



# 30. Inclusion activities in and out of the classroom I



## DESCRIPTION

The school organizes an action or actions in which the students (either some or all of them, depending on the action) participate, with the aim of including refugee students.



## OBJECTIVES

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

1. work together with the other students at the school,
2. participate in a joint activity on a variety of topics in their school.



## EXPECTED OUTCOME (EO)

**Upon completion of the activity, refugee students are expected to:**

1. cooperate with the other students at the school.

**The other pupils are expected to:**

2. cooperate with the refugee students.





# Inclusion

## activities in and out of the classroom |

<p><b>VALUES</b></p> <p>Valuing human dignity and human rights</p> <p>① <b>Argues that human rights should always be protected and respected</b> <b>B</b></p>	<p><b>ATTITUDES</b></p> <p>Openness to cultural otherness</p> <p>②4 <b>Expresses an appreciation of the opportunity to have experiences of other cultures</b> <b>I</b></p> <p>Respect</p> <p>②7 <b>Gives space to others to express themselves</b> <b>B</b></p> <p>Civic-mindedness</p> <p>③3 <b>Expresses willingness to cooperate and work with others</b> <b>B</b></p> <p>Responsibility</p> <p>④3 <b>Consistently meets commitments to others</b> <b>A</b></p> <p>Tolerance of ambiguity</p> <p>⑤0 <b>Engages well with other people who have a variety of different points of view</b> <b>B</b></p>
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### COMPETENCES FOR A DEMOCRATIC CULTURE

**SKILLS**

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** **B**

**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 |

### Ideas and alternatives

### Create a garden

If the school has some outdoor space with access to soil, one action can be to create a garden. Students plant a seed or sapling, care for it and watch it grow. The idea is that the students are involved in a common action concerning their school. When the refugee students leave, they will leave something behind that represents life and is cared for by the rest of the school community.

#### Step one:

Create an action coordination group. Get permission from the Teachers' Council and the principal.

#### Step two:

The teacher(s) in charge decide which students will participate, how they will prepare, what steps they will take, and how the whole plan will be implemented.

#### Step three:

Teachers inform the students about the activity and the steps of its implementation.

#### Step four:

Teachers provide the seeds or saplings and plant them with the students. They oversee when the garden will be watered and who will take care of it on a daily basis.

#### Step five:

Every month the groups monitor the growth of the plants/trees.

#### Step six (optional):

### Create a blog

Each student posts the progress of his or her plant or tree. If one of the students (refugee or otherwise) leaves the school and moves to another place, they nominate a classmate to be the caretaker of their plant/tree. The caretaker provides updates via a blog or social media.





# Inclusion

## activities in and out of the classroom |

### Ideas and alternatives

#### Create an art exhibition with works by students

##### Step one:

Create an action coordination group. Get permission from the Teachers' Council and the principal.

##### Step two:

The teacher(s) in charge decide which students will participate, how they will prepare, what steps they will take, and how the whole plan will be implemented.

##### Step three:

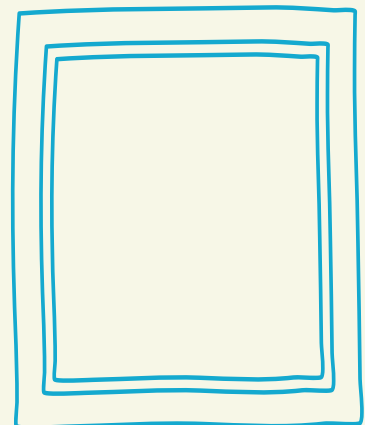
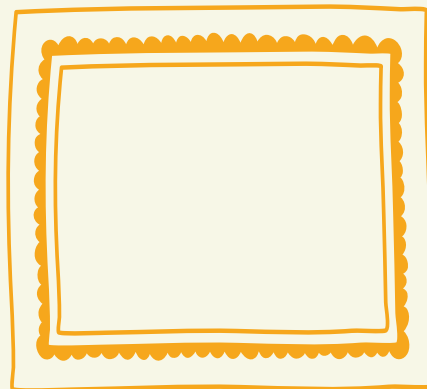
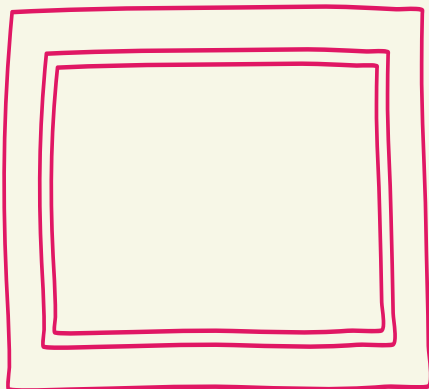
Teachers inform the students about the action and the steps of its implementation.

##### Step four:

Students create their projects. These may involve drawing, painting, sculpture, video, photography, etc. The themes can be related to human rights, inclusion, relationships, friendship, dreams, travel, etc. Each participating student gives a title to the project.

##### Step five:

The venue for the exhibition is decided. The works are placed, and an event is organized where the students guide the public (other students, parents, etc.) through the exhibition and, if they wish, comment on their works for the visitors. The exhibition can be live or digital.





# Inclusion

## activities in and out of the classroom |

### Ideas and alternatives

#### Create an inclusion corner, tree of inclusion, or wall of inclusion

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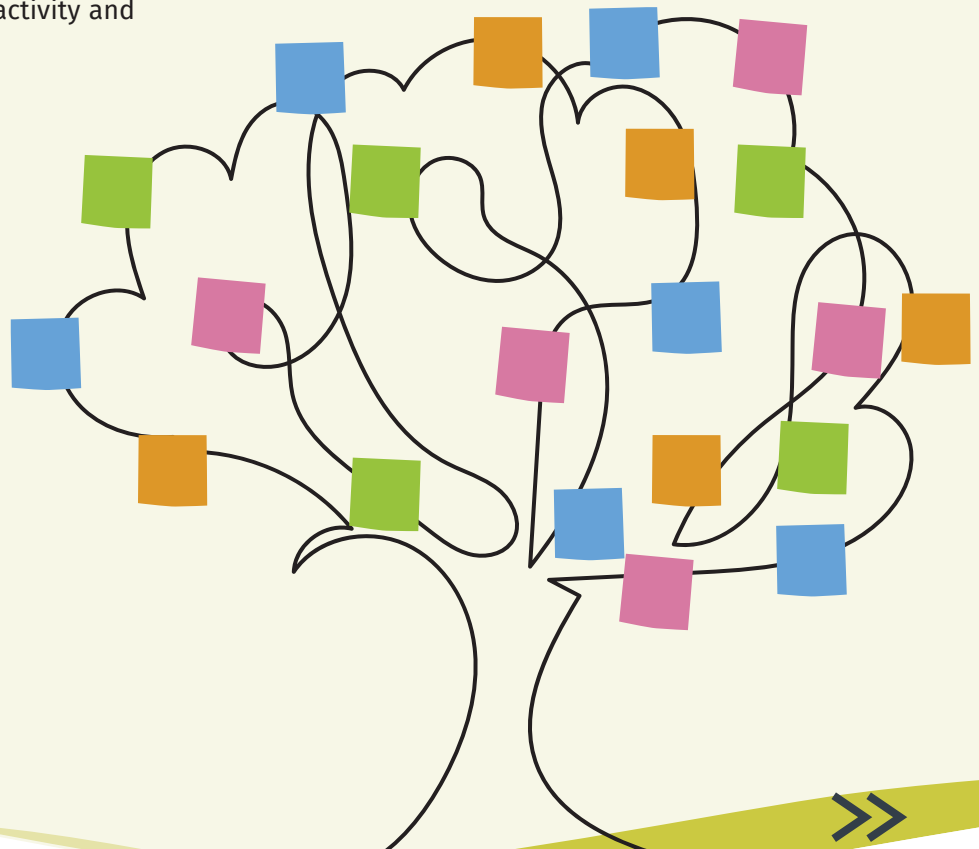
#### The inclusion corner:

A corner of the school is chosen, and students and teachers decide how to decorate this corner. It can be decorated with phrases and words in the languages of all the pupils, with artwork related to inclusion; a library with books from all the students' countries of origin, etc.

#### The inclusion tree:

With teacher guidance, the students write (in any language they want) thoughts, phrases, wishes related to human rights, the world they dream of, children's rights, etc. on cardboard, or other constructions that can be hung up.

A real tree is chosen, or a tree is created in art. Students hang their writings on the tree (as fruits). A presentation activity of the tree is organized, or each student can freely read the fruits of the tree.





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#### The inclusion wall:

A wall in the school is chosen. The teachers and the students decide how to decorate the wall.

If they choose visual creations: Students create their artwork. The themes can be related to human rights, inclusion, relationships, friendship, dreams, travel, etc. The works are displayed and new works are gradually added.

If they choose graffiti: appropriate permissions are obtained, the group of students and teachers in charge choose the theme and style, and contact is made with graffiti artists or a teacher or school members who know how to create graffiti.

#### Step five:

A presentation event is organized to disseminate and communicate the actions to the school and wider community.

#### Evaluation/Assessment

##### Reflective classroom discussion:

- What feelings were generated during the creation of the project?
- What feelings were created during the action?
- What thoughts did I have about it? What did I learn?

##### Reflective discussion in the teachers' association:

- How did the teachers' collaboration work?
- How did the cooperation among students work?

