



animals,
climate and
civic education



**Guidelines for participatory
projects**

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1. Introduction

"To be heard with my needs and opinions, to participate in decisions concerning my own person, to be able to participate in education is one of the basic rights of every child in a democracy. However, upholding this right calls into question the usual distribution of roles and power relations at school." (Reisenauer 2021:6f)

Teaching participation as a theoretical concept - as part of political education or in seminars - is one thing. Making it possible and actually putting it into practice in places of learning for children, young people and adults is quite another. In this guide to the ALICE project, we take a look at participatory projects in schools in the context of the Animals, Climate and Civic Education project theme.

To this end, the concept of participation and its significance for (political) education will first be briefly analysed. Best practice examples are then presented that show how diverse participatory projects in schools can be. Finally, there is a compilation of basic guidelines that teachers can use as a guide when organising a working group or projects on the topics of (animal) ethics, environmental protection and sustainability.

2. Participation

2.1 What is participation? A brief introduction

If you look at the origin of the word participation, its far-reaching meaning becomes clear: participation is used equally in the three project languages French, English and German and goes back to the Latin words "pars, partis" and "capere" - in German "part" and "take".¹

Participation in the school context means "*fundamentally the right of all children to full and equal participation in 'inclusive, high-quality and free education in primary and secondary schools' (UN Convention on the Rights of Persons with Disabilities, Art. 24, 2b), but also the involvement of students in decision-making processes, both in terms of living together and in the classroom as well as their own educational pathways.*"²

For participation to be truly effective, it should not be a one-off event, but should become "a continuous, binding process". The promotion of maturity and the assumption and negotiation of responsibility are important key points here. The understanding of participation in educational science is therefore mostly characterised by the "*fundamental right to participation of all and to a say, involvement and co-decision in all matters affecting the individual. Participation encompasses the self-determination (in the sense of free choice) of the individual, effective action (in the sense of*

1 Cf. Bleckwedel et al (2017). S. 6

2 Cf. Reisenauer (2021). p. 4ff.

active involvement in shaping the world around them and commitment) as well as belonging and co-operation (in the sense of involvement in and shaping positive social relationships)."

Involving young people in the processes that affect them is fundamental to the development of identity, competences (in addition to professional competences, also the ability to judge and act) and a sense of responsibility.

Participation also has advantages for teachers: the involvement of students can provide an important insight into their lives. It can also transfer responsibility for the success of a project or lesson from the individual to the collective and thus take pressure off the teacher. For students, participation should be a right and not an obligation in order to avoid excessive demands and coercion.³ Especially in the case of political participation in educational contexts, voluntary participation is essential to prevent overwhelming behaviour.

2.2 Challenges for the participation of children and young people

In order for students to realise their fundamental right to co-determination and participation, they are often dependent on adults who grant them the (free) space to do so. In turn, adults should be aware that there is a legal obligation and a pedagogical necessity⁴ for children and young people to participate in decisions that affect them.

It is also important to recognise the power imbalance that young people are subject to: They are subject to compulsory education and they are graded and assessed. Their teachers have a major influence on their future, on their educational and life path. Enabling participation at school requires a great deal of skill and willingness on the part of school management and teachers. But even when teachers and students want to, participation does not always work (smoothly). Conflicts often arise, especially when children and young people campaign for (political) change.

Barriers such as structural conditions, existing power relations and traditional social practices also often make it difficult to realise serious participation and real opportunities for co-determination. Social categorisations such as socio-economic status (of parents), gender, skin colour and origin can also have an impact on opportunities for participation. The same applies to disabilities (as a social construct), learning disabilities and neurodiversity.

Exclusionary mechanisms can reinforce each other (intersectionality). Unsuccessful co-determination can lead to frustration and feelings of powerlessness among students and, in the worst case, trigger resignation. These challenges should always be taken into account with regard to the participation of children and young people, especially in educational contexts.⁵

3 Ibid.

4 As set out in Article 12 of the United Nations Convention on the Rights of the Child, among others. See German Committee for UNICEF e.V. (2023)

5 Cf. ibid.

2.3 Levels of participation

Participation is not just participation - it is essentially a spectrum. There are various models that describe the levels of participation in schools. One of the best known is the "Ladder of Participation" model by Roger Hart⁶. It distinguishes between eight levels of participation:

1. **Non-participation:** Children are not involved, their perspectives and opinions are not taken into account.
2. **Decoration:** Children are invited to participate in activities to achieve certain goals, but their contributions are not decisive.
3. **Tokenism:** Children are allowed to express their opinions, but their contributions are not taken seriously. It is a symbolic participation.
4. **Appropriate participation:** Children are consulted and their opinions are taken into account, but to a limited extent and on specific topics.
5. **Actual participation:** Children have a real opportunity to express their opinions and their input is included in decision-making.
6. **Declared participation:** Children are actively involved in decision-making processes and their participation is explicitly recognised by adults.
7. **Self-participation:** Children can make their own decisions and initiate projects. Adults provide support and advice, but the initiative lies with the children.
8. **Children's community with shared power:** Children and adults share decision-making power equally. There is a true partnership in the planning, implementation and evaluation of activities.

It is important to emphasise that the levels of participation are fluid and there is no clear boundary between them. According to Hart, the first three levels do not constitute participation. The goal should always be to involve students in shaping their school life and to bring their participation to a higher level.

2.4 Participation and education for sustainable development

Participation is not only fundamental to the functioning of a democratic society in the sense of a constitution, but is also increasingly becoming the focus of sustainable school development. Participatory processes are not only used to teach basic democratic values and put them into practice, but also to make topics relating to the environment tangible: students of all ages in general and vocational schools are now increasingly experiencing their own self-efficacy with regard to climate protection and sustainability.

This issue is particularly important for the younger generation: 85% of all young people say that climate is an important issue for them, and 71% of all young people are pessimistic about the

⁶ Cf. Hart, R. (1992). p. 8ff.

development of the environment and the climate⁷. Many young people are already campaigning for the environment in a wide variety of ways in their free time, as the enormous traction of Fridays for Future, the Last Generation and similar organisations shows.

The significantly higher number of vegetarian and vegan young people also indicates that they are more concerned with animal ethics issues and are much more willing to change their habits and draw fundamental consequences for their everyday lives than other sections of the population⁸.

Educational approaches and methods should incorporate the living environment of learners and take responsibility for sentient beings and sustainability, particularly in the context of such fundamental ethical issues as well as the climate crisis and sustainability.

More and more schools in Europe and beyond are now establishing approaches to education for sustainable development.

Education for Sustainable Development (ESD) is an educational concept that aims to impart knowledge, skills, values and attitudes in order to promote a sustainable future. It is an important component of the United Nations 2030 Agenda for Sustainable Development. The concept of ESD is based on the realisation that sustainable development can only be achieved if people are informed about the connections between social, economic and ecological dimensions and are empowered to make sustainable decisions.⁹

The aim of ESD is for learners to develop various key competences in order to promote sustainable thinking and action. These include, for example

1. **Systemic thinking:** Learners should be able to understand complex interrelationships and recognise the effects of their actions on social, economic and ecological systems.
2. **Future orientation:** ESD teaches learners the ability to recognise future challenges, develop alternative solutions and align their own actions accordingly.
3. **Value formation:** ESD promotes the development of values such as justice, solidarity, a sense of responsibility and respect for nature. It is about learners adopting ethical principles and responsibility for themselves, the community and the environment.
4. **Participation:** ESD emphasises the importance of learner participation and co-determination. They should be involved in decision-making processes and have the opportunity to express their opinions and actively contribute to sustainable projects and initiatives.
5. **Interdisciplinary knowledge:** ESD combines different areas of knowledge such as natural sciences, social sciences, economics, culture and ethics to enable a comprehensive understanding of sustainable development.

7 Umweltbundesamt (2022)

8 According to the BMEL Nutrition Report 2023, 5% of 14-29-year-olds eat a vegan diet and a further 16% are vegetarian. These figures are a multiple of other age groups. See Bundesministerium für Ernährung und Landwirtschaft (2023)

9 Bundesministerium für Bildung und Forschung

ESD is implemented in various areas of education, from early childhood education to schools, universities and extracurricular education. It can be integrated into school subjects, but also into extracurricular activities, projects, excursions and collaborations with independent actors.

ESD, now anchored in the EU's multifaceted education sector, is therefore increasingly focussing on *forms of learning that activate competencies*. Above all, this means that learning is no longer just understood as the passive acquisition of presented knowledge, but as the active construction and acquisition of knowledge by learners, which also includes working with their senses and emotions. This closes the circle with regard to participation: the principles of self-organisation and self-determination are also central to the successful implementation of an educational concept for greater sustainability. Sustainable development cannot be realised on the basis of a predetermined plan, but must be actively shaped as a search and negotiation process. This requires responsible people who are actively involved in this process.

It should be clear that participation is important in schools and is an important pillar for the experience of self-efficacy and creative competence, particularly in the context of ESD. But how can participation in schools actually be realised in the context of sustainability and the environment?

Thinking sustainability through to the end!

Working groups on ecological topics, in particular species, climate and resource protection, are very popular with students these days. They are promoted as part of Education for Sustainable Development (ESD) and help to give the entire school a sustainable focus.

However, there is no standardised definition of what sustainability means. Various definitions and descriptions of the nature and benefits of the concept of sustainability exist. One of the most common definitions comes from the so-called Brundtland Report of 1987, in which the terms sustainable development and sustainable development are used synonymously. It states: *"Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own needs."*¹⁰

Based on this definition, care should also be taken in schools with sustainable projects to ensure that efforts for sustainability do not expire after the official duration of a sustainability project and, in the worst case, are not neglected (for example, when planting a school flower bed or setting up a climate protection working group, etc.).

The discussion of the political dimension is also an important maxim in the realisation of sustainable education projects from the perspective of didactics of democracy. What is meant by this?

If students want to create a bed for insects, for example, it is very important that they also understand the social context. Many people believe that they are doing good just by putting up an insect hotel on their short-mown lawn, without thinking about land use, nutrition, environmental toxins and the like.

¹⁰ Cf. Pufé (2014)

Many school projects fall into this trap of shortcuts. Nevertheless, an insect hotel like this is a great opportunity for students to learn a lot about different insect species and gain tangible experience. The construction of an insect hotel also offers numerous points of reference for dealing with the structural causes of the current global insect extinction and for ecological relationships in general. For example, the responsibility of agriculture, which is the main cause of species extinction, as well as sealing and toxic chemicals can be discussed.

Such a project should not only be maintained for one school year, but students should be encouraged to continuously participate and develop in order to take responsibility for nature in the long term. It is also important to have a structure through which responsibilities and knowledge are passed on, such as mentoring programmes.

Participating in working groups on ecological topics offers students a valuable opportunity to deepen their understanding of sustainability and environmental protection. It enables them to recognise the connections between different ecological problems and develop solutions. By actively participating in such projects, they not only acquire theoretical knowledge, but also gain important experiences of self-efficacy.

In addition to participation and education for sustainable development, the ALICE project aims to emphasise the responsibility and, above all, the positive creation potential of individuals, but not to stop there. In the current discussion about "**transformative education**", the goals and approaches of education in the context of socio-ecological transformation are being critically scrutinised and redefined.

Many approaches to education for sustainable development (ESD) are criticised for viewing people primarily as consumers and focusing on the development of individual skills to adapt to social and ecological changes. These ESD approaches are based on certain basic assumptions that are problematic from a critical perspective. For example, the assumption that there is no alternative to economic growth, an understanding of the environment and nature and even animals as economic resources or certain Eurocentric ideas of "development" are frequently mentioned. These assumptions are predetermined and are generally not made transparent.

Here it becomes clear that education is never neutral, but is always embedded in a social context and characterised by power dynamics. As a result, existing power relations are generally not fundamentally called into question. It is important to recognise that education has a political dimension and that educational processes are influenced by certain interests and ideologies. In order **to** enable transformative education, these power structures and their effects on educational goals and content must be made transparent and critically reflected upon.¹¹

Sustainability and values as a whole are a collective and highly political issue. This aspect is often ignored due to its complexity. In addition, the responsibility of individuals is overemphasised and the influence of economic and political factors and actors, who play a particularly large role in the situation of so-called farm animals, global warming and the reproduction of the social structures of our society, is downplayed.

11 Bormann et al. (2022). p. 28f.

However, if we stop at the individual level, this can lead to divisive processes: Competitive situations can arise around the supposedly ethically and ecologically best behaviour and individual consumption decisions can be used to discredit people as a whole. This misses the point and changes little. Shame is a bad motivator and placing the burden of (animal) suffering or climate change on the shoulders of individuals often has an overwhelming and paralysing effect. Some even become defiant as a result and are even more reluctant to take responsibility. At the same time, of course, individuals are, to varying degrees, jointly responsible for the structures they reproduce. These are two sides of the same coin that are mutually dependent: Stimulating behavioural reflection and change at the micro level and at the same time communicating global connections and areas of tension at the macro level. A systemic understanding is necessary in order to recognise oneself as part of a larger context and to act accordingly, as well as to develop an understanding of unequally distributed responsibility.

The political and global dimension of sustainability and environmental protection should be addressed and reflected upon beyond the undoubtedly important tendencies for individuals to change (according to the age group of the students). In the context of participatory projects, it is important to recognise the tension between the individual on the one hand and large corporations, economic structures and the political system on the other. On a very broad meso-level between these two levels, various collective ways to change the circumstances can become conceivable and ideally even tangible (such as activism in citizens' movements and municipalities/communities/trade unions, etc.).

2.5 Summary¹²

Participation from the perspective of young people:

- the opportunity to take important situations and circumstances into their own hands in order to actively shape and co-determine them;
- discovering your own creativity by collecting and exchanging ideas with other students;
- actively helping to shape the school, for example by colouring the classroom, opening a school café, extending the schoolyard with sports and play equipment or growing vegetables in the school garden for the canteen food.
- real experiences of action in the social and political sphere;
- independently overcoming challenges that arise and finding solution strategies for conflicts;
- Fun and boosting self-esteem by taking on responsibility.
- the opportunity to demonstrate skills that are normally less in demand in the classroom;
- raising awareness of real social and economic processes, such as the search for sponsors or obtaining authorisation to implement project ideas;

12 This section was written in accordance with the guidelines "Participatory project design: Guidelines for participatory project work" in the "Deutsch hat Klasse" project of the Goethe-Institut Warsaw.

- making contacts outside of school for career guidance and to find internships and apprenticeships;
- Proud of the results they have achieved.

Participation from the perspective of school management and teachers:

- an understanding of how much responsibility and freedom students should be given and what forms of co-determination can be facilitated at school;
- the realisation that everyone involved, including adults, can learn from young people;
- Students identify more strongly with the school if they feel comfortable and valued there. This can be achieved through co-design opportunities and the involvement of students in improving class communities and the school climate;
- promoting young people's commitment to their school;
- effective public relations work for the school, opening the school to the outside world and increased cooperation with external partners;
- the provision of alternative places and forms of learning at the school;
- the possibility that the results and effects of participation projects can benefit the entire school. The students involved receive recognition and appreciation for a successful project;
- the initiation of sustainable development and change processes at the school.

3. Examples of best practice

The examples given here are projects that have actually been realised and provide inspiration for your own projects. Please note that activities and projects on animal, climate and sustainability topics should always be supported by a theoretical foundation. Philosophical and ethical points of reference should also be included in these active learning formats.¹³

3.1 Best practice example 1: Cooperation with Aktion Pflanzen-Power

Current trends in school development are moving in the direction of opening up schools and cooperating with external partners.

The first example therefore describes the cooperation with such an extracurricular actor, in this case with Aktion Pflanzen-Power (APP), the German nutrition and environmental education programme for schools run by the nutrition organisation ProVeg International.¹⁴ The initiative was

¹³ For example, the ALICE podcasts and the graphic novel, including didactic guidelines, can be used to prepare lessons.

launched in 2016 by ProVeg and the health insurance company BKK ProVita.¹⁵ In 2018, ProVeg was honoured with the "United Nations Momentum for Change Award" in the "Planetary Health" category at the World Climate Conference (COP 24) for its work in schools. As part of campaign days at schools, webinars for teachers and educators and training for kitchen staff and catering companies, the APP team shows how easy and delicious climate-friendly food can be. For Aktion Pflanzen-Power, the focus is on a positive approach: enjoyment and healthy, sustainable nutrition go together. Cooking is fun and allows the individual students to experience their self-efficacy.

The DGE (German Nutrition Society) recommends a predominantly plant-based diet and emphasises the direct link with the topic of sustainability.^{16,17} At the same time, nutrition as an immensely important cross-cutting topic with major implications for climate, environmental and animal protection is not an integral part of the curriculum and school nutritional environments rarely offer completely plant-based alternatives.

To tackle this problem, school administrators, teachers or even students can turn to Aktion Pflanzen-Power and organise a "Nutrition Action Day with Cooking Workshop" with the APP team, for example. On the one hand, this aims to encourage students (and teachers) to reflect on their own nutritional choices and their consequences by imparting knowledge, while at the same time demonstrating how simple and delicious purely plant-based dishes can be in a practical way in the kitchen. A teacher is needed to organise and run such a day of action. In order to ensure a holistic learning outcome after a successful day of action, teachers can also work independently with the APP teaching material to deepen their knowledge. They can also take part in webinars and share their experiences with others. These offers, including the day of action, are completely free of charge for schools. Only catering companies may have to bear some of the costs of cookery training themselves.

The advantage of cooperating with Aktion Pflanzen-Power is obvious: the APP/ProVeg team is responsible for the preparation, implementation and evaluation, but the teachers can also offer their own workshops at school as part of the day of action. APP will also set up information stands with food samples on the school grounds (if desired and available). This can increase the reach of the day of action beyond the cookery workshops and the participating class. The students' private

14 ProVeg is an international food organisation with the mission to replace 50% of the world's animal products with plant-based and cultivated foods by 2040. ProVeg works with international decision-making bodies, governments, food producers, investor groups, the media and the general public. The goal is a global transition to a society and economy that is less dependent on animal agriculture and more sustainable for people, animals and the planet.

15 BKK ProVita is the first statutory health insurance provider to be climate-neutral (since 2016) and to have a common good balance sheet. It acts on the conviction that a healthy, sustainable, plant-based diet is an important building block for a healthy lifestyle. Its policyholders are supported with special offers and subsidies for healthy eating as well as free online nutritional counselling. The health insurance company's understanding of health is characterised by the fact that personal health and the health of our planet are inextricably linked (Planetary Health concept). BKK ProVita has received several awards for its sustainable and health-promoting commitment.

16 Deutsche Gesellschaft für Ernährung: Nachhaltigkeit – Ziele für Nachhaltige Entwicklung.
<https://www.dge.de/gesunde-ernaehrung/nachhaltigkeit/>

17 In our second podcast episode "Climate" you will find a lot of information on the connection between nutrition and sustainability.

environment should also be involved to ensure that changes are successful: Free recipe brochures are available for students and their parents taking part in the day of action.

Preparation and organisation of the action day:

The preparation for this day of action includes a standard enquiry by ProVeg about the general conditions and basics (e.g.: Is a training kitchen available? Where can the keynote speech take place? How many students are taking part? etc.). In addition, the students are asked in advance to fill out a short questionnaire on the topic of nutrition, which will be used for evaluation after the day of action.

Then comes the realisation. During a 30-minute keynote speech, which usually takes place in the school auditorium or in a large classroom, a chef from Aktion Pflanzen-Power passes on evidence-based information about nutrition and its effects to the students. This should enable them to make informed nutritional decisions in the future. Students are involved in a playful and interactive way through the use of estimation questions and activating elements such as a kahoot quiz. The target number of students for this impulse is at least 50, with the opportunity to ask questions and discuss at the end. The aim is to encourage students to become agents of change and thus move away from an ill-informed, passive consumer attitude.

The cookery activity lasts 90 minutes. Before the cooking itself begins, the students divide into four groups at four different cooking stations in the teaching kitchen. Once everyone has agreed on the ingredients they want to use, the actual cooking begins. Under the guidance of the cooks from Aktion Pflanzen-Power and the teachers, the students prepare lunch together.

Everyone eats together as a successful conclusion. Finally, the students fill out a second questionnaire to evaluate whether the workshop has changed their attitude towards nutrition. At the end of the action day, the teachers receive further information material and dates for webinars. A few months later, they will be sent a further questionnaire to determine the longer-term impact of the action day at the school.

3.2 Best practice example 2: Podcast by students for students¹⁸

What kind of relationship do we humans actually have with animals? How do we use them, how do we treat them? How can we become active and what can we change so that we can contribute to a fairer coexistence? The students at the Evangelische Schule Berlin Zentrum asked themselves these and other questions as part of the ALICE project. A group of interested students from years 7 to 9 produced podcasts by students for students in the 2022/23 school year. The students chose the topics, scripts and interviews themselves and their teacher supported and advised them throughout the entire process. The individual steps and difficulties they encountered, as well as their solutions, are presented here as a guide for similar projects of their own. The results of the project, which are well worth listening to, can be found on the ALICE website.

¹⁸ This article is based on a report by teacher Jana Tafankaji, who coordinated the cross-grade project group for the Evangelische Schule Berlin Zentrum as part of the ALICE project.

First, the students wrote an application for the project as part of the "Project Responsibility" learning format to explain their motivation for participating. As part of this project, all students were asked to take responsibility for themselves, society and/or the environment in various ways. The project ran for one school year and was part of the school's concept. The approach of the responsibility project was very participatory, allowing everyone to contribute their own personal interests and strengths.

Decisions had to be adjusted again and again during implementation and the teacher had to support the group time and again. The first lessons had shown that some students were more interested in the content research and others were primarily interested in the technical challenges of producing a podcast. Therefore, the students initially divided themselves into technical and research groups.

However, this division had to be reconsidered. It quickly became clear that this form of work would not be feasible, as the research work and the design of the interview guidelines, as well as conducting the interviews, would take several months. The technical group would have had nothing to do during this time. The groups that had been formed were therefore dissolved and everyone took on research work.

However, this demotivated the students, who were not really interested in the topic. However, with the active support of the teacher, who suggested wording for the scripts, for example, this demotivation was overcome over time. The students researched their chosen podcast topics of **animal testing, animal agriculture, vegan nutrition, animal agriculture and the climate crisis** on tablets once a week. One student had ordered a box of information material from an animal rights organisation and brought it with her. These materials were gratefully received, as it was sometimes difficult for the groups to do research on the internet alone.

In addition to these materials, the use of books was also useful and is highly recommended. The teacher helped with the selection of literature and worked with the groups on how to differentiate between reputable sources and dubious blog posts, fake news, etc. Among other things, the material on fake news from the Heinrich Böll Foundation was useful here.¹⁹ The scripts were repeatedly proofread by the teacher during the writing process. This support ensured that not only figures on the topic were picked out, but that a meaningful sequence of content was developed. For the students involved in the project, creating the scripts was a major challenge, as they had not yet gained much experience with free text writing. In such cases, the teacher can provide guidance by offering suggestions or so-called prompts that the students can build on.

In order to show the young people an alternative to the current relationship between humans and so-called farm animals, it turned out to be a good idea to visit an animal farm. The "Land der Tiere" animal sanctuary (or another animal sanctuary) lends itself to this. Students are often given guided tours of such animal sanctuaries and have the opportunity to interview the staff. This allows them to experience the characteristics and behaviour of animals of different species that

¹⁹ Heinrich Böll Foundation e.V. (2021)

very few students have ever seen in real life. They also get to know other perspectives on animals by learning that there are also people who give so-called farm animals a home without using them.

Two parents who are familiar with sound technology conducted a podcast workshop with the students to teach them the technical tools for recording the interviews and podcasts.²⁰ The students were given tips for recording and test recordings were made together. These were then evaluated using the previously discussed criteria for good podcasts.

For the interview and final podcast recordings, the students were even able to work in a recording studio. A lower-threshold option is to use smartphones, many of which have good sound quality. All you need to do is attach a pop screen to your mobile phone.

The podcast production was completed by editing after the recording. To do this, the sound files were first transferred to a computer. This was followed by editing, which can be done roughly or very finely, depending on quality requirements and time resources. In addition to editing, the sound quality can also be improved using various editing programmes²¹. The production of the podcasts was finally presented to the public at a school festival.

In conclusion, the students felt that the project was very positive, as they had organised the excursion to the Lebenshof on their own and liked the podcasts as a final product. They were particularly impressed by the fact that they had worked on a result that will ultimately be used in teacher training courses and can be uploaded to various platforms. A sustainable purpose for the podcasts should be defined at the beginning - for example, it can be agreed with subject areas that the podcasts will be used in lessons in certain year groups.

4. Tips for the realisation of participatory projects

1. **Grant the right to information:** It is crucial that all team members receive the necessary information to gain a comprehensive picture of the project. Give them the opportunity to ask questions and actively participate in the exchange of information. This way, the students feel taken seriously and are better able to contribute their opinions and ideas.
2. **Appreciate ideas:** As a project team, take the time to listen to all suggestions and express your appreciation to everyone in the team. Foster an atmosphere in which all contributions are taken seriously and all participants encourage each other to further develop and implement their ideas.
3. **Recognise successes:** Give students explicit positive feedback when they have achieved something impressive in their project work. This recognition strengthens their self-

²⁰ There are many online tutorials for producing podcasts that can help you guide your students if you are unable to consult an expert.

²¹ Many of these programmes are free of charge, such as Audacity. Sufficient time should be allowed for editing, as this can take entire working days.

confidence and motivates them to continue participating. Show them that their efforts are appreciated and that their contributions have an impact.

4. **See students as experts:** Recognise the students' skills and strengths and make targeted use of them. Everyone involved can ask each other for help with tasks in which others have more expertise or experience than they do. Actively involve all participants in planning, decision-making and implementation so that every voice carries weight. As a teacher, you can support the students in taking on tasks and growing with them.
5. **Ask instead of tell:** Ask open W-questions to elicit students' ideas and potential. By asking questions such as "How could we realise our ideas?" or "Who else should we involve in the process?", you encourage active participation and promote creative problem-solving.
6. **Create a basis for fairness: Make sure** that all team members are familiar with the rules and agreements of the project and accept them. Transparent rules help to prevent conflicts and create a fair basis for collaboration. Also clarify the consequences of non-compliance with the rules and take responsibility as an arbitrator to resolve conflicts.
7. **Stay fair:** Ensure fairness in project work. Make well-considered decisions together by taking into account the perspectives of all team members. Help resolve conflicts and ensure that the project runs smoothly. Show that rule-breaking behaviour is unacceptable and set clear boundaries.
8. **Give everyone space:** Create an atmosphere in which all team members can express their opinions and ideas. Some people are often heard more than others. Pay attention to who has spoken a lot and support quieter students in articulating themselves. Encourage equal participation for everyone.
9. **Involve those affected:** Together with the students involved, remember to involve everyone who will be affected by the changes brought about by the project at an early stage. This includes parents, school management, colleagues and students from other classes. Listen to their perspectives and concerns and take their interests into account when making decisions. Involvement creates understanding and strengthens the team's negotiating position.
10. **Appreciate experiences:** Regularly take time to reflect on the experience of the project work together with the students. Adapt your actions according to the feedback. Together with the students, consider all needs and suggestions to ensure a positive and successful collaboration.

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