



23. Inclusion activities in and out of the classroom |



DESCRIPTION

Students in a class participate in a one-hour activity aimed at teamwork and cooperation.



OBJECTIVES

The objectives of the activity are for the students to:

- work together with other students in the school,
- participate in a joint activity with the aim of cooperation and coordination.



EXPECTED OUTCOME (EO)



Upon completion of the activity, students are expected to:

1. cooperate with each other,
2. decide together on the best technique to achieve their goal,
3. communicate effectively.





Inclusion activities in and out of the classroom

VALUES

Valuing human dignity and human rights

① **Advocates that human rights should always be protected and respected** **B**

ATTITUDES

Openness to cultural otherness

②4 **Expresses an appreciation of the opportunity to have experiences of other cultures** **I**

Respect

②7 **Gives others space to express themselves** **B**

Civic-mindedness

③3 **Expresses willingness to cooperate and work with others** **B**

Responsibility

④3 **Consistently meets commitments to others** **A**

Tolerance of ambiguity

⑤0 **Engages well with other people who have a variety of different points of view** **B**

COMPETENCES FOR A DEMOCRATIC CULTURE

SKILLS

Flexibility and adaptability

⑧3 **Can change the decisions that he/she has made if the consequences of those decisions show that this is required** **B**

Cooperation skills

⑨5 **When working as a member of a group, does his/her share of the group's work** **B**

⑨6 **Works to build consensus to achieve group goals** **I**

KNOWLEDGE & CRITICAL UNDERSTANDING

Knowledge and critical understanding of one's self

⑩9 **Can reflect critically on himself/herself from a number of different perspectives** **I**





Inclusion activities in and out of the classroom

Indicative activities that can be carried out either indoors or outdoors. If possible, outdoors is preferred.

Make a circle

Step one:

The teacher asks the students to make a circle (standing, sitting on the floor or on chairs) within a certain amount of time (e.g. , while they count to 10).

Step two:

Students coordinate and create the space needed to make the circle. After they do this, they make the circle. If time has elapsed the teacher asks them to repeat.

Step three:

The teacher asks them to scatter and form the circle again in less time.

Step four:

The teacher asks them to scatter and form the circle, this time in complete silence.

Chinese chopsticks

Step one:

The teacher divides the students into pairs. Each pair is connected by a stick or pencil. The object should be carried by both persons using only one finger(tip) each. The teacher explains that they have to cover a certain distance together without dropping the object.

Step two:

The teacher gives them some time to practice in pairs.

Step three:

The teacher forms groups of four by joining pairs, and asks them to cover the same distance, but this time

trying to coordinate all four people together. If the whole group must return to the starting point and try again. Teams are free to develop the best technique and strategy to move quickly to the end without dropping the pencil or stick.

Step four:

Depending on how difficult it is for the students, the rules can be applied with varying strictness. Groups of eight can be formed, and the distance they have to cover can be increased.

The alphabet relay

Step one:

The teacher prepares by placing alphabet letter cards on the floor at one end of the room. At the other end, s/he places a laundry rope with cloth pegs.

Step two:

S/he divides the students into three or four groups (depending on the number of children) and asks them to line up behind each other behind the laundry rope.

Step three:

S/he asks the students to make a word with as many letters as there are players on each team. "Find and form a 5-letter word with the cards on the floor." S/he gives them a few minutes to think of a word (e.g., apple, clock, horse, sugar, and so on). Then, following his/her signal, each team sends the first player to pick up a card with one of the letters of their word. The player returns to hang it on the rope and then touches the next player, who fetches the next letter. When one of the teams completes their word, they get a point.





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Step four:

The teacher gradually increases the level of challenge from simple easy words to more difficult and longer ones.

Examples:

Form a 5-letter word beginning with a specific letter.
Find 5-letter verbs, 5-letter nouns, 6-letter words, 8-letter words, etc.

The game continues with other letters and ends when the goal set by the teacher is reached (e.g., 5 words or as many words as possible in 15 minutes).

Variations:

As the group masters the goals and depending on the age the level and complexity increases.

The teacher can prepare a text (from any lesson), leave key words blank and ask the students to form them. With slight variations it can be developed into a syntax exercise.

If numbers and symbols are used instead of letters, the game can be played with math operations.

Evaluation/Assessment

Reflective classroom discussion.

- What emotions were generated during the exercise.
- What thoughts did I have about it? What did I learn?

Materials/sources

For the Chinese chopsticks:

1. Chinese chopsticks, pencils or similar objects (about 15 cm long).

<https://www.living-democracy.com/textbooks/volume-6/chapter-1/exercise-5/>

For the alphabet relay:

1. Cards with letters of the alphabet.
2. Rope, pegs.

