

Objectives of the workshop

Highlighting situations where discrimination occurs and discussing how they could have been avoided.

Description of the workshop

The workshop was based on different cases. The case was read out to the participants and they then had to decide whether the case describes discrimination by placing themselves in different groups, yes – no – maybe. Participants were asked to justify their positions. Then they had to discuss in the group how the situation could have been avoided or handled better. The workshop ended with a summary. On the walls, we had put up posters (enlarged photos taken by the students) that illustrated different situations where discrimination occurs.

What experiences would you like to pass on to others who will be holding similar workshops?

To prepare follow-up questions and "twists" of the case to get the discussion started in the groups.

Competencies in the butterfly model

Values

- Appreciation of the value of the individual and human rights
- Fairness

Skills

- Analytical skills and critical thinking skills to interpret situations
- Empathy
- Ability to cooperate
- Conflict

Attitude

- Respect
- Openness to the ambiguous
- Knowledge and critical understanding

Workshop: Freedom of expression

The democratic challenge that the workshop works with

That we do not dare to express our opinion in the public space

Objectives of the workshop

To challenge the participants to express their opinion, to be able to see and an issue from the perspective of others (empathy) and then be able to debate it in a community of disagreement in the public space

Description of the workshop

The workshop includes two activities. First, the participants are presented with some controversial statements through pictures in a ppt, after which they must answer a menti/survey about whether they feel they can express their opinion in the classroom/in other arenas. In part 2, they are first given a card each, which states whether they should agree or disagree with the statements that are subsequently shown on the board. Then they will debate the claim based on the position they have drawn, and finally evaluate what it was like to try to argue from a different attitude than you have.

What experiences will you pass on to others who will be holding similar workshops?

We had large groups with up to 30 participants and it was a bit difficult to get everyone's voices across. It may therefore be a good idea to divide into smaller groups that are then less teacher-controlled to get everyone's voices heard. It is also a good idea to let the students come up with suggestions for what are controversial topics - but still have some suggestions on hand if they run out of ideas, You can also switch roles from agree to disagree to try to stand in several perspectives on the same issue.

Competencies in the butterfly model

Values

- Appreciation of cultural diversity

Attitudes

- Openness to the culturally different
- Respect

Skills

- Empathy and social intelligence
- Language and communication skills

Student involvement in their everyday life at school

At Frederiksberg Gymnasium, the teachers have worked more closely with the class and have involved the students in some aspects of teaching that are linked to the students' daily lives. The teaching team that has been involved in the project has had meetings about the class in the second week and has had the opportunity to work together on, for example, homework, note-taking techniques and similar focus points that are linked to giving the students a mastery experience of being in high school. It has been a strength to be able to work so closely together on the project and to work so closely together on the students' learning and the competencies that we have wanted to practice with the project - and with the teaching in general.

Another concrete initiative has been to work with some of the topics that are on the students' minds in their schooling, e.g. grade interviews. In connection with the course on the good conversation, the students have produced videos that exemplify what the bad and the good grade conversation look like from a student perspective. They have used their own experiences as a starting point, and through the Danish subject have become acquainted with face-theory and politeness/rudeness. The students have used these concepts in their script for their videos about character interviews. They have been given descriptions of student types and have been given points that the teachers would like to see the students work on, and these used the students to familiarize themselves with what the teacher wanted to say to a student in a grade discussion.

The small production has several purposes:

1. The production of scripts and films gives students an opportunity to apply their professional knowledge to something concrete that they produce themselves
2. The students become aware of the requirements for study competence and what the grading is based on, among other things. This can create fertile ground for reflection in the students on where they can take action themselves
3. The fact that the students produce a video of a good and bad grade interview provides a good starting point for the teachers to discuss how a grade interview takes place and looks from a student's perspective. This provides an opportunity for teachers to discuss what a grade interview should look like and what the requirements are for such a conversation. In this way, the students can help develop by involving their gaze.

Disclaimer



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