

# Democracy, influence and participation in our school's curriculum, content and practices in different subjects

## **-translated version for the power point presentation -**

self-described by teachers (spring 2020)

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## **1. METHODS IN PRIMARY SCHOOL (grades 1.-6.)**

- class teacher, subject teacher or special teacher

### **Philosophy of Life** (in the 1st to 6th grades)

#### *Curriculum:*

The subject's role is to develop the capacity to grow into an independent, tolerant, responsible and discerning member of their community.

The aim is, among other things, full democratic citizenship in a globalised and rapidly changing world and to encourage pupils to accept and understand the diversity of the world and equal treatment for all.

#### *Practices:*

- This year we learned in discussions about one's opinion on lyrics and listening to another.
- Students can choose places in class, group work groups and working methods that are suitable for themselves (if possible according to the teacher).

### **Special education** (this teacher works with 4th - 6th grade pupils)

#### *Practices:*

Theme changes daily - wanted a teacher for it or not – according to the pupils' energy, ideas etc.

A lot of tweaking eg. seating (your choice or conference with a friend)

Let's take turns practicing talking, listening to one another and respecting other's opinion, and acting constructively (for example, not laughing at the specificity of a friend).

Discussion of things that have arisen from the students' own world of experience. They're going to make time for them, and everyone's going to get involved.

You can perform tasks in the order you want, and you can mark the goal tasks themselves in your book. Sometimes you can choose your own homework. But the teacher is the boss and decides the course of the hour.

### **6th class** (classteacher)

#### *General practices:*

The student often gets to choose the order of the assignments and sometimes also the homework.

The student can influence the way you work (e.g. can do sitting or standing, change places, use headphones....)

On the prize lessons, which are agreed by listening to your wishes and together, discussing and voting.

Listening and talking to students: what interests them and what kind of everyday life they live (either as part of hours or as an intermediate recess in the study of a subject).

## **2. METHODS IN MIDDLE SCHOOL (grades 7.-9.)**

-subject teacher

### **Civics**

*Curriculum and subject content:*

- History of democracy and comparison of democracy and dictatorship
- Voting and elections
- The role of the media in society
- NGOs and engagement
- Opportunities for young people to influence
- Forms of new democracy (e.g. citizens' forums, petitions, initiatives...)
- Powers (e.g. local democracy, parliament, government, president, EU)

### **Mother tongue, native tongue and literature**

*Curriculum and subject content:*

Especially in the 8.th grade, the category is structured around the theme in terms of content. In this case, you practice the expression of opinion both in writing and orally, and you will learn about impressive literature.

In practise for example: opinion polls, debates, responses, group discussions, impressive literature, modality in language, critical media literacy, review of advertising means, reviews, history of rhetoric...

*Practices:*

- Often they often get to choose which bigger entity to take on next reading.
- Literary selection between options
- They're allowed to influence seating, hours of travel and groups.
- Discussion and inclusion is a natural part of teaching.
- Sometimes we vote and compromise.
- You can choose between the appropriate level and the associated test or task.

### **Foreign languages (English, Swedish)**

*Curriculum and subject content:*

- Learning the vocabulary needed to express opinion
- Some of the texts are the topics concernd.
- Sometimes influence (e.g. student union). (SWE)

### **Religion**

*Curriculum and subject content:*

- Teaching provides the capacity for dialogue between religions and beliefs, both within and between different views.
- Teaching encourages students to respect life, dignity, and their own and the saints of another.

- Teaching supports the growth of every student as a responsible member of the community and a democratic society and a citizen of the world.

*Practices:*

- Students can express their wishes for completing the course (e.g. how many tests will be held).
- 9th grade is the subject of ethics, the subject and presentation of which is chosen by the student himself.
- The hourly conversations practice forming and lyrics of one's own opinion and listening to another.
- Intermittent rotations between the teacher's chosen, valued and students themselves.

## **Visual arts**

*Curriculum and subject content:*

- Content areas include their own image cultures, environmental image cultures and art worlds
- The aim of your own image cultures is to highlight the students' own ideas, ideas, image interpretation, the environment and the world of experience.
- Explore visual influence in terms of affecting your living environment and society (advertisements, posters, "images", public construction, media phenomena...)

*Practices:*

- Optionality is sometimes used in classes (e.g. your idea or subject, a theme chosen by the class together).
- In addition, sometimes students choose work technology and materials for the given topic.

## **Mathematics, Physics, Chemistry**

*Curriculum and subject content:*

Democracy and the role of the University are also ignored in the history of science. Addressing various important phenomena (climate change, circular economy...).

*Practices:*

- The student is allowed to choose from more challenging or basic tasks.
- Students are allowed to participate in the seating positions.
- Students sometimes have the choice of deciding whether to have one bigger test or two smaller.
- Students also participate in the discussion of important phenomena. Opinions are exchanged both in the context of the lessons and in the work of the book. I'm going to get you out of here.

## **Music**

*Practices:*

- Students get a lot to influence what is being played or sung.
- Sometimes students listen to their favourite music equally in the classes.
- Some songs or music samples contain a lot of ideas about people-to-people relationships, nature...
- The different styles of music reflect their time and the cultural factors that occur.
- Playing together and singing develops the skills of taking into account and listening to another.

## **Sport**

*Practices:*

- Students often get to choose between warm-ups and sometimes a relationship about how much to

play and how much technique is practiced.

- In the autumn, in the area of electorism, they will be allowed to decide on the programme for the school year (by voting)
- The student often gets to choose whether to practice while playing or even on a skill track.
- E.g. the length of the link according to your condition.
- Students are often allowed to influence team allocation.
- Listen to game, play and genre wishes.

## **Household**

*Content:*

- Study that the consumer can influence the well-being of himself, others and the environment through their own choices.

*Practices:*

- Occasionally, they may decide on their working groups or partners and prepare the food/pastries.
- A lot of optionality in practical homework