



24. Inclusion activities in and out of the classroom II



The duration of each activity is between

45'

&

180'

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

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 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.





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Inclusion activities in and out of the classroom II

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?

