MYP Implementation Guides

1st phase

BePart

YOUTH PARTICIPATION

- During the first year of implementation, BePart teachers and students selected, from the Models of Youth Participation Handbook, the Models of Youth Participation (MYP) to be implemented in their schools.

- All the process of definition, implementation, monitoring and evaluation of the implementation of MYP was made in the context of the Schools' Fellowships where the students had the opportunity of developing civic competences, for one hand, and planning all the process of testing/implementation in their schools, for another hand.

- As a result of the testing/implementation stage/phase, each group of students prepared an implementation guide. This document presents the 8 guides of implementation of the MYP related to the 1st phase of testing/implementation.

- The MYP Implementation Guides consist of documents structured and developed by the students responsible for the testing/implementation of the MYP in their schools, always with the support from teachers and experts as well.

- This document will be strategic to support other teachers, students and schools in the transference and implementation of the MYP in their schools.

escola virolai

VALMIERAS PĀRGAUJAS SĀKUMSKOLA
Valmierai, Pārgaujai, paSaulei!

2o ΓΥΜΝΑΣΙΟ ΤΕΡΑΚΑ

eSF
Escola Secundária I 3 de Paços de Ferreira

Youth Participation in Finland *(2011)*

Virolai School

Adaptation

The amount of groups or people on the grups can variate to acomodate different group sizes.

And since the questions are open, they can fit any situation

Model description

This model consists of a dynamic that helps people to express their opinion in a more comfortable group of people. All the opinions are shared with all the groups and as the dynamic advances, the opinions are complemented and strengthened.

Setting / context to intervene

Virolai School Barcelona, Spain
ESO and Batxillerat

Level of participation

99,9%

Limitations and challenges

Lack of student interest and lack of time.

Main problems addressed by this Model

The lack of participation at the school, by giving the students the oportunity to manage a budget.

Recommendations

The model supports the participation by giving responsibility to the students by giving them free rain to handle the budget.

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Preparation

The major problem in our school was lack of student participation and we realized this by asking different teachers and students what they thought.

We had communication issues between the two grades involved in the implementation of the model

The only resources we used were class time, help

from certain teachers and paper and pen.

Inception

Our project team included students from a wide variety of backgrounds, ranging from different ages and lifestyles.

The model was relevant to our school context because it encouraged respect and that's one of the foundations of our school.

We gave them a safe space to express their thougths and share their opinions.

Cooperation

We invited people from our school from the ages 12 to 18.

We didn't get to invite enyone from our local comunity because of covid but it wasn't a big problem since the model was focused on our school comunity

Implementation

The teachers handled organization and the students involved formed three different comités: "action plan", comunication and implementation.

It took us about a month to organize everthing, but we would recomend to deciding your own action plan and your own deadlines depending on how much time ypu dispose of.

We ignored them and managed to do everithing anyway.

We documented the project through the documents and papers we used to develop it

Evaluation

We asked for feedback from both the students and the teachers in order to make an evaluation.

To evaluate, we asked them to fill out a questionnaire asking them about different aspects of the project and their opinions about them.

We are happy with the impact that our project had since it enabled more tools that could be used in our school to engage the participation of students.

Our Model can be used by other students in a different context.

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--Harry Shier participant tree(2010)
--IT skills/distance socializing skills

MODEL
The model focuses on practical operation, which allows everyone to be equally involved according to their abilities

PARTICIPATION
We went through the trunk stage - a learning process to gain awereness of ourselves as members of society. In the branches stage we formed into 3 groups working on 3 themes (IT skills, comunication problems, understanding waste sorting). At the stage leaves : we felt having meaningful roles as community educators and representatives.

MAIN PROBLEMS
In this model, the only thing we did less was 2nd phase - branches, where the actions were not in multiple variations.

SETTING / CONTEXT TO INTERVENE
Our own and surrounding school members, interest organizations and the local government learned about our ideas and solutions. We shared our experience within the project participants from other countries.

LIMITATIONS AND CHALLENGES
The pandemic was a challenge not only in learning, but also in bringing the classroom together, and we took advantage of various digital opportunities. We worked in the project team in online meetings

RECOMMENDATIONS
This model firstly will make students aware of the things that are important them. Secondly , announce the problems/ issues in the surrounding community and then look for solutions.

Adaptation
A model can be adapted to different cases, moving towards to common goal by dividing responsibilities

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YOUTH PARTICIPATION

1

Youth Implementation Guide on each Model implemented by students

--Harry Shier participant tree(2010)
--IT skills/distance socializing skills

17 questions

Advice and guidelines from Students to Students

INCEPTION

✓ Our team included students from different backgrounds.

✓ Model was relevant to our school context, as IT and distance socializing skills were very actual during pandemic and distance learning.

✓ As our chosen projects were actual, there were no need for additional engagement. Students love it.

PREPARATION

✓ We realize that because of pandemic, students start to be depressed and lonely.

✓ The biggest challenge was the lack of computers and IT knowledges.

✓ We asked help for our supportive mentors.

EVALUATION

✓ We and our mentors were satisfied about process and a result.

✓ We had questionnaires, focus groups, discussions, web meetings.

✓ We are very happy with this project and whole process.

✓ Our Model and outcame can be used for another groups.

IMPLEMENTATION

✓ We split responsibilities, so each of us has something to do.

✓ Our ground rules were - if you need some help - you just need to talk. If we see, that somebody is getting tired of project - let's support him.

✓ We had some unmotivated moments in our team, but the our mentors get some motivation to us.

✓ We had some responsible persons in each team, who did all writing staff and afterall we check it together.

COOPERATION

✓ We worked with Valmiera Olympic Center and its sports motivation coach, some other school teachers, municipality.

✓ From the local community we worked with school psychologist and a social pedagogue. From the parents 'association - Valmiera Pārgauja Primary School Parents' Council, and, of course, from the school management - the director Viktoras Litaunieks.

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YOUTH PARTICIPATION

2

EAR model (2019)
--Getting to know about individual and social responsibility through Socratic Dialectics & Theatrical techniques

Main problem addressed by this Model
We had to face and overcome the disrespectful behavior of students towards their classmates, teachers, and school facilities.

Setting / context to intervene
We presented our ideas to our schoolmates, parents, the students of other schools in Greece and abroad.

Model description
This Model allows interaction among students through vivid discussions, and expression of opinions through theatre. It develops critical thinking skills, and let us find our own ways to solve any problem.

Level of participation
We participated in discussions and presented our solutions, the problem's consequences and our actions so far to our classmates, the parent's association, the student's council and generally to the entire school. We also presented it to students from other schools in the Municipality of Pallini, of Athens and Greece.

Limitations and challenges
The pandemic was a huge obstacle an we could only communicate through the internet. We overcome the problem with careful coordination and online meetings

Recommendations
This particular model allows us to think critically, to express ourselves through theatrical techniques, and show our ideas through motion and movement. We recommend to have class time devoted to each theme, in order to explore solutions through its two dimensions, theatre and dialectics.

EAR project

Adaptation
The model can be adapted by creating small plays about many topics, in order to raise awareness. Adapted to all school contexts.

2ο ΓΥΜΝΑΣΙΟ ΓΕΡΑΚΑ

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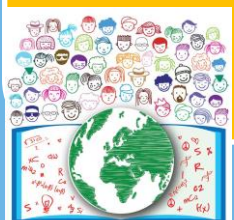
Youth Implementation Guide on the EAR Model

EAR Model—Lack of respect to the school environment and our peers

Advice and guidelines from Students to Students

PREPARATION
- We realized that the major problem in our school was the lack of respect towards the school environment, the students and the teachers.
- The biggest challenge was the lack of awareness of our schoolmates about this.
- We sought help from the students, the student's council, the parent's association, the school's staff and the Municipality of Pallini.

INCEPTION
- Our team included students from different backgrounds.
- We used role playing on our school subjects and it was fun!
- We motivated and engaged everyone, as we informed them about the problem and explained it's concequences

EVALUATION
- The criteria to evaluate what we did was the satisfaction of our local and larger school environment
- We used Questionnaires, Focus groups, mentimeter, answergarden, to evaluate.
- We are satisfied with the impact of our project, because we saw significant changes in our school.

EAR Model can be used by other groups of students in a different context, as they all can work with the theatrical techniques

COOPERATION
- We talked to the Municipality of Pallini and to neighbouring schools
- We invited to help our classmates, the students' council, the parents' association

IMPLEMENTATION
Divided tasks: Questionnaire: all students and creation by Marilena/ Calendar: Christos /Students' Council: Stefanos /Posters : Giannis/ Parents Association: Thenia /Teachers Association: Marilena /Painting of classrooms: school's care taker after the students have selected the colours/ Presentations of the project's outcome to the students of the school: All/ Wall Painting: Stelios, Argyris, Stavros

Recommendatrions
Do not exceed deadlines
- Set ground rules: Teamwork, good communication, coordination, allocation of tasks.
- Overcome the obstacles by focusing and being patient, and having regular online meetings
- Document everything by noting what you did every week on a jamboard platform
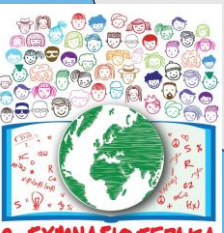
Co-funded by the Erasmus+ Programme of the European Union

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2o ΓΥΜΝΑΣΙΟ ΓΕΡΑΚΑ

2

## 6 PRINCIPLES OF ONLINE PARTICIPATION
Tim Davies (2011)

MYP DESCRIPTION

This is a tripartite model based on the **UN Convention on the Rights of the Child.** The principles of online participation are framed by three main categories of rights such as: **provision**, **protection** and **participation rights.** They help to identify specific guidance to respond to young people's online lives. **These principles ar**e:

- Support digital citizenship;
- Empower young people
- Respond to risks;
- Promote resilience;
- Provide positive spaces ;
- Create youth shaped services.
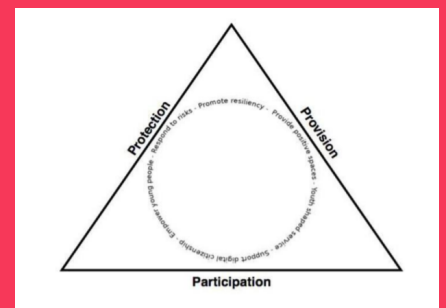
LEVEL OF PARTICIPATION
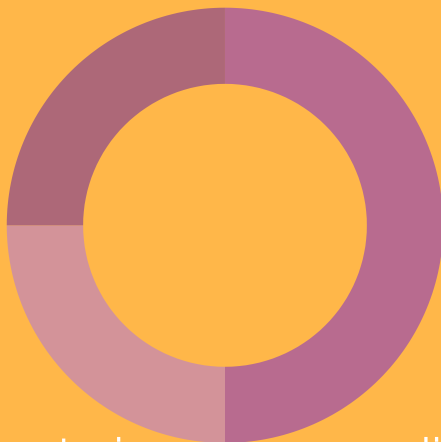
- Questionaires
- Observation sessions
- Focus Group

We participate in numerous discussion groups at inter-class level; grade level, school management, school community, and teacher groups.
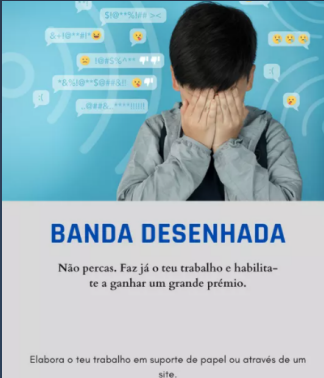
MAIN PROBLEMS ADRESSED BY THIS MYP

Complexity

Time

SETTING/CONTEXT TO INTERVENE

BANDA DESENHADA

Não percas. Faz já o teu trabalho e habilita-te a ganhar um grande prémio.

Elabora o teu trabalho em suporte de papel ou através de um site.

- Cyberbullying
  - Cartoons
  - Blog
  - Ebook

ALL ABOARD!

LIMITATIONS/CHALLENGES

STAY

Due to the pandemic situation the activities proposed to involve other classes could have been compromised had it not been for the intervention of other teachers. The time available was also a constraint.

RECOMENDATIONS

The implemented Model developed the following horizontal skills: **Problem Solving, Creative Thinking, Teamwork, Decision-making, Interpersonal skills, Communication Skills, Leadership Skills** and can be used in others contexts. If we had had the opportunity of mobility the motivation would have been even greater.

ADAPTATION

ADAPTABILITY

CliftonStrengths

This project is comprehensive enough to be applied to other contexts

Bepart Project

ESPF- Portugal

Inception

Given the pandemic situation the students had distance learning which increased their interest in internet safety.
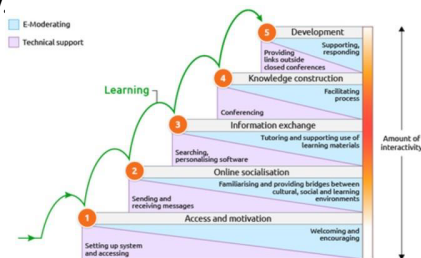

Preparation

We opted for this model which conceived of peer communication primarily online through five stages: access and motivation; online socialisation; information exchange; knowledge construction and development.
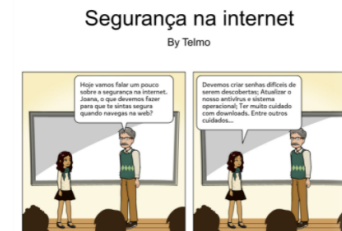
Cooperation

Using collaborative digital tools students created posters for online campaigns, created an online community through Discord and held an escape room.
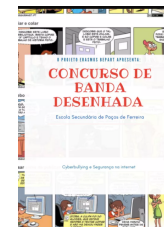
Implementation

Posters, campaigns, videos and ebook on internet safety were made and advertised on the school's facebook and instagram page.

Evaluation

This model is flexible and can be implemented in any context and activity. It is designed for building online communities of practice. It was the most suitable model for the situation of confinement experienced by students.

Recommendations

Given the high degree of applicability and thematic flexibility of this model, it is a good example to follow in any project even in a hybrid context.