COL·LECCIÓ DOCÈNCIA I METODOLOGIA

Learning Situation "From The Participatory School to The Democratic Society"

A Didactical Proposal for Secondary Education and Higher Cycle of Primary Education

Secció d'Educació Infantil, Primària, Secundària i Formació Professional de l'Institut de Desenvolupament Professional (IDP)

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Abstract

Participation and Democracy, concepts recognized as essential human rights, are fundamental to build a just and equitable society. This didactic proposal aims to foster these values, promoting ethical and active learning to form committed citizens. The aim is to empower young people as agents of change, promoting a fairer and more supportive society. Participation is defended as a citizen's right and as a central pillar to develop social and civic skills that prepare students to face the challenges of a democratic society, with a focus on rights and global citizenship.

Key words

Democracy, Participation, Citizenship, Society, School.

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From The Participatory school to The Democratic Society. Teaching guide.

Introduction

Participation and democracy are key elements in building a just and equitable society. Recognised as a fundamental right by the Universal Declaration of Human Rights, the exercise of civic participation becomes an essential part of the learning process for all members of a community.

Participation entails being aware of being part of a community, collaborating with others and expressing opinions on issues that affect us. Through this ethical learning, students develop an active and committed position within society enabling them to contribute to solving challenges and crises in a collaborative and constructive way.

This didactic proposal views participation as a methodological tool for building the desired future reality for the community, and at the same time, as one of the best pedagogical processes for educating citizens in a democratic society. It is therefore vital that education centres[1] consider the active participation of students in decisions that affect them directly or indirectly.

Furthermore, we place great importance on trusting young people. The more participation and diversity there is, the more opportunities our students will have to find their place to express themselves and contribute meaningfully to the transformation of their environment towards being more equitable and solidarity.

The primary objective of the didactic proposal developed by the working group 'Situaciones de aprendizaje sobre participación y democracia' (Learning situations on participation and democracy)[2] of the IDP-ICE of the University of Barcelona is to promote the development of competences related to participation and democracy in students of Primary Education, CSE and Baccalaureate. The working group consists of teachers from the 'Red de Educadoras y Educadores para una Ciudadanía Global' (Network of Educators for Global Citizenship), who have extensive experience in educational practices in this field, and have published didactic proposals, such as «La democracia más allá de las urnas» (Democracy beyond the ballot box), which is available in the Global Express collection.[3] This document provides the

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1 Transformative Educational *Centres. Traits and proposals to move forward* (2018) Three are traits in relation to participation and democracy in a transformative educational centre: Participation - trait 4 of centre culture -; Practices for impact and transformative action - trait 9 of pedagogical keys and transformative methodologies; and Participatory and inclusive organization - trait 13 on planning and organization of the centre.

2 Learning situations are scenarios that students encounter in real life and from which schools can start to develop learning.

3 Free consultation and download material at www.kaidara.org

theoretical framework for this current proposal.

Our intention was to review these materials and experiences with the aim of adapting them to the current educational legislation on learning situations, thus providing a useful tool for teachers.

In summary, this didactic proposal seeks to educate committed citizens, capable of participating actively in society and in the decision-making that affects them. By learning participation and democratic values, it aims to empower students to become agents of change in their environment, thereby contributing to the building of a more just and equitable society. The proposal places participation as a fundamental right of citizenship at its core, enabling students to develop civic, ethical and social competences needed to face the challenges of a democratic society.

We sincerely thank the IDP-ICE of the University of Barcelona for recognition of our commitment to democratic education and for the opportunity to be associated with the Project DEMOCRAT. This will help us to further our goal of promoting rights and global citizenship among young people to contribute to the formation of responsible citizens committed to social transformation.

Pedagogical basis

The pedagogical bases used to design a learning situation are:

— Inclusive education is a model that seeks to meet the learning needs of all students, with special emphasis on those who are vulnerable to social exclusion.

— The Universal Design for Learning (UDL)[4] is a model for reformulating education. It provides a conceptual framework and tools to analyse and evaluate curricular designs and educational practices. It helps identify learning barriers and promote inclusive teaching approaches. It also encourages offering alternatives to motivate, represent content, express oneself and act.

— Design Thinking is a methodology applicable to the classroom for solving problems or addressing challenges, offering solutions responding to the real needs of people. It encourages empathy, intuition, creativity and the generation of innovative ideas, with the view to involving the entire society in the process (agencies, civil population)

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4   Alba-Pastor, C. (2019)

⸺ Eco-social education[5] is an approach that emphasises the centrality of life within the school environment. It analyses interdependence and eco-dependence in order to transform educational centres as well as the ecological and social environment. We view the educational community as an ecosystem that attends to the needs of all living beings in their environment. It offers students to practice freedom in a democratic community that is recognized as vulnerable: It is affected by the wounds of inequality, threats to diversity, hate speech and, most importantly, the climate emergency. Youth organisations remind us of this through different channels, while confronting global warming, loss of biodiversity, sexism, racism or the ideological tide of the global extreme-right.

Competences for responsible Democratic Citizenship

Encouraging participation in education fosters active engagement and critical thinking, promotes a sense of belonging and responsibility, fosters collaboration and teamwork, and improves problem-solving and decision-making skills.

Fostering democracy in education empowers students to have a voice and make decisions, teaches respect for diverse opinions and perspectives, prepares students for active citizenship in a democratic society, and promotes a culture of inclusiveness and equality.

The primary objective of this didactic proposal is to promote the development of competences related to participation and democracy in students of higher cycle of Primary Education, Compulsory Secondary Education (CSE), Baccalaureate and Vocational Training. It acknowledges the significance of democratic participation in establishing a just and equitable society and aims to prepare students to be active and conscious citizens in a democratic society.

In order to create a participatory and democratic school environment, a combination of strategies and practices is required that will empower students and encourage active engagement. It is also required that teachers understand, value and give space to the abilities and opinions of students. The proposal is based on the creation of environments of listening, dialogue and debate in the classroom, where empathy and respect for different perspectives are promoted, and where confidence and security are generated so that students feel motivated to participate. Here are some key elements to achieve this:

⸺ Empowering students: give them a voice and involve them in decision-making processes. Encourage them to take responsibility for their learning and provide them

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5   Assadourain, Erik *et al.* (2017).

with opportunities to make decisions and contribute to the school community.

— Promote collaboration: create a collaborative learning environment where students work together on projects, problem solving and decision making. Encourage teamwork, cooperation and mutual respect.

— Encourage open and honest communication between students and teachers. Create a safe space for students to express their thoughts, ideas and opinions.

— Encouraging critical thinking: encourage students to think critically, question and analyse information. Provide them with opportunities to explore different perspectives and develop their own opinions.

— Involve students in decision-making processes by giving them opportunities to participate in school governance, policymaking, and curriculum design.

This approach aligns seamlessly with the competence framework presented by the project DEMOCRAT,[6] which lays the foundations for responsible democratic citizenship. Our didactic proposal deploys these competences seeking to promote participation and democratic values through concrete strategies in the school environment, with an objective that shares the vision of DEMOCRAT's competence framework of preparing students to be active and conscious citizens, integrating the values of democracy as a socio-political order and a way of life.

Objectives

The objectives of this guide are:

— Promote democratic values and principles in schools, encouraging active participation and decision-making by students.

— Promoting civic engagement: by providing practical strategies and resources, empowering students to become active and responsible citizens.

— Improving critical thinking: The guide aims to enhance critical thinking abilities among students, encouraging them to question and analyse information, and make informed decisions.

— Developing collaboration and communication abilities: through collaborative learning activities and effective communication strategies.

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6 The project DEMOCRAT, funded by the HORIZON EU programme, aims to develop a European competence framework for responsible democratic citizenship.

⸺ Enhancing the voice of students by ensuring that their opinions and perspectives are valued and considered in the decision-making process.

⸺ Providing practical guidance: By offering practical guidance and examples, the guide seeks to support educators in implementing democratic practices and principles in their classrooms and schools.

⸺ Raising awareness among students about the ability to influence and participate in a community, both at the school level and in the closest environment.

⸺ Enhancing students' understanding of their capacity to influence and participate in a community, both at the school level and in the nearest environment or globally, knowing the functioning of spaces and mechanisms of citizen participation.

Pedagogical model

An inclusive and multilevel pedagogical model is being proposed,[7] involving students from different educational levels and subjects.

Activities are being designed to address challenges around participation and develop specific (subject) competences related to democratic citizenship.

This model involves the following key elements:

⸺ Student-Centred Learning: The focus is on the individual needs, interests and skills of the student. Students have a voice in their own education and actively participate in the learning process.
⸺ Collaborative decision-making: Students and teachers collaborate to make decisions that affect the school community. This includes decisions about curriculum, regulations, and policies of the education centre.
⸺ Democratic governance: The school operates with a democratic structure and processes. Students have the opportunity to participate in decision-making and take on leadership roles.
⸺ Community participation: The school actively engages with the local community and fosters partnerships and collaboration. This includes involving families, community members, and organisations in the educational process.

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7   According to Pilar Arnaiz (2003), it is another way of planning attention to diversity in the classroom from an inclusive perspective, because it allows each student to find, regarding the access and development of content, activities according to their level of curricular competence, and these allow them to progress, and involvement, in a personalized way.

To address these objectives, the didactic proposal outlines activities organised by circles from lower to higher incidence:

— Circle I: Our school
— Circle II: Nearby environment (family, friends, neighbourhood, associations)
— Circle III: City, Autonomous Community / Country, World

For each circle, activities of exploration, creation and action are proposed, allowing students to acquire significant experiences and apply the knowledge acquired in real situations.

The proposal can be conceptualised as a single learning situation which, from the closest, concrete, local level, is interconnected with global challenges and challenges. Thus, within each smaller circle, knowledge, abilities, strategies and consensus are mobilizing, preparing for the development of the final project. The emphasis is on learning to participate by participating: *From The Participatory school to The Democratic society.* However, without losing the global perspective, the circles can also be worked out independently. This makes it a flexible proposal.

Figure 1

Source: own creation

In proposing the curricular concretisation[8] of each of the circles our objective was to accommodate the various possible approaches to a learning situation: it can be carried out in a specific subject and therefore, be linked to the evaluation criteria, specific competences (subjects) and knowledge (model for Circle I); it can be an interdisciplinary project from which key competence objectives are worked (model for Circle II), or even lead to mobilizing the entire educational community. The pedagogical focus then shifts to the "final profile" or acquired competences and knowledge at the end of the Primary or Secondary Education (model proposed for Circle III).

Table: Summary of activities

The following table outlines a series of activities organised in the circles or levels of participation:

— Our school (A): for students from 10 to 13 years old
— Our school (B): for pupils aged 14 to 18
— Nearby environment: for pupils aged 12 to 18
— City, Autonomous Community/Country, World: for students from 10 to 18 years old

Each circle or level is designed for a specific group of students and focuses on particular subjects, such as Knowledge of the Environment, Education in civic and ethical values, Geography and History, Philosophy, with a variable number of sessions and activities. These explore topics related to participation and democracy, from reflection on school organisation to the incidence of citizenship in the global sphere.

At each level, five to six activity sessions are recommended, incorporating diverse approaches such as debates, the drafting of statutes, proposals for action, and the analysis of dialogue processes.

The final products of these activities include the creation of dissemination campaigns on participation bodies, the implementation of concrete actions to improve the school community and the holding of assemblies to make joint decisions.

In short, the aim is to encourage debate, active participation and joint decision-making, preparing students to be engaged and aware citizens in a democratic society.

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8   Basic LOMLOE Curricula for Primary Education, CSE and Baccalaureate

Learning situation

Table 1

Circle I Our school (A)	Circle I Our school (B)	Circle II Nearby environment	Circle III City, AC/Country, World
Upper Cycle of Primary education; 1st and 2nd CSE	3rd/4th CSE; Baccalaureate; VET Courses	CSE, Baccalaureate, VET Courses	5th and 6th of Primary, SE, Baccalaureate and VET Courses
Subjects: Knowledge of the natural, social and cultural environment. Ed. of civic and ethical values (1st/2nd CSE) Geography and History (1st/2nd CSE)	Subjects: Education in civic and ethical values (3rd CSE) Geography and History (3rd/4th CSE) Philosophy (4th CSE) History of the Contemporary World (1st Baccalaureate)	Subjects: All those where a challenge around participation is presented and tools are sought to work on any of the key competences involved.	Subjects: The Climate Emergency can be the learning focus in any subject and contribute to the education of the students to carrying out the Assembly and to implement the actions decided upon
5 or 6 Class Sessions	5 or 6 Class Sessions	5 or 6 Class Sessions	6 or 12 Class Sessions

Circle I *Our school (A)*	Circle I *Our school (B)*	Circle II *Nearby environment*	Circle III *City, AC/Country, World*
Activities: Is our school democratic? Activity I.A.1 Do you like your school/high school? Activity I.A.2 How is your school/ high school organized?	Activities: Is our school democratic? Activity I.B.1 Do you like your school/high school? Activity I.B.2 We will analyse the participatory bodies that work in our school/high school	Activities: We learn to participate Activity II.1 We seek agreement without voting Activity II.2 A tennis match: rethinking my arguments Activity II.3 How are we going to manage?	Activities: Activity III.1 1st Class Session Climate Assembly Activity III.2 We create commissions of inquiry Activity III.3 2nd meeting Assembly Activity III.4 Presentation of proposals Activity III.4 Bis We create eco-social culture Activity III.5 3rd meeting Assembly Activity III.6 4th meeting Assembly
Final product Dissemination campaign in the Centre on Participation Bodies Establishing a committee for a specific action for improvement	Final product Internal dissemination campaign or external on the participatory bodies in the school and educational organizations	Final product Analysis and data collection on the dialogue process Active participation in the debate process	Final product Celebration of the Assembly and implementation of the Action Plan Letter to Nova, who will be your age in 2070

Source: own

Circle I: Our school. Is our school democratic? Option A

Stages: 5th and 6th of Primary Education; 1st and 2nd CSE

Multi-level design: Basic-medium level in the performance of key competences

Number of sessions

— Activity I.A.1: 3-4 Class Sessions of 55-minute

— Activity I.A.2: 2 Class Sessions of 55 minutes

Subjects

— Knowledge of the natural, social and cultural environment (5th, 6th of Primary Education)

— Education in civic and ethical values (5th and 6th of Primary Education); 1st and 2nd CSE)

— Geography and History (1st and 2nd CSE)

— Mentoring

Summary of Activity

Narrative

Do you like your school/high school? How would you like it to be? What resources do you have to change it?

Educational Purpose

Use a dynamic that allows:

— That all the students of the class can express their opinion in an equitable way to reach an agreement, trying to understand the position of other people and the possibility of multiple answers to solve a situation.

— The students' reflection on the participation process carried out.

Competing objectives

— Analysis of situations from different perspectives and angles looking for reasoning to convince the viability of our proposals.

— Experience of the conflict process, negotiation, and proposals for alternatives.

— Knowledge of how to rethink, give in, opt for what seems more appropriate to us avoiding disqualifications.

— Knowledge of how to draw conclusions from participation and discussion in the assembly.

Final products

⸺ Sharing, debate and conclusions.
⸺ After sharing the conclusions, it is proposed to choose between these two options:
⸺ Initiate a campaign to explain to the rest of the educational community the bodies of participation that exist in the school.
⸺ Create a network or commission in the educational centre with some objective to improve the functioning and participation of students

Materials

⸺ 3 cardboard boxes painted green, orange and red.
⸺ A6 size cards (postcard) in green, orange and red colours.
⸺ Three large cards.
⸺ Questionnaire *Reflection on the participation process* (for students)

Curriculum concretion

Specific Subject competences

Knowledge of the natural, social and cultural environment (3rd cycle of Primary Education)

⸺ Specific competence 9: Participate effectively and constructively in the environment and social life, based on the respect for democratic values, human rights and children's rights as well as the principles and values of the Spanish Constitution and the European Union, valuing the role of the State and its institutions in the maintenance of peace and comprehensive citizen security, to generate respectful and equitable interactions and promote the peaceful resolution and dialogue of conflicts.

Education in Civic and Ethical Values (one level, to choose between 1st and 2nd of CSE)

⸺ Specific competence 2: Act and interact in accordance with civic and ethical norms and values, based on recognition of their importance to regulate community life and its effective and justified application in different contexts, to promote peaceful, respectful, democratic coexistence committed to the common good.
⸺ Specific competence 4: Show an adequate esteem of oneself and the environment, recognizing and valuing one's own and others' emotions and feelings, for the achievement of an empathetic and careful attitude towards others and nature.

Education in Civic and Ethical Values (3rd cycle of Primary Education)

⸺ Specific competence 1: Deliberate and argue about ethical problems related to oneself and one's environment, seeking and analysing reliable information and generating a reflective attitude about it, to promote self-knowledge and moral

autonomy.

Geography and History (1st and 2nd CSE)

⎯ Specific competence 5: Analysing critically historical and geographical approaches explaining the construction of democratic systems and constitutional principles that govern community life, as well as assuming the duties and rights of our framework of coexistence, to promote citizen participation and social cohesion.

Evaluation criteria

Knowledge of the natural, social and cultural environment (3rd cycle of Primary)

⎯ Explain the general functioning of the governing bodies of the school, municipality, autonomous communities, the Spanish State and the European Union, assessing their functions and the management of public services for citizens.

Education in Civic and Ethical Values (one level, to choose between 1st and 2nd of CSE)

⎯ Promote the exercise of active and democratic citizenship through knowledge of the associative movement and respectful, dialogical and constructive participation in group activities that involve making collective decisions, planning coordinated actions and solving problems by applying explicit civic, ethical and democratic procedures and principles.

⎯ Develop an attitude of balanced management of emotions, of esteem and care for oneself and others, identifying, analysing, and assertively expressing one's own emotions and feelings, and recognizing and valuing those of others in different contexts and around creative activities and individual reflection or dialogue on ethical and civic issues.

Education in Civic and Ethical Values (3rd cycle of primary school)

⎯ Identify, manage and communicate ideas, emotions, affections and desires with understanding and empathy towards other people, demonstrating self-esteem and sharing an adequate concept of what relationships with other people should be, including the affective-sexual environment.

Geography and History (1st and 2nd CSE)

⎯ Show peaceful and respectful attitudes and assume norms as a necessary framework for coexistence, demonstrating critical capacity and identifying and responding assertively to situations of injustice and inequality.

Basic knowledge

Knowledge of the natural, social and cultural environment (3rd cycle of Primary Education)

— The culture of peace and nonviolence. Critical thinking as a tool for analysing conflicts of interest. Recognition of victims of violence.

— Political organization. Main political and administrative entities of the school, local, regional and national environment of Spain. Systems of representation and political participation.

Education in Civic and Ethical Values (3rd cycle of Primary Education)

— Critical and ethical thinking

— The virtues of dialogue and the rules of argumentation. Democratic decision-making.

— The rules of coexistence. Morality, legality and civic conduct.

— Constitutional and democratic principles and values.

Education in Civic and Ethical Values (one level, to choose between 1st and 2nd of CSE)

— The virtues of dialogue and the rules of argumentation. Peaceful conflict resolution. Empathy with others.

— Associationism and volunteering. Citizenship and democratic participation. Codes of ethics. Applied ethics.

— The education of emotions and feelings. Personal self-esteem. Equality and mutual respect in relationships with other people.

— Citizenship and democratic participation

Geography and History (1st and 2nd CSE)

— Civic coexistence and democratic culture. Incorporation and involvement of civil society in democratic processes. Participation in community projects.

— Social media. Security and prevention against the risks and dangers of the use of information and communication technologies.

Methodological strategies

— Development of concepts and guided research:

— The formulation of questions about the functioning of the circle closest to the students besides the family, the school.

— Proposal of a dynamic to answer the questions that allows the equal participation of all students.

— Suffrage technique with traffic light type results

— Reasoned discussion and a three-way consensus; common proposal and evaluation of arguments.

— Personal assessment

Teaching sequence

Activity I.A.1 Do you like your school / High School? 3-4 Class Sessions

1. Three boxes are placed, ideally painted green, orange or red and A6 size cards of these three colours are distributed to the students who have been arranged in groups of three. The word KEEP is written in the green box, MODIFY in the orange box, and DELETE in the red box. The students are asked to decide in groups of three at least one aspect of the centre that can be included in each of the boxes. In turn, each group indicates an aspect they would like to KEEP and explains why, placing the paper in the corresponding box. When the first round is over, another round can be held if necessary.

2. Next, a similar process is carried out in relation to what you want to MODIFY and another in relation to what you want to ELIMINATE. It is advisable that in each round a different student inserts the paper in the box and explains why.

3. The papers are taken from the KEEP box, the proposals are read out and the voting is taken by show of hands whether or not that proposal is preserved. It abides by what is decided by simple majority.

4. On a large cardboard with the same title of the box are placed the cards approved by the majority

5. Repeat the same process with the other two boxes and fill the other two cards.

6. The teacher draws the attention of the students to the MODIFY and DELETE cards and asks the following questions:

   — Who decides these rules in the centres?
   — Can we modify or delete them? How? Reason for your answer.
   — Does that happen with the rest of the rules in our society?

7. Respond individually to the questions of the *Reflection Tool on the participation process* found in the ACTIVITIES section of this teaching material.

8. Sharing of the questionnaire. It would be interesting for the teacher to present the results and encourage the students to answer aloud the question about how they have felt during the process.

Activity I.A.2. How is our school organized? 2 sessions

It is proposed to the students to carry out research in small groups, (maximum of two or

three students), on the participatory bodies of the educational centre. Each group should interview a representative of each of the designated bodies. Previously, a questionnaire will be prepared to find out at least these aspects: composition, functions, what people can be part of them and how the access process is.

Interviewing:

— A member of the directors' board of the school.
— A member of the teaching staff not belonging to the Board of Directors of the school.
— Any student belonging to the school council.
— A colleague from another school in your area.
— Another member of the school council: non-teaching staff, families ...
— A member of the Parents Association.

The conclusions will be presented first to the class, and then to the rest of the educational community by whatever means they choose: story, podcast, mural, presentation, magazine article, performance, etc.

Circle I: Our school. Is our school democratic? Option B

Stages: 3rd and 4th of CSE and Baccalaureate

Multi-level design: Medium-high level in the performance of key competences

Number of sessions

— Activity I.B.1: 3-4 Class Sessions
— Activity I.B.2: 2 Class Sessions

Subjects

— Mentoring
— Geography and History
— Philosophy
— Language
— Education in Civic and Ethical Values

Summary of Activity

Narrative

Do you like your school/High school? How would you like it to be? What resources do you have to be able to change it?

Educational purpose

This proposal is an alternative version to Option A proposed for Circle I, Our School. It is intended for students of 3rd and 4th of CSE and Baccalaureate. It can be used as an independent sequence or as an introductory activity to start the debate and reflection on democratic participation in Circle II (Nearby Environment), and in Circle III (City, Autonomous Community / Country / World)

Competence objectives

— Analyse situations from different perspectives and angles seeking for reasoning to convince the viability of our proposals.
— Experiencing the process of conflict, negotiation and proposals for alternatives.
— Knowing how to rethink, give in, opt for what seems more appropriate to us avoiding disqualifications.
— Knowing how to draw conclusions from participation and discussion in the assembly.
— Reaching viable and sustainable proposals.

Final products

All the previous work (research, sharing and debate with consensual proposals) will be reflected in different formats at the choice of each group (written document, infographic, comic, podcast, mural, video, oral exhibition, theatrical representation ...), to be communicated and disseminated:

— In the same centre for other groups to know.
— On the school website
— At the School council
— In the Parents Association
— In other centres in the area

Material

Institutional documents and legislation:

— Regulation of Internal Regime of the centre.
— Internal Regulations of another centre in the area.
— Decree on the Rights and Duties of Students of the Autonomous Community.
— Rights of Children and Youth.
— Education Acts (LOMLOE)[9]. Articles related to participation.

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[9]Organic Act 3/2020, of 29 December on Education, which amends Organic Act 2/2006, of 3 May. (Spanish Educational Legislation)

Questionnaire "Reflection on the participation process" (for students)
Devices with Internet connection

Curriculum specification

Specific Subject competences

Education in Civic and Ethical Values (3rd CSE)

— Specific Competence 2: Acting and interacting in accordance with civic and ethical norms and values, based on the well-founded recognition of their importance to regulate community life and their effective and justified application in different contexts, to promote peaceful respectful, democratic coexistence committed to the common good.

Geography and History (3rd and 4th CSE)

— Specific competence 5: Analysing critically historical and geographical approaches explaining the construction of democratic systems and constitutional principles that govern community life, as well as assuming the duties and rights of our framework of coexistence, to promote citizen participation and social cohesion.

Philosophy (4th CSE)

— Specific competence 2: Dialogue, debate and arguing in a rigorous, tolerant and empathetic way through colloquia or other activities to resolve contextualised practical assumptions in which their deliberations are applied, avoiding dogmatic and fallacious ways, exchanging ideas and developing their own criteria for the exercise of active and democratic citizenship.

History of the Contemporary World (1st Baccalaureate)

— Specific Competence 1: Identifying the movements, actions and historical transformations that have contributed to the consolidation of freedom in the contemporary world, through the comparative study of cases and the correct use of historical terms and concepts, to assess the achievements of democratic systems as the main guarantee for coexistence and the exercise of fundamental rights.

Evaluation criteria

Education in Civic and Ethical Values (3rd CSE)

— Promote the exercise of active and democratic citizenship through knowledge of the associative movement and respectful, dialogical and constructive participation in

group activities involving collective decisions making, planning of coordinated actions and solving problems by applying explicit civic, ethical and democratic procedures and principles.

Geography and History (3rd and 4th CSE)

— Know, value and exercise responsibilities, rights and duties and act in favour of their development and affirmation, through knowledge of our legal system and the understanding and enhancing our democratic memory and the fundamental aspects that make it up, the contribution of men and women to it and the defence of our constitutional values.

Philosophy (4th CSE)

— Recognise, through reading and commenting on different types of texts, the social, cultural, creative and innovative dimension of the human being as a transformer of the environment and the role of culture as an instrument of adaptation, as well as expressing their own opinions on theories concerning the origin of society, the individual-society dichotomy, the process of socialisation and the critical analysis of the concepts of civilisation, ethnocentrism, cultural relativism and the influence of digital technology in daily life.

History of the Contemporary World (1st Baccalaureate)

— Identify and recognize the achievements of the current democratic systems as the nonlinear result over time of the movements and actions that have contributed to the consolidation and articulation of the principle of freedom, through the analysis of the main historical processes that have been developed, the understanding of the fundamental political and constitutional texts and the appropriate use of historical terms and concepts.

Basic knowledge

Education in Civic and Ethical Values (3rd CSE)

— The virtues of dialogue and the rules of argumentation. Peaceful conflict resolution. Empathy with others.

— Associationism and volunteering. Citizenship and democratic participation. Codes of ethics. Applied ethics.

Geography and History (3rd and 4th CSE)

— Civic engagement and participation. Mediation and peaceful conflict management and support for victims of violence and terrorism.

Philosophy (4th CSE)

— Reflection on the notions referred to the individual-society relationship and the

process of socialisation.

History of the Contemporary World (1st Baccalaureate)

— Democratic awareness and memory: knowledge of constitutional principles and norms, exercise of civic values and civic participation. Knowledge of and respect for the principles and norms of the Universal Declaration of Human Rights. Democratic memory according to international humanitarian law: truth, justice, reparation and guarantee of non-repetition.

Methodological strategies

— Development of Concepts
  — Dynamics to know the previous concepts about democracy and participation in school.
  — Students' reflection on the participation process carried out.
  — Reasoned discussion and tripartite consensus; joint proposal and assessment of arguments.
  — Personal assessment.
— Non-directive education: use a dynamic that allows the group of students in the class to express their opinions in an equitable way to reach a consensus, trying to understand the position of others and the existence of multiple answers to solve a situation.
— Individual or group guided research on the channels of participation in the school
— Dissemination of learning through oral, artistic, digital channels

Teaching sequence

Activity I.B.1: Do you like your school / high school?

1st dynamic, in large group:

— Using the dynamics of the three boxes (Circle I Our school, option A), together we build a list of what we want to KEEP, MODIFY OR DELETE in our school/high school. From each section, the three or four most voted options are chosen.
— Is it assessed which of the proposed modifications or changes you have chosen, is considered that they can be assumed by the school? What could we do to make them come true?

⸻ Dialogue on democracy and participation, based on the video What is democracy? https://www.youtube.com/watch?v=8Eu6G5YrBt4 on which internal and external participation bodies they know.

2nd dynamic, individual, as pairs or in a small group:

⸻ Measure the degree of participation of students in the school using the ladder of participation[10]

Activity I.B.2: We will investigate the participation bodies that work in our school / high school

1st dynamic:

⸻ Guided research on the bodies of participation existing in the school and sharing of results, organized in groups.

⸻ Preparation of a final product on the participation bodies of the centre with the aim of disseminating it in different formats in other areas related to the school.

⸻ Reflection, first individually and then, in a large group, on the learning process carried out and the participation in activities that have involved emotions, sharing ideas and reaching consensus, with the *Reflection questionnaire on the participation process.*

Circle II: The nearby environment (Family, friends, neighbourhood, associations…). We learn to participate

Stages: CSE, Vocational Courses and Baccalaureate

Number of sessions

⸻ Activity II.1: 2 Class Sessions of 50 minutes
⸻ Activity II.2: 1 or 2 Class Sessions of 50 minutes
⸻ Activity II.3: 2 Class Sessions of 50 minutes

Activity II.1. We seek the agreement without voting: a tool to train our interventions in the assembly

Stages: CSE, Vocational Courses and Baccalaureate

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10   Roger Hart's Ladder of Participation, 1993.

https://comunicacionparticipativa.wordpress.com/2012/01/16/ladder-of-the-participation/

Multi-level design: Medium-high level in the performance of key competences

Number of sessions: 2 Class Sessions of 50 minutes

Subjects

— Mentoring
— Geography and History
— Philosophy
— Language
— Education in Civic and Ethical Values

Summary of Activity

Narrative

It's about training discussion and debate skills and observing our reactions and feelings in a conflict situation.

Educational Purpose

In teams of three or four people, a problematic situation of the nearby environment is chosen from among those proposed or a different one. In a consensual way and without voting, we must find a proposal for intervention and an alternative or possible solution based on two arguments that support it.

In a second moment, we open a time for the collection of contributions in the whole class group being aware of the moments, feelings and actions as well as the multicausal and complex analysis and the search for alternatives.

Competence objectives

— Dare to propose and evaluate feasible and sustainable proposals in a small group or in an assembly after a brief personal reflection.
— Self-control and support ourselves in the debate always look for some positive aspect in the listening of others so that the discussion is not violent; We will look for something salvageable from any of the proposals to try to understand the other person's position.
— Analysing situations from multiple perspectives and framing them, such as photographs, from different angles to raise awareness of the complexity of issues.
— Work slowly and in depth to experience the complexity, multi-causality and difficulty of finding alternatives or ways of resolution.
— Experience the process of conflict, negotiation and proposing of alternatives.
— Being able to avoid judgments and disqualifications.

— Being able to argue and seek reasoning to convince the viability of our proposal.

— Knowing how to rethink, give in, opt for what seems most appropriate to us.

— Rehearse our interventions in the assembly.

Final products

— Collection of the process, conclusions and consensual arguments in teamwork.

— Group presentation of the arguments developed.

— Collection of conclusions in the debate scheduled in large groups and preparation of a panel-summary in the model offered or in another format that can be completed collaboratively.

Materials

— Tool for the analysis of a proposed situation (in the ACTIVITIES section of this teaching material).

— Tool for the analysis of the process (in the ACTIVITIES section of this teaching material).

— Complementary material in Basque[11]

Methodological strategies

a) Personal assessment
b) Contrast in pairs
c) Reasoned discussion in a-four-way consensus
d) Common proposal
e) Valuation of arguments

Teaching sequence

1ˢᵗ session:

1. Create work teams of three or four people with criteria that promote cooperation, inclusion, and the work environment.
2. The different situations are proposed so that each group chooses the one that is of their interest or proposes another of similar characteristics. It's not about discussing football or issues that are far from their everyday reality.
3. In a moment of personal reflection and in silence each person completes their assessments and thinks of a possible solution, with the help *of the Situation Analysis Tool in the* ACTIVITIES section of this guide.
4. A proposal containing some element of each of the proposals of those two persons is agreed with another person. It is valued as a team to write down the alternative

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11   Example: Material osagarria euskaraz (in Basque)

that seems fairer and more effective. Some reasons and arguments are given for its defence. A spokesperson is elected.

5. The spokesperson raises the solution. The activity facilitator asks someone from the rest of the group for the two arguments given in the group.
6. Possible solutions are collected and discussed on their feasibility and appropriateness. They're all collected. We did not vote, but we chose the most interesting one assuming the corresponding consequences and valuing its potentialities.

2nd meeting:

The lessons learned from the work of the previous session are evoked, the proposals for action are resumed and the process is reflected on in a large group with the *Process Analysis Tool* in the ACTIVITIES section of this guide. We ask for help for dynamization and focus on the key questions and issues that the tool proposes to us as well as any other that arises: Have those three great moments occurred or has there been any other to highlight? What feelings have appeared? What actions have we come up with? Are the examples given valid?

We can collaborate by evidencing the three moments of the process:

a) Awareness of the problem
b) Analysis of possible causes
c) Suggesting alternatives and actions

Activity II.2: Tennis game. Rethinking my arguments around the politicization or depoliticization of important aspects of my life

Stages: CSE, Vocational Courses and Baccalaureate

Multi-level design: Basic level in the performance of key competences

Subjects

— Mentoring
— Geography and History
— Philosophy
— Language
— Education in Civic and Ethical Values

Summary of the activity

Narrative

This is nothing more than a game in which we 'move and argue' with our whole body and energy. The teachers and, in a second moment, also the students, write a series of resounding phrases that allow them to position themselves in terms of opinions and personal values. More important than "taking a position" in the face of a large number of sentences, it will be to give enough time to the argumentation and to control that the possible discussion is not well closed due to lack of time, that the feelings are collected, and that the environment is comfortable and constructive.

Educational Purpose

It is a question of rethinking the value of the Assembly that we are going to hold, its meaning and political influence. We want and need to have a political impact and we demand instruments of democratic participation. To do this, we rely on our transformative capacities. We try to understand the phrases, reflect briefly and position ourselves in space and with the whole body before each of the dilemmas. We listen to arguments; I can justify the reason for my position and, above all, if I am convinced by the reasons given, I move, change my position freely.

Competence objectives

— We propose a socio/cognitive/affective conflict to bring "silenced" issues closer to the classroom, controversial positions that we intend to understand and before which we seek reasoning that justifies our position.

— We are hopeful people and know how to recognise the key concepts we are working on. The phrases we propose should contain the concepts we want to convey, be forceful, but not catastrophic.

— We participate in a creative process and communicate and listen in an orderly and calm manner. We are not only "consumers of opinions", but we can create them.

— We do not show any intention to discuss, we know how to 'position ourselves' and, if necessary, change our position. I listen and, if I have an argument for or against it, I share it, but not to 'defeat the opponent'.

— They listen to me and, if they feel like it, they change their position.

— Each person should take a stance and take responsibility for it by trying to argue but will always be free to move and modify it. Those who facilitate the activity will analyse the ease or difficulty with which each person must "choose a position" and where it is usually placed on the track.

— Emphasising the importance of emerging values, we will 'reconnect', move closer and make sense of politics and democracy: justice, equity, interests and power

structures, sense of state, proximity to the problem, involvement, responsibility...

Final products: The development of the same game.

Materials

⸺ Papers with written sentences (in section ACTIVITIES of this teaching material) and others in white.
⸺ Markers in case you had to write a phrase to customize the exercise or complete it.
⸺ It would be convenient to have a large and unobstructed space to move comfortably.

Methodological strategies

a) Listen
b) Brief self-reflection
c) Request for clarification
d) Taking a position
e) Let's think about why I've placed myself there; I can argue, and they listen to me without arguing. I can also contribute my phrases to continue playing

Teaching sequence

1. We divide a wide space into two parts imagining a net in the middle, as if it were a tennis court in which one side is 'for' and the other 'against'.
2. We leave the ballots that we have prepared in the middle and each person takes any one and reads it in an alt voice.
3. Each person will think about which side to put themselves on and the degree of agreement or disagreement because of their closeness or remoteness from the imagined network. We will remember that we are "taking a position" before an idea with our whole body.
4. The person who wants to argue why he is in that place can do so. It is free and we cannot force anyone in their argumentation although whoever dynamis must attend to those who are physically in a minority or even alone and help them in the argumentation.
5. It offers the possibility of moving to another field or changing the physical site that is occupied by listening to the arguments of other people. Flexibility for changing your opinion and the courage of "going online" is important.
6. We stop and move on to the second moment of the match since we already know a little about what the terms 'politicisation' and 'depoliticisation' can mean and we invite you to write a strong sentence. We invite you to repeat the process. If there is no contribution, we continue with other sentences that we have already prepared.

If the level of involvement and participation is high, this game could be repeated in a second session and whenever we want with other problematic and controversial phrases.

Activity II.3: How are we going to manage ourselves?

Stages: CSE, Vocational Courses and Baccalaureate

Multi-level design: Medium-high level in the performance of key competences

Number of sessions: 2 Class Sessions of 50 minutes

Subjects

— Mentoring
— Geography and History
— Philosophy
— Language
— Education in Civic and Ethical Values

Summary of the activity

Narrative

It is about analysing some model texts (Statute of a non-profit association and the Regulation of Organization and Functioning of the centre) and after analysing these texts, the students will write a regulation on. The organisation and operation of a fictitious or real non-profit association (association of a group of students for the practice of a sport, the management of a youth leisure centre, the management of a musical group or a fan group, a neighbourhood association with some purpose to improve the neighbourhood: waste management, aid to new arrivals...). Likewise, the discussion and debate abilities developed in the previous activities will be practised and our reactions and feelings will be observed in a group activity.

Educational intention

In five teams of three or four people, each group should think about one of the following issues:

— The type of association you want to set up.
— The functioning and rules of coexistence.
— People who will be part of the association.
— The administrative management of the association's premises and what it means to rent a premises.
— Sanctions in case of non-compliance with some part of the proposed.

They will have to prepare their proposals in a consensual manner and without voting, an exercise already worked on in a previous activity. Each student in each group must submit a norm and argue in its favour: Why is it important? Why do you think it is necessary for the proper functioning of the association?

Competence objectives

— Dare to work in a group and, after a brief personal reflection, propose and evaluate possible proposals.
— To control and support ourselves in the debate, always looking for some positive aspect in the listening of the others so that the discussion does not become violent. We will look for something reasonable in each of the proposals to try to understand the other person's position.
— Work slowly and in depth to experience the complexity, multi-causality and difficulty of finding alternatives or ways of solution.
— To experience the process of conflict, negotiation and the proposal of alternatives.
— To be able to avoid judgements and disqualifications.
— To be able to argue and seek reasoning for the viability of our proposal.
— Knowing how to rethink, give in, to choose what seems most appropriate to us.
— Rehearse our interventions in assembly.

Final products

— Collection of the process, conclusions and consensual arguments in teamwork.
— Group presentation of the arguments developed.
— Collection of conclusions in the debate scheduled in large groups and preparation of a panel summary using the model provided or in another format that can be completed collaboratively.
— A statute of a non-profit association or an operating regulation of a student association.

Materials

— Tools for individual work (in section ACTIVITIES of this teaching material)
— Tools for group work (in section ACTIVITIES of this teaching material)
— Computer
— Model texts (specified in the ACTIVITIES section of this teaching material).

Methodological strategies

a) Personal assessment
b) Reasoned discussion

c) Common proposal
d) Valuation of arguments

Throughout the process, it is important to emphasise the importance of establishing norms and to observe that they allow for peaceful coexistence. Moreover, the establishment of norms makes it possible to give meaning to politics and democracy: respect, justice, equity, living in society, participation, responsibility...

Teaching sequence

1) The model texts will be presented and then work teams of three or four heterogeneous students will be formed with criteria that promote cooperation, inclusion and a good work environment.
2) In a brief moment, a personal reflection will be made.
3) Then, as a team, we will reflect on the aspects necessary to manage as a group and, in this case, to maintain an association. It is a participatory, communicative and collaborative process. Each person collaborates by contributing their ideas and is also responsible for what corresponds to them in the team task.
4) It is shared in a large group.

Circle III: City, Autonomous Community / Country, World

Project Interdisciplinary Assembly for your centre

Stages: 5th and 6th of Primary Education, CSE, Baccalaureate and Vocational Courses.

Number of sessions

6 sessions, which can take between 6 and 12 hours:

— Activity III.1: 1st meeting: Assembly Problem Analysis
— Activity III.2: Commissions of Inquiry
— Activity III.3: 2nd meeting: Assembly Preparation of proposals
— Activity III.4: Legislative committee. Presentation of proposals
— Activity III.4a (simultaneous): We create eco-social culture.
— Activity III.5: 3rd meeting: Assembly Voting and Program
— Activity III.6: 4th meeting: Assembly Impact and monitoring plan

Multi-level design:

— Basic level: individual work in personal learning journals and role-playing in

cooperative groups.
— Intermediate level:
  o Dynamising groups
  o Tasks in support of expert teams by the classroom group
— Advanced level: the work of the expert teams
— Commissions of inquiry (scientific and organisational)
— Legislative Commission
— Performance commissions, political impact and commitment

Subjects

— Knowledge of the social and cultural natural environment (5th/6thPrimary)
— Education in civic and ethical values (5th/6th Primary; 1st/2nd CSE)
— Geography and History (1st and 2nd CSE)
— Mentoring
— Spanish Language and Literature and English (CSE)
— Plastic and Visual Education (1st CSE), Educational Project Protect Animals Environment (PEPA[12]) (2nd CSE)
— Music (CSE)
— Biology and Geology (1st, 3rd, 4th CSE, 1st Baccalaureate)
— Philosophy (4th CSE and 1st Baccalaureate)
— Transversal Projects (CSE and Baccalaureate)

Summary of the interdisciplinary project

Narrative

In stages (5th and 6th of Primary Education; 1st and 2nd CSE; 3rd and 4th CSE; Baccalaureate; Vocational Courses), it is proposed to create a Citizens' Climate Assembly. The objective is to formulate proposals and exert pressure on policy makers to take on the climate commitments adopted in the Paris Agreements at different levels: educational centre, neighbourhood-population, regional and State level.

The Citizen Assembly for Climate is a participatory model that took place throughout Spain from November 21, 2021, to May 2022 on the initiative of environmental organisations with the support of the Ministry of Ecological Transition. This initiative followed the official declaration of the climate emergency by the Government and approval by the Parliament of the Law 7/2021 on Climate Change and Energy Transition.

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12   Educational Project "Protect Animals' Environment" (Proyecto Educa Protege Animales Ambiente (PEPA): https://www.altarriba.org/proyecto-pepa

Its antecedents can be found in other similar initiatives in France or Ireland, although its operational modus operandi dates back to Athenian democracy. One hundred people were randomly selected in an inclusive and stratified manner to discuss the climate issue and propose solutions. The debate has resulted in a series of recommendations on five areas of "life and society":

— consumption
— food and land use
— communities, health and care
— work
— ecosystems

Educational purpose

— To analyse, reflect and act on a fundamental topic of our time such as the climate emergency, so that students experience as protagonists the possibilities of transformation and political impact from the debate and the elaboration of proposals.
— To invite students to take action through a process of democratic participation based on the assembly, where a debate based on evidence and rational arguments is organised, with the purpose of facilitating consensus, rather than inciting dissent, as is usually the case in Prime-Time TV programmes.

Competence objectives

— Analyse situations from different perspectives and angles looking for arguments to convince a wide diversity of people from different social positions of the viability of our proposals.
— Experience the process of conflict, negotiation and the need to choose between or prioritize different proposals.
— Know how to rethink, give in, and choose what seems most appropriate based on consensus.
— Know how to draw conclusions from participation and discussion in the assembly.

Final products

— Individual products: portfolio and learning diary
— Assembly products:
  ○ Action plan in the form of a programme
  ○ Impact plan and follow-up
— Productions of the dynamising groups:
  ○ Reports and information brigades
  ○ Social Media Impact
  ○ Facilities in the centre

○ Eco-social culture: research, book club and creative writing
○ Others

Materials

— Papers for writing
— Social media and discussion apps
— Books, documentary films, video games

Curriculum concretion

Students Final Profile

Output profile of students[13] at the end of compulsory education (Primary Education and CSE):

— Develop a responsible attitude from the awareness of environmental degradation and animal abuse.
— Action research project.
— Cooperate and live together in open and changing societies.
   o The Assembly as a method of full participation.
— Understanding conflicts.
   o Debate between generations: Adults in Power, Youth for Climate[14].
— Analyse critically and seize opportunities of all kinds.
   o Participation of other youth networks to act for climate, such as the UNESCO Youth Network for Climate Action[15], Teachers for Future[16] or Scientific Rebellion[17].
— Develop a critical, empathetic and proactive spirit.
   o Rational criticism of the current energy transition process.
   o Active leisure club: Reading and Creative Writing.
— Identify the different aspects related to responsible consumption.
   o Information brigades and democratic social control.
— Developing healthy lifestyles.
   o Proposals to exercise care for themselves, the community and the environment.
— Accepting Uncertainty as an Opportunity.

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13   In the profile, the key competences of the European Recommendation have been linked to the main global challenges and challenges of the 21st century.

14   Youth for Climate: https://juventudxclima.es/

15   UNESCO Network for Climate Action: https://www.unesco.org/en/youth/climate-action-network

16   Teachers for Future Spain: https://teachersforfuturespain.org/

17   Scientist Rebellion: Scientist Rebellion

o   Group to manage eco-anxiety.

⸺ Feeling part of a collective project.

   o   Action plan coordinated with eco-social transformation networks on a global scale.

Specific (Subject) competences, evaluation criteria and basic knowledge

Depending on the different itineraries by stages and subjects or subjects, the specific competences, evaluation criteria and basic knowledge that correspond to the curriculum will be specified.

Teaching sequence

Activity III.1: 1st Climate Assembly in the school. How does climate change affect your generation?

1. We start by visiting the resource page of the Naturautas project: Openwindow: our house has flooded. We can follow the guidelines of the task proposed by Naturautas[18], which concludes in the individual drafting of a *Letter to Nova, who will be your age in 2070.*

2. It is proposed to reflect individually on the problem for a few minutes, using the questions on the climate emergency of *the Tool for the participatory analysis of problems* in the ACTIVITIES section of this Teaching material. This reflection should then be shared in pairs and finally as a team with the aim to agree on some initial ideas.

Activity III.2: We create commissions of inquiry

We become aware and organize ourselves by forming the following commissions:

⸺ Scientific committee of experts and advisors to explain the dimensions of the climate emergency, for which this group will do research based on the scientific data provided by the Group Intergovernmental Panel on Climate Change (IPCC)[19]in its reports.

⸺ Organising committee, which will seek youth networks of climate activists, environmental groups and associations to learn about their actions and, if possible, invite them to the Assembly.

Classroom groups elect their representatives to participate in both commissions as experts. It is essential that there is at least one representative per classroom group in both

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18   Naturautas Project: https://sites.google.com/g.educaand.es/naturautas-libros-de-naturalez/ventana-abierta-nuestra-casa-se-ha-inundado

19   Intergovernmental Panel on Climate Change (IPCC)https://archive.ipcc.ch/

commissions.

These individuals are regarded as subject matter experts and are selected based on their performance in specific areas during the 1st session of the Assembly, in the respective topics: science and organization or civic engagement.

Activity III. 3: 2nd meeting Assembly - Elaboration of proposals framed in our own lives

The expert groups will present their research on the dimensions of the climate emergency and expose the information on the organisations contacted. Subsequently, the assembly will be divided into different dynamising groups that will analyse the information and situations raised to highlight and decide the urgent issues on which the proposals will be made. These groups will also address all aspects of eco-social culture.

The different groups will then elaborate their concrete proposals that they will order by means of labels according to:

1) Scope: Institute, Municipality, Autonomous Community and State.
2) Thematic, as did the Citizens' Climate Assembly:
    a) Consumption.
    b) food and land use.
    c) communities, health and care.
    d) Work.
    e) Ecosystems.
3) Purpose:
    a) mitigation of climate change, reducing or eliminating the causes.
    b) adaptation to change, to reduce its effects.

Activity III.4: Legislative committee: presentation of proposal

The proposals can be presented in murals, digital panels or papyrographs in the clearest possible way (different plastic, audio-visual, etc. formats can be used), to expose them before the assembly with the aim of being known and considered and thus propose a prioritization of them.

Activity III.4 bis (simultaneous): We create eco-social culture. Other dynamizing groups

While the legislative commission is in session, the other people of each classroom group are tasked with creating an eco-social culture. Students will have to choose, through a form, the dynamic groups in which they wish to participate, ensuring equitable distribution of all

students.

Information brigade: within the school and in other educational establishments

— It is responsible for finding information about climate change in our closest environment.

— This information is then presented in a format accessible by social networks: infographics, Climatok (Tik Tok), Youtube webisodes.

Naturauta leisure club (cf.Naturautas): readings and creative writing of nature:

— Groups are organised in each language to reconnect with Nature: narrative and video games, poetry and rap, radio and podcast, documentaries, film and series, plastic arts.

— We prepare a reading club with the resources we have been able to gather.

— We launch to generate a rap, raise awareness of climate and promote climate art.

Eco-Care Group: knowledge and defence of the biome and ecosystems:

— It is dedicated to developing a catalogue of species of flora and fauna in the municipality, with the help of mobile applications.

— Conducting research on the risks that threaten the species in our environment.

— Develop a plan to take care of the living beings with which we cohabit.

Alternative energy group

— We interviewed people from the municipality about the difficulties in accessing energy: energy poverty, power outages.

— We investigate the problems of installing photovoltaic panels in homes and residential buildings in our municipality: Are Next Generation funds reaching working class people?

— We make short videos informing about the situation to distribute them on social networks with an HT (hashtag)

Political impact:

— We wrote letters of demand to democratic and representative institutions (cf. Javier Ibáñez Iborra).

— We propose nonviolent action measures such as installations, dramatizations and performances (Scientist Rebellion)

Activity III.5: 3rd meeting Assembly: Voting and programme

1. Exhibition, voting and analysis.

The different proposals are presented in an agile and clear way, in a portfolio accessible to the entire Assembly, or in an open space, through panels. Each assembly member will be able to choose a maximum of five proposals, either by marking them or pointing them out.

The top-rated proposal will then be developed by their rapporteurs. The order of priority of each proposal will be determined. For each proposal, a commission will be appointed. The commissions are responsible for submitting their proposal to the bodies responsible for consideration and approval as well as for monitoring their implementation. This will be reflected in an action plan. The most voted in the whole centre, for example 20, will be presented and developed by their speakers.

In case it would be very difficult for people to go through all the groups in the centre, it is recommended that their speakers record a video and upload it to a common folder in the cloud (Google Drive, One Drive, etc.). It is important that the video script is clear about the categories: scope, subject matter and purpose.

2. Further debate

Classroom groups will listen to all the selected proposals, either individually, through the videos presented, or jointly, when direct clarification is required to some of the terms with which it has been presented.

At this stage there will be an opportunity for those proposals that had been mechanically excluded by the vote to be reintroduced under the same procedure. Consequently, after their defence, it will be possible and even recommended that they be included by consensus.

All students will be required to collect in their Learning Diary both the selected proposals and the explanatory statement as well as the categories with which they are labelled.

3. Sequence: calendar, programme

Finally, the legislative committee will convene again to establish a coherent sequence of implementation between the proposals finally chosen and drawn up, by means of a timetable, a grid or a programme. They can be sequenced by means of a timeline, either in digital format or in the form of a mural.

Activity III.6: 4th meeting Assembly: Feasibility, impact and monitoring plan

The monitoring commission is responsible for overseeing the implementation of the measures proposed by the competent bodies and for ensuring their dissemination to the community at large. The Action Plan must be viable for its successful implementation. Extractivism strategies on natural resources are harmful as it is equally the tendency to

make plans of action that are never implemented. We must not educate our students to procrastination or climate hypocrisy. The dynamising groups of the 2nd Class Session will involve groups for the action responsible for the follow-up of the chosen proposals. It is essential that the management of the educational centre, the School Faculty and the School Council take charge of the proposals and support the work of the commissions elected by the Assembly in all its steps, but especially in the last phase. The Climate Assembly will, of course, lead to two learning situations organized according to the universal design for learning, at the service of inclusion, at various levels of performance:

— The Assembly, properly speaking, in all its phases.
— The design of learning situations to carry out the proposals of the Assembly.

Resources

Real situations to consider in the work of the groups:

— Energy poverty in neighbourhoods and rural population.
— Audit of large retail outlets.
— Collection and treatment of waste in different places (town hall, industrial estates, associations of municipalities, urbanisations, etc.).
— Public and private water expenditure (Spain, a country with a dry climate, over swimming pools and irrigation)
— Energy: electricity (need for a public company), gas, fossil fuels, renewable, saving measures, self-consumption, etc.
— Mobility (clean, metro-minute, bike lane map, etc.).
— Eco-social culture (contact with nature in the face of eco-anxiety, ecological leisure).
— Production/Consumption (where products come from, under what sustainable conditions, circular economy with clothing or technological products, ecological footprint, life cycle, etc.).
— Food and land use. Organic farming, meat industry.
— Consumption of organic and local products, social and local economy.
— Media and scientific literacy against "fake news".
— Loss of biodiversity. Species in danger of extinction. Protected areas threatened by fire. Struggle to place renewable in areas of low environmental sensitivity
— Health. One Health. Pandemics, effects of pollution, heat stroke.

Dynamics of the Assembly

Alternative itineraries

Depending on the characteristics of the educational institution, some of these stages can be reduced, adapted or extended:

— Trajectory in students' education: if it is an eco-school or an interdisciplinary project on the same subject has previously been organised (e.g.: 28,000 for Climate[20] with Teachers for Future Spain[21], Just1Planet[22] with Action Against Hunger[23], etc.).

— Geographical location: urban or rural, with access to nearby natural environments.

— Inclusive culture: centres of preferential attention, high complexity, difficult performance, etc., in which case it would be highly advisable to collaborate with a social organization or prevent a conjunctural or permanent network of volunteering of environmental or eco-social associations.

— To a large extent, this last recommendation is extendable to all schools, according to the universal design for learning and the priority of inclusion.

Minimum itinerary

Only in the framework of a group-classroom. It is possible, or even probable, that the management of your centre or a part of the teaching staff, if not the majority, consider the centre project of organizing the Climate Assembly excessive or unapproachable. However, it is necessary to know the prototype to be able to adapt it to our reality. If you are unable to implement the full version of this Assembly, at the centre level, you can make a classroom version that you will find later in this same Teaching guide.

Full itinerary

Learning process in the Assembly's six stages of development

Groupings

— Assembly: group-classroom or several groups. Optionally, some orders can be prevented:
  o A table made up of two people with experience or powers in mediation and help, to ensure the effectiveness of the speaking time.
  o A person in charge of media: recording and documentation of the Assembly.
  o Simultaneous translation service if necessary

— Cooperative groups: 1st Class Session, organised by usual roles in Cooperative

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20   28,000 for the climate: https://www.miteco.gob.es/en/ceneam/recursos/materiales/28000x-clima.html

21   Teachers for Future Spain https://teachersforfuturespain.org/

22   Just1Planet: proposal for Aid in Action to foster critical citizenship and transformative action by youth in the fight against the climate emergency. https://ayudaenaccion.org/proyectos/articulos/just1planet/

23   Action against hunger: NGOs fighting the causes and effects of hunger. https://www.actionagainsthunger.org/

Learning (CA) (vocation, secretariat, management, research, animation, etc.)

⎯ Commissions: voluntary persons ratified by the Assembly on a representative basis, who must strictly carry out their duties (or be relieved)

  o Given that we consider them experts, candidates will be people who have stood out for their performance in the respective topics during the 1st session (problem analysis and commission formation), in the 2nd session (exposure of the investigation), or in the 3rd session (elaboration of proposals for action).

  o It is recommended that, when presenting their conclusions, the commissioners by each level act collegially and take turns in the presentation before each group-classroom.

⎯ Dynamizing groups: all people divided according to their interests. It is advisable to use a form with several alternatives, which makes people feel satisfied, if not by their 1st choice, by the 2nd or 3rd.

Locations

⎯ Where to hold the four sessions of the Assembly?

  o In one- or two-line schools (Schools with one or two classes per grade): it may be advisable to gather the students in a diaphanous space, such as an auditorium, theatre, SUM (multipurpose room), either by levels (the first, the 1st cycle, etc.), or in its entirety.

  o In most schools or high schools: in each of the classrooms corresponding to the different groups.

  o Only in those classroom groups that have freely chosen (at best) or have been selected by the representative bodies of the centre.

⎯ Where do the expert groups meet and work (adapted Jigsaw[24] model)?

⎯ Commissions: in small classrooms with access to computers.

⎯ Dynamizing groups: involve all students, so the map of the classrooms should be updated so that they are all available, and their distribution is adjusted to the needs and type of activity (library, Art classroom, technology workshop, etc.).

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24   Jigsaw Model of Cooperative Learning in Practice: https://www.readingrockets.org/classroom/classroom-strategies/jigsaw

Table 2. Dynamic of the Assembly

	Moments	Emocions i motius	Accions
1	1st Class Session How does climate change affect your generation?	"How dare you to..." (Greta Thunberg) mortgage our life?"[25]	Group work: challenges of our time. Are we up to it? Alternative individual work: "Letter to your granddaughter Nova" What is your commitment to conveying the legacy of a living and diverse planet?
2	Knowing the situation of climate change (Expert group research and its communication) Scientific Area	Science with compassion Cold head, warm heart Scientific Rebellion	Are we drowning in the tide of data or are we tidying it up?
2b	Group of Activist Networks and Social Networks (Contacting youth networks to enrich the Assembly) Category: Social sciences	There is no right!; This is an injustice! "Let's move"	Create a Wiki or a collection (Wakelet, Padlet) with the different initiatives of actions and reactions to the challenge of climate change.

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25   Greta Thunberg - Full speech to world leaders at the 2019 ClimateSummit: https://www.youtube.com/watch?v=vu52uZSuPIM

	Moments	Emocions i motius	Accions
3	2nd Class Session What can we do? Proposals with ethical commitment	We connect and become outraged	How can we turn information into action within the educational community? In which dynamising group do you prefer to participate? Have you felt pressured or bad because they didn't share your point of view or proposal?

	Moments	Emocions i motius	Accions
4	Dynamizing groups How do we organize ourselves? Communicative and linguistic field	They will find out! This can't go on like this! We should defend our interests! We have to explain what we want to achieve! This is the proposal that we make between all: Do you think that the proposal is negotiable, open, and allows further discussion on the issue?	What mechanisms, methods, tools can be employed to seek an approach, an agreement? - Legislative committee: responsible for the proposal preparation process. - Information brigade: within the school and in other educational establishments. - Leisure club (cf. Naturautas): readings and creative writing on nature - Eco-Care Group: knowledge and defence of living beings - Alternative energy group: on energy poverty and equal access to the green transition - Political impact: letters of demand to democratic and representative institutions (cf. Javier Ibáñez Iborra[26]), non-violent action measures (Scientific Rebellion).

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26   Javier Ibáñez Iborra, experiences of solidarity schools. https://www.congdnavarra.org/wp-content/uploads/2017/06/schools-solidarities-memories-2016.pdf

	Moments	Emocions i motius	Accions
5	3rd Class Session: action plan What priorities? Time to vote and to reach consensus	We deliberate. Do we trust the effects we can achieve?	Prioritisation of proposals for action ● individual and collective ● one-off or permanent: lifestyle ● political, economic, social ● What can be improved or rethought?
6	4th meeting: impact plan How do we ensure that our action plan is met?	You have to be brave, without losing courtesy... We go out into the environment and create reality. There are no more deadlines than now!	● Act ● Disseminate ● Follow up in the relevant committees: o Performance o Incidence o commitments

Interdisciplinary Ecosocial Education Project: Climate Assembly for your classroom

See the structure of the *Project Interdisciplinary Assembly for your centre* (point 1.5.1)

Summary of the interdisciplinary project

Narrative

It is proposed to set-up a Citizen Assembly for Climate in the classroom, with the aim of making proposals to take on the climate commitments adopted in the 2015 Paris Agreements at different levels.

The class is divided into groups of 4/5 people. Each group should do research on the declaration of a climate emergency, analysing what the situation is, the causes and the measures to be taken in the face of such an emergency.

With all the information, each group will have to make a proposal to adapt and fight against climate change. The learning community can be enriched by the intervention of climate

activists, environmental groups, associations etc.

Once informed, the Assembly can organise action and reflection groups to deepen the climate culture:

— Organisation of a reading and audio-visual club and even video games on climate change and eco-social culture.
— Participation in a care group on one's own mental and physical health, ecosystems and living beings.

In a third stage, the Assembly considers how to influence society as a whole through social media.

Work in small groups that reach a consensus on the proposals that are presented to the Assembly to vote on them. To devise actions with media impact.

Competing objectives

— Organize the assembly and the different groups that constitute it.
— Establish alliances that enrich the inclusive culture at the centre: networks for citizen participation, organised youth, environmental organisations, neighbourhood associations, etc.

Final products

— Individual products: portfolio and learning diary
— Assembly products:
— Action plan in the form of a programme
— Impact plan and follow-up
— Productions of the dynamising groups:
— Reports and information brigades
— Social Media Impact
— Facilities in the centre
— Eco-social culture: research, book club and creative writing

Materials

— Writing papers
— Social media and discussion apps
— Books, documentary films, video games

Curriculum concretion

See section: Curriculum concretion of the interdisciplinary project of the Climate Assembly for your centre (point 1.5.1.2)

Teaching sequence

Activity III: Climate Assembly in the Classroom

1st Meeting. Each group of the class is responsible for researching and collecting the conclusions of the 6th Report of the Intergovernmental Panel on Climate Change (IPCC). These should then be transmitted to the rest of the members of the assembly (Scientific Area-Steam)..

2nd Meeting. All groups assume the task of contacting youth networks to know what they organise and the possibility of intervening in the Assembly (Social Sciences Area)

3rd Meeting. The 1st Assembly of information and training is held to share the research, as well as the different networks contacted and associations.

4th Meeting. After the 1st assembly, the groups will be responsible for deepening the eco-social culture, ensuring that all people have the opportunity to communicate in different areas of life through:

— Brigade to raise awareness in other schools, families, environment (neighbourhood, town...).
— Leisure club (reading, audio-visual, video games...).
— Eco-care: knowledge and defence of biomes in our habitat.
— Alternative energies, energy poverty and the alternatives brought about by the green transition.
— Political impact (writing letters to policy makers, companies, NGOs...) (Communicative-Linguistic Area)

5th Meeting. We return to the Assembly to share experiences and organise an action plan that commits us from then on.

6th Meeting. Finally, we draft an impact and monitoring plan. For this end, the participants are divided into cooperative groups, based on the interests and skills demonstrated in the previous stages: performances, incidence, commitments…

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PEDAGOGICAL FOUNDATIONS

Inclusive education

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27   Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, target 4.7: By 2030, ensure that all learners acquire the theoretical and practical knowledge necessary to promote sustainable development, including through education for sustainable development and sustainable lifestyles, human rights, gender equality, the promotion of a culture of peace and non-violence, global citizenship and the appreciation of cultural diversity and the contribution of culture to sustainable development .Goal 4 and target 4.7

28   LOMLOE resume exit profiles: https://educagob.educacionyfp.gob.es/curriculo/curriculo-lomloe/menu-curriculos-basicos/ed-primaria/perfil-salida.html

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CIRCLE II:

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From the participative school to the democratic society. Activities

Circle I. Our School. Option A

Activity I.A.1 Do you like your school / high school? A question to reflect on what you want to keep, remove, or modify from your school

We start. three boxes, three colours

Surely you have once accompanied your relatives to the polls, or perhaps you have seen it on television. Today, a very important vote is to be held in class. Among the group you can decide what you would like to keep, modify or eliminate from our school. For this end, we have built our own ballot boxes. Do you like them? Each colour has a meaning, like the colours of the traffic lights in the streets of the cities. Green will be used to choose what we like about our school and that we want to KEEP. Orange will be used for what we would like to keep, but that we would like to MODIFY. Finally, we will use red, for those situations, rules or any other aspect that we want to ELIMINATE from our school. To facilitate this exercise it is essential that you keep your turn, respect the opinions of others, and especially, that you express yourself with sincerity arguing your opinions clearly, and without fear of what the rest of the group thinks.

Three cards full of ideas

Congratulations! You've already completed all three cards. Surely all three are full of very special ideas. Let us now look again at the cards. Take a moment to have a look at what is written on the orange and red cards. Do you think there will ever only be ideas for the green cardboard? Before continuing, can you answer the following questions:

— Who decides these rules in the centres?
— Can we modify or delete them? How? Reason your answer
— Does that happen with the rest of the rules in our society?

Well, it seems that together we have clarified some very important concepts, 'participation, laws, democracy', among others.

And you, how did you feel? What have you learned?

Before we continue, I invite you to reflect on how you've felt during decision-making in the group. I propose that you respond to the *Reflection Tool on the participation process* in a sincere way with all the details and examples you want to provide. In the last questions you

can include all you've learned about how decisions are made in different situations and places.

Table 3. Reflexion tool on the participation process

1	Do you consider the system used to determine which aspects appear on each cardboard to be fair? Why?
2	Do you agree with all the sections that are included in the cards?
3	From 1 to 10, how much do you agree with the final result?
4	Have you felt listened to?
5	While you were working in a small group, did you keep any opinion yourself? If so, why did you do so?
6	While you were in the small group, did any of your classmates want to impose their opinion? If so, how did you react? What about the other classmates, did they act like you?
7	Name some common situations in your life where decisions are made that affect you and give a score from 1 to 10 how much you participate in them. Explain it.
8	What can children and young people do to influence the decisions that affect them on a daily basis?
9	Do you think the process of drafting and approving laws is similar? Who drafts and approves the laws?
10	What can people of legal age do to influence the approving of some laws and not others?

Source: own

We share our emotions and learning outcomes

Are the responses of your peers similar to yours? Do you find it beneficial to listen to what the rest of the group has learned? But how much we learn when we listen carefully to others!

Activity I.A.2 How is our school / high school organized?

Surely you have completed the questionnaire clearly and sincerely. I also assume that you already know on whom these changes depend: of you, yes of you and the rest of your classmates, teachers and families. The first step is to find out how the bodies of participation that we have closer to us, in our school or in our high school, work. I encourage you to investigate them.

We are journalists now

We will organise in pairs or in groups of three. Each one will interview a component of each of these organs:

1. Board of Directors.
2. Teaching staff, not belonging to the Board of Directors.
3. Any student belonging to the School council.
4. A pupil from another school in the area.
5. School council of the centre: non-teaching staff, families.
6. Parents' associations.

But first we must draft a questionnaire. I hereby propose the following topics:

a) Composition.
b) Functions.
c) Who can be part of them?
d) How is the access process?

I'll tell you

The big moment has come. You've got all the information. Use all your creativity to explain in an attractive way to the rest of your classmates and the rest of the educational community what you have learned. Some proposals: story, podcast, mural, presentation, magazine article, staging or any other.

Circle I. Our School. Option B

Activity I.B.1 Do you like your school / high school? A question to reflect on what you want to maintain, remove or modify from your school / high school

We start: My school in three words

1. Together we will make a list of what we want to keep, change or modify in our school/high school. We will choose the three or four most voted options in each section.

2. Which of the proposed modifications or changes do you consider that can be taken over by the school/high school? What could we do to make them come true?

3. Have your say on: Democracy, Participation; Do these words ring a bell? What do they mean to you? Is democracy equal to participation? Is democracy different from

participation?

4. Please watch the following video: What is democracy? https://www.youtube.com/watch?v=8Eu6G5YrBt4

5. Once these concepts have been clarified, we ask ourselves:

⎯ Who rules our school/institute?
⎯ Is it a kingdom? A dictatorship? A democracy?
⎯ Are there any participation bodies?
⎯ If you think there are, can you name any?

And how can the schools be involved in decision-making?

6. Participation bodies of the school

The following list includes the different participation bodies that generally exist in schools: teacher staff, Board of Directors, Students' Association, Parents' Association, Board of Delegates, Environmental Commissions, Equality Assemblies, Health and Sport Commissions, Artistic Commission, Libraries ...

⎯ Do these bodies ring a bell? Do you know them?
⎯ Do you take part in any of them?
⎯ Do you know of anyone who participates? In which one?

7. There are other bodies in our society in which young people like you can participate. Here is a list of other **youth participation bodies.**

⎯ Official institutions that feature young people: Youth Council
⎯ Youth-generated representation and participation networks: StudentUnion, Extinction Rebellion, Youth for Climate

8. Speaking of participation: How and how much do we participate in our school?

Are there other, more active ways of participation?

I encourage you to investigate forms of organization in other schools that facilitate greater participation of students in decisions, for example: Council of Children The Granollers Children's Council and think if it could be replicated in your high school; or analyses in "The City of Children" (Tonucci, F, 1998).

Is my school a participatory school?

After these dialogues and analyses, do you dare to evaluate the degree of your participation in school?

Use the Participation Ladder that will help you know what level of participation you are at.: https://organizingengagement.org/models/ladder-of-childrens-participation/

Activity I.B.2 We will investigate the participation bodies that work in our school / high school to have an accurate knowledge of them (who forms them, what function they have…) and then we will have to share it inside and outside our school / institute

Let's investigate and then explain

— Form groups of 4 or 5 components to perform the following tasks:

a) Each group chooses a participation body that exists in its school or in other schools, avoiding repetition (Teaching Staff, School council, Student Association, Parents' Association, Board of Delegates, Environmental commissions, Equality Assemblies, Sports Commissions, Artistic Commission, libraries ...)

b) Each group shall interview a representative of the chosen participation body. It will be necessary to:

— Ask them what is and what is the role of this participatory body
— Prepare a questionnaire that facilitates the collection of the information related to its composition, functions, members and process of access to the body.

c) At the end of this phase a briefing will take place, in which each group will explain to the whole class the information obtained.

d) With the agreement of the whole class, the information obtained will be expressed in a different format chosen by each group: written document, infographic, comic, podcast, mural, video, oral exhibition, theatre performance.

e) The work of each group, in the format chosen, will be communicated and disseminated in different areas such as:

— The school itself for general knowledge
— On the school website
— The School Board and Parents' Association
— Other schools in the area

You can also research and consult other documents:

— Regulation of Internal Regime of the school.
— Internal Regulations of another centre in the area.
— Decree on the rights and duties of students in the Region
— Rights of Children and Youth.
— Education Acts (LOMLOE[29]) and articles related to participation.

Reflexion on our emotions and learning outcomes during the process

I invite you to reflect on how you have felt during the work and decision-making in the group. I suggest that you answer this questionnaire honestly with all the details and examples you wish to provide. In the last few questions you can include what you've learned about how decisions are made in different situations and places.

Table 4. Reflexions tool on the participation process

1	From 1 to 10, how much do you agree with the final result of your work?
2	Have you felt heard?
3	While you were working in a small group, did you keep any opinion yourself? If so, why did you do so?
4	While you were in the small group, did any of your classmates want to impose their opinion? If so, how did you react? The other classmates act like you?
5	Name some common situations in your life where decisions are made that affect you and give a score from 1 to 10 how much you participate in them. Explain it.
6	What can children and young people do to influence the decisions that affect them on a daily basis?
7	Do you think the process of drafting and approving laws is similar? Who drafts and approves the laws?
8	What can people of legal age do to influence the approving of some laws and not others?

Source: own

We share our emotions and learnings

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29   Spanish Educational Legislation

Are the responses of your peers similar to yours? Do you find it beneficial to hear what the rest of the group has learned? But how much we learn when we listen carefully to others!

Circle II. The nearby environment (family, friends, neighbourhood, associations…)

Activity II.1 We seek the agreement without voting. a tool to train our interventions in the assembly

Read these suggestions that we are making and imagine that we will discuss them and try to reach a consensus. Please choose one of them:

— We think you need to change the high school.
— For work reasons, we have to move, and the family prioritizes the transfer of the whole family together.
— We have decided at home that you have to take out the B2 profile of a language in July.
— Things are not going well between classmates. We'll close the group and create another one that certain people shouldn't be in.
— The neighbourhood of the square where we met has given us an ultimatum on account of Street Drinking and has threatened us.
— We cannot continue using the facilities because they tell us that we do not know how to take care of them.
— We have to organise a trip to Salou (a tourist area popular with young people)!

Can't you find anything of your interest? If so, write down here the problematic situation that you would like to analyse:

• ……………………………………………………...

 Here you have the tool to help you collect the ideas and feelings that arise in the different steps of the debate.

Remember that we seek a minimum agreement without voting! Be, please, aware of the process.

Table 5. Tool to reach an agreement without voting

Write down the situation that we are going to analyse as a group:	
STEP 1 Personal assessment of the problem:	— What are your interests? And your needs, are they the same? — Do you find any reason to explain what's going on? — Who do you think took part in the decision? — Is there any room to change and propose? Is there a possibility of negotiation?
	MY PROPOSAL:
STEP 2: We talk in pairs and propose.	WE THOUGHT THE BEST SOLUTION WOULD BE:
STEP 3: As a team, we collect the proposals, talk, value and insist on the search for a couple of arguments that reinforce our group proposal. We choose a spokesperson, but we all know the arguments we will use.	Our team believes that the best solution would be:
	And it provides these two reasons or arguments: 1) 2)

Source: own

Reflecting in a large group on the process

Keep in mind that from here can come some conclusions or a brief reflection or report that
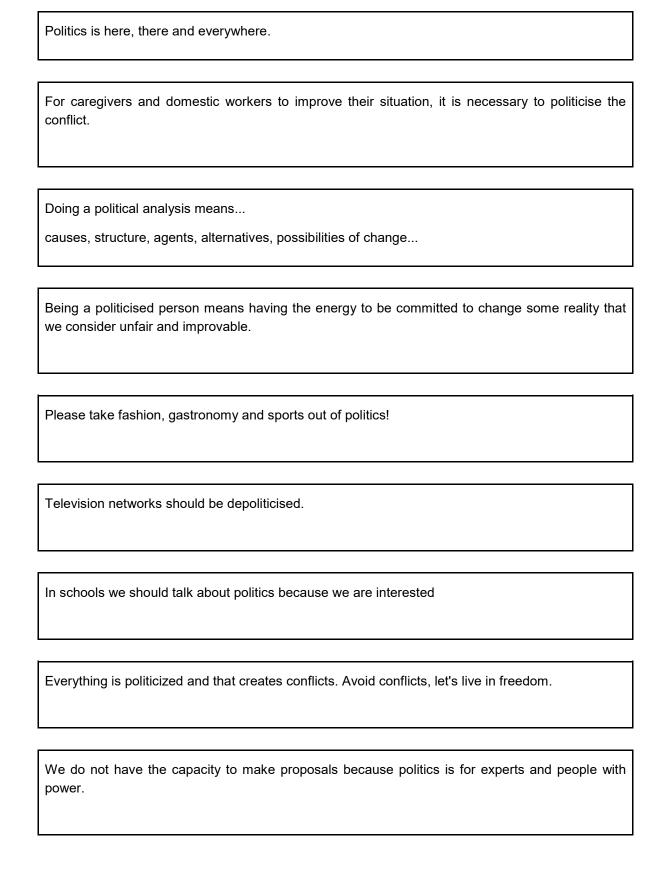
we could assess and that we have travelled a path that we can self-evaluate later.

We need to listen and share your contributions. First of all, the speakers have the floor but, at any time you can add what seems important to you. Would someone give us a hand to go pointing in the document that appears below what we are commenting? Thank you!

Table 6. Tool to analyze what has happened in groups

	MOMENTS	FEELINGS	ACTIONS
1	Knowing the situations analysed	Ex: *How? It's clear to them!*	First reaction:
			Most thoughtful proposal:
2	Searching for causes, analysing multiple factors and diverse interests	Ex: *There is no right! This is an injustice!*	Is there a single reason or cause to explain the situation?
			Would it be possible to collect the different opposing positions that have occurred in your work team?
			How did you come up with the group proposal?
			Has anyone felt pressured or bad because they didn't share your point of view or proposal?
3	What can we do?	Ex: *They're going to find out! This can't go on like this! We should defend our interests! We have to explain what we want to achieve!*	What mechanisms, methods, tools do we come up with to seek an approachment, an agreement?
			This is the proposal that we make among all of us:

MOMENTS	FEELINGS	ACTIONS
		Do you think that the proposal is negotiable, open, and allows further discussion on the issue?

Source: own

Activity II.2 Tennis game. Rethinking my arguments around the politicization or depoliticization of important aspects of my life

1. *We pick up a ballot from the cut-outs and start the game by giving weighty arguments. Cheer up!*

Everything is politicised. Eurovision also has a political interpretation.

Politicising an issue means discussing, polemicizing and defending your position.

When we say that everything personal is political it means that we do everything in the face of other people and that private space and privacy have been lost.

Depoliticisation is synonymous with disinterest, detachment from politics and passivity.

I'm sick to death of everything is politicised.

Politics is here, there and everywhere.

For caregivers and domestic workers to improve their situation, it is necessary to politicise the conflict.

Doing a political analysis means...

causes, structure, agents, alternatives, possibilities of change...

Being a politicised person means having the energy to be committed to change some reality that we consider unfair and improvable.

Please take fashion, gastronomy and sports out of politics!

Television networks should be depoliticised.

In schools we should talk about politics because we are interested

Everything is politicized and that creates conflicts. Avoid conflicts, let's live in freedom.

We do not have the capacity to make proposals because politics is for experts and people with power.

> The assembly for the discussion and proposal of alternatives to a specific problem should respect rules to ensure equal treatment, the opportunity for free expression and the consideration of everyone in decision making.

> The assembly does not work if there are no people to lead it.

> In assembly we discuss a lot but then the decisions are always made by the same people.

2. *We're still in the game. Would you like to add some controversial phrases to know how classmates are positioned? Encourage them to create controversy; Politics is a part of our life!*

Activity III.3 How are we going to manage ourselves?

1. Let's read the following texts for your analysis:

— Alquilar un local por parte de jóvenes (Rent a place by young people)
— Guía para elaborar los Estatutos de una asociación (Guide to drawing up the Statues of an association)
— Modelo de Estatuto de una Asociación sin ánimo de lucro (Model Statute of a Non-Profit Association)
— Rules of Organization and Operation of the Centre

Let's form five groups to write a rule of organisation and operation or a statute of a non-profit organisation such as, for example, a sport club, the management of a youth leisure venue, the management of a musical group or a fan group, or a neighbourhood association with some purpose to improve the neighbourhood: waste management, aid to newcomers.

Table 6. Tool for each group 1 Student

What kind of partnership do we want? *We will reflect on the following questions and try to answer them:*
● Why do we want to create an association? ● What will be its objective? ● …

Source: own

Collect all the contributions of the members of the group along with their arguments to include them in the final document (table 7). The presentation in powerpoint will then be made to explain the content to the other groups.

Table 7. Reflexion tool for group 1

What kind of association do we want?

Source: own

Table 8. Tool for each group 2 Student

What will be the operating rules? We will reflect on the following questions and try to answer them:

- *What will be the standards to be met?*
- *Are fees going to be charged?*
- *Will there be regular meetings?*
- *How are they going to be summoned?*
- *How are they going to take the agreements?*
- *…*

Source: own

Collect all the contributions of the members of the group along with their arguments to include them in the final document (table 9). The presentation in powerpoint will then be made to explain the content to the other groups.

Table 9. Reflexion tool for group 2

What will be the operating rules?

Source: own

Table 10. Tool for each group 3 Student

Which people are we going to take part in the association? *We will reflect on the following questions and try to answer them:*

- *Who will be members of the association?*
- *What will be the requirements for membership?*
- *What rights will members have? What will be their obligations?*
- *How and when will they cease to be members of the association?*
- *Will we have a board of directors? What positions will be incurred?*
- *Who will be part of the board?*
- *How will they be chosen?*
- *How long are they going to be in the position?*
- *What are their functions going to be?*

Source: own

Collect all the contributions of the members of the group along with their arguments to include them in the final document (table 11). The presentation in powerpoint will then be made to explain the content to the other groups.

Table 11. Reflexion tool for group 3

What people are going to take part in the association?

Source: own

Table 12. Tool for each group 4 Student

How are we going to manage our meeting place? *We will reflect on the following questions and try to answer them:*

- *Are we going to rent any premises, or are we going to look for a meeting place that is offered for free by the city council, an association, or other entities?*
- *Who is going to take care of renting it or ordering it?*
- *What can be the difficulties in any of the cases?*
- *How to solve them?*
- *Who is going to have the keys?*
- *Who is going to clean it up? How often?*
- *How will the expenses be paid: light, water...?*

Source: own

Collect all the contributions of the members of the group along with their arguments to include them in the final document (table 13). The presentation in powerpoint will then be made to explain the content to the other groups.

Table 13. Reflexion tool for group 4

How are we going to manage our meeting place?

Source: own

Table 14. Tool for each group 5 Student

And what if someone doesn't follow the rules? *We will reflect on the following questions and try to answer them:*

- *Is it important to comply with the rules? Why?*
- *Will anyone who does not comply with the rules be sanctioned?*
- *How?*
- *…*

Source: own

Collect all the contributions of the members of the group along with their arguments to include them in the final document (table 15). The presentation in powerpoint will then be made to explain the content to the other groups.

Table 15. Reflexion tool for group 5

And what happens if someone doesn't follow the rules?

Source: own

Circle III. City, Autonomous Community / Country, World Climate Assembly

The Citizens' Climate Assembly is a participatory model that took place across Spain from November 2021 to May 2022. 100 people were randomly chosen to discuss the climate issue and to propose solutions. The debate resulted in a series of recommendations in five areas of "life and society":

— consumption
— food and land use
— communities, health and care
— work
— ecosystems

Thus, our Assembly does not start from scratch, but extends a global participatory process and brings it to schools to respond to the climate emergency. This citizen commitment must become a reality in the "life and society" of our school or institute, our planet, our world.

To carry it out we will have the support of democratic institutions that recognize the climate emergency and especially with the direct support of various organizations: Youth for Climate,Teachers for Future Spain (TFFS), Ecologists in Action, Greenpeace and the Coordinator of Development Organizations. In fact, most of them have been promoting litigation against the Government for inaction and in demand of greater climate justice for several years.

Will we be able to meet the challenge?

Do we hide our heads under the wing or use them to fly in a flock?

Activity III.1. 1st session of the Climate Assembly in the centre - How does climate change affect your generation?

We start by visiting the resource page of the Naturautas project: Open window: our home is on fire. We reflect individually on the problem for a few minutes, with the help of the following tool (Table 16). Part B) will be carried out with the 1-2-4 cooperative technique.

Table 16. Tool for participatory analysis of problems

How does climate change affect your generation?

A	***Letter to Nova, who will be my age in 2070***[30] *What are you doing to hand down the heritage of a living and diverse planet?*
B	*Step 1: Individual analysis around the problem (with the 1-2-4 cooperative technique)* 1. *What do we call "climate emergency" or "climate crisis"?* 2. *What does the report of the IPCC, the UN's expert group on climate change, say about climate?* 3. *What is COP? What main agreements have been reached? (Research on the 2015 Paris Summit). It defines the concepts of mitigation and adaptation to climate change.* 4. *Why are these agreements not being fulfilled? Why are they being taken further? How can we influence them to be fulfilled and extended?* **MY PROPOSAL:**
	Step 2: We talk in pairs and propose **WE THOUGHT THE BEST SOLUTION WOULD BE…**
	Step 3: In a cooperative group, we collect the proposals, discuss, evaluate them and insist on finding a couple of arguments that reinforce our group proposal. We choose a spokesperson, but we all know the arguments we will use. **OUR TEAM BELIEVES THAT THE BEST SOLUTION WOULD BE…** **AND IT PROVIDE THESE TWO REASONS OR ARGUMENTS:**

Source: own

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[30]   Activity proposed by Project Naturautas. *Ventana abierta: nuestra casa está ardiendo*

Activity III.2. We create commissions of inquiry

Scientific Committee: Choose different topics related to the Climate Emergency, prioritising those that seem most important and urgent. Once elected, download the report of the Intergovernmental Panel on Climate Change (IPCC). Once the report has been studied, prepare a visual support using infographics, which can be understood by everyone.

Organising Committee: Look for youth networks and environmental associations in your neighbourhood to find out what actions they organise and request that they intervene in our Assembly as climate activists. The #28000porelClima program of Teachers for Future Spain will help us. Logically, the first step will becontact the Citizens' Climate Assembly and those who organised it, as well as those who are currently defending 'climate justice'.

After listening to their initiatives, we will have to make the effort to imagine their implementation in the scope of our Institute and our habitat, as a draft. To this end, we prepare a report of possible actions in the form of a three-column table:

— Organisations
— Main proposals
— How to apply them in the Institute, in the neighbourhood or municipality.

Activity III.3. 2nd session of the Assembly. We make proposals framed in our own lives

The members of the commissions return to their classroom groups to present their work. The scientific commission exposes its summaries and conclusions of the research carried out, answering the questions of the assembly members.

Depending on their availability, the groups contacted are asked to present their lines of action. They can do it by video, by videoconference or, better yet, by their direct intervention in the meetings of each group.

Finally, we form cooperative groups to make concrete proposals that we are going to order through labels according to:

1. Scope: Institute, Municipality, Autonomous Community and State.
2. Thematic, as did the Citizens' Climate Assembly:
   a) Consumption.
   b) food and land use.
   c) communities, health and care.
   d) work.
   e) ecosystems.
3. Purpose:

a) mitigation of climate change, reducing or eliminating the causes.

b) adaptation to change, to reduce its effects.

Activity III.4. Legislative Committee: presentations of proposals

Again, each classroom group chooses two representatives, who have stood out in the phase of collecting proposals, to transfer them to the High school as a whole. They will form the Legislative Commission of the Assembly, composed of these pairs of spokespersons, and will have the mission of collecting the proposals, ordering them and visualizing them in digital murals (Padlet, Miro, etc.), web pages, digital presentations or flipcharts in a clear and visual way, to expose them to the Assembly. They will endeavour to organise them, with the help of the above-mentioned labels.

The commission has the power to gather more information to specify the proposals and to filter those that are irrational or incoherent. Its objective, from the beginning, is to ensure that the whole centre has access, so that the proposals are known and considered by all the participants.

Activity III.4.bis (simultaneous). We create ecosocial culture. Other dynamising groups

If you are not a member of the Legislative Commission, you will have another role: the other people in each classroom group are tasked with creating eco-social culture. You will be required to choose, by means of a form, the dynamic groups in which you want to participate, ensuring equitable distribution across all groups.

Which one do you prefer?

Information brigade: within the school and in other educational establishments

— Seek out information on climate change in our immediate environment.

— It shapes those contents in a format accessible through social networks: infographics, climatok (Tik Tok), websodes on Youtube.

Naturauta leisure club (cf Naturautas): readings and creative writing of nature

— Groups are organised in each language to reconnect with Nature: narrative and video games, poetry and rap, radio and podcast, documentaries, film and series, plastic arts.

— We prepare a reading club with the resources we have been able to gather.

— We launch to generate a rap for climate and climate art.

Eco-Care Group: knowledge and defence of the biome and ecosystems

— A catalogue of species of flora and fauna in the municipality should be drawn up, with

the help of mobile applications.
— Research the risks that threaten the species in our environment.
— Develop a plan to take care of the living beings with which we cohabit.

Alternative energy group

— Interview people in the municipality about the difficulties in accessing energy: energy poverty, power outages.
— Investigate the problems of installing photovoltaic panels in homes and residential buildings in our municipality: Are Next Generation funds reaching working people?
— Produce short videos reporting on the situation to distribute on social networks with an HT (hashtag).

Political impact:

— Write and send demand letters to democratic institutions and representatives
— Propose non-violent measures such as ina, com installations, dramatization and performances (Scientist Rebellion).

Activity III.5. 3rd session of the Climate Assembly: Voting and programme. In each classroom group and in the legislative committee

1. Exposition, voting and analysis.

We will display the different proposals in a portfolio accessible to the whole Assembly, or in an open space through panels, so that each assembly member can choose a maximum of 5 among them. The most voted in the whole centre– e.g. 20: it can be more or less, depending on the circumstances –will be presented and developed by your spokespersons.

The spokespersons will record a video and upload it to a shared folder in the cloud (Google Drive, One Drive, etc.). It is important that in the script of the video the categories are clear: scope, subject matter and purpose.

2. Further debate.

Classroom groups will listen to all the selected proposals, either individually, through the videos presented, or together, when direct clarification of some of the terms used is requested.

You will have to collect in your Learning Diary both the selected proposals and the explanatory statement and the categories with which they are labelled.

3. Sequence: calendar, programme.

Finally, the Legislative Commission will have to meet again to establish a coherent sequence of implementation between the proposals finally chosen and elaborate, by means of a calendar, a grid or a programme, either in digital format or in the form of a mural.

Activity III.6. 4th meeting of the Assembly: Impact plan and follow-up in each group-classroom and by commissions

As serious as plans to squander the planet's resources at the expense of future generations is the tendency to renege on climate change commitments.

We therefore need to take action and organise follow-up:

1.st Each classroom group will dedicate one class session to develop the impact plan. You are again divided into cooperative groups, although this time they will be formed according to the interests of each person and the competences previously formed.

Logically, the work of the new groups will represent, to some extent, an extension of the work previously carried out in the "dynamising groups":

1. Performance (cf. III.4a: Information brigade, *Naturauta* leisure club). How to make the agreements known to the whole School, the neighbourhood or the municipality with performative effectiveness: artistic installations, dramatisation and forum-theatre, webisodes, social networks (short videos, challenges), etc.
2. Political impact (cf. III.4a: Political impact). How to bring the fruits of the Assembly to the institutions and organisations that have been involved, with the aim of collaborating for their implementation. To this end, each proposal must be linked to one or more institutions or associations.
3. Commitments (cf. III.4: all others). You will have to highlight those proposals that are labelled so that they are carried out at the Institute and at the local level (neighbourhood, municipality). What should we do to carry them out: students, teachers, families? What should we commit ourselves to? It is appropriate that this group be divided into subgroups, depending on the type of proposals. Let's say it's because of its theme:
   a. Ecosystem care and urbanism: land use
   b. Care for people: change of consumption habits, work to human measure and use of alternative energies

2.º In each classroom group, three people are appointed to coordinate the implementation of the action plan in these three dimensions: performance commissions, impact and commitments.