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# Teacher Learning Guide



# PLACE

## Project Learning Guide



Let's start with a story ....

The rich landowner and his son went up the hill. From the top was a beautiful view of the surrounding countryside with forests and farms, a gurgling river and a pond. The landowner turned to his son and gestured broadly at the country: **"Look, son, one day all of this will be yours!"**

From a distance, another father and son approached the top of the hill. They were wandering around the region together. The father looked around, pointed with glowing eyes at the surrounding countryside, and turned to his son, saying, **"Look, son, at all this beauty!"**



*"When you give yourself to places, they give back to you; the more one comes to know them, the more one seeds them with the invisible crop of memories and associations that will be waiting for you when you come back, while new places offer up new thoughts, new possibilities".*

Rebecca Solnit (Wanderlust 2001). Solnit has written on a variety of subjects, including place, the environment, feminism and politics.

*"Being engaged in some way for the good of the community, whatever that community, is a factor in a meaningful life. We long to belong, and belonging and caring anchors our sense of place in the universe."*

Patricia Churchland (University of California - neuro philosopher)

The PLACE project partners are delighted that you have chosen to be part of this exciting project which explores themes of belonging and connection to our local place and community.

This **Teacher's Learning Guide** has been designed to support you; it will help you to discover and build new skills and activities to use with your pupils and community. It contains the underlying theory of Place Based Learning and 4 specific approaches to build confidence and skills and has a wealth of introductory activities which you can also cascade to others - we invite you to spread the word. It is linked to the PLACE website [www.paths2learning.eu](http://www.paths2learning.eu) where you will find more resources to explore and use. The PLACE Toolkit, to be produced at the end of the project, will show through case studies how schools worked in action and will be another useful resource. Look out for this too!

## PLACE is a partnership between four organisations:

Cumbria Development Education Centre (CDEC): [www.cdec.org.uk](http://www.cdec.org.uk)

DEED in Dorset: [www.deed.org.uk](http://www.deed.org.uk)

SEVER from the Czech Republic: [sever.ekologickavychova.cz](http://sever.ekologickavychova.cz)

SOSNA in Slovakia: [www.sosna.sk](http://www.sosna.sk)

This transnational approach allows us to grow and share experiences and learn across countries and cultures. We are charting new territory together and your feedback and experiences will help this work to improve and develop, so it can be shared with new teachers beyond the PLACE project.

We hope this Teacher's Learning Guide will become a touch-stone for your PLACE project. However, your PLACE project team are always on hand to support you with any aspect of this work. With many best wishes from the collective authors:

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# 01 | Introduction

## 1.1 The context of the PLACE project

The PLACE project was developed in response to the main global and local challenges of the Covid-19 pandemic and Climate Change. The value of our local places and spaces were recognised during the pandemic and access to green spaces has been vital for the wellbeing of everyone.

With the stresses of global heating and biodiversity decline, we have come to understand better the importance of looking after our natural world and the ‘eco-services’ we depend on. This project encourages young people to actively help to make a difference in their own place and so help our world become greener and more sustainable.

The value of ‘Community’ was recognised during the pandemic. While social distancing meant that groups could no longer meet physically together, online communication often took its place. However, this excluded or limited many people and the importance of physically meeting, showing care and compassion, and working towards a common aim has been recognised again as essential for happiness and resilience in face of challenges. This project encourages young people to explore how they belong and connect to their local community and place. They build skills to act as leaders and agents of change to make a difference locally and so understand wider global issues. Act Local - Think Global.

## 1.2 PLACE project aims and intended outcomes

PLACE: Paths to Learning: Active Community Exploration is an innovative project that brings together 4 Place Based Learning (PBL) strands with the overall goal to equip and empower children and young people as local and global change agents and become resilient and healthy global citizens.

### **Objectives:**

Build **teachers’** knowledge, skills and confidence of the PLACE approaches to enrich their practice and enable their pupils to:

- improve their skills and understanding of wellbeing
- improve their connection to place and their sense of belonging

- feel a greater sense of confidence and self-efficacy in being able to take action that has a positive impact on people and the planet
- develop transnational links with pupils and teachers in schools in the partner countries

### 1.3 What is Wellbeing?

There is growing concern about the effect of modern life on mental health and wellbeing. Eco anxiety is increasing for many young people around climate change and the long term effects humans are having on the sustainability of the planet. In addition to this, the Covid-19 pandemic has had a major impact on young people; from missing out on school, routines and friendship groups, to fear of the virus and losing loved ones.

The PLACE project, builds on research into the benefits of exploring place and community for emotional health and wellbeing and incorporates these into the PBL approaches.

In the UK the ‘**5 ways to wellbeing**’ have been adopted since 2008 by many organisations, including the National Health Service in the UK. They are for applicable for any age and are:

<b>Connect</b>	Connect with people around you. Connect with nature.
<b>Be active</b>	Find an activity you enjoy and spend time outdoors.
<b>Take notice...</b>	Be aware of the world around you and how you are feeling. Appreciate and take time to use all your senses.
<b>Keep Learning</b>	Try something new. Set a challenge you will enjoy. Learning new things will make you more confident as well as being fun.
<b>Give</b>	Do something for someone else or for nature. Smile. Volunteer your time. See yourself, and your happiness, linked to the wider community.

Go to *EXPLORE* activities to use the **5 ways to wellbeing** with your pupils through the work of the project.

## Local and Global Connections:

Connection is an important part of the PLACE project - not only to help us connect to ourselves, nature, and to each other, but also to help us understand that we live in an interconnected world, where everything we do has an impact on people and places around the world. The UN Sustainable Development Goals (SDGs) provide a useful framework to help us all connect our actions and impacts locally and globally, as we learn from others across the world, who are facing similar issues and finding solutions through caring and collaboration.

## 1.4 What are the UN Sustainable Development Goals (SDGs)?

The SDGs link into all the work of the PLACE project. They were launched in 2015 and are a set of 17 aspirational goals for the world to be more just and sustainable, by 2030. They are led by the United Nations, and involve 194 Member States and other members of global civil society. The SDGs apply to all countries and they encourage everyone to take responsibility for their achievement locally in our own communities.

The SDGs are an excellent way of introducing active global citizenship to young learners who are seen as key to the successful achievement of the SDGs. The SDGs offer young people focus for their desire to be active global citizens and to be able to contribute and work towards solutions to our world's complex problems. They also provide a useful framework to measure achievement by and highlight how we are all interconnected. If we collaborate we can find creative solutions to the world's challenges.

Find out more:

<http://www.un.org/sustainabledevelopment/sustainable-development-goals/>  
And <https://worldslargestlesson.globalgoals.org/>

*Go to EXPLORE activities to introduce the SDGs to pupils through the work of the project*



## 1.5 What is Philosophy for Children (P4C)?

Philosophy for Children is an integral part of the PLACE project and works as the 'oil' for development of understanding and skills in all aspects of the project. It is a way of learning and teaching, where children become more thoughtful and reflective and go beyond information and first experiences to seek understanding. Children learn how to participate in meaningful discussions, where their ideas and those of others are valued and listened to. Children ask and discuss philosophical questions in a structured context. It is particularly useful in developing Caring, Collaborative, Creative and Critical thinking skills and appreciating different viewpoints when talking about outdoor experience and concepts such as 'place', belonging, beauty, change, connection etc.

These conversations can take place outdoors or in the classroom, as a class or with other community members, young and old! The teacher role is as a **facilitator** and this is explored more fully in Focus on Facilitation.

What follows is a brief outline of a full basic P4C session.

### **Community building activity** (5–15 mins)

Sessions start with a community building activity.

### **Stimulus** (15–30 mins)

This can be an object, experience, story, art work, photograph, or anything else that will engage the children in philosophical questioning.

### **Thinking as individuals, discussion in pairs** (5 mins)

The pupils are asked to think individually about what the stimulus made them think and feel which might lead them to think of a question they would like to ask. They should then turn to the person next to them and swap their initial thoughts – for about 2-3 minutes. This should be a noisy time! It is important to give pupils time to think as individuals before they hear from others.

### **Question setting in groups** (5 mins)

Pupils are asked to form groups (say of 4). In their groups, they discuss and agree on a question arising from the stimulus that the whole group (class) might discuss together. It is to be a philosophical question – one that is interesting and will lead to deep thinking (and perhaps other questions). Over time (and with additional activities) pupils learn to develop philosophical questions (as opposed to a closed question or one that requires factual research).



### **Voting for one question** (5 mins)

Each group is asked to read out its question and to clarify it where needed. Pupils (as individuals) then have to vote for one question. Some dialogue can take place – pupils can be asked to volunteer reasons for their choices and/or differing views (with reasons) can be sought. Sometimes similar questions can be merged (with agreement). If there is a tie (or almost a tie), pupils can “sell” their favoured question and see if others will vote for it. One question is chosen. There are lots of ways of voting.

### **Dialogue** (30 mins)

Everyone sits in a circle. To start the dialogue, the chosen question is read out and the group that wrote it is asked to provide some of the thinking behind it. The job of the facilitator is to encourage all the pupils to contribute thoughts (voluntarily) and seek other ways of looking at the issues, probing for reasons and seeking meaning. Thinking can be stimulated by the development of ‘effective questions’. Some of these are provided in Focus on Facilitation. Sometimes an interim summary of the dialogue will be useful (and, of course, a summary is useful at the end, with a reflection on how far the question has been answered). A facilitator will try to anticipate where the stimulus might lead bearing in mind that this might lead into unanticipated areas.

### **Reflection/debrief** (5 mins)

There are many debrief techniques. For example, each pupil is encouraged to give a few words about his/her impressions of the dialogue – something that surprised them, or they learned, or if they changed their mind about something during the session. If struggling, they can say “Pass”.

The pupils and facilitator might discuss concepts that need further exploration, perhaps during the following session. Any concepts, ideas or questions should be ‘stored’ for follow-up work by writing them down and putting them on the wall as part of a display. This will help keep the questions fresh in the mind and will allow other thoughts and ideas to flow and be discussed outside of the philosophy session.

There are stimuli suggestions and plenty of shorter activities which prompt enquiry and Community Building Activities in the *EXPLORE activities*









## 02| Teacher Support for PLACE approaches

### 2.1 Why does a certain place affect us and how to teach about it?

What is a "Place"? Simple question, difficult answer. The shortest definition is probably this one: "A place is a space with meaning". But, is such a definition enough? The place, it is an undiscovered beauty that we suddenly glimpse in a small town square, it is an alley that has "life" in it, unlike the other "dead" ones, it is an indescribable feeling when looking at a blooming meadow with an old tree on the shore of the lake where a bench awaits a tired passer-by... Space becomes a place when you attach personal meanings to it.



Caspar David Friedrich: Wanderer above the Sea of Fog

*In the period of romanticism, in the middle of the 19th century, the first associations of nature lovers began to emerge, and the predecessors of today's tourists set out in simple clothes, with painting tools in their backpacks on the way to the mountain tops. There they settled down, looked at the landscape for a long time, and then slowly painted a picture. As a result, the surrounding landscape turned into a Place. It becomes a place for the one who looks, "communicates with the place" and understands it - thereby transforming it at the same time.*

## Places in cities

Every society that finds itself at a certain stage of development begins to realize the importance of identity and therefore the search for answers to the questions "who am I?", "where do I come from?", "where am I going?", "where do I belong?", "where is my place?".

And precisely the interest in place, in defining that term, understanding it, identifying with it and trying to participate in its development has been growing rapidly in recent years, especially in richer countries.

At school we learn that "A place is created by the intermingling of natural and human influences". But how to understand and define "our" Place, where we belong, of which we are a part, which we co-create? How to understand the gradual transformations of this place and its individual "layers" over time? Our education methodology is also about all this.

But, the fundamental question is what is a "Good place ". According to one definition, it is an environment that positively influences the natural human ability to live, grow and develop in accordance with the innate human affinity with natural systems and processes. The word **topophilia** expresses *a strong sense of place, often combined with a sense of cultural identity.*

*Every place, like every person, is elevated by the love and respect shown toward it, and by the way in which its bounty is received (Richard Nelson).*

## How to teach about Place?

As part of our methodology, we will also pay attention to the perception and understanding of the Place. Because of this, it is necessary to ask important questions and look for answers to them:

- What is the difference between territory and place?
- How to understand the perception of place?
- What does it mean to be a "good place" and what creates it?
- Can you tell the difference between a territory where a minority lives and a territory that has always been inhabited by the majority?
- What is uprooting (either voluntary or forced)?
- What is the Home?
- Is it possible to find signals in an unfamiliar environment that alert the visitor to what kind of community lives in the given location, how it thinks, what its values are?
- How to understand identification with a place?
- And how can I participate in the creation of my Place?



*Do you think this is a good place? If so, why?*



The entire presentation on the topic *Why a certain Place affects us and how to teach about it* can be downloaded at <https://www.paths2learning.eu/index.php/en/teaching-ideas/>

## 2.2 The PLACE Practice and Learning Model

This is the suggested sequence **that can guide students and teachers through the project.** It may be that you go round the loop of **EXPLORE - MAKE CONNECTIONS - PLAN - ACT - SHARE** several times as you try different PLACE approaches or you explore different aspects of your place or community.

**The key here is for students to have as much responsibility as possible to plan, organise and guide the action, building their agency and citizenship skills along the way.**

<b>EXPLORE</b>	students explore their local place
<b>MAKE CONNECTIONS</b>	with place and community; students investigate more deeply about the issues, history, nature, people of their place
<b>PLAN</b>	students discuss and map out what they wish to do - how might they make a difference, who can help them?
<b>ACT</b>	students carry out their activities to assist their place and the community; they consider how they link to global issues and the Sustainable Development Goals
<b>SHARE</b>	students invite the community to an event to show what has been achieved and to inspire others

The example is how to use SEVER's long time program of PBL called 'School for Sustainable Living', you can find more information about it in the presentation on PLACE website or on the project website:

<https://www.skolaprozivot.cz/Databaze-dobre-praxe.html>

Last year we started to use this program also as a response to climate change. School classes with the help of their teacher and methodic support from SEVER lecturers are learning about adaptation and mitigation measures and how they work. As the outcome, the pupils prepare a local climate action plan and share it with local citizens and decision makers. Finally the pupils decide on one concrete measure and act on it. At the end they share the project outcome and analyse the learning process.

## 2.3 Introduction to Place Based Learning

Place Based Learning (PBL) is *'about a deep connection with people and place through emotions and knowledge... It is concerned with the interconnecting systems of environmental protection, community development and social justice - the very essence of sustainability.'* (Cooper 2016)

Although educators had used its principles for some time, the approach was developed initially in 1990's by The Orion Society and Professor David Sobel, USA.

The learning methodology is **enquiry based, interdisciplinary** and **learner centred** which motivates students and makes the learning relevant to them. The community and local place becomes the **extended classroom**. Opportunities for **intergenerational learning** encourage the development of respect and empathy. Links between local issues and understanding the **global context** of those issues helps young people develop as skilled global citizens for the future.

PBL allows young people to explore the landscapes, communities, nature and local history that defines the place we live. In that sense it gives young people a greater sense of connection to and responsibility for the communities and environment around them.

More reading about Place Based Learning: 'Place Based Education - Connecting Classrooms and Communities' David Sobel.

There are 4 particular approaches within our PLACE project that enable Place Based Learning in practice. All are based on extensive practical experience with schools from each of the project Partners.

The 4 approaches are:

**Questing** - Czech Republic

**Therapeutic Gardening** - Slovakia

**Active Local to Global Citizenship** - UK

**Philosophy 4 Children** - UK

As a teacher you may try one approach at a time or combine 2 or 3 together as a larger project. **Remember Philosophy 4 Children, the first PLACE approach already described, is supporting all these elements!**

## 2.4 Questing

Questing is one of the approaches to interpreting local heritage. It is intended for all people who like to move in nature and in villages and like to learn something new. At the end of the quest, a treasure awaits the visitor! The game comes from Scotland and England, where it has a long tradition and is known as "letterboxing"; under the name 'questing' it is widespread in the USA. The guide for the quest (often the guide is a personality connected with the place) directs the players along a permanent route, offers them various clues and their correct solution eventually leads them to the treasure. Combining fun and learning in Questing will bring joy to everyone, regardless of age. As part of our project, we will not only be passive recipients of the quest, but together with your children you will create a quest. At the same time, we will work to enrich the quest to enrich the local community, acquaint visitors with the specifics of your place, and vice versa, so that your students get to know the place and connect with the local community. More information can be found at: <https://www.questing.cz/Co-je-to-questing>.

Look at the PLACE website, Teacher Support section to find out how to start making your first Quest!

<https://www.paths2learning.eu/index.php/en/teaching-ideas/>

### Stop 1:

This is a picture of Mrs Riddick enjoying her school sports day! Can you spot what has changed about the landscape?



### Stop 2:

#### Spot the Difference!

Look at how our school has changed! Can you circle the differences? You can see the whole school if you cross the road and stand in the community playing field.



#### FUN FACT:

If you look in the other direction you will see where there used to be an open cast mine! The land has now changed and is thriving with wildlife once again! I've circled the water tower in the picture that was mentioned in stop 1





# Stop 7:

## Wild Flower Hunt

Look out for these wild flowers on your quest. Tick off the ones you find. Give them a smell as some smell lovely!



Cuckoo Flower



Ground Elderflower



Dandelion



Buttercup



Meadow Thistle



English Rose

# Wild Flower Hunt

Common Ragwort



Common Ragwort

Red Campion



Red Campion

Dog Daisy



Dog Daisy

### Get Cumbria Buzzing!

Our wild pollinators are in trouble. More than HALF of Cumbria and the UK's bee, butterfly and moth species have declined in the past 50 years.

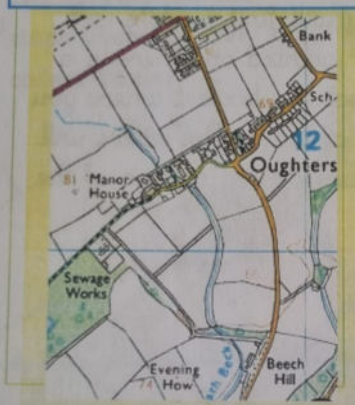
We've pollinators to thank for every third mouthful we eat. Not only do they pollinate our food crops, but they're also vital for the survival of other wild plants that support so much of our wildlife.

Try and keep an area of your garden 'wild' to help our pollinators.

## Oughterside Village Quest

Designed by the children in Crummock Class (2021-2022) at Oughterside Foundation School.

Learn about your places



This quest is designed to be completed with adults.

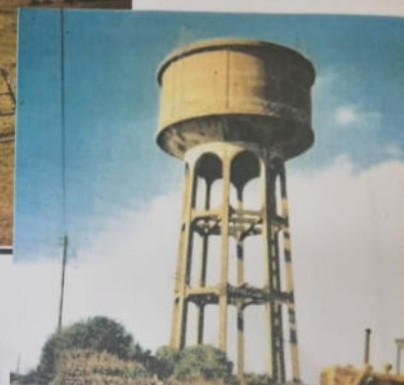
The Quest involves walking on roads with no pavements, walking beside streams and crossing roads.

Adult supervision is needed at all times.

The route is 1.8 miles and will take an hour to complete.

We hope you have lots of fun exploring the village of Oughterside.

My name is Bonnie Bunny, I'm here to lead your quest. Have lots of fun and try your best. You need to solve the puzzle to find the treasure chest!



The water was situated next to the village hall. It was dismantled in 1989 as it was no longer used.



## 2.5 Therapeutic Gardening

A therapeutic garden is an outdoor garden space that has been specifically designed to meet the physical, psychological, social and spiritual needs of the people using the garden as well as their caregivers, family members and friends. The garden will be therapeutic if you make therapeutic elements in it. Simply put, the basis is a harmonious natural environment, without aggressive artificial elements. An environment that provides various non-violent stimuli, such as the beauty and scent of flowers with butterflies, a pond with many the people using the garden as well as their caregivers, family members and friends. The garden will be therapeutic if you make therapeutic elements in it. Simply put, the basis is a harmonious natural environment, without aggressive artificial elements. An environment that provides various non-violent stimuli, such as the beauty and scent of flowers with butterflies, a pond with many different animals, old trees and nooks, or natural materials, pleasant to the touch.

What makes a garden therapeutic? The basic features of a therapeutic garden can include wide and gently graded accessible entrances and paths, raised planting beds and containers, and a sensory-oriented plant selection focused on colour, texture, and fragrance.

However, therapeutic gardens also include various elements that support fine or gross heavy skills, or strengthen the balance of the body, or stimulate reflex zones on the legs and arms. It can be rope elements, climbing elements or water elements, or various forms of ground elements made of pebbles, sand, chachina, cones and other material. There are many ideas or elements. They certainly include elements that stimulate or soothe hearing - splashing in the water in the pond, air mobile from the shells, tall grass in the wind, etc.

Garden therapy is a method that has been used successfully and for a long time around the world to treat a wide range of diseases, from paediatric patients with learning disabilities to seniors with depression or movement disorders.

You can customise the garden to provide different forms of therapy:

- aromatherapy (treatment with contact with aromatic plants),
- movement therapy (on the playground for children made of natural materials),
- nature therapy (harmony of colours, shapes, smells and sounds demonstrably heal),



- animotherapy (cat, dog, or even sheep are an incredible source of pleasure for children)
- arte therapy (beauty and harmony of the garden, ponds, as well as purposefully placed artistic elements and activities on the plot).

Look at the *PLACE Website Teacher Support* section to find out how to get started with creating a *Therapeutic Garden*

<https://www.paths2learning.eu/index.php/en/teaching-ideas/>





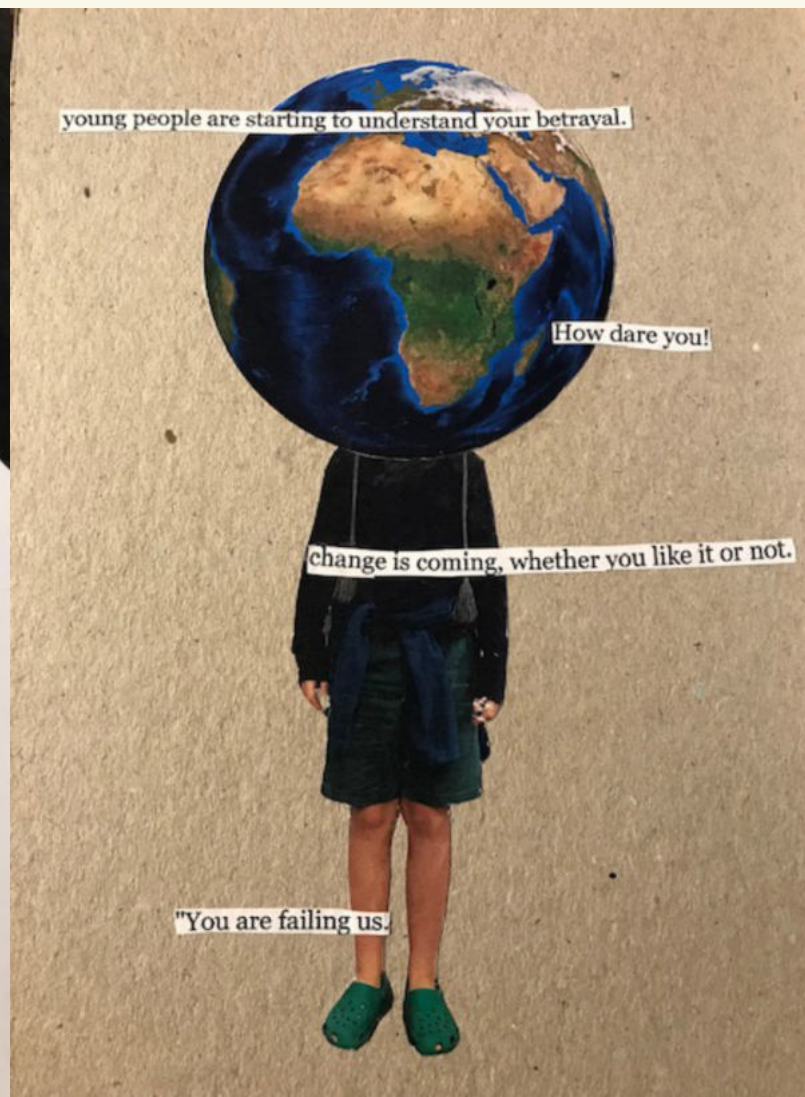
## 2.6 Active Local and Global Citizenship

‘A global citizen is someone who is aware of and understands the wider world – and their place in it. They take an active role in their community and work with others to make our planet more peaceful, sustainable and fairer..... And it is about the belief that we can all make a difference’.

Oxfam Education for Global Citizenship <https://www.oxfam.org.uk/education/who-we-are/what-is-global-citizenship/>

This ‘Active Local and Global Citizenship’ element of the PLACE project supports and inspires schools to identify and work together on themes and topics which lead to positive action - to help everyone make a positive difference in the local (and global) community, no matter how small.

Examples of such change-making may include organising or joining litter picks, plant swaps at the school fair, planting pollinator-friendly plants and trees, making bee homes, and choosing to refill rather than throwing away single use, disposable cups and bottles. All these small actions add up, and together can make a difference to how we feel about ourselves and our environment.





Sir David Attenborough has said that ‘Avoiding waste is the one thing we can all do to help save the planet.’ It is a simple message, yet profound, and one that links with the UN SDGs (in particular SDG 12 Responsible Consumption and Production, and SDG 15 Life on Land) which aims to enable all people to take action to protect the climate and environment. There are many ways we can do this, as we engage with our ‘place’ and communities in a positive way.

Inspired by groups and individuals around the world, this part of the Place project also encourages young people to re-think how we consume, explore more sustainable alternatives to single use plastics, and seek out more sustainable consumption choices. Through activities and campaign work young people can decide if they wish to join with others to achieve awards such as the UK Surfers Against Sewage ‘Plastic Free Schools’ <https://plasticfreeschools.org.uk/> or Eco Schools UK <https://www.eco-schools.org.uk/> Engaging young people in these issues, supporting them to reach out and link with their local community, and empowering them so their voices can be heard is a key part of active local and global citizenship.

## How could these 4 approaches fit together for the PLACE project in your school and community?

Here are some examples:

### 1 | Active Local and Global Citizenship and Gardens:

Creating a community garden to grow food with and for the local community

Creating a community garden with well-being spaces

Community planting trees for climate, biodiversity and food

Bee and pollinator-friendly spaces

Community gardens made with second hand and up-cycled materials

Seed and plant swapping, to encourage more people to grow plants for food and wildlife

## 2 | Active Local and Global Citizenship and Questing:

Quests designed to explore the effects of climate change in your place, such as changes in tree cover, areas prone to more flooding etc.

Quests to explore some of the solutions to climate change in your place, such as climate gardens, solar panels, bike parks etc

Questing as a way to explore the heritage of your area near the start of the project - an Explore Activity. While doing this you might notice litter as a problem; so you could challenge anyone on the Quest to pick up 3 pieces of litter and work with the local council to provide recycling bins on the route.

Create a Town Trail - questing linking heritage buildings, such as a church, with sustainable / climate friendly/ethical shops, community activities or local organisations.

## 3 | Questing and Gardens

Quest exploring and linking the green spaces in a town or village.

Global garden - In one garden quest for finding the world in a garden through species growing there, where have they come from?

Quest to connect gardens which have been designed with wildlife in mind, e.g. bee-friendly planting, insect homes, bug hotels, ponds, create maps for biodiversity.



## 03| EXPLORE and PLAN activities

These are practical inspiring activities that get you started on the PLACE journey in your school and community.

*More examples and resources are on the website to explore*  
<https://www.paths2learning.eu/index.php/en/teaching-ideas/>

### 3.1 EXPLORE Your Place

#### Activity 1: Numbers

Time needed: 10 - 20 minutes

##### **Objectives and outputs:**

The aim is to show the participants that everyone can think differently about the same place and it is good to listen to each other. Learn new information about the place and together map out what we know about the place.

##### **Activity:**

Ask the participants to think of 3 numbers that will describe something about their place (we can specify - about the place where they live, where the school is, etc.) Examples: Number of people in my town; number of shops in my village; number of trees I can climb in the park.

Once they are done, we ask first, does someone have the number 0, then 1, 10, 100, 1000, who has more than 1000, does anyone have a million or infinity? At first we don't ask exactly what the numbers mean, but we do this research to create an atmosphere of sharing. Subsequently, we gradually ask the participants what the 3 numbers tell about their place.

The lecturer can write on the flipchart and at the end he will ask if there was any information that was new, surprising, interesting or worrying. Explain that everyone can think differently about the same place and understanding different perspectives is important for the PLACE project.

Recommendations: If it is difficult for someone to come up with 3 numbers, they can only come up with 1, as well as have 4 or more when it is important for them. It is also necessary to remind them - if anyone does not want to present, they do not have to.



## Activity 2: Bingo about Place

The aim is to think about the place through some principles of PBL and share ideas with others.

### Activity:

We will introduce the participants that we want to find out what they already know about the place, how well they know it, what they value, etc. (As with the previous activity, it is good to define the place). The questionnaire below will help us. Your task is to ask colleagues, classmates for statements from the questionnaire. If anyone answers "Yes", write down his name for the statement and ask for details. If the answer is "no", give him another question or ask someone else. Your job is to have at least one name for every statement. No name (person) should be repeated.

Examples of statements:

Find someone who ...

knows the place well where they live	knows some important personality from their place	knows a place they would like to go for a walk
wonders what burdens the place	has done something that was needed for the place	is proud of some place in the area where they live
who can find a connection from their place to the wider world (region, country, world)	meets with people from the place for some specific purpose	(Student's own question)

Once the participants are done, we gradually ask who found someone who... It is not necessary for everyone to present their answers, just examples. Sharing in a group during the process is important.

| *Note: Students could also make up their own question*

## 3.2 EXPLORE Philosophy 4 Children

### Starter Activity - Pick the Place

This activity encourages students to make choices, give reasons for their decisions and listen to different opinions. It also introduces concepts such as connection, home and what I value in my life.

Select a number of photographs of urban and rural places and share with students.

#### Ask the 1st question:

*Which place would you like to go on holiday and why?* They share answers in pairs and then ask for a few responses in plenary. Note down any themes that come from reasons under 'holiday'. Eg they like wildlife, the beach is relaxing, historical interest, and the city is exciting.

#### Using the same photos ask the 2nd Question:

*Which place would they like to live and why? Is their choice of place the same? Why, why not?* Share ideas in pairs before taking some contributions as a plenary.

*What needs do we have of a place when we live there as opposed to being a tourist? Are some of the reasons the same? What reasons are different? What makes us feel connected and happy in a place?*



### Starter activity - Pick the Place



Which place would you like to go on holiday? Why?

Which place would you like to live and why?

How would we experience place differently as a visitor or a resident?



Have a short discussion and note down themes under 'home' e.g. circle of friends, family living nearby, places I know, feeling of security.

Other questions prompted by the activity - *Do we experience a place differently as a tourist to when we live there? What is important to me in a place to live? eg landscape, wildlife, friends What do I find unattractive - why? Do our feelings about place change over time as we get older?*

Follow this by exploring the concept of '**connection**' further :

Ask students to bring in an object from home or outdoors which they think symbolises '**connection**'. They may arrive with a big variety of things! Eg teddy, lego, picture of a bus, a flower with connecting petals, a phone, leaf from a favourite tree, football shirt from their local team. In groups of 3 or 4 they share in turn what they have brought and how it describes connection for them.

Draw themes from their conversations to understand 'connection' more deeply e.g. feeling secure, having fun together, shared experiences, having shared interests, wonder of nature, knowing a place. This deeper understanding of connection to people and places may lead to ideas of **belonging** and **community** - for further discussions.

When exploring their natural and man-made place and community, it will help them begin to understand the complexity of connections that exist.

See website for more P4C stimuli and enquiries based in the classroom and outdoors: <https://www.paths2learning.eu/index.php/en/teaching-ideas/>



## 3.3 EXPLORE The UN Sustainable Development Goals

Useful resources:

[The Sustainable Development Goals: A Guide for Teachers](#)

### Activity 1: Introduction

Show learners the film from the World's Largest Lesson:

<https://www.youtube.com/watch?v=cBxN9E5f7pc>

Give them the questions below and ask them to focus on these questions during the film, making notes if necessary.

1. What does the film say are the three most important things that we need to live?
2. What does the film say are the most important areas that we need to tackle?
3. How many SDGs are there?
4. When are we going to try to achieve them by?
5. Can you give some examples of what the film says we can do to help?

Ask learners what their initial reaction to the film is – *did it make them feel sad or angry or hopeful for the future or anything else?*

*Why do they think they have those feelings?*



## Activity 2: Familiarisation with the SDGs – what is important to them?

As a whole class, look at the numbers of the SDGs together with the descriptors and ensure, through whole class discussion, that learners have a good understanding of what the different SDGs actually mean.

In partners, give learners a quiz pack which contains:

1. A copy of the SDGs - numbers and descriptors only
2. The symbols for the goals cut up into squares

Ask learners to match the right symbols to the right numbers and descriptors. Time will be needed to sort out difficulties and explain what the titles mean.

Next, ask them to pick out the three SDGs that they think are the most important and explain why to their partner. For their top most important SDG they make notes of why they think this is important. Use an A5 piece of paper and stick the symbol and title of the SDG at the top.

Ask learners to consider if this goal was achieved, *how would the **world** be a better place? How would their **own place/community** be better?* Share ideas with a partner.

As an inspirational end to this activity show the film below. It focuses on examples of young people making a difference: inventing, innovating and campaigning. These young people had a vision of how they could make their own place and so the world better, and then they set about 'making a difference'.

[https://www.youtube.com/watch?v=ry\\_9SU0eq9M&ab\\_channel=Jos%C3%A9LuisLucasSaor%C3%ADn](https://www.youtube.com/watch?v=ry_9SU0eq9M&ab_channel=Jos%C3%A9LuisLucasSaor%C3%ADn)

## 3.4 EXPLORE Active Local to Global Citizenship

### Activity 1:

### I/We/Planet - Young People as 'Agents of Change' and Leaders in their Community

**You will need:** photos of a range of leaders, a large space to sit in a circle, string/rope to make circles, I/We/Planet picture cards, competence cards A4 laminated. Resources for starter activity. Handout of circle competencies for each child to keep.

**The aim of the session** is to think about what leadership means - *is it about making a difference, telling other people what to do, helping people to work together in a team?*

*Other ideas?*

- We think that young people your age are going to grow up to be a different kind of leader than

the world has seen before, so we are excited to help you think about what YOUR leadership qualities are, and think about what your leadership journey could be.

#### 1. Starter activities - instructions on the PLACE Website (choose 1 or 2...)

- Mexican wave
- Human Knot
- Magic Sticks

**Debrief** - *what kinds of leadership skills or qualities do you think we saw, or needed, to accomplish these tasks?*

*What kinds of things did you see or hear or feel that helped make the tasks successful?*

*Even if you didn't take on a 'leadership' role, what things do you think helped the team be successful?*

*Did you do anything as a follower that helped the team be successful?*

(Being a follower, helping others to belong and take part...both of these are really important leadership qualities)



## 2. I/We/Planet activity - what does it mean to lead?

(Prepare 3 concentric string/rope circles on the floor)

Show examples of global leaders, one at a time.

Ask students if they know who they are. Why do they think they have been chosen as examples of global leaders? What characteristics/traits do they have? What can we learn about leadership from them? Are there other people you would think of as leaders?

(Role Models may include - Greta Thunberg, Sir David Attenborough, Nelson Mandela, Marcus Rashford, Malala Yousafzai, Jameela Jamil, Erik Baláž, Zuzana Čaputová....)

In order to be a great global leader, you need to be able to lead in three different areas:

**I** - (put the picture of the person in the middle circle). You can't even begin to think about leading ANYONE or ANYTHING until you can lead yourself. This means knowing what your strengths and areas for development are, having confidence. Etc

**We** - (put the picture of people in the next circle). This is about leading others, being part of a team, all the skills needed to understand other people and to know what you need to do in order to help them be the best they can be.

**Planet** - (put picture of the earth in the outside circle) this is about how you relate with the wide world, knowing the role you can play in making it a better place for all humans and non-humans, being curious and excited about the rest of the world.

**Students work in pairs;** give each pair 2 or 3 competence cards (until they're all handed out). Ask them to discuss each one and put it down in the circle that they think it matches (I, We, or Planet). You can do this one at a time, or all together.

**Plenary** Ask some pairs what they understood about a competence and why they placed it where they did. NB there are no wrong answers, but they need to be able to explain their reasons.

## Competence Cards:

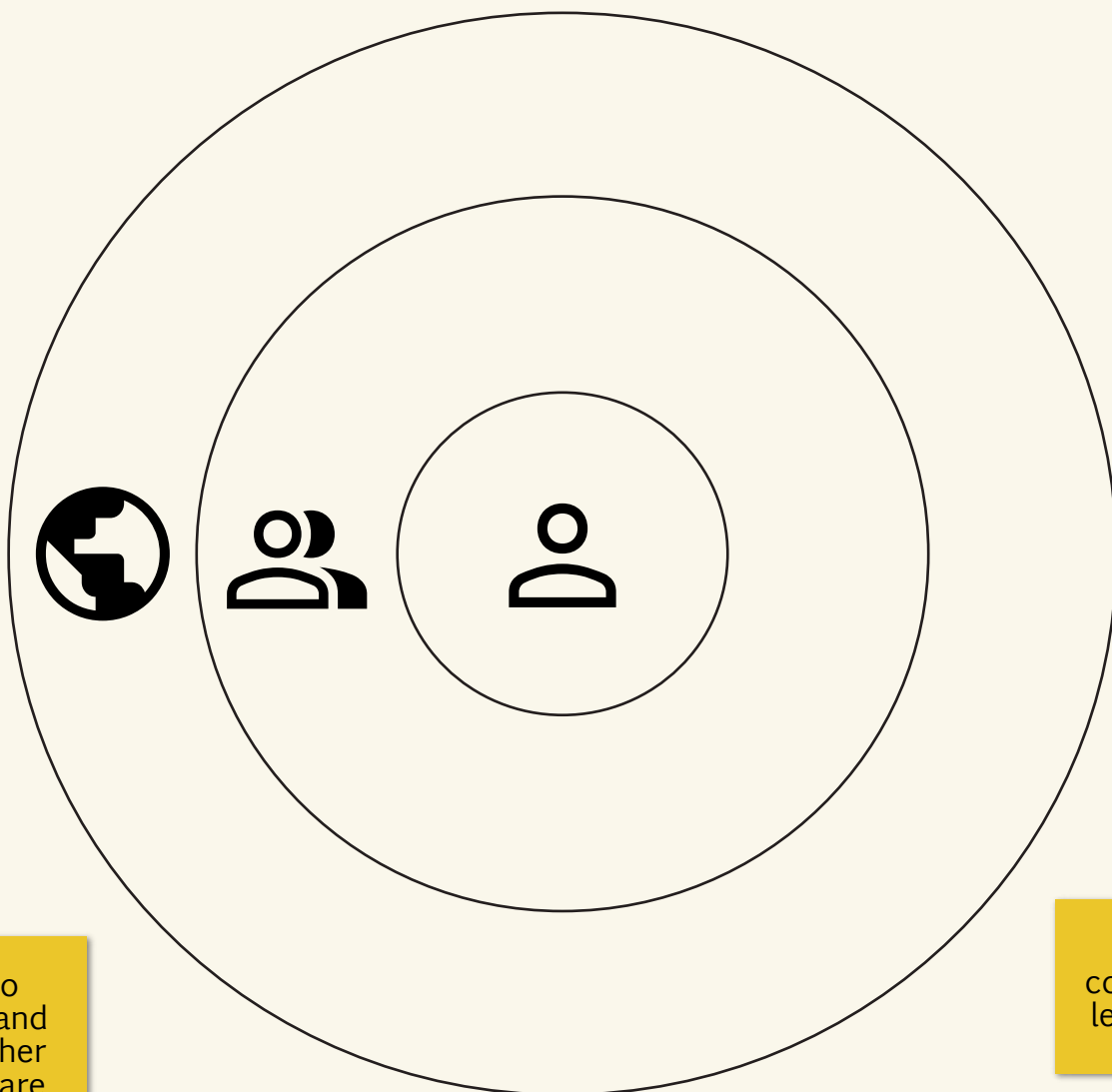
I can listen carefully with eyes, mind and ears	I know when and how to be a good follower	I know what my strengths are and what I need to do to grow them.
I feel confident to lead others	I ask for help when I need it	I am as important as everyone else
I look after the environment and don't waste things	I know what is fair and unfair and try to do the right thing	I believe I can change things in the world
I understand how my actions and choices can impact on other people and places	I try to understand what other people are feeling	I know what kind of world I would like to love in and I can describe this vision
I value and build on other people's ideas	I want to learn more about the world	I recognise other people's talents and try to support them
I do my share of the work. I support and encourage others		

Then ask students - individually - to find a competence they think they are **already good at**, and go and stand/sit near it. Ask for volunteers to explain, and give an example of when they've shown that quality.

Then ask them to find one they think **they could improve** - again ask for volunteers to explain why they've picked that one, and think of examples of how they might improve.

**Summarise** - leadership is not just about telling people what to do. It's about being able to know and lead yourself first, about being able to work with other people in a way that helps them be the best they can be (sometimes that means knowing how to be a good follower), and it's about having an idea about the rest of the world and what you can do to change it.

**Finally** - explain that anyone can practise being a Young Global Leader at any time and place, the PLACE project is a great opportunity for this.



I try to understand what other people are thinking

I feel confident to lead others

I do my share of the work

I value and build on other's ideas

I support and encourage others

I understand how my choices and actions can impact on other people and places

I know what my strengths are and what I need to grow them

I know what is fair and unfair and try to do the right thing

I look after the environment and don't waste things

I know what kind of a world I would like to live in and can describe it

I recognise other people's talents

I want to learn more about the world

I am as important as everyone else

I listen carefully (with my eyes mind and ears)

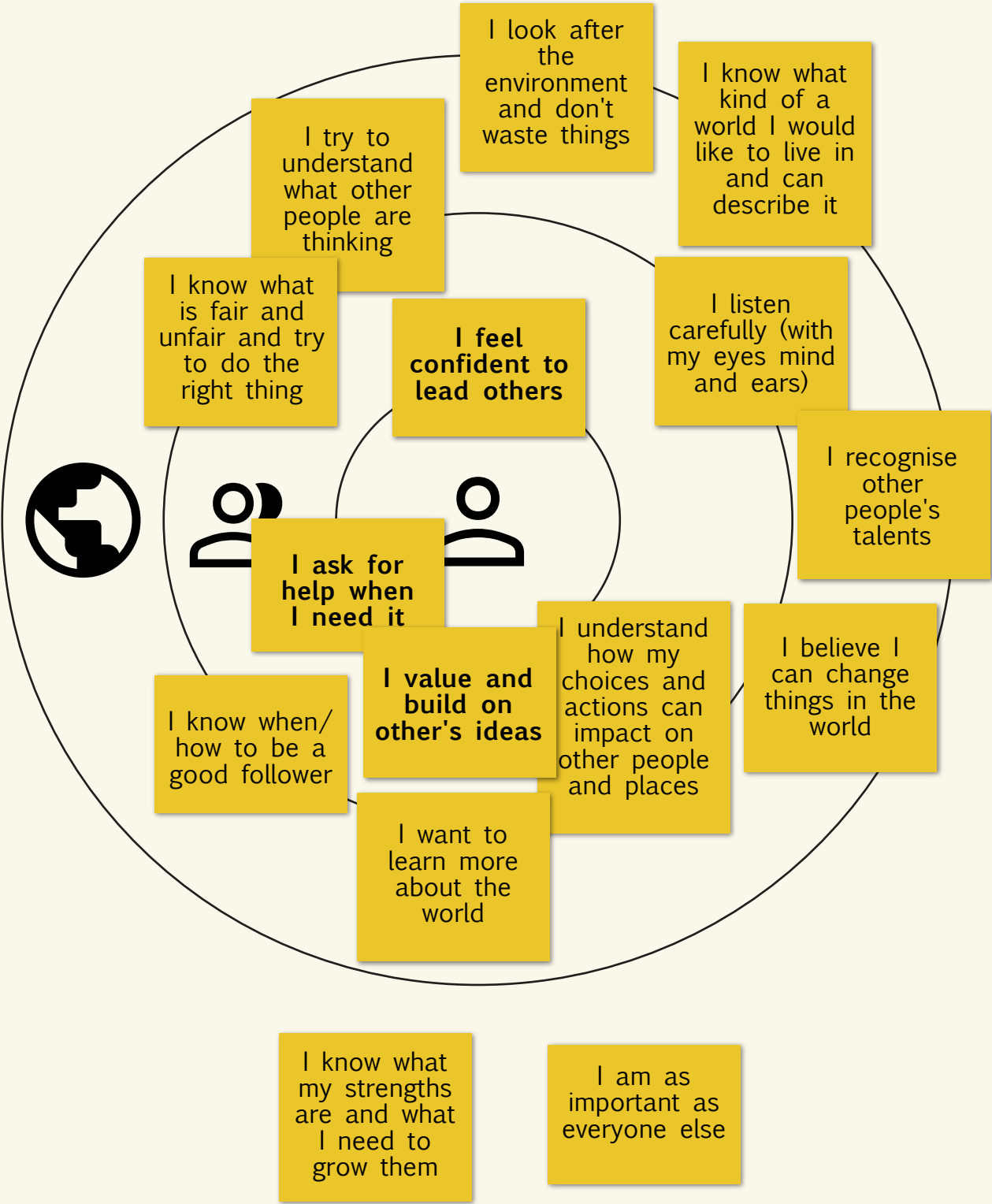
I ask for help when I need it

I know when/how to be a good follower

I believe I can change things in the world



Having done this activity with teachers, here are some of their answers:



Remind students of the PLACE process model and how they will need to take on leadership and team work roles throughout. They can help each other by giving feedback and telling friends and classmates when they have seen them develop a particular skill or quality.

### EXPLORE - MAKE CONNECTIONS - PLAN - ACT - SHARE

Some examples of community activities: litter pick, whole school pledges, awareness raising about an issue, bee home making, wildlife gardening design etc.





## 3.5 PLAN Activities developing Active Local and Global Citizenship and Leadership

### Activity 1: Be the Change - Taking Action on Environmental Concerns

PPT saved <https://www.paths2learning.eu/index.php/en/teaching-ideas/>  
Based on KS3 resources from:  
<https://friendsoftheearth.uk/climate/section-5-be-change>

For this activity you will need: Powerpoint including audio to play film; blank postcards (white A6 card); lolly sticks; Glue/tape, pencils, pens etc to create the artwork.

#### Slide 1 - Introduction:

*Introductory words – we have been learning about environmental problems with the world and especially climate change. Sometimes it can feel really scary to think about problems this size. In this session we're going to look at how we might take action to make a difference, and make some of the problems seem less scary at the same time. And we should remember too that it's normal to be scared about big problems. But together we CAN solve them. If we can imagine a world where things are bad we can also imagine one where things are better. And that's what we're going to do now.*

#### Slide 2 - A better world is possible:

Two questions about the placard. Chat to the person next to you (older ones). Have a think and then share ideas in discussion (younger ones).

*What might the person have been thinking when they made this sign?*

*Do you believe that a better world is possible? Why? Why not?*

#### Slide 3 - Who makes change happen?

Wangaari Maathai film:

<https://thekidshouldseethis.com/post/wangari-maathai-i-will-be-a-hummingbird>

Introduce Wangaari Maathai briefly (Wangari Muta Maathai was a Kenyan social, environmental and political activist and the first African woman to win the Nobel Peace Prize).

Watch the film (2 mins) then discuss *What is Wangaari Maathai trying to help people understand through this story?*

**Notes:** *Experts say that actually, when you feel really worried about environmental problems (there's a name for it – eco-anxiety) taking action, especially if you do it as a team or with your friends or family – can really make you feel better. So it helps you and helps the planet!*



**Notes:** *Comment – there are people in the world who can make big changes – adults, governments, for example – but everyone can do SOMETHING. We can take action by ourselves but working together we can achieve even more.*

#### **Slide 4 - What do you want to change?**

We've talked about what we might mean by a "better world". *What would you like a "better world" to look like?*

Pupils share issues and write them on the whiteboard (like a mind map).  
Idea plus solution. Quickfire if we can! Idea + we + action = change  
Share some of the ideas from the slide to get them started.

**End comments:** *highlight that some of these are things we can all do on our own but others might need more collective action. Even the individual actions are more impactful if we all do them. So...*

**What can YOU do?**

#### **Slide 5 - Making a placard:**

**What is your message and how will you share it?**

**Comments:** *In the rest of this session we're going to think about the issues we'd like to change and how we can convince our fellow pupils to take action with us or help us to make a bigger change. One way to communicate your message about action to others is through signs, posters or placards (sometimes we call them that if they have a campaigning or action message, like in these pictures).*

*We're going to make our own campaign placards to convince our fellow pupils, our teachers and our adults to work with us to create change.*

**[Everyone gets a postcard, art materials and a lolly stick. You can work together if you want. Pick an action we've identified or use your own. You can use words or pictures but your aim is to convince others to join and help you to take action for a better world]**

#### **Final reflection/question - slide 6:**

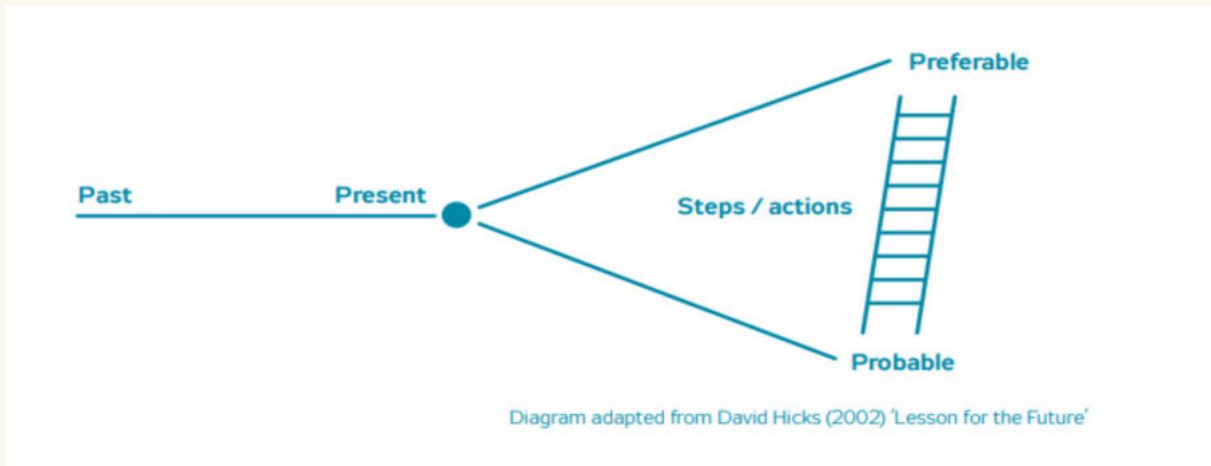
Anne Frank quote: 'How wonderful is it that nobody needs to wait a single moment before starting to improve the world' ....

*Who do you think has the power to make a difference in the world?  
What sort of things would you enjoy doing that could make a difference in the world?  
We are more powerful if we work together. Who could you ask to help you?*

## Activity 2: Probable and preferable futures

David Hicks created this tool to support looking at the likely future ahead if nothing changes and comparing and contrasting that to preferable futures the learners can envisage.

In small groups, ask learners to create their own version in the gap between past and present.



Past Present Preferable Probable Steps / actions Diagram adapted from David Hicks (2002)

Learners can use words, drawings or a mixture of each; encourage creativity and colour. Some may wish to include photographs or memorabilia. This stage could be set as homework, to involve families and community.

Learners then go on to consider the steps needed for a preferable future and this task is a great way to link real life to the Global Goals. It may be important to balance the mood if things become too optimistic or too pessimistic.

*What steps do we need to build from where our community is now to where we want it to be?*

Many of the steps identified will link to the Global Goals, or the UN Rights of the Child. It may be that the learners research this aspect themselves or it becomes the basis of a follow-up lesson devised by the teacher.





I think of all the things  
that something has been thrown  
away before I buy it

I want products that don't  
work to be given to schools  
and educational places so  
people can learn about  
how to try and fix these  
and how they work

to use more reusable resources  
use less plastic  
get broken things repaired instead of  
throwing them away  
passing on items to other people  
and using second hand items.

To start making a change now for the future,  
benefit and to stop using plastic for only 1 time.  
To not just hope, take action. ☺

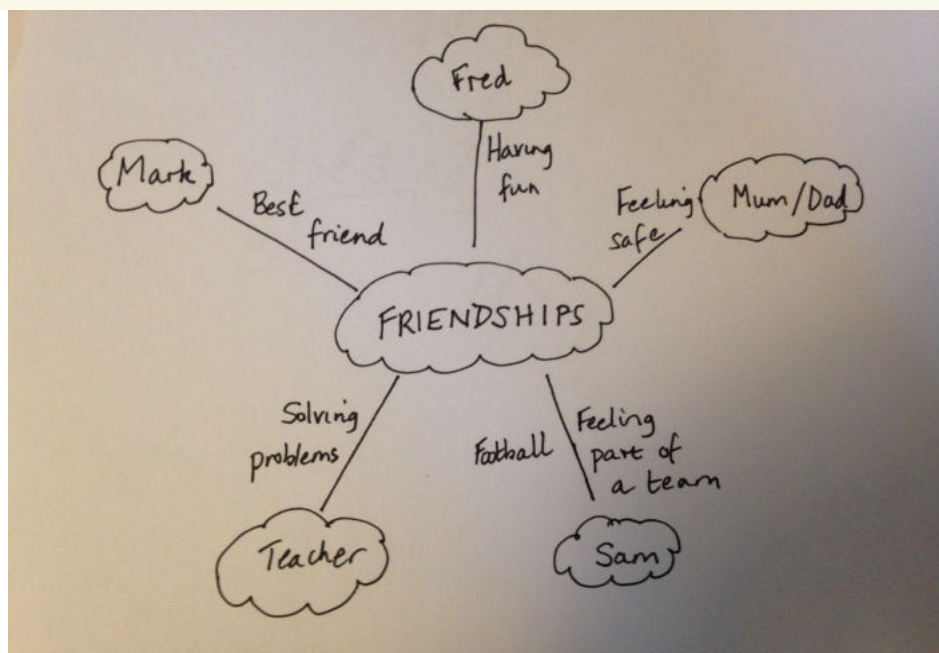




## 3.6 EXPLORE '5 ways to wellbeing' linking to PLACE

### Activity 1: Connecting

When you think about connecting, it may be with friends and family or places you like to go. But how do we connect to people in our wider community, both local and global? It is also very important to connect to nature and feel part of the natural world. This is important for our own well-being and for the survival of the planet. The diagram shows how all three areas are interdependent.



#### Mapping your connections:

Think about yourself - *Who do you connect with on a regular basis? How do you do this? What are the benefits?*

Think about others - *How do you connect with people in your wider community, both locally and globally? What are some of the challenges? What are the benefits?*

Think about nature - *Take a walk around your local area. How do you connect with nature and places around you? How easy is it for you? How does this make you feel?*

You could make a map of your favourite walk outdoors and mark on the places that are important to you.

## Activity 2: Take Notice

### **Make a Mandala:** A mindfulness activity

What do I need?

- A selection of natural objects (eg leaves, flowers, sticks, sand or pebbles, water).
- A flat tray or flat surface.
- A quiet place in the outdoors where you can sit comfortably.

**Introduction** A quiet space for peace and calmness is important for our mental and spiritual health and outdoors is even better! This activity encourages you to find a small place in the garden or outdoor space which you can design to encourage calmness and reflection.

**Here's how to...** Decide where you will sit comfortably. Clearing – remove rubbish or obstacles to make a flat surface. Take your time and think of clearing away any worries or fears while you do it. Collect objects that you like and choose a special one to go in the centre.

Mandala is from the ancient Indian Sanskrit and represents wholeness and life but you can find them in many traditions. Mandalas are circles. They exist everywhere around us; in the flowers, in sea shells, in fruits, in snowflakes... everywhere! In everything that has a centre that radiates out, there is this perfection called Mandala. Build up from the centre outwards and use repeating patterns.

**Now practice** some peaceful meditation. Sit comfortably and focus your eyes on the centre of your Mandala - feel your breathing slow down. Move your eyes outwards and leave any worries outside the circle. Let your eyes return to the centre and close them. If thoughts bubble up, focus your eyes again on the centre, breathing slowly and gently. Try to do this every day. Refresh your mandala or create another when you need to. Peace begins in our homes, families and communities and learning to solve conflicts in peaceful ways is one of the biggest global challenges. World Peace Gardens have been made in cities throughout the world to encourage communities and countries to work peacefully together. The International Peace Garden Foundation <https://www.ipgf.org/> is one example. Mandalas could become part of your PLACE project as part of a Quest or in a therapeutic garden.







### Activity 3: Be Active

There are so many ways to be active in your Place - try this Barefoot Challenge which is a great sensory challenge too! There are health benefits for everyone to go barefoot - it develops foot strength, balance and body awareness, and extends the range of tactile experiences.

Find a place outdoors you would like to explore and first walk with the students (shoes on) to check the area for anything dangerous such as glass. Invite children to then walk barefoot; how does it feel? Do they walk differently barefoot? Ask them to find textures for their feet to stand on - soft, squishy, rough, cold, warm. Once they grow confident they could try running, dodging and jumping.



### Activity 4: Keep Learning

Find out about an important person from the past in your area - and the difference they have made. This could be as part of the Quest and you may find out through talking to older people in the community or investigating in the local library archives.

Or - Sit in one place in your school field - *how many different types of plants can you touch without moving? How many insects? Can you identify some of them and find out how they are adapted to your habitat?*

## Activity 5: Give

### **Give to nature - create a 'bug hotel'.**

This can be small - filling one empty container with hollow twigs and placing under a rock for beetles, or many people could join in and create a large one using a pallet as a framework. Research what different insects like for their home.

**Give to others** - Create a Quest that older people from your community can access and explore. Talk with them first to find out what needs they may have.





## 04| Focus on Facilitation

### 4.1 The role of the teacher in the PLACE project

In the PLACE project teachers are setting frameworks for young people to develop practical citizenship, leadership and thinking skills in their school and community.

**EXPLORE - MAKE CONNECTIONS - PLAN - ACT - SHARE**

In each stage of the PLACE learning project, students need to be given opportunities to listen, collaborate, discuss, consider opinions, solve problems together, plan ahead for action and review and share progress. The teacher is in charge of introducing the aim and concepts of the project and to introduce the approaches such as the SDGs, Questioning, Therapeutic gardening, Local and Global Active Citizenship. **However, the planning and action of the project the group carries out in their place and in their community should be largely decided by the group.** Here the teacher acts as a facilitator and support. Students may make mistakes, and the process may be long, but learning and skills e.g. teamwork, cooperation, problem solving, resilience, leadership is much richer. Most of these skills cannot be learned unless they are practised and the experience will empower them to become more capable and effective citizens of the future.

Explicit Modeling	Shared Demonstration	Guided Practice	Independent Practice
			Student Responsibility
Teacher Responsibility			



For proper facilitation, it is necessary to listen well to what the participants are saying. Students also need to learn to listen carefully to each other.



## 4.2 What is Active Listening?

“Active listening is a basic social skill that allows you to be in good contact with the communication partner and creates space for a clearly understood message. It clearly benefits both participants and is just one of many forms of listening.

Actively listening means leaving aside your inner world, your needs, emotions and self-assertion, it also does not mean agreeing, but wanting to know what the other person thinks.”[1] Petr Knošek.

### How to listen properly?

- Concentrate - don't let your thoughts wander. Focus on the essential information.
- Repeat to the speaker what he said, what you heard - don't adjust his opinions in your own words.
- Ask verification questions, give the speaker space to explain and develop ideas.
- Encourage communication, even if you disagree.
- Watch what happens. Perceive nonverbal communication.
- Look for meanings hidden in the background of the message.
- Be encouraging and create a positive atmosphere for communication.
- Don't judge.

**The benefits of listening:** It reveals the deeper interests of the speaker. It helps to discover mutual interests that can be shared by more people. Encourages creativity. Is changing the speaker and the listener.

### Activity: Empathetic Circle

The following method can be used for training. The empathic circle is a structured process of conversation between two to six participants with an emphasis on mutual listening.

How the empathic circle works:

- The process is introduced and three alternating roles are explained: speaker, active listener, silent listener.
- The first speaker chooses who he wants as the active listener.

- The speaker talks for about 3 minutes about something important to them; something they are interested in.
- During breaks, the active listener gradually reflects what he or she hears and understands until the speaker feels fully understood in what he or she has said.
- After five minutes, the active listener becomes the speaker and selects the listener.
- The process alternates until the set time expires.
- Finally, everyone says what they are leaving with.

Tips for individual roles:

### **When I talk**

- Even if you have a lot on your mind, take pauses often during the speech so that the active listener can offer their understanding. Thanks to pauses, you can also think better about how you want to continue talking.
- When you listen to the active listener's reflection, take a moment to realize if you feel understood. Guide the active listener to support you in it.
- When you have finished what you wanted to say, you can end your speech with a phrase such as: "Thank you for the space. I feel understood." It will then be clear that the space is open to another speaker.

### **When I listen actively**

- When the speaker speaks, try to pay maximum attention and listen with your heart.
- In pauses appointed by the speaker or moderator, then express your understanding of what the speaker said and how he or she feels, paraphrase, summarise or even repeat the speaker's words. In short, do your best to let the speaker know in front of you what you have heard.
- If possible, avoid any interruption of speech, whether it is questioning, evaluating, analysing, giving advice or expressing sympathy. When you will be a speaker, you can comment on what you want.

- There is no "good" or "bad" in the listening process. Don't worry, you help the speaker to clarify what is important to him when he reminds you or explains something to you.

### **When I'm a quiet listener**

- Be present and listen to what is happening between the speaker and the active listener. You will have an opportunity soon.

### **Activity:**

### **How to encourage children and yourselves to embrace active listening?**

The activities:

1. Explain to children how to listen actively (eye contact, verbal reaction, watching gestos, non-verbal reactions, position, be in the interview inside of you - think what the other wants to tell me???)
2. Divide children into the pairs and ask them to share with the others some important story or knowledge. Everybody should have 5 minutes to talk.
3. Then facilitate together.
4. Ask listeners:

*What made it difficult for you to listen?*

*What made listening easier?*

*Which techniques were easiest for you to use?*

*Which techniques were the most difficult for you?*

*How did you feel?*

*What encouraged the listener?*

*How did you feel at the end of the discussion?*

*What discouraged you?*



## 4.3 Becoming a Facilitator in Philosophy 4 Children

Teacher as facilitator is particularly important during P4C discussions that focus around values and concepts that underlie the PLACE project e.g. belonging, hope, change, connection. The P4C enquiry method described in the Teacher Support section above shows how students create their own questions to discuss and listen carefully to each other to deepen understanding. The facilitator will use many strategies to move students towards independent practice such as modelling, shared demonstration and supporting. They will use questions to help deepen students' thinking and ask them to provide reasons for their ideas.

**Here are some useful questions to aid facilitation in a P4C session:**

### **Clarifying**

- >>> What reasons do you have for saying that?
- >>> What do you mean by that?
- >>> Can you explain more about that?
- >>> Have you an example of that?
- >>> What makes you so sure of that?

### **Exploring alternative views**

- >>> Is there another point of view?
- >>> Can you put it another way?
- >>> Are you and s/he contradicting each other?
- >>> What is the difference between your view and...?

### **Probing the superficial**

- >>> Why do you think that?
- >>> What is the cause of that?
- >>> What makes you say that?
- >>> Why...Why...Why...?

### **Scaffolding**

- >>> What do you think about...?
- >>> What is the reason for...?
- >>> If..., then what do you think about..?
- >>> You said..., but what about...?

### Seeking evidence

- >>> How do you know that?
- >>> What makes you say that?
- >>> What is your evidence?
- >>> What are your reasons?
- >>> What makes you so sure?

### Evaluating

- >>> Who can summarise the main points for us?
- >>> Can anyone say where our thinking has taken us?
- >>> What new ideas have developed?
- >>> If...why...?

### Testing implications

- >>> Is that consistent with...?
- >>> What would be the consequences of...?
- >>> How would we know if that is true?
- >>> How can we test that in practice?

## What next?

We really hope you have found this **Teacher's Learning Guide** useful and feel supported in exploring the Place Based Learning approaches outlined here. We are all on a journey, and together we will continue to add resources to the PLACE website [www.paths2learning.eu](http://www.paths2learning.eu)

As we gather case studies from schools involved in the project we will add them in the PLACE Toolkit at the end of the project, to inspire and celebrate the connections to Places we all share!

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