

# STAFF/TEACHER RESOURCE



## Our Digital World Participatory Democracy for Pupil Voice *Helping to turn good ideas into action*

### Introduction

The aim of this module is to enable pupils to use a participatory democracy platform to improve pupil voice in the school.

Pupils learn how to rate and comment on the ideas of others and add their own ideas to the platform for others to rate and debate.

[Presentation to students here](#)



### Before you start

Familiarise yourself with the hardware you will be using to deliver the module. We suggest you view the following documents and videos to gain a good overview of the platform and processes.

- Read the module through. Familiarise yourself with VocalEyes:
  - [VocalEyes in 30 Seconds](#) (Animation)
  - [10 Steps to Success for Schools](#)
  - [Demo Group](#) on the VocalEyes platform
  - Recent [stories and case studies](#)
  - [Platform and service overview](#)
- Understand how long you will need to deliver the module – each step roughly equates to a 40-60 minute lesson, however this may differ according to the capability of your pupils.

VocalEyes Digital Democracy

Environment Centre, Pier Street, Swansea. SA1 1RY

[info@vocaleyes.org](mailto:info@vocaleyes.org) | 0800 689 0290 | <http://vocaleyes.org>

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- Identify the resources you need (see list below each step) and ensure you will have access to them for the duration of the module.

### Equipment

- IT suite or tablets/ipads/laptops - ideally, **one device per person**.
  - **ENSURE all devices are fully charges. You'll need them for the day.**
- Good wifi
- Projector and interactive whiteboard
- Student email addresses for the school and passwords.
  - Having these printed out before the session for those pupils who are uncertain of their address or password this is helpful and saves a lot of time.
  - **NB** *If students don't have any email address, they can simply make one up to get through the registration page. Confirming email addresses is not mandatory to be able to login to the site.*

## Participatory Democracy – Challenge Badges

Pupils can achieve competencies identified in the Digital Literacy Framework, e.g.



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More info here - [click to open](#)

## Steps

Each step roughly equates to a 1 hour lesson, however this may differ according to the ability of your pupils.

### 1. Kickstart a “Big Conversation” with students for Pupil Voice

- a. Registering
- b. Rating ideas
- c. Commenting & debating
- d. Managing your profile

### 2. Dialogue on Priorities, Next Steps

- a. Conversation skills & etiquette
- b. Group dialogue
- c. Next steps to action

### 3. School Council: Managing Your Pupil Voice Group

- a. Participatory Democracy roles
- b. Digital etiquette & content moderation
- c. Engaging and training others
- d. Events, agendas & meeting notes
- e. Reporting, actions & outcomes
- f. Support through webinars & online conferences

### 4. Creating Videos

- a. Public speaking
- b. Storyboard
- c. Filming
- d. Editing & publishing

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## 5. Running a Campaign

- a. Planning a campaign
- b. Adding links, videos & images
- c. Copywrite, naming and saving files
- d. Launch your campaign

## 6. Taking the Conversation Outside School

- a. Parent engagement
- b. Local democracy
- c. Meet your politicians
- d. Community engagement

For more information and materials, please email: [learn@vocaleyeyes.org](mailto:learn@vocaleyeyes.org)

## Expected Outcomes

### STEP 1

#### Registering on the VocalEyes platform

Pupils will learn:

1. How to register and login to the online digital platform, VocalEyes
2. Understand how to enter their personal data securely: email, username, postcode
3. Search and join their school's group
4. View and understand ideas and comments

#### Rating ideas

Pupils will learn:

1. How to rate or decline to rate ideas on their school's platform
2. How to add their own ideas to the platform for their school
3. How to view priorities emerging for their school

#### Commenting and Debating

Pupils will learn:

1. How to rate ideas: For, Neutral and Against
2. How to word their comments on ideas
3. Digital etiquette: to ensure all ideas and comments are user-friendly and respectful.

### STEP 2

#### Dialogue on Priorities, Next Steps

Pupils will learn:

1. How to talk to each other respectfully online
2. How to recognise inappropriate comments and how to take action when this happens
3. How to dialogue with each other about how to take prioritised ideas forward

### STEP 3

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## Events, Agendas & Meeting Notes

Pupils will learn how to:

1. Create events on the platform.
2. Create an agenda on the platform
3. Record meeting notes on the platform

## Reporting, Actions & Outcomes

Pupils will learn how to

1. Delegate tasks to each other to ensure things work well:
2. Report on actions taken and outcomes on the platform
4. How to engage the student community
5. Appoint Participatory Democracy Champions
6. Engage with VocalEyes webinars
7. Take part in online conferences

## STEP 4

### Creating Videos

Pupils will learn how to:

1. How to plan for public speaking using media
2. How to create a storyboard for creating a short video
3. How to film people, places and events
4. How to edit and publish a short video

## STEP 5

### Planning a Campaign

Pupils will learn how to:

1. How to add links, videos and images to their online campaigns
2. Check copyright to ensure they use public domain images
3. How to name and save files
4. How to plan for the launch of their campaign materials.

## STEP 6

### Parent Engagement

Pupils will learn how to

1. Engage parents on parent voice

### Local Democracy

Pupils will learn

1. who their local representatives are: councillors, Assembly Members, MPs.

### Meet your politicians

Pupils will learn how to:

1. Communicate with local representatives
2. Communicate with their local authority
3. Communicate with Welsh Assembly representatives and ministers

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## Community Engagement

Pupils will learn how to:

1. Organise community events
2. Communicate with parents and local residents
3. Invite parents to crowdsource projects.

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## LNF & DCF

*Pupils who engage with the platform will meet some of the expected outcomes in the LNF and DCF, see examples below:*

### READING

#### Strategies

- read complex texts independently for sustained periods
- structure and meaning, use a range of strategies for finding information,
- use internet searches carefully, deciding which sources to read and believe

#### Comprehension

- show understanding of main ideas and significant details in different texts on the same topic
- infer ideas which are not explicitly stated, *e.g. writers' viewpoints or attitudes*
- identify ideas and information that interest them to develop further understanding

#### Response and Analysis

- collate and make connections, *e.g. prioritising, categorising*, between information and ideas from different sources
- distinguish between facts, theories and opinions
- compare the viewpoint of different writers on the same topic
- consider whether a text is effective in conveying information and ideas.

### WRITING

#### Meaning, Purpose and Reading

- adapt writing style to suit the reader and purpose,

#### Structure and Organisation

- adapt structures in writing for different contexts
- use features and layout which are constructed to present data and ideas clearly

#### Language

- use language appropriate to writing, including standard forms of English
- use varied and appropriate vocabulary, including subject-specific words and phrases

#### Grammar, Punctuation and Spelling

- use the full range of punctuation accurately to clarify meaning
- use strategies to spell correctly polysyllabic, complex and irregular words

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## DIGITAL

### Citizenship

- Identity, image and reputation
- Health and well-being
- Digital rights, licensing and ownership
- Online behaviour and cyberbullying

### Interacting and collaborating

- Communication
- Collaboration
- Storing and sharing

### Producing

- Planning, sourcing and searching
- Creating
- Evaluating and improving

### Data and computational thinking

- Problem solving and modelling
- Data and information literacy

## Resources

- Covering the basics, starting a conversation – [click to open](#)
- Basic User Guide (Presentation) – [click to open](#)
- Pupil Voice, Digital Democracy and Digital Competence v1 – [click to open](#)
- Pupil Voice, Participatory Democracy and Digital Competence v2 – [click to open](#)
- Training Challenges - Digital & Literacy Competency Framework (DCF) – Badges – [click to open](#)
- for Student Representatives – [click to open](#)
- Academy website (multiple resources): <http://academy.vocaleyeyes.org>
- Quickstart guide – [click to open](#)
- 10 steps to success for schools – [click to open](#)
- Basic features tutorial (video) – [click to open](#)
- Register (video) – [click to open](#)
- Dealing with inappropriate content – [click to open](#)

## Support

Web: <http://support.vocaleyeyes.org>

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Tel: 0800 689 0290