24. Inclusion activities in and out of the classroom II

- DESCRIPTION —

Students in a class/classroom participate in a joint activity aimed at inclusion and democratic coexistence.



OBJECTIVES

The objectives of the activity are for the refugee students to:

- 1. cooperate with the other students of the school,
- 2. participate in a joint activity aimed at cooperation, democratic classroom functioning and teamwork.

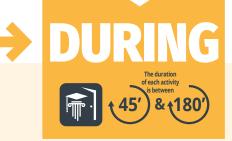


EXPECTED OUTCOME (EO)

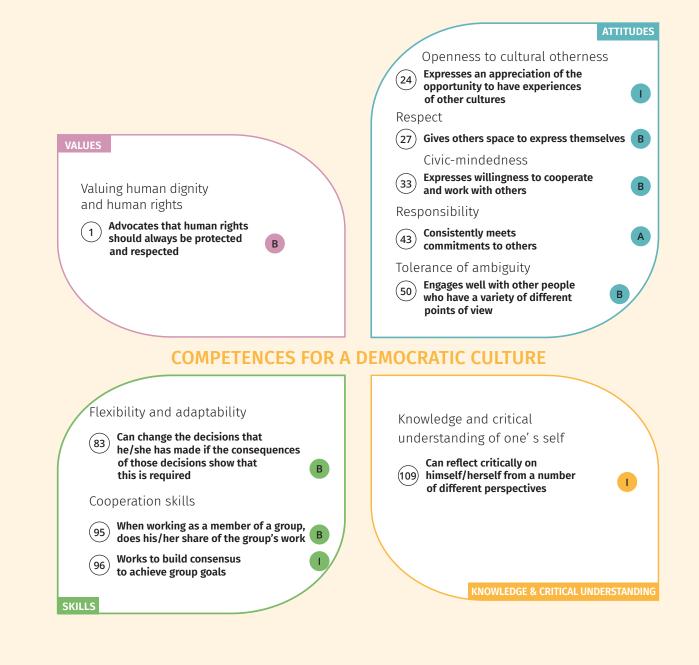
Upon completion of the activity, students are expected to:

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

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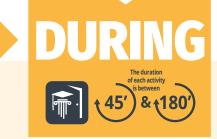


Inclusion activities in and out of the classroom II









Indicative activities

Let's decorate our classroom

Step one:

The teacher and the students discuss the decoration of the classroom. They collect ideas and organize ways to do it.

Step two:

Students are divided into groups and take on an activity (e.g., drawing, collecting photos, collage, etc.).

Step three:

Once the classroom is decorated, an opening event can be organized: parents or another class can be invited and the students can show the visitors around their classroom.

Who are we? Step one:

A teacher takes the initiative and asks the students to bring photographs of themselves.

Step two:

The students decide with the teacher in which area of the classroom (and in which way) their photographs will be placed, so that there is a collage of all the students in the classroom.

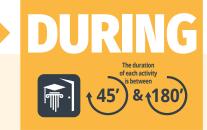
Step three:

Once the collage is created, the group can ask other teachers they interact with to bring their photographs, adding those to the collage.

This activity can also be carried out in a digital format.







Indicative activities

I give you the floor

Step one:

The teacher agrees with the students that they will try to change the way the question-answer interaction is carried out in the classroom when discussing a topic (whether or not it is relevant to the lesson).

The change is that, instead of the teacher giving the floor to each student who raises his or her hand to speak, the previous student who spoke should do so.

Step two:

Test this agreement in practice.

Step three:

The group discusses the benefits and difficulties of such a change. They may also discuss possible alternatives and decide whether to adopt one of the suggested ways.

Evaluation/Assessment

Reflective class discussion.

- What feelings did I have during the activity?
- What thoughts did I have about it? What did I learn?

