



31
Basic
Activities

Schools For All

Inclusion
of Refugee Students
in Schools

Schools for All

Integration of Refugee Children in Greek schools

After working with schools and school communities from all over Greece, one of the outputs of the project Schools for All – Integration of Refugee Children in Greek schools is this handbook: a collection of 31 Basic Activities. It is intended as an inspiration and a practical tool for educational communities and individuals in and outside Greece working towards more inclusive learning environments.

The Schools for All project is implemented by the European Wergeland Centre, under the auspices of the Hellenic Ministry of Education and Religious Affairs and financed by EEA and Norway Grants.

The Handbook is officially approved by the Hellenic Ministry of Education and Religious Affairs as scientifically valid and pedagogically appropriate in the field of inclusion.

This version has been translated from Greek and adapted for an international audience.

The European Wergeland Centre

The European Wergeland Centre (EWC) is established by Norway and Council of Europe to strengthen the capacity of individuals, educational institutions, and educational systems to build and sustain a culture of democracy and human rights. EWC serves all member states of the Council of Europe and is based in Oslo, Norway.

The Authors

Gelly Aroni is the Head of the Unit for Integration and Support of Unaccompanied Minors in the Special Secretariat for the Protection of Unaccompanied Minors in the Ministry of Migration and Asylum in Greece. She was actively involved in the establishment and has been the Head of the Department for the Coordination and Monitoring of the Refugee Education of the Ministry of Education and Religious Affairs (2016-2020). She is working as an expert and a trainer for the Council of Europe and in various EWC's programmes.

Marios Koukounaras Liagkis is an associate professor of pedagogy and religious education at the Department of Theology at the National and Kapodistrian University of Athens. He holds degrees in theology, education, and Greek literature. His research interests focus on religious education, curriculum development, teachers' professional development, human rights, inclusive education, and drama/theatre in education. He is currently working on a project on the teaching of Competences for Democratic Culture in curriculum development for religious education in Greece.

Iro Potamoussi is a sociologist (BA), a practitioner of drama/theatre in education (MA) and a PhD candidate in education. She has worked in formal and non-formal education focusing on teenagers and young adults, teacher training and educational and social intervention programmes for vulnerable groups. Since 2019, she is the general manager of Learn Inn EKPA, a lifelong learning organisation of the National and Kapodistrian University of Athens.

Angelos Vallianatos holds a PhD in theology from the University of Athens. He has worked as a teacher and school advisor in public secondary education in Greece. He also works on religious and intercultural education, human rights education, and education for democratic citizenship in Greece and abroad. Since 2005, he organizes and trains adults and school stakeholders within the educational programs of the Council of Europe and the European Wergeland Centre.

Schools For All:
Inclusion of Refugee Students in Schools
31 Basic Activities

*Cover design and layout: Yota Sotiropoulou
Translation: DeskNETL: e-metafraseis*

The opinions expressed in this work are the responsibility of the authors and do not necessarily reflect the official policy of the EWC. All rights reserved.

No part of this publication may be translated, reproduced or transmitted, in any form or by any means, electronic (CD-Rom, internet, etc.) or mechanical, including photocopying, recording or any information storage or retrieval system, without prior permission in writing from the European Wergeland Centre.

Photo Cover: iStock by Getty Images



TABLE OF CONTENTS

Introduction	4
User guide	6
Competences for democratic culture	9
The whole school approach	11
Symbols for Activities	13

← BEFORE 14

AWARENESS 15

● 1. I didn't come, I left	16
● 2. Ten fingers	19
● 3. Our new students	22
● 4. Refugee: Why is she here?	26

PREPARATION 31

● 5. The "Hope" College	32
● 6. Reflection: to what extent am I ready to welcome refugee children into school?	37
● 7. Exploring students' perceptions of the school atmosphere in relation to inclusion	44
● 8. To what extent are we a democratic and inclusive school community?	51
● 9. Creating the right atmosphere	63
● 10. The butterfly	66
● 11. The butterfly of inclusion	72
● 12. The democratic school	74
● 13. I participate - Do you?	79

IMPLEMENTATION 86

● 14. No teacher left out	87
● 15. No students left out	91
● 16. Joint training with other schools	96
● 17. Joint action with other schools	100

TABLE OF CONTENTS

↔ DURING	104
PREPARATION	105
● 18. Agreement on the team operation (Secondary Education)	106
● 19. Rights, responsibilities and rules in the classroom (primary education)	111
IMPLEMENTATION	115
● 20. Creation of an Action Plan	116
● 21. Mentors in school (students and parents)	123
● 22. Creation and translation of signs/signposts, rules	127
● 23. Inclusion activities in and out of the classroom I	131
● 24. Inclusion activities in and out of the classroom II	135
● 25. Compare it	139
→ AFTER	143
AWARENESS	144
● 26. What I stand for	145
● 27. Strangers, but able to change	149
● 28. Musical chairs	153
● 29. The world I dream of	157
IMPLEMENTATION	160
● 30. Inclusion activities in and out of the classroom I	161
● 31. Inclusion activities in and out of the classroom II	167

INTRODUCTION

You have reached the 31 Basic Activities for the inclusion of refugee children in schools. You have already taken the first step to making your school inclusive. You are interested, you are curious, you care. So, let's get started. The importance of inclusion is self-evident for every person who cares. All children have a right to learn, which means both access to school and success in it. Access is legally guaranteed. Success, however, requires decisions, methods and steps. These are described here, as designed and implemented in the "Schools for All" project.

The European Wergeland Centre project "Schools for All - Integration of refugee children in Greek schools" is based on the applied social pedagogy of approaching the school as a whole, with the aim of transforming it in order to develop environments that are inclusive for students with refugee backgrounds.

During the three years of the project, an intervention and training plan were implemented with activities and actions to support this inclusiveness at school. As the training team we created materials for activities aimed at raising awareness, preparation, planning, reception and finally inclusion of refugee children in Greek schools. The full body of these activities with their individual actions make up the "31 Basic Activities", which in turn form part of the documentation and presentation of the project's overall experience.

For the needs of the operation of "Schools for All" we prepared 40 trainers. They worked on an annual basis with 64 high schools across Greece, since their Teacher's Council decided to work to create a more inclusive environment for students with refugee background.

All schools received specialist training, formed teams to carry out the project, and developed an Action Plan. They worked on inclusion in lessons and in school governance, involving both parents and agencies to support their actions.

The manual, therefore, contains suggestions and actions that have been put into practice during the project at a range of schools. It also contains a brief necessary

theoretical foundation of the philosophy involved.

In the "Schools for All" project we applied educational tools from the Council of Europe and the European Wergeland Centre, organizations that have worked for many years on democracy, human rights and the rule of law. In cooperation with participating schools, we also created a set of our own new educational tools.

Our philosophy

As early as 1948, Article 26 of the Universal Declaration of Human Rights, states that "Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace."

The European Convention on Human Rights, in Protocol 1 of Article 2, notes: No person shall be denied the right to education.

The Council of Europe, in its more than 70 years of experience, has formulated and implemented a model of education in democratic citizenship and human rights, based on three directions:

1. Education should be value-oriented

The "Schools for All" program is based on the right of children to have equal learning opportunities regardless of their background. An inclusive school is one that is not only aware of the specific characteristics of its students without exceptions, but also fosters the right to diversity. It serves the right to education by creating a safe learning environment for all.

2. The school should offer knowledge and cultivate skills and attitudes for a democratic culture

Democracy is taught in school and the laws and regulations governing the school's operation are democratic in theory. But democracy often remains an official concept, its values seemingly out of reach.



An inclusive school is one that links bridges theory and reality, linking its every action to democratic values and cultivates a democratic culture. Democracy is an attitude, outlook, and behavior. Its values provide motivation and criteria for everyday life. The teaching of democracy is incomplete if it is not accompanied by an empirical approach for all members of the school community every day. One of the ways of facilitating this process is the Council of Europe's "Reference Framework of Competences for Democratic Culture", presented below.

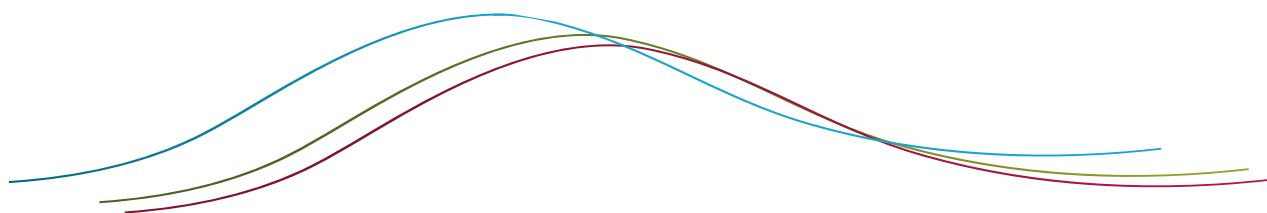
3. The school should put democracy into practice directly and practically

An inclusive school is a school that operates democratically. The whole school approach activates and implements theoretical democratic rules in practice. With the whole school approach, every member of the school community is involved in every aspect of the

school's functioning: the classroom, the areas beyond classrooms, the journey to and from school – but also the lessons, the time beyond them, and the relationships between the community and the world outside.

It is therefore necessary to foster a sense that each member of the school community functions as a member of an organisation, with a particular role (manager, teacher, student, parent, and so on). The life and well-being of the organisation rests on the competent relationship between them. Just as no one can form a nation on one's own, it's the connection among the school community that ensures its health.

To sum it up: cooperation, which is an essential element of coexistence in school, is the key to effective and fruitful learning. The adult members of its community hold in the hands the potential for the school to be inclusive, whether or not they are teaching its new students directly.



USER GUIDE

User Guide:

“31 Basic Activities” is a collection of cards, rather than a book. This option makes it easier to select and rearrange the materials to suit the character and needs of their own school.

There are two types of cards:

1. Text cards, which provide a basic theoretical foundation necessary for the use of the educational tools, and
2. Activity cards, the choice of which shapes the path each school decides to follow in order to make its educational community more inclusive.

Each card includes fields to facilitate its use

Title:

Summarizes the content of the activity in a sentence or underlines a main point.

Duration:

Indicative to help with planning. The time noted is the bare minimum, which can be increased if parts of the activity are extended (e.g. more time for discussion, or for wider engagement with a particular step of the activity).

Description:

An explanation of the topic, purpose and (in some cases), how the activity is to be carried out. The description facilitates the selection and rearrangement of activities in the school's training program.

Objectives:

What the activity aims to achieve for those who participate in it, in relation to facilitating inclusion.

Expected Learning

Outcomes:

What the participants will learn and achieve through the activity.

Competences for democratic culture:

The “Schools for All” program has implemented

the Council of Europe’s “Reference Framework of Competences for Democratic Culture”. According to this model, with each activity the school can decide to foster specific values, attitudes, skills and knowledge, chosen from among those that the model describes as “Competences for democratic culture”. The behavioral indicators that accompany each competence help to determine the extent to which the school is achieving the cultivation of that skill through each activity; to assess its progress at any given time, and to evaluate its implementation along the way and at the end. The indicators are numbered in order to be easily traceable. They are also labeled as Basic (B), Intermediate (I) or Advanced (A) so that the school can identify the level of proficiency targeted.

Activity steps:

Implementation instructions addressed to those who will take responsibility for the activity. Each person responsible can then adapt the steps to the specific needs of their school.

Feedback - assessment - evaluation:

The necessary last step for each activity. Here, those involved have the opportunity to reflect on their experience and share thoughts and feelings for the present and the future.

Material and sources:

A list of what is needed both for the theoretical foundation of the content and aims of the activity, as well as for its practical implementation.

In the “31 Basic Activities”, the content follows a temporal logic, which at the same time obeys a double internal categorisation. This makes it possible to create different paths, suitable for different schools and their circumstances.

At the beginning one finds actions that the school can take BEFORE the new students arrive. These are followed by actions that can be decided. DURING the time students are becoming members of the school community. Finally, there are activities AFTER the initial integration is completed, and the children perceive the school as their school.



Each of these time categories, obeys a certain logic regarding the purpose of the activities:

Some activities raise AWARENESS of the school community about the refugee condition and the circumstances of the new students. Others focus on the PREPARATION of the school to welcome them inclusively. The remaining activities address the continued IMPLEMENTATION of inclusion in the school.

Finally, following the model of the whole school approach, each activity relates to one of the three areas that constitute the school:

Teaching and learning

School governance and school culture, cooperation with the community.

All categories are marked on each activity card.

How to use the “31 Basic Activities”

The “31 Basic Activities” include workshops, i.e. a set of combined activities as well as shorter activities on a topic. The material is structured in the following format, to meet the needs of the school, depending on the stage of its relationship with the new students.

← BEFORE

If the inclusion of children with refugee background is a new need for the school, it can follow the sequence of activities as listed in the “31 Basic Activities”.

However, before proceeding with the implementation of activities, it is necessary to raise awareness among all members of the school community about what a refugee is, why they are in the country, what their particular characteristics are, what their special pedagogical and psychosocial needs are, and in what conditions they live.

It is then necessary to integrate this awareness into the functioning of the school, to understand the interventions that need to be made, to reflect on the

perceptions of children and adults, as well as the degree of preparedness of the school and to build on the exploration of the democratic and inclusive climate already mastered. In this preparation, creating an appropriate atmosphere is auxiliary.

Part of the preparation is using the educational tools of the Competences for Democratic Culture. The butterfly, the elements that make the school democratic and the effort to activate every member of the school community make the preparation realistic.

A sensitized and prepared school can proceed with activities that help all its members to practice inclusion in the daily functioning of the school, even before the new students arrive. The implementation suggestions provide ideas and chart a basic course.

↔ DURING

If the school is already welcoming new students, it needs to quickly organize their inclusion by putting in place basic functions that will facilitate the relationship between the existing and new students in a safe way. Such operations include agreeing on the function of each group, becoming aware of the importance of rights and responsibilities, coordinating the cooperation of all teachers in the school through an action plan, and creating a mentor institution for new students and their parents.

Once the first necessary actions have been taken, it is time for the school to move on to actions that help all children to feel welcome and equal. These include, for instance, ensuring that school signage and school rules are equally accessible and understandable in all the children’s languages, active participation of students in common activities, and socializing through the use of common elements such as play.

If the school starts from this point, it is advisable to use the awareness-raising activities. Those included in the previous phase (BEFORE) are recommended.



→AFTER

Even if the refugee students are already attending the school for some time, they still face the particular needs of their refugee experience and are still living unintentionally in a foreign place. The activities proposed here address the need to deepen the awareness of the first part (BEFORE). We might regard it as a booster vaccine.

Now familiar with its new students, the school proceeds to explore the positions and opinions of its members on diversity, to practice approaching controversial issues, and to remember that every child has dreams for the future.

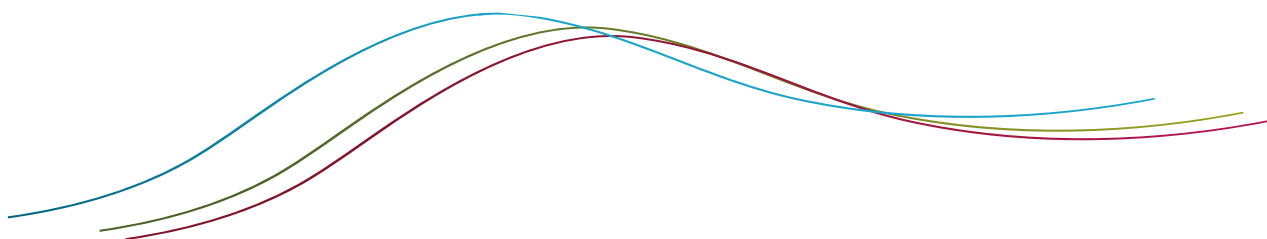
At this stage, some actions are proposed for inside and outside the classroom, as a reminder that inclusion is not a state, but a living process that needs care and mobility.

The above description does not exhaust the possibilities of using the “31 Basic Activities» handbook. It is rather a suggested way forward.

Each school, depending on its character, readiness and possibilities, may choose a different route of activities, combining them differently from what is listed here. For example, forgo the focus on awareness, and/or preparation, and/or implementation. A school increase or decrease the number of activities offered, or rearrange them to focus on classroom activities, school governance, or communication with the community.

It can also use parts of the activities and form new combinations.

The suggestions and possibilities do not stop here and our suggestions do not constitute the only way to make a school inclusive. Rather, we hope to contribute to and accompany the willingness of schools to be open to society, as well as their readiness to meet the demands of the times with sensitivity to the right of every child to education in a dignified environment where they feel welcome and safe.



COMPETENCES FOR A DEMOCRATIC CULTURE

In 2014, a group of Council of Europe experts, implementing a decision of the 2013 Standing Conference of Ministers of Education of the Member States, looked for ways in which Education for Democratic Citizenship and Human Rights Education (EDC/HRE) as presented in the Council of Europe's educational tools, could constitute a new educational model to be used by all Member States, regardless of their educational systems.

In 2016, after exploring various tools and relevant literature, in 2016, the team created a model divided into four categories, calling it "the Butterfly". The working hypothesis was that if students were offered knowledge and experience in the 20 Competences of Democratic Culture, which form the components of in the Butterfly, they would have the potential to become active, participatory democratic citizens, promoting democratic culture. That same year, the Butterfly educational model was unanimously accepted by the Standing Conference of Ministers of Education.

The Competences for Democratic Culture (CDC) are divided into Values, Attitudes, Skills as well as Knowledge and Critical Understanding. Values include competences necessary to the common understanding of democracy in its full dimensions. Knowledge and Critical Understanding contains the information and elements necessary for understanding oneself and communicating with the world. Skills include the abilities necessary to understand in depth, activate and critically use the knowledge acquired, applying it in our everyday lives. Finally, Attitudes describe the competences that help us to move from individualistic thinking to the formation of active democratic political personalities. Each of these Competences is followed by behavioral indicators. The 135 core and 447 general indicators describe the expected outcomes of using this model in education.

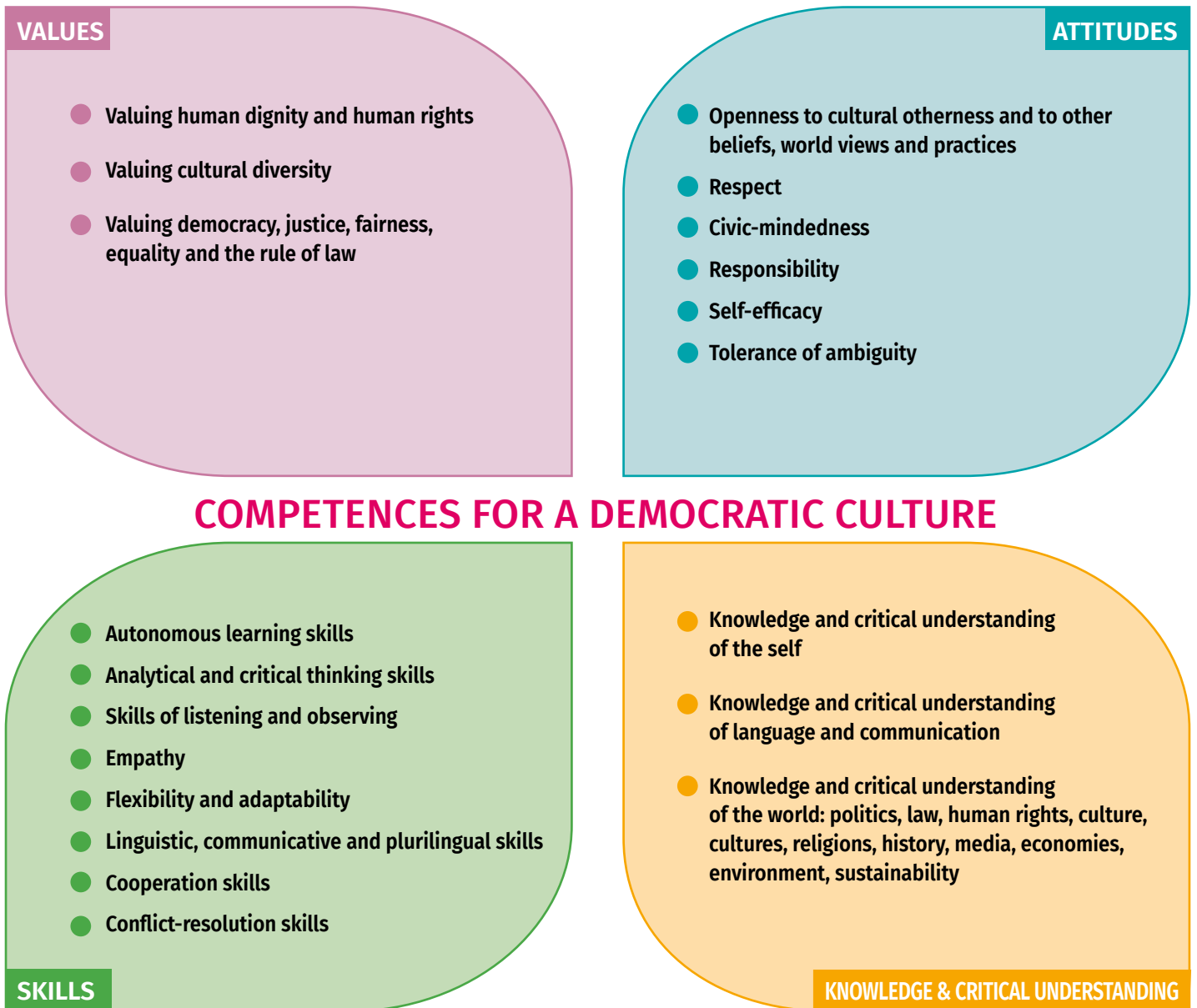
Competences are not all used together. In any educational initiative, it is good for the Teachers' Association to create a process of research and assessment of the specific educational needs at all levels of the school's community (society, school, lesson, class, student population, etc.) and then select the competences to work on for a shorter or longer period of time. By adding selected behavioral indicators for each competency, teachers can construct a "working butterfly" that meets the needs, wishes, and capabilities of the particular school, with up to two competences in each category.

(Detailed presentation of the Competences for Democratic Culture Model in the "Competences Reference Framework for Democratic Culture", Volume 1 on Competences and Volume 2 on Indicators, 2008, Council of Europe Publication, ISBN 978-92-871-8573-0).



COMPETENCES FOR A DEMOCRATIC CULTURE

Model of competences for democratic culture



THE WHOLE SCHOOL APPROACH

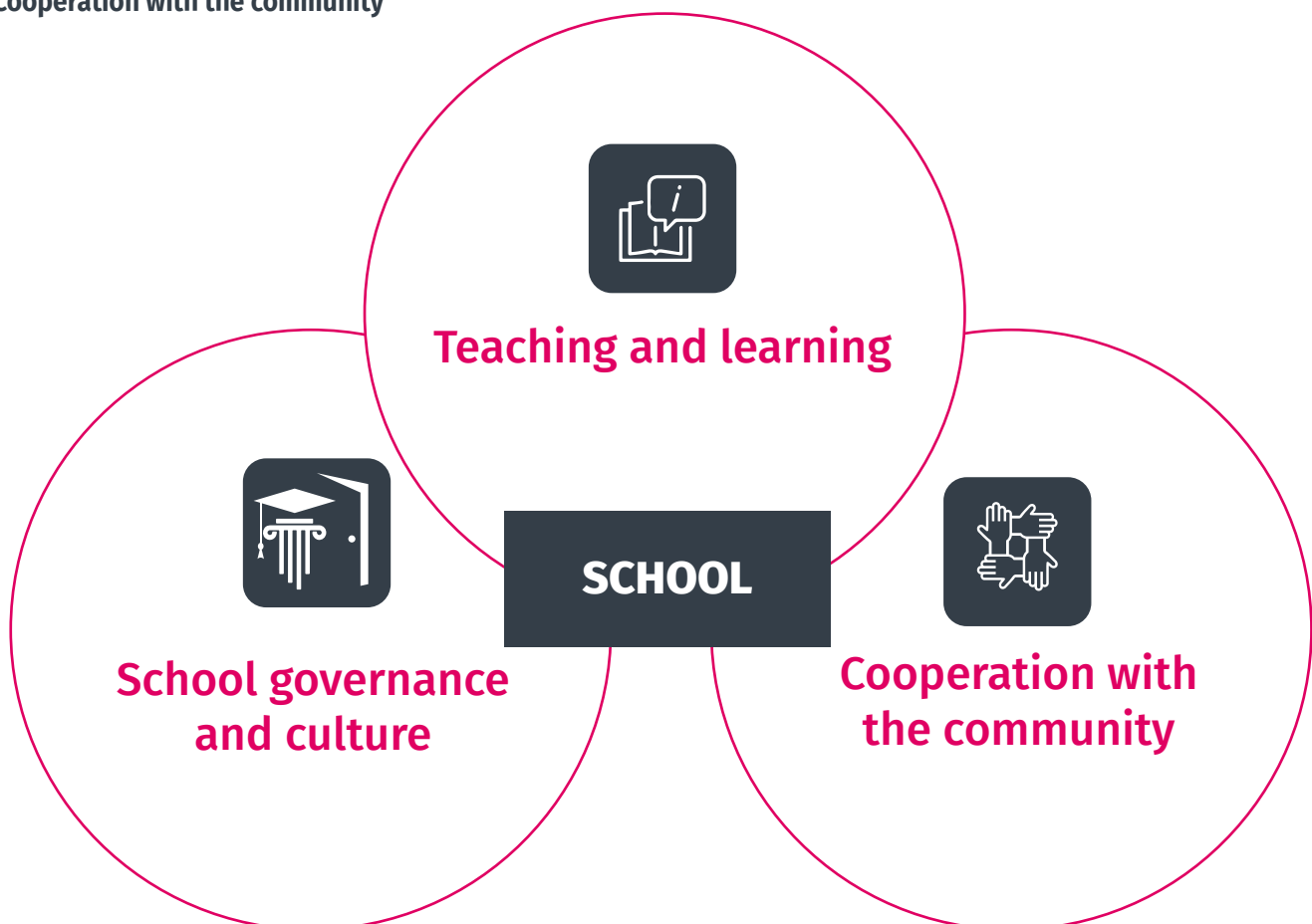
School is the best place for children to learn about democracy as an idea, but also as an experience. A democratic school teaches democracy in practice and through the way in which it operates. In the school community, children live in a diverse society. And we seek to educate them to become active, participatory and democratic. In this effort, the school needs to become an inclusive, safe place of learning where all people, regardless of their background, enjoy the right to education. We therefore need to account for and work on all dimensions of school reality.

In the Council of Europe's whole school approach, the school community is described through three key areas:

Teaching and learning

School governance and culture

Cooperation with the community



THE WHOLE SCHOOL APPROACH



Teaching and learning

As teachers, we spend most of our time in the classroom. So do children. The classroom is a place of teaching and learning, for everyone. We teach and at the same time learn from the newest members of society, who are in touch with what novel things interest and attract them. We teach children and learn from the children. We do not make full use of this possibility if our approach is one-way and teacher-centered. And we don't promote democracy if classroom practice requires obedient and silent students. Cultivating democracy in practice means active and participatory students, as well as flexible teachers who know how to listen. The classroom is one of the key small communities where children gain the experience of democracy.



School governance and culture

But school life does not begin and end in the classroom. In the daily schedule there are breaks and gaps, excursions and celebrations. These events are also related to learning as they shape the atmosphere of the school and influences the children in the classroom as well.

Walking through the school gates, we quickly become aware of the school's atmosphere. There are strict, silent, rowdy, happy schools. The school atmosphere is mainly determined by its teaching staff. The relations between the Principal and the teachers, and all of them with the children, give a certain character to the daily life of the school. Experience offers examples of how the school atmosphere changes with the change of the management and/or its teachers.

No matter how much we strive to create an inclusive atmosphere in the school, if its management is not democratic, if all members of the school community are not activated, involved and practicing democratic values, we fight in vain. And if the adults in the school do not describe and foster by actions a school democratic culture of cooperation, our actions are lost in our individuality.



Cooperation with the community

Even if the school does not feel any connection to the wider local community, every member of the school brings habits, experiences, and events from outside. No matter how much the school focuses on lessons, the outside world influences it both positively and negatively. The school is an active part of each local community. There are public and private institutions that take care of issues that concern the students.

Parents are the bridge between the school and the community, as are the people working in the community surrounding the schools. By taking into account their professional qualities and interests, they can become more actively involved in and useful for the school.

Issues and discussions from the classroom can also be broadened at home, building a foundation for home-school cooperation.

(Detailed presentation of the whole school approach in the “Competency Framework for Democratic Culture”, Volume 3, pp. 93 - 104, Council of Europe Publication, ISBN 978-92-871-8573-0).



SYMBOLS

for Activities

The whole school approach



Teaching
and learning



School governance
and culture



Cooperation with
the community

Objectives



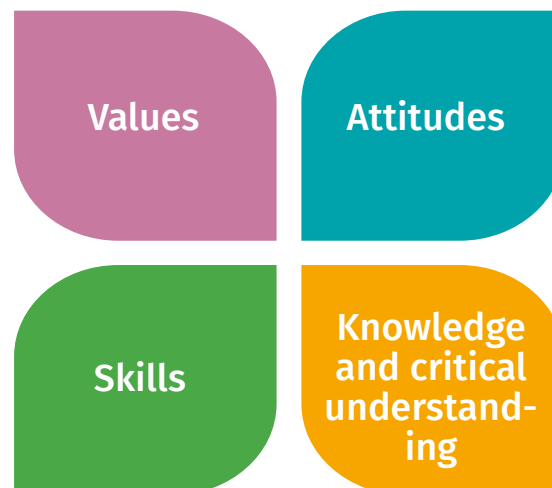
(What we aim to do. For example, get the refugee students to work with other students in translating something...)

Expected outcome (EO)



(What the participants and the target group(s) will get out of the activity. For example, the refugee students have established cooperation with other students)

Competences for a Democratic Culture



① Descriptive skills indicators

B Basic **I** Intermediate **A** Advanced



← BEFORE

AWARENESS

- | | |
|---------------------------------|----|
| | 15 |
| ● 1. I didn't come, I left | 16 |
| ● 2. Ten fingers | 19 |
| ● 3. Our new students | 22 |
| ● 4. Refugee - Why is she here? | 26 |

PREPARATION

- | | |
|--|----|
| | 31 |
| ● 5. The "Hope" College | 32 |
| ● 6. Reflection: To what extent am I ready to welcome refugee children into school? | 37 |
| ● 7. Exploring students' perceptions of the school atmosphere in relation to inclusion | 44 |
| ● 8. To what extent are we a democratic and inclusive school community? | 51 |
| ● 9. Creating the right atmosphere | 63 |
| ● 10. The butterfly | 66 |
| ● 11. The butterfly of inclusion | 72 |
| ● 12. The democratic school | 75 |
| ● 13. I participate - Do you? | 79 |

IMPLEMENTATION

- | | |
|---|-----|
| | 86 |
| ● 14. No teachers left out | 87 |
| ● 15. No students left out | 91 |
| ● 16. Joint training with other schools | 96 |
| ● 17. Joint action with other schools | 100 |



← BEFORE

AWARENESS

- 1. I didn't come, I left
- 2. Ten fingers
- 3. Our new students
- 4. Refugee: Why is she here?



1. I didn't come, I left



DESCRIPTION

Through experiential learning activities, the teachers connect their personal lives with the refugee condition, identify the effects of refugeeism on other people's lives, and discern the stereotypes refugees face every day.



OBJECTIVES

The objectives of the activity are for teachers to:

1. connect with the life of refugees,
2. realize that refugeeism is not an identity but an unavoidable condition,
3. outline the impact of refugeeism on the lives of refugees,
4. analyze the impact of the refugee conditions on other people.



EXPECTED OUTCOME (EO)

Upon completion of the activity, teachers are expected to:

1. identify similarities between their own lives and the lives of refugees,
2. interpret refugee characteristics as a forced survival situation for refugees,
3. value human dignity and human rights,
4. approach refugees with empathy.

VALUES

Valuing human dignity and human rights

- 1 Argues that human rights should always be protected and respected

B

ATTITUDES

Respect

- 28 Expresses respect for other people as equal human beings
- 29 Treats all people with respect regardless of their cultural background

B

I

COMPETENCES FOR A DEMOCRATIC CULTURE

Analytical and critical thinking skills

- 65 Uses evidence to support his/her views
- 69 Can use explicit and specifiable criteria, principles or values to make judgements

B

A

SKILLS

Knowledge and critical understanding of the self

- 109 Can reflect critically on himself/herself from a number of different perspectives
- 110 Can reflect critically on his/her prejudices and stereotypes and what lies behind them

I

A

KNOWLEDGE & CRITICAL UNDERSTANDING





I didn't come, I left

Activity steps

01

We divide the plenary into groups of 4-6 members.
 The trainer gives each member a white A4 sheet of paper and asks them to divide it in half.
 On the top half of the sheet, she asks the members to draw two intersecting lines (+) dividing the space into 4.
 She invites the members to close their eyes and narrates the following:

Put on soft music without words

“It’s a weekday morning. I open my eyes, I have to go to school. What do I see around me? What does the place look like? I get up and get ready. What does that involve? I have breakfast. Where? What? With whom? I head for school. How do I get there? What do I do on the way? I get to school on time. What do I tend to do upon arrival, what is the first class like? Break. What do I do? Second period, recess, breaks, and then school is finished. I leave school. Where do I go? How do I get there? Do I have lunch? And then what? Evening-time. Relaxation, dinner, homework, rest. Where am I? What do I see? How do I feel? Bedtime arrives. Last thoughts: What do I like and what makes my life difficult? Do I have dreams and plans for the future?”

02

The trainer invites the members to fill in the quadrants:

Top left: four small items that they almost always have with them or like to know they have somewhere.

Top right: four persons they meet in thought or in action during the day.

Bottom left: four roles that they exercise during the day (e.g., man, woman, spouse, parent, relative, teacher, football fan, etc.).

Bottom right: four major favorite possessions (e.g., house, car, piano, furniture, book collection, etc.).

03

The trainer invites members to share what they have written on the sheet and discuss it for ten minutes, addressing similarities and differences.

04

The trainer suddenly announces: “Now you must leave your country for an unknown period of time because you are in danger”.
 What are the possible causes? Brainstorm and write them down on the board.

05

“A year has passed; you have left your country. Go back to the table you compiled earlier, individually and cross out the things you no longer have.”



I didn't come, I left



Activity steps

06

Discussion in plenary in a circle with possible questions:

- What has changed in your day?
- How do you feel about it?
- What can you do about the changes, individually, in groups, as a community?
- What are the external conditions in this new reality (what has been changed or replaced)?
- How easy or how difficult was it to replace these (people, networks, objects)?
- One refugee was challenged on his reason for coming here. He answered: "I didn't come, I left". How do you feel about this comment?

07

In plenary, each group member shares a thought or a feeling from the activity.

Evaluation/Assessment

Discussion about cross-cultural differences of refugee students in school and ways to raise awareness of them.

Materials/sources

1. A4 sheets of paper, one for each member.
2. Pen or pencil, one for each member.
3. Blackboard or seminar paper, a stand.





2. Ten fingers

DESCRIPTION

This activity gives the school community (students, teachers, parents, principal) the opportunity to reflect on the losses and deprivations of refugee children in order to find ways to mitigate them and give them back some of what they have lost.



OBJECTIVES

The objectives of the activity are for participants to:

1. reflect on the degree of loss experienced by refugee children,
2. reflect on the reasons for the deprivation experienced by refugee children,
3. explore ways to give refugee children what they have been deprived of.



EXPECTED OUTCOME (EO)

Upon completion of the activity, participants are expected to:

1. identify and reflect on the extent of a refugee child's loss and deprivation,
2. reflect on ways in which they can individually and collectively contribute to improving the daily lives and well-being of refugee children.

VALUES

Valuing human dignity and human rights

- 2 Argues that specific rights of children should be respected and protected by society

B

ATTITUDES

Civic engagement

- 35 Expresses commitment to not being a bystander when the dignity and rights of others are violated

I

- 36 Discusses what can be done to help make the community a better place

I

COMPETENCES FOR A DEMOCRATIC CULTURE

Empathy

- 76 Can recognize when a companion needs help
- 77 Express sympathy for the bad things that have happened to other people

B

B

Listening and observation skills

- 70 Listens carefully to differing opinions
- 71 Listens attentively to other people

B

B

SKILLS

Knowledge and critical understanding of the world (including politics, law, human rights, culture, cultures, religions, history, media, economies, the environment and sustainability)

- 117 Can explain the meaning of basic political concepts, including democracy, freedom, citizenship, rights and responsibilities

B

- 118 Can explain why everyone has a responsibility to respect the human rights of others

B

KNOWLEDGE & CRITICAL UNDERSTANDING





Ten fingers

Activity steps

01

The trainer gives an A4 sheet to each participant. They trace the outline of their two palms and then cut it out around the fingers (see photo below).

02

She asks them to write on each finger a word that comes to mind when they hear the word “child”.

03

In plenary they read the words out loud, while the trainer writes them down on a flipchart paper or a whiteboard.

04

The trainer asks the participants to think of the child refugee and to “cross out the fingers” with the words that do not fit or no longer apply.

In plenary they show the “crossed fingers” and reflect on which words/conditions/ characteristics do not apply to refugee children.

05

The participants discuss questions such as:

- What has changed for refugee children?
- Who is “breaking the fingers” and depriving refugee children of the words intended for other children?
- Are there things we can fix, individually or collectively?
- Which fingers could we re-attach?



Ten fingers



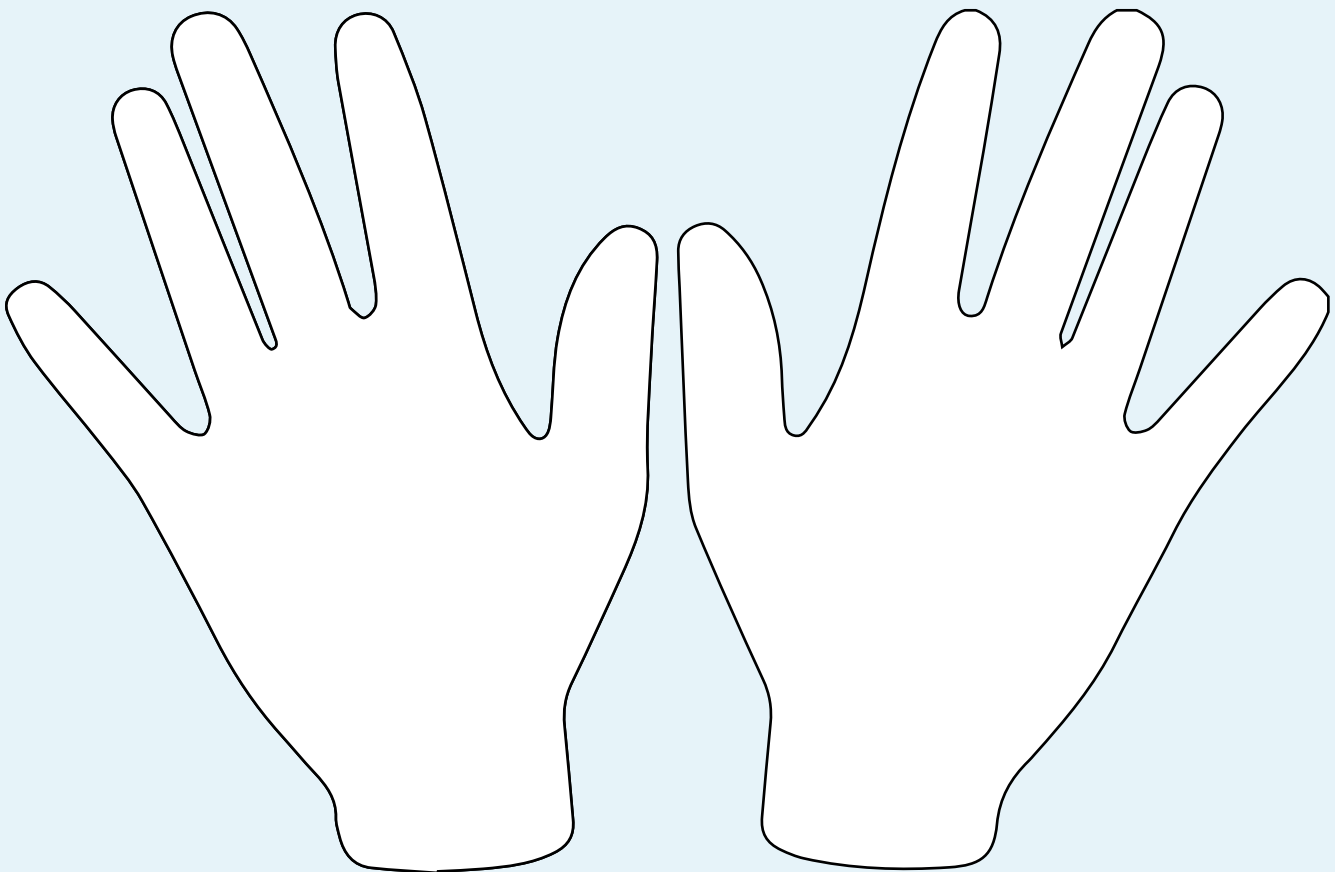
Activity steps

Evaluation/Assessment

Reflection circle in plenary: can we individually and collectively contribute to improving the lives of refugee children?

Materials/sources

1. A4 paper.
2. Scissors.
3. Flipchart paper or whiteboard.



3. Our new students



DESCRIPTION

The school's teachers collaborate to explore the circumstances that shape the profile of refugees as members of the educational community.



OBJECTIVES

The objectives of the activity are for teachers to:

1. identify the specific characteristics that refugee students acquire due to fleeing their country of origin,
2. identify the possible cultural differences between refugee students and native students,
3. discover the circumstances of refugee children's lives as students.



EXPECTED OUTCOME (EO)

Upon completion of the activity, teachers are expected:

1. develop empathy and a common understanding of the personal and learning particularities of refugee students,
2. collaborate and negotiate towards a common goal,
3. become aware of stereotypical ways of dealing with refugee students,
4. defend the right of refugee students to equal learning opportunities.

VALUES

Valuing human dignity and human rights

- 1 Argues that human rights should always be protected and respected **B**
- 2 Argues that the specific rights of children should be respected and protected by society **B**

ATTITUDES

Respect

- 28 Expresses respect for other people as equal human beings **B**
- 29 Treats all people with respect regardless of their cultural background **I**

COMPETENCES FOR A DEMOCRATIC CULTURE

Empathy

- 77 Expresses sympathy for the bad things that he/she has seen happen to other people **B**
- 79 Takes other people's feelings into account when making decisions **I**

SKILLS

Knowledge and critical understanding of the world (including politics, law, human rights, culture, cultures, religions, history, media, economies, the environment and sustainability)

- 118 Can explain why everybody has a responsibility to respect the human rights of others **B**
- 125 Can reflect critically on the root causes of human rights violations, including the role of stereotypes and prejudice in the processes leading to human rights abuses **I**

KNOWLEDGE & CRITICAL UNDERSTANDING





Our new students

Activity steps

01 The trainer gives each group the name of a school-age child and invites each member of the group individually to fill in his/her identity details (Worksheet 1).
Then invites the group to agree on the identity of the child and to fill in a common identity sheet.

02 When the groups are ready, the trainer says that she will tell a refugee story which is most likely to be the story of the person the groups have created.
The trainer reads the following text (taken from the Action Aid video).

https://www.youtube.com/watch?v=JN_TygoVXic&t=22s

"Before the war, we were very much attached to each other. It was so beautiful where we lived. The nature, the villages, the towns... Then it was all destroyed. We were afraid all the time. For our lives, for the lives of our loved ones. I saw with my own eyes my family members disappear and we decided to leave. We packed up everything we could and put it on our shoulders. I remember leaving and seeing flames behind us. We reached the sea. There were many of us, some from distant villages, others neighbors. We squeezed into a boat. Some were forced to swim. I remember crying, shouting, panic and water, lots of water. We were crossing the Aegean. On the journey we were afraid and hoped together. And then we arrived here, in Lesvos. I remember the relief when we reached land, when the war was behind us".

03

The trainer announces: Time after time, year after year, this child is a new student in your school. Close your eyes, imagine that you are that child and follow that child with your thoughts for a day:

"It's a weekday morning. I open my eyes, I have to go to school. What do I see around me? What does the place look like? I get up and get ready. What does that involve? I have breakfast. Where? What? With whom? I head for school. How do I get there? What do I do on the way? I get to school on time. What do I tend to do upon arrival, what is the first class like? Break. What do I do?
Second period, recess, breaks, and then school is finished. I leave school. Where do I go? How do I get there? Do I have lunch? And then what? Evening-time. Relaxation, dinner, homework, rest.
Where am I? What do I see? How do I feel? Bedtime arrives. Last thoughts: What do I like and what makes my life difficult? Do I have dreams and plans for the future?"





Our new students

Activity steps

04

What particular difficulties do new students have in our school?

- What attitudes make it difficult for them to achieve their right to an equal education? (peers, teachers, parents, school system)
- Record the outcome of the brainstorming session on flipchart paper. Use specific and descriptive, not general, formulations. For instance, not “they are discriminated against”, but “the other kids don’t talk to them at break time”.
- Draw a line under the results and divide the remaining space into three with vertical lines, or use another flipchart paper:

What can we do?

1. as individuals,
2. as teachers,
3. as a school community.

05

Feedback to the plenary. The trainer asks questions and the participants discuss:

- Which of these things can be done tomorrow in the school?
- Which of these things needs preparation and organization?
- What are the necessary conditions for such efforts to be effective?

At the end of the session, the trainer reports back:

“ActionAid met refugees in Lesbos and asked them to read the story above and guess who this story might belong to. Is it the story of Syrians, Iraqis or Afghans fleeing for their lives? The story may seem contemporary, but it is the story of Maria Leontaridou, who in 1922 lost everything in Smyrna and got on a boat that took her to Lesbos”.

Evaluation/Assessment

The flipchart sheets completed during the activity provide a topic for discussion and evaluation data for creating inclusion activities at school.





Our new students

Activity steps

Materials/sources

1. Worksheet 1: ID details.
2. Flipchart paper.
3. Markers.
4. Paper and pencil for each group member.

ID DETAILS

NAME:

AGE:

YEAR:

PLACE OF BIRTH:

ORIGIN:

RELIGION:

MOTHER TONGUE:

FAMILY STATUS:

FATHER'S OCCUPATION:

MOTHER'S OCCUPATION:

BROTHERS:

SISTERS:

IF SIBLINGS, ORDER OF BIRTH:

FAVORITE SUBJECT:

HOBBY:

WHEN HE/SHE GROWS UP HE/SHE WOULD LIKE TO:





4. Refugee: Why is she here?

DESCRIPTION

Teacher, parent, or mixed adult workshop exploring the community adults' knowledge of the issues that have led refugees and asylum seekers to leave their place of origin. Through experiential learning, the group will engage in activities to experience what a refugee has experienced on her way here. They will explore what they know and what they do not know about the origin of refugees and their journey. They will also reflect on possible stereotypes and prejudices and empathize with people who have been displaced.



OBJECTIVES

The objectives of the activity are for participants to:

1. explore to what extent adults in the school community are aware of the reality of refugees in their locality,
2. discern the stereotypes and prejudices that exist about refugees, as well as the causes of these stereotypes and prejudices,
3. experience displacement and integration in order to identify their views on these issues,
4. feel solidarity with refugees and to some extent empathy towards them.



EXPECTED OUTCOME (EO)

Upon completion of the activity, participants are expected to:

1. show an active interest in knowing more about the lives of refugees and the reasons why they were forced to flee
2. reflect on their views on refugees in order to revise stereotypical thoughts and prejudices,
3. have some empathy with the refugees and the issues they face in their own country.





Refugee: Why is she here?

VALUES

Valuing cultural diversity

- 8 Promotes the view that one should always strive for mutual understanding and meaningful dialogue between people and groups who are perceived to be “different” from one another

B

ATTITUDES

Openness to cultural otherness

- 21 Shows interest in learning about other people’s beliefs, values, traditions and worldviews
- 24 Expresses an appreciation of the opportunity to have experiences of other cultures

B

I

COMPETENCES FOR A DEMOCRATIC CULTURE

Empathy

- 77 Expresses sympathy for the bad things that he/she has seen happen to other people

B

Flexibility and adaptability

- 82 Modifies his/her opinions if he/she is shown through rational argument that this is required

B

SKILLS

Knowledge and critical understanding of one’s self

- 107 Can describe the ways in which his/her thoughts and emotions influence his/her behavior
- 110 Can reflect critically on his/her prejudices and stereotypes and what lies behind them

B

A

KNOWLEDGE & CRITICAL UNDERSTANDING





Refugee: Why is she here?

Activity steps

01

The group sits in a circle and gets to know each other by saying their names and an adjective beginning with the first letter of their name that might identify them or not, without revealing if it is actually applicable. The purpose is to get to know each other and to reflect on how others see us, and on how we see others.

02

The participants stand up and the facilitator asks them to walk around the room. When she says a number, try to form groups with that number of members. The aim is to make at least 3 groups. By trying to find a way to form groups in a certain way, the participants will cooperate, invent solutions, help each other. The last announcement asks the participants to each take a chair and sit together in the same groups. Each group forms their own small circle to start working together.

03

The facilitator offers a picture of a woman who seems to be in difficulty, asking each group to discuss for 5 minutes and decide what problem they think this woman is facing. She asks them to present their results in plenary. Then she asks each group:

“What made you think this? And what characteristics of the woman contributed to your decision?”

From the answers she will ascertain the way the groups view this woman, possible prejudices and stereotypes.

04

The facilitator reads out loud or projects this text on a screen:

“My name is Maryam and I am a refugee in this city. I arrived a month ago from my country, from which I fled in horror at what is happening. My life was in danger”.

Then she asks: “Now that you know who she is, what do you say about your decision?” Follow with a discussion.



Refugee: Why is she here?



Activity steps

05

The facilitator draws an outline of a person and then asks each group to decide and write down one of Maryam's thoughts. S/he gives 10 minutes for them to decide and then one person from each group writes the thought inside the outline. S/he asks everyone to read the thoughts that the teams wrote inside the outline.

S/he asks the whole group:

Do you know the causes of displacement, the conditions the refugees faced on their journey, the situation they are facing now?

The objective is to listen to information and create an atmosphere of curiosity. At the same time, it will create a need to know and to get to know each other.

Follow with a PowerPoint presentation about refugees: numbers, origin causes of displacement, etc. <https://www.unhcr.org/>

After the presentation, the facilitator asks each group member to think now that they know more about Mariam and write a thought about her outside the outline. At the end everyone should read what the others have written.

06

The facilitator asks the groups to think about and form a very short, one-minute performance, with dialogue and participation of all members, that highlights one of the following moments from Maryam's life. Each group chooses one (or the facilitator assigns according to the number of groups):

- Maryam at home before the she needed to flee.
- Maryam is displaced in terror.
- Maryam arrives to our country/town.
- Maryam lives in our town.
- Maryam meets us.

The groups have 30 minutes to prepare their event and then present it in turn, forming snapshots of Maryam's life.





Refugee: Why is she here?

Activity steps

07

Feedback and Reflection:

Everyone sits in a circle and discusses:

- How did you feel about Maryam?
- What problems might she have faced to get to our city; what did she leave behind?
- What problems might she face in our city? How can she find support?
- How does she feel about us; how do we feel about her?
- What can we do for her; what can we all do together as a school community?

Evaluation/Assessment

Reflective circle at the end of the workshop.

Materials/sources

1. PowerPoint presentation with facts about refugees in the country/city.
2. Picture/photo of Maryam.
3. Flipchart paper or whiteboard.
4. Computer.
5. Projector.



← BEFORE

PREPARATION

- 5. The “Hope” College
- 6. Reflection: To what extent am I ready to welcome refugee children into school?
- 7. Exploring students’ perceptions of the school atmosphere in relation to inclusion
- 8. To what extent are we a democratic and inclusive school community?
- 9. Creating the right atmosphere
- 10. The butterfly
- 11. The butterfly of inclusion
- 12. The democratic school
- 13. I participate - Do you?





5. The “Hope” College



DESCRIPTION

The school community (students, teachers, parents, principal) will work in groups in the workshop with a case study of the Hope College. They will explore and discuss the issues arising from the arrival of refugee students to Hope, proposing ways of creating an inclusive climate that ensures the right to education for refugee children.



OBJECTIVES

The objectives of the activity are for the participants to:

1. identify the reasons not everyone has access to education,
2. examine the obstacles to equality in the wider community,
3. reflect on who has the responsibility of removing the obstacles to equality,
4. explore ways of managing the issues that arise.



EXPECTED OUTCOME (EO)

Upon completion of the activity participants are expected to:

1. reflect on the specific characteristics and educational needs of different groups of people,
2. consider possible intercultural differences,
3. recognize the perspective of others,
4. work together to find solutions that satisfy all parties.





The “Hope” College

VALUES

Valuing human dignity and human rights

- 2 Argues that specific rights of children should be respected and protected by society **B**

Valuing cultural diversity

- 8 Promotes the view that one should always strive for mutual understanding and meaningful dialogue between people and groups who are perceived to be “different” from one another **B**
- 11 Argues that intercultural dialogue should be used to develop respect and a culture of “living together” **A**

ATTITUDES

Openness to cultural otherness

- 21 Shows interest in learning about other people’s beliefs, values, traditions and worldviews **I**

Civic -mindedness

- 34 Collaborates with other people for common interest causes **B**
- 36 Discusses what can be done to help make the community a better place **I**

Tolerance to ambiguity

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

COMPETENCES FOR A DEMOCRATIC CULTURE

SKILLS

Skills of listening and observing

- 70 Listens carefully to different opinions **B**

Flexibility and adaptability

- 82 Modifies his/her opinions if he/she is shown through rational argument that this is required **B**
- 84 Adapts to new situations by using a new skill **I**

Conflict-resolution skills

- 101 Can identify options for resolving conflicts **B**

KNOWLEDGE & CRITICAL UNDERSTANDING





The “Hope” College

Activity steps

01

The facilitator prepares copies of the story as well as the Worksheet.

02

S/he divides the participants into groups of 4-5 persons and gives them a copy of the history of the Hope College and the Worksheet.

S/he asks them to read the story and take notes:

- In the first column of the Worksheet: issues described for each group of people and others that they can think of
- Of possible ways of addressing these issues, classifying them under the pillar (Teaching and learning/School governance-School culture/Cooperation with the community) to which each one corresponds.

03

Reflective discussion on the right to education, on the specific characteristics and needs of different groups, on the issue of individual and collective responsibility for managing similar situations.

Evaluation/Assessment

Reflective circle at the end of the activity.

Materials/sources

1. Copies of the history of the Hope College.
2. Copies of the Worksheet.

<https://www.living-democracy.com/textbooks/volume-3/part-1/unit-3/lesson-3/>





The “Hope” College

The principal of Hope College was a generous and kind woman. She strongly believed in the importance of education. *“Everyone deserves a good start in life”,* she used to tell the staff. *“I don’t want anyone to be treated more favorably than others in this school. That would not be fair”.*

One day, a group of refugee students arrived at the school. Their families had come from a neighboring country because of war. The principal told the staff:

“These unfortunate children have lost everything. Welcome them into your classrooms. They should suffer as little as possible. The war was not their fault”.

The staff agreed. The children were put into classes according to their age. Most of the refugee students were alone in class, but in one class there was a group of four refugee boys.

Soon the staff found that there were difficulties in teaching the refugees with the other pupils. One by one, they went to the principal to complain. *“The refugee girl in my class doesn’t speak our language”,* said one teacher. *“I don’t have time to translate for her all the time. It takes me too much time. This is at the expense of the other students”.* *“The refugee in my class doesn’t talk to anyone”,* another teacher commented. *“Maybe he is war-traumatized. Or maybe he has learning difficulties. What should I do?”.* Another teacher said, *“I have a student who is injured and cannot walk. She can’t take part in any physical activity or climb the stairs to the science lab.”*

Then other problems began to appear. During lunch, incidents of bullying and teasing were observed. Some children were told offensive words and asked to go back home.

The four boys who were in the same class formed a gang to protect themselves. One day, there was a quarrel between one of them and a local boy. The refugee beat his opponent very badly. The staff said he should be expelled from school, but the principal wondered if that would be fair given what this boy had been through. The teachers said:

“We have tried hard but our children are suffering. We can’t teach these children and local pupils together”.

Soon after, parents of the refugee students asked to see the principal. They said:

“We don’t like boys and girls playing sports together. This is against our religion and culture”.

The principal was losing patience. She knew it was a difficult problem, but in her heart she believed that hope should not be lost.

From the Council of Europe’s educational tool *“Living Democracy”*

<https://www.living-democracy.com/>, Volume 3, p. 80





BEFORE



The “Hope” College

Worksheet The HOPE College / 30'

1. After reading the story “**Hope belongs to everyone**”, in your group, mark the problems described for each category of people in the first column of the table below.
2. Then suggest possible solutions, classifying them in the pillar to which each corresponds.

PROBLEMS	SOLUTIONS		
	Teaching and learning	School governance School culture	Cooperation with the community
Refugee children			
Refugees and local students			
Teachers			
Parents			





6. Reflection: to what extent am I ready to welcome refugee children into school?

DESCRIPTION

Preparing the educational community to welcome refugee students. The purpose is to identify personal needs, as well as those of all teachers, and to search for resources on the official websites of the Ministry of Education and Training Institutes, in order to design an immediate program to meet needs and develop

a) competencies in intercultural and differentiated teaching and **b)** inclusive school and classroom functioning.



OBJECTIVES

The objectives of the activity are for teachers to:

1. explore to what extent they can adequately welcome refugees and what their needs are for personal and professional development within the community,
2. create a library of resources for teachers related to refugee education,
3. take the initiative to organize training and awareness-raising for the community of teachers on intercultural and differentiated teaching so that they can work for inclusion also with the teaching methodology of their subject area.

EXPECTED OUTCOME (EO)



Upon completion of the activity, teachers are expected to:

1. identify their level of competence in relation to interculturality and democratic school culture required for the inclusion of refugees in the school,
2. seek ways of serving the inclusion of refugee children in the classroom through their teaching.





Reflection: to what extent am I ready to welcome refugee children into school?

VALUES

Valuing democracy, justice, fairness, equality and the rule of law

- 12 Argues that schools should teach students about democracy and how to act as democratic citizen **B**

ATTITUDES

Civic-mindedness

- 34 Collaborates with other people for common interest causes **B**
- 36 Discusses what can be done to help make the community a better place **I**

COMPETENCES FOR DEMOCRATIC CULTURE

Autonomous learning skills

- 62 MCan select the most reliable sources of information or advice from the range available **B**

Flexibility and adaptability

- 84 Adapts to new situations by using a new skill **I**

SKILLS

Knowledge and critical understanding of the self

- 108 Can reflect critically on his/her values and beliefs **I**
- 109 Can reflect critically on himself /herself from a number of different perspectives **I**

KNOWLEDGE & CRITICAL UNDERSTANDING





Reflection: to what extent am I ready to welcome refugee children into school?

Activity steps

01

A coordinating group of teachers for the reception of refugees is set up in the school. Inform the school community about the **“Scale for measurement of competences for democratic culture”**, which helps teachers to identify development and improvement needs in six key areas of democratic culture competences:

- A. Democratic values.
- B. Respect for the other.
- C. Intercultural sensitivity.
- D. Communication skills and emotional intelligence.
- E. Critical perception.
- F. Political understanding.

Using responses on a 5-point scale from “Strongly Disagree” to “Strongly Agree” they can identify individually and collectively where improvement is needed.

Everyone answers the questionnaire, and the school community makes the final decision.

02

The coordinating team analyses the results and presents the findings to the educational community in writing. An informal meeting may be organized to inform and plan the next steps, which may include, for example:

- 1) Searching sources in governmental institutions for the institutional framework, and programs with theory and practice of teaching methodology of intercultural education, differentiated learning and refugee education.
- 2) Searching for specialized pedagogical approaches to presenting the curriculum to refugee students.
- 3) Inviting institutions, organizations, groups and communities to contribute with their programs to the training and support of teachers.
- 4) Identifying and visiting places where children live either in refugee accommodation centres or in shelters.
- 5) Liaising with the Refugee Education Coordinator or government officials responsible for refugee education.
- 6) Identifying institutions and organizations that assist in interpreting for the refugees.
- 7) Preparing the school site with translations of signs, signposts, instructions, etc.





Reflection: to what extent am I ready to welcome refugee children into school?

Evaluation/Assessment

The coordinating team makes sure to compile a personal report card for each teacher to complete the steps taken in preparing him/her to welcome refugees and to develop democratic culture skills.

Materials/sources

1. Questionnaire for teachers (Google form).
2. Online training programs for teachers:
 - A) <https://training.stepup-dc.eu/sessions/>
Open access platform (in Greek and English) with training material and training activities for the promotion of democratic culture skills in pre-school, primary and secondary education. The courses/programme are developed by the National and Kapodistrian university of Athens, University of Thessaly, University of Nicosia, Leeds Beckett University, the European Wergeland Centre, and Agora <https://www.stepup-dc.eu/>
 - B) https://alp.teach4integration.gr/en/home_en/
Open access platform designed to address issues of educational inclusion in lower secondary education (Gymnasium) for adolescent students with refugee or migrant experience. The Accelerated Learning Program (ALP) was developed by the University of Thessaly, UNICEF and the Institute of Educational Policy.
 - C) <http://iep.edu.gr/el/component/k2/content/50-ekpaidefsi-prosfygon>
The official website of the Institute of Educational Policy of Greece on refugee education.
 - D) https://www.unhcr.org/gr/ekpaideutiko_yliko
Educational materials and programs for refugee education.
 - E) <https://humanrightsforbeginners.gr/>
Educational program aimed at promoting democratic culture and active citizenship in the school environment for secondary school teachers.
 - F) <https://www.coe.int/en/web/reference-framework-of-competences-for-democratic-culture/resources>
Rich material for teachers to reflect and promote democratic culture skills in schools. Includes many other sources.
 - G) <https://www.living-democracy.com/>
Materials and resources in several languages on democratic education in pre-school, primary and secondary education. Particularly useful for principals and parents..
 - H) <https://practice-school.eu/oer-radicalisation-prevention-programme/>
Open access platform for training teachers in the intercultural competences and skills necessary to implement inclusion. KA2 Erasmus+ [2018-1-IT02-KA201-048442].
 - I) <https://backpackid.eu/en/>
Material for teachers (in 5 European languages), aiming to facilitate social inclusion and interpersonal and inter-group understanding in a school environment.





Reflection: to what extent am I ready to welcome refugee children into school?

Reflection questionnaire

Based on the questionnaire **“Scale for measurement of competences for democratic culture”**

<https://humanrer.org/index.php/human/article/view/4487/4274>

Respondents are invited to rate each item on a 5-point scale from “strongly disagree” to “strongly agree”
(Scores 1=-2, 2=-1, 3=0, 4=1, 5=2)

A. Democratic values

1. I always appreciate the quality of my work.
2. I pay attention to the gestures and body language of others so that I can understand the meaning of what they are saying.
3. I always listen carefully in order to decipher the meaning and intentions of my interlocutor.
4. I pay attention to what the others mean, but they do not say.
5. I notice that people from different cultural backgrounds react differently to the same situation.
6. I try to better understand my friends, trying to imagine things from their own perspective.
7. I can accurately understand the feelings of others, even when they do not show them.
8. I adapt to new situations, using a new skill.
9. I mediate linguistically in intercultural compromises by translating, interpreting, or explaining.
10. I regularly take communication initiatives to help resolve interpersonal disputes.

B. Respect for the other

11. I believe that intercultural dialogue must be used in order to be able to recognise our different identities and cultural affiliations.
12. I am interested in learning about other people’s beliefs, values, traditions, and world-views.
13. I am curious about the beliefs and interpretations of other cultural orientations and relationships.
14. I feel positive about the opportunity to get to know other cultures.
15. I always seek and welcome opportunities to meet people with different values, cultures, and behaviours.
16. I really seek to get in touch with other people in order to get to know their culture.
17. I am always willing to work and cooperate with others.
18. I always listen carefully to different points of view.
19. I always listen carefully to other people
20. I accept that my worldview is just a worldview among many others.





Reflection: to what extent am I ready to welcome refugee children into school?

Reflection questionnaire

- 21. I believe that history is often presented and taught through an ethnocentric perspective.
- 22. I enjoy the challenge of dealing with ambiguous problems.

C. Intercultural awareness

- 23. I explicitly respect all people as equal.
- 24. I treat everyone with respect regardless of their culture.
- 25. I explicitly respect people who have a different socio-economic status than me.
- 26. I explicitly respect every religious differentiation.
- 27. I explicitly respect people who have different political views than me.
- 28. When I make someone upset, I apologize.
- 29. I explicitly accept the relationship between human rights, democracy, peace, and security in a globalised world.

D. Communication skills and emotional intelligence

- 30. Human rights should be always protected and respected.
- 31. All public services must respect, protect and enforce human rights.
- 32. The laws must comply with international human rights, rules and standards.

- 33. We must be tolerant of the different beliefs that other people have in society.
- 34. Schools must teach their students democracy and how to behave as democratic citizens.
- 35. All citizens must be treated equally and impartially by the law.
- 36. The laws must be applied impartially in every case.
- 37. The people in charge of the legislature must be subject to the law and constitutional control.

E. Critical perception

- 38. I describe the effects of propaganda on the modern world.
- 39. I explain the ways in which people can be protected from propaganda.
- 40. I describe the various ways in which citizens can influence policy.
- 41. I am essentially interested in the development of the human rights framework and the ongoing development of human rights in different parts of the world.

F. Political understanding

- 42. I describe my motivations.
- 43. I describe the ways in which my thoughts and feelings affect my behaviour.





Reflection: to what extent am I ready to welcome refugee children into school?

Reflection questionnaire

44. I critically examine my values and beliefs.
45. I critically examine myself from different perspectives.
46. I critically examine my prejudices and stereotypes, as well as everything behind them.
47. I critically examine my feelings and emotions in a wide range of situations.
48. I explain how tone of voice, eye contact, and body language can help communication.
49. When I work in a team, I inform the other members about any relevant or useful information.
50. I encourage the parties involved to listen carefully to each other and share the issues and problems that concern them.
51. I critically examine the deeper causes of human rights violations, such as the role played by stereotypes and prejudices in human rights abuses.
52. I recognise the religious symbols, religious rituals, and religious uses of language.





7. Exploring students' perceptions of the school atmosphere in relation to inclusion

DESCRIPTION

At the initiative of a group of teachers, the perceptions of the school's students about the climate of their school in relation to inclusion are investigated. The aim is to identify the students' experience when the school will receive refugee students. The analysis of these results will highlight the needs of the school and possible issues which, if not addressed, will also be faced by the refugees. The results will be communicated to students in a short workshop to initiate transformation.



OBJECTIVES

The objectives of the activity are to:

1. explore the students' perceptions of their school climate in relation to inclusion,
2. highlight the needs and issues that require decisions for change or improvement,
3. involve teachers and students in decision-making about developing inclusion in the school,
4. foster interest in and responsibility for the school climate in view of the reception of refugees.

EXPECTED OUTCOME (EO)



Upon completion of the activity, participants are expected to:

1. organize joint actions to improve the school atmosphere,
2. assess students' perceptions of school climate and include them as indicators for action for change or improvement,
3. show practical concern for refugee children who are welcomed in their school,
4. express the issues that students face so that they can be addressed

In particular, the students are expected to:

1. consider themselves to be equal members of the school community,
2. take responsibility for developing a good school atmosphere aimed at the inclusion of refugee students.





Exploring students' perceptions of the school atmosphere in relation to inclusion

VALUES	ATTITUDES
<p>Valuing human dignity and human rights</p> <p>④ Argues that all public institutions should respect, protect and implement human rights I</p>	<p>Respect</p> <p>②7 Gives space to others to express themselves B</p> <p>Civic-mindedness</p> <p>③3 Expresses a willingness to cooperate and work with others B</p> <p>③4 Collaborates with other people for common interest causes B</p> <p>③6 Discusses what can be done to help make the community a better place I</p>

COMPETENCES FOR A DEMOCRATIC CULTURE

SKILLS

KNOWLEDGE & CRITICAL UNDERSTANDING

Activity steps

01

A group of teachers of the school create a working group and, with the approval of the Principal, they inform the student community about the activity, which aims to detect the level of the school and the school climate in relation to the inclusion of diversity. It is made clear to the students that their own experience is valuable for their community to foster an inclusive climate for refugee children and to make improvements or changes if there are needs. It is stressed that the questionnaire will be completed anonymously and will be voluntary. A copy of the questionnaire is given to parents for their information and, if necessary, their written consent to their child's participation is requested. If children are young, they will need help to complete the questionnaire.





Exploring students' perceptions of the school atmosphere in relation to inclusion

Activity steps

02 The coordinating team will collect written parental consent. It develops the questionnaire online and asks children to complete it. After the deadline has passed, they statistically analyze the responses (Google forms offer descriptive statistics) and work together to organize a well-organized presentation to the community, but with room to make conclusions and recommendations. If issues arise, they can work with the principal and parents to clarify the information.

03 A workshop for teachers and students is organized. The results of the analysis of the students' answers are presented, and everyone works together in smaller groups to identify the needs for change or improvement. They also propose action points that will be common to teachers and students, ensuring that the refugee children arrive to a friendly and inclusive school.

(It is suggested to follow up with Activity 5. The "Hope" College)

Evaluation/Assessment

Creation of a short questionnaire based on the expected learning outcomes, to be offered to everyone at the end of the workshop.

Materials/sources

1. Stergiou L. & Simopoulos, G. (2019). After the Container. A cross-cultural look at refugee education. Athens: Gutenberg.
2. Questionnaire.





Exploring students' perceptions of the school atmosphere in relation to inclusion

Questionnaire to explore students' perceptions of the school atmosphere in relation to inclusion

1. How do you feel about your school? (select those that apply to you)?

- a) I like being at school.
- b) My school is a friendly place.
- c) My school is a pleasant way of learning.
- d) My school makes me feel accepted.
- e) I feel accepted by the students at my school.
- f) I feel accepted by the adults (teachers, head teacher, and so on) in my school.
- g) I can get extra help at school when I need it.

2. Do you ever feel unwelcome or uncomfortable at your school because of one or more of the following reasons? (choose as many as apply to you).

- a) Due to my gender
- b) Due to my cultural traits or habits.
- c) Due to the colour of my skin.
- d) Due to my ethnic origin or place of origin..
- e) Due to my language.
- f) Because I do not know the language of the country well.
- g) Due to my refugee/immigration history.
- h) Due to my grades and performance.
- i) Due to my appearance.
- j) Due to my religion or belief.

- k) Due to my family's financial situation.
- l) Due to a of a disability I have.
- m) Due to my hobbies or clothes, I don't correspond to what others think people of my gender should look like.
- n) Due to other reason(s).

3. Are there any school activities or groups that you participate in or would like to participate in, but in which you do not feel you have a place or do not feel welcome?

- yes
- no
- sometimes

4. If you answered 'Yes' or 'Sometimes' to the previous question, do you think it is due to one or more of the following reasons (select as many as apply).

- a) Due to my gender
- b) Due to my cultural traits or habits.
- c) Due to the colour of my skin.
- d) Due to my ethnic origin or place of origin.
- e) Due to my language.
- f) Because I do not know the language of the country well.





Exploring students' perceptions of the school atmosphere in relation to inclusion

Questionnaire to explore students' perceptions of the school atmosphere in relation to inclusion

- g) Due to my refugee/immigration history.
- h) Due to my grades and performance.
- i) Due to my appearance.
- j) Due to my religion or belief.
- k) Due to my family's financial situation.
- l) Due to a disability I have.
- m) Due to my hobbies or clothes, I don't correspond to what others think people of my gender should look like.
- n) Due to other reason(s).
5. **In your school, how often do you learn about experiences and/or achievements of the following groups of people?**
- often sometimes never
- a) Women and girls.
- b) People of different cultural, ethnic, or racial background.
- c) Different religious communities.
- d) People with disabilities.
- e) The LGBTQ+ community.
- f) People of different economic levels.
6. **In your school, people belonging to different groups appear in the following materials, activities or events**
- completely agree
 partially agree
 neither agree nor disagree
 partially disagree
 strongly disagree
- a) Educational materials.
- b) Photos and posters in the school.
- c) Students' work.
- d) Class discussions and thematic presentations.
- e) School publications (e.g. newspapers, website, blog etc.).
- f) Events or celebrations.
7. **Do you feel that you have the support you need to learn and reach your full potential at school?**
- Yes No Not sure
8. **If you did not answer "Yes" to the previous question, do you think it is due to one or more of the following reasons?**
- a) My gender.
- b) My cultural traits or habits.
- c) The colour of my skin.
- d) My ethnic origin or place of origin.





Exploring students' perceptions of the school atmosphere in relation to inclusion

Questionnaire to explore students' perceptions of the school atmosphere in relation to inclusion

- e) My language.
 - f) Because I do not know the language of the country well.
 - g) Because of my refugee/immigration history.
 - h) Because of my grades and performance.
 - i) Because of my appearance.
 - j) Because of my religion or belief.
 - k) Because of my family's financial situation.
 - l) Because of a disability I have.
 - m) My hobbies or clothes, because I don't correspond to what others think people of my gender should look like.
 - n) Because of other reason(s).
9. Do you think school rules are applied fairly to you?
- Always
 - Sometimes
 - Most of the time
 - Rarely
 - Not sure
10. If you did not answer "Always" to the previous question, do you think it is due to one or more of the following reasons?
- a) My gender.
 - b) My cultural traits or habits.
 - c) The colour of my skin.
 - d) My ethnic origin or place of origin.
- e) My language.
 - f) Because I do not know the language of the country well.
 - g) My refugee/immigration history.
 - h) My grades and performance.
 - i) My appearance.
 - j) My religion or belief.
 - k) My family's financial situation.
 - l) A disability I have.
 - m) My hobbies or clothes, because they don't correspond to what others think people of my gender should look like.
 - n) Because of other reason(s).
11. Do you feel that in your school adults treat you
- in the same way as others
 - better than others
 - worse than others





Exploring students' perceptions of the school atmosphere in relation to inclusion

Questionnaire to explore students' perceptions of the school atmosphere in relation to inclusion

12. If you did not answer "Like others" in the previous question, do you think it is due to one or more of the following reasons?
- a) My gender.
 - b) My cultural traits or habits.
 - c) The colour of my skin.
 - d) My ethnic origin or place of origin.
 - e) My language.
 - f) Because I do not know the language of the country well.
 - g) My refugee/immigration history.
 - h) My grades and performance.
 - i) My appearance.
 - j) My religion or belief.
 - k) My family's financial situation.
 - l) A disability I have.
 - m) My hobbies or clothes, because I don't correspond to what others think people of my gender should like.
 - n) Because of other reason(s).

This questionnaire was adapted from a play by Leda Stergiou and George Simopoulos, *After the Container*. A cross-cultural look at refugee education, Athens, Gutenberg, 2019, 256-259.





8. To what extent

are we a democratic and inclusive school community?

DESCRIPTION

The school community (teachers, administration, students, parents) assess to what extent they are ready to welcome and include refugee students. The activity is based on the exploration through a questionnaire of the school's culture and the actions it has taken so far in relation to inclusion. The questionnaire is based on the theory of the Whole School Approach and the Council of Europe's Framework for Reference on Competences for Democratic Culture (2018). The aim is for members of the school community to answer the questionnaire together as a working group, so that each answer results from a meaningful and honest discussion in which all voices are heard. Upon completion they immediately process the results and, based on the indicators in need improvement, they decide what actions need to be taken in which areas to achieve the inclusion of refugee children. The indicators and their reference to specific issues and ideas are very helpful in planning activities for an inclusive school community.



OBJECTIVES

The objectives of the activity are for the participants to:

1. explore to what extent the school community has developed actions for the inclusion of refugees and operates in a democratic context,
2. explore the students' perceptions of their school atmosphere in relation to inclusion,
3. highlight needs and issues that require decisions for change or improvement,
4. reflect together (teachers, administration, students, parents) on the potential for the school to develop into a democratic and inclusive community,
5. identify issues and needs that the school has to be welcoming and inclusive for refugee children,
6. identify issues and needs that the school has to be welcoming and inclusive for refugee children,
7. work together to upgrade the school and community operations to be inclusive of refugee children.

EXPECTED OUTCOME (EO)



Upon completion of the activity, participants are expected to:

1. evaluate their actions and activities in relation to the inclusion of refugee children,
2. organize joint actions to improve the school in relation to inclusion and democratic culture,
3. cooperate in order to welcome and include refugee children in the school,
4. consult each other and make joint decisions,
5. feel secure in evaluating their actions and activities within the group,
6. acting together to achieve a common goal,
7. adopt new ideas and proposals when it comes to improving the functioning of the school and the school community.





To what extent

are we a democratic and inclusive school community?

VALUES

ATTITUDES

Respect

- 27 Gives space to others to express themselves

B

Civic-mindedness

- 33 Expresses a willingness to co-operate and work with others

B

- 34 Collaborates with other people for common interest causes

B

- 36 Discusses what can be done to help make the community a better place

I

Responsibility

- 39 Shows that he/she accepts responsibility for his/her actions

B

Self-efficacy

- 45 Expresses a belief that he/she can carry out the activities that he/she has planned

B

- 46 Expresses a belief in his/her ability to navigate obstacles when pursuing a goal

M

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 of listening and observing

- 70 Listens carefully to differing opinions

B

- 71 Listens attentively to other people

B

Flexibility and adaptability

- 82 Modifies his/her opinions if he/she is shown through rational argument that this is required

B

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

B

Co-operation skills

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

B

- 97 When working as a member of a group, keeps others informed about any relevant or useful information

I

SKILLS

KNOWLEDGE & CRITICAL UNDERSTANDING





To what extent

are we a democratic and inclusive school community?

Activity steps

01

Set up a coordination group of 5-7 people, including the administration (1), teachers (2), students (1-2) and parents (1-2). The representative of the administration will be the coordinator. It is advisable to start with an open invitation stating the purpose of the group: to assess to what extent our community works democratically and inclusively to welcome refugee children. It is important to include representatives of all groups in the school community

02

The group is formed and sets a day to meet to work together. It is made clear to everyone that the administration has a coordinating role, while the others are equal participants.

03

A group workshop is organized. It is suggested to give a short introduction to the questionnaire and the theories on which it is based: the Whole School Approach and the Council of Europe's Reference Framework of Competences for Democratic Culture (2018). When the participants have completed the questionnaire, they discuss it together and proceed to agree on the indicators one by one. It is important that everyone's answers are heard first, in order to share different perspectives and exchange information. A climate of cooperation and respect in the group is essential.

After this, the participants decide what actions and activities they need to undertake as a school community for a democratic and inclusive school, taking into account the indicators they need to improve. In which of the three areas/pillars do they need to act, and to what extent, in order to achieve the inclusion of refugee children? It is useful to choose the desired degree of activation (moderate, high-priority, etc.) in each.





To what extent

are we a democratic and inclusive school community?

Evaluation/Assessment

Reflective circle at the end of the workshop, with responses from all group members about:

- How did we feel as a group working together for the common purpose of welcoming and including refugee children?
- Did we feel safe to express our opinion and evaluate our actions and activities?
- Now that we know what we need to improve, can we together organize joint actions to upgrade the school in relation to inclusion and democratic culture?

(A suggestion is to proceed with Activity 20. Creation of an Action Plan).

The trainer creates a short questionnaire to evaluate the activity based on the expected learning outcomes, to be given to all at the end of the workshop.

Materials/sources

1. PowerPoint presentation of the questionnaire theory.
2. Computer.
3. Projector.
4. Questionnaire: copies for all team members and an additional one to be completed by the team.





To what extent

are we a democratic and inclusive school community?

Indicators describing a democratic and inclusive school community for refugee children
To make our school more inclusive, let's consider to what extent our actions meet the following indicators:

1: Not at all, 2: A little, 3: Partially, 4: To a high degree

SECTION 1: SCHOOL GOVERNANCE - SCHOOL CULTURE

General indicators	Specific indicators	1	2	3	4
1.1. The school's governance is democratic and inclusive.	■ The teaching staff is involved in decision-making meetings related to the school and the inclusion of refugee children.				
	■ The administration regularly consults with students to formulate school policy on issues of concern to all students.				
	■ An active parents' association regularly convenes to discuss issues related to the school, including inclusion issues.				
	■ In the regulations and the documents expressing the school's policy, there are references to human rights and education for democratic citizenship.				
1.2. There is transparency and accessibility of information.	■ Documents expressing the school's policy are easily accessible to the public (on the school's website or other easily accessible source), including in the languages of refugee students.				
	■ Parents, including parents of refugee children, are informed by direct means of communication about school-related issues.				
	■ The accessibility of all school-related information is regularly assessed.				
	■ Explicit systems are in place for complaints from students, parents and staff to be submitted in confidence about any school-related issue.				





To what extent

are we a democratic and inclusive school community?

Indicators describing a democratic and inclusive school community for refugee children
To make our school more inclusive, let's consider to what extent our actions meet the following indicators:

1: Not at all, 2: A little, 3: Partially, 4: To a high degree

SECTION 1: SCHOOL GOVERNANCE - SCHOOL CULTURE

General indicators	Specific indicators	1	2	3	4
1.3. The Student Council is actively involved in the operation of the school.	■ The school ensures that operating rules are established with the involvement of students, respecting human rights and the principles of democratic operation.				
	■ Information about the functioning of the student communities (such as student council) is regularly offered to students, either directly by members of the Teachers' Association or via other means (such as leaflets).				
	■ The Student Council is actively involved in the discussion of issues related to the governance of the school and the inclusion of refugee children.				
1.4. Equality and prevention of all forms of discrimination is a school priority.	■ Equal treatment and the prevention of discrimination and conflict are explicitly mentioned in the school's regulations.				
	■ Everyone in the school community (students, parents, teachers, other staff members), is actively encouraged to oppose any form of discrimination in the school.				
	■ Teachers, students, and school administration are actively engaged in documenting and addressing discrimination against refugee children.				
	■ Specific procedures are in place to prevent and address incidents of discrimination in the school.				





To what extent

are we a democratic and inclusive school community?

Indicators describing a democratic and inclusive school community for refugee children
To make our school more inclusive, let's consider to what extent our actions meet the following indicators:

1: Not at all, 2: A little, 3: Partially, 4: To a high degree

SECTION 1: SCHOOL GOVERNANCE - SCHOOL CULTURE

General indicators	Specific indicators	1	2	3	4
>> 1.4. Equality and prevention of all forms of discrimination is a school priority.	■ Procedures are in place to allow members of the school community to confidentially report incidents of discrimination to specific staff members whom they can trust and who have the authority to address such issues.				
	■ Procedures are in place to enable, in a safe and confidential environment, for refugee children to report confidential incidents of discrimination in the school.				
1.5. Inclusion and diversity are actively supported.	■ The school's management policy states its commitment to welcoming people from all backgrounds and social groups (parents, staff and pupils) regardless of gender, ethnicity, religion, sexual orientation, race, or disability.				
	■ The school monitors and measures the progress of students from vulnerable or minority groups, particularly refugee children in relation to the progress of the majority of students.				
	■ School staff monitor student social interaction so as not to overlook evidence of exclusionary and discriminatory practices against particular individuals or groups, particularly in times of exceptional circumstances (e.g. Covid- 19).				





To what extent

are we a democratic and inclusive school community?

Indicators describing a democratic and inclusive school community for refugee children
To make our school more inclusive, let's consider to what extent our actions meet the following indicators:

1: Not at all, 2: A little, 3: Partially, 4: To a high degree

SECTION 1: SCHOOL GOVERNANCE - SCHOOL CULTURE

General indicators	Specific indicators	1	2	3	4
1.6. The ethos of the school supports conflict management and peaceful conflict resolution.	■ Programs in the school promote inclusion and the right to diversity as a form of violence prevention.				
	■ There is a specific policy on reporting and handling cases of bullying and conflict, particularly in relation to refugee children.				
	■ Mediation services are available and offered by trained members of the school community as required.				
	■ There are students or teachers who are educated/trained and engaged in peace education, mediation, and conflict management.				





To what extent

are we a democratic and inclusive school community?

Indicators describing a democratic and inclusive school community for refugee children
To make our school more inclusive, let's consider to what extent our actions meet the following indicators:

1: Not at all, 2: A little, 3: Partially, 4: To a high degree

SECTION 2: TEACHING AND LEARNING

General indicators	Specific indicators	1	2	3	4
2.1. Education on democratic citizenship and/or human rights is a component of the curriculum	<ul style="list-style-type: none"> There are clear references to elements of democratic citizenship education and/or human rights education in the lesson plans or programs. 				
	<ul style="list-style-type: none"> There is a strategy and planning for the inclusion of elements of democratic citizenship and/or human rights education in the teaching of courses - with examples, case studies and references to the inclusion of refugee children (teaching about democracy, for democracy and through democracy). 				
	<ul style="list-style-type: none"> Teachers make explicit references to the elements of democratic citizenship and/or human rights education in their lessons. 				
	<ul style="list-style-type: none"> Teachers use interactive and student-centered methods in their classrooms on a regular basis, in which they include refugee children in various ways. 				
2.2. Programs and extracurricular activities aimed at promoting democratic principles and respect for human rights are organized at the school.	<ul style="list-style-type: none"> There is at least one activity or group dealing with issues related to democratic citizenship and/or human rights education or refugee education. 				
	<ul style="list-style-type: none"> At least one whole school awareness-raising event is held each year to promote education for democratic citizenship and/or human rights with reference to the inclusion of refugee children. 				





To what extent

are we a democratic and inclusive school community?

SECTION 2: TEACHING AND LEARNING

General indicators	Specific indicators	1	2	3	4
<p>>> 2.2.</p> <p>Programs and extracurricular activities aimed at promoting democratic principles and respect for human rights are organized at the school.</p>	<p>■ Students carry out projects related to democratic citizenship education and/or human rights education and inclusion in the school community.</p>				
	<p>■ Organizations dealing with issues related to the inclusion of refugees, democratic citizenship and/or human rights education are regularly invited to the school, to provide information, present their work or organize extracurricular activities.</p>				

Indicators describing a democratic and inclusive school community for refugee children
To make our school more inclusive, let's consider to what extent our actions meet the following indicators:

1: Not at all, 2: A little, 3: Partially, 4: To a high degree

SECTION 3: COOPERATION WITH THE COMMUNITY (PARENTS - SCHOOLS - ORGANIZATIONS)

General indicators	Specific indicators	1	2	3	4
<p>3.1.</p> <p>The school cooperates with all parents (both local and refugee) and other organizations in the community.</p>	<p>■ The school cooperates with local authorities, parents, NGOs, public and private institutions and organizations.</p>				
	<p>■ Organizations from the local community regularly use the school facilities to organize events aimed at solving community problems and supporting community interests.</p>				
	<p>■ Organizations that care for refugee children work with the school to include refugee children.</p>				
	<p>■ Organizations involved in refugee inclusion are regularly invited to the school to organize joint events.</p>				





BEFORE



To what extent

are we a democratic and inclusive school community?

Indicators describing a democratic and inclusive school community for refugee children
To make our school more inclusive, let's consider to what extent our actions meet the following indicators:

1: Not at all, 2: A little, 3: Partially, 4: To a high degree

SECTION 3: COOPERATION WITH THE COMMUNITY (PARENTS - SCHOOLS - ORGANIZATIONS)

General indicators	Specific indicators	1	2	3	4
3.2. The school works together with other schools.	■ The school organizes partnerships and joint activities with other schools in the country for democratic citizenship education and/or human rights education and the inclusion of refugee children.				
	■ Joint school events are organized with the participation of children and/or parents or guardians of refugee children.				
	■ Visits between schools on issues concerning refugee children are organized.				





To what extent

are we a democratic and inclusive school community?

Actions and operations we need to undertake as a school community for a democratic and inclusive school

Considering the indicators we need to improve, in which areas do we need to act and to what extent, to achieve the inclusion of refugee children? Select the desired level of activism (e.g., moderate, high) in each area where you are facing the biggest issues and have not been as active as you could be.

Sectors-Actions	Moderate 1	Enough 2	A lot 3
1. Actions and activities for refugee children			
2. Actions and activities for refugee children in cooperation with local institutions and organizations caring [for refugee children or working for their inclusion in school.			
3. Actions and activities for guardians of refugee children.			
4. Actions and activities for students, including refugee children, and parents in the school to actively contribute to the inclusion of refugee children.			
5. Actions and activities for the teachers of our school to actively contribute to the inclusion of refugee children.			

Which indicators are involved in the actions and activities we will design?

1.
2.
3.
4.
5.





9. Creating the right atmosphere

DESCRIPTION

Preparation, awareness-raising, and information activities for the reception of refugees. The activities are organized by the school and aimed at teachers, parents (local and refugee) and relevant stakeholders and members of the local community.



OBJECTIVES

The aim of the activity is to:

1. adequately and appropriately prepare the school community (administration, teachers & parents) for the reception of refugee students.



EXPECTED OUTCOME (EO)

Upon completion of the activity teachers are expected to:

1. recognize the special circumstances faced by refugee students,
2. be aware of the places of origin, language(s) spoken, the conditions of travel from them, the present living conditions, the level of literacy, etc. of refugee students,
3. discuss with in-depth knowledge about refugee students,
4. plan and implement reception and inclusion actions for refugee students and their families,
5. facilitate refugees (students and parents) in the process of adaptation to the new environment.

The parents of the students are expected to:

1. recognize the special circumstances faced by refugee students,
2. contribute to the reception of refugees (students and parents) in the school community,
3. facilitate the process of adaptation of refugees (students and parents) to their new environment.

The parents of refugee students are expected to:

1. feel welcome,
2. feel that they are part of the school community,
3. participate as actively as they can in the functioning of the school community.





Creating the right atmosphere

VALUES

Valuing cultural diversity

- 8 Promotes the view that one should always strive for mutual understanding and meaningful dialogue between people and groups who are perceived to be “different” from one another

B

ATTITUDES

Respect

- 29 Treats all people with respect regardless of their cultural background

I

Openness to cultural otherness

- 21 Shows interest in learning about people’s beliefs, values, traditions and world views

B

- 25 Seeks and welcomes opportunities for encountering people with different values, customs and behaviors

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

Analytical and critical thinking skills

- 69 Can use explicit and specifiable criteria, principles or values to make judgements

A

Flexibility and adaptability

- 84 Adapts to new situations by using a new skill

I

Cooperation skills

- 94 Builds positive relationships with other people in a group

B

SKILLS

Knowledge and critical understanding of the world

- 119 Can describe basic cultural practices (e.g., eating habits, greeting practices, ways of addressing people, politeness) in one other culture

B

KNOWLEDGE & CRITICAL UNDERSTANDING

Activity steps

01

The Principal and a team of teachers contact the Refugee Education Coordinator and are informed about the profile of refugee students in their area.

02

The principal informs the Teacher Council of the profile of refugee students and their families. The council shall decide on and organize a training course/workshop to raise awareness of refugee issues.

Activities 1. I didn't come, I left or **4. Refugee: Why is she here?** or **5. The “Hope” College**

The Teacher Council appoints a small group of teachers/coordinators for the activities.





Creating the right atmosphere

Activity steps

03

In cooperation with the Council as a whole, the team plans and organizes the next steps until the arrival of the refugee students (practical, timetable, evaluation).

Activities 22. Creation and translation of signs/signposts, rules and/or 20. Creation of an Action Plan)

The council implements the actions in accordance with the timetable.

04

The principal and the action coordination team contacts the students' parents and guardians association and informs them about the refugee students and the school's intended actions.

In addition, an awareness-raising workshop for parents may be organized by the teachers' coordination team.

Activities 1. I didn't come, I left or 2. 10 Fingers; or 4. Refugee: Why is she here?

05

The Principal and the action coordination team invite the refugee parents and inform them about the practical issues at school and about the activities the school will carry out.

Parents are invited to take part in a cooperation/information session with the Councilor for Refugee Education (or similar). Provisions are made for the presence of interpreters, if necessary.

Evaluation/Assessment

Reflective discussion in the action coordination group.

Reflective discussion in the group on the actions for the reception of refugee students - evaluation and planning of next steps

Materials/sources

Contacting the Councilor for Education of Refugees (in Greece).

<https://kmaked.pde.sch.gr/site/index.php/ekpaideusi-prosfigon>





10. The butterfly

DESCRIPTION

School administration and teachers are getting acquainted with the content of the “Competences for Democratic Culture” model (Council of Europe, 2018) and are testing it on issues that concern their school.



OBJECTIVES

The objectives of the activity are for teachers to:

1. learn about the “Competences for Democratic Culture” model,
2. become familiar with ways of using it,
3. test the model in educational practice.



EXPECTED OUTCOME (EO)

Upon completion of the activity, school teachers are expected to:

1. be familiar with the competences for democratic culture and their relevance to school issues,
2. use the model of competences for democratic culture in practice at school,
3. apply the model in planning and implementing activities for the inclusion of refugee children,
4. work together to achieve common goals.

VALUES

Valuing human dignity and human rights

- 2 Argues that the specific rights of children should be respected and protected by society **B**

Valuing cultural diversity

- 9 Expresses the view that cultural diversity within a society should be positively valued and appreciated **I**

ATTITUDES

Respect

- 29 Treats all people with respect regardless of their cultural background **I**

COMPETENCES FOR DEMOCRATIC CULTURE

Co-operation skills

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

SKILLS

KNOWLEDGE & CRITICAL UNDERSTANDING





The butterfly

Activity steps

01

We divide the plenary into groups of 4 to 6 members. Members sit around tables.

The trainer gives a brief historical review and introduction to the “Competences for democratic culture”. **(please see text in the introduction)**

02

To each group, the trainer gives a set of Competences for democratic culture cards (Worksheet 1).

She then explains that in the activity that follows, we will test three models of learning theories: the Behavioral, where students apply rules; the Cognitive, where students follow instructions that offer them new experiences; and the Constructivist, where students are asked to be self-directed and use their imagination and skills. Education in democratic citizenship requires mainly the latter model. This depending on the age development of the students, since in addition to information, they also need the experience of democracy in school practice.

03

Behaviorism (mainly teacher-centered approach to teaching and group functioning).

Group members sort out the four cards with “**Values, Attitudes, Skills and Knowledge and Critical Understanding**” written in bold and underlined letters and place them in order.

Each group is asked to rank the cards in one of the four categories.

The trainer leaves the groups to work for a short time and announces that there are 3 cards in Values, as well as in Knowledge and Critical Understanding, 6 cards in Attitudes and 8 cards in Skills. Once the groups have finished, the trainer gives each group the butterfly model so that they can compare the results.

04

Cognitive theories (teacher constructs learning scenarios, all students follow them).

Group members remove the cards with the four titles and deal 3 cards randomly to each member.

Each member, clockwise, presents the competence written on the card descriptively, without using the word(s) on the card. When the team finds the competence, the team moves on to the next player.





The butterfly

Activity steps

05

Constructivism (teacher creates experiential and learning opportunities; children learn individually and collectively).

Each team chooses two cards to give to the next team clockwise, so that each team has two new cards. The group chooses one of the cards they received and in 15 minutes, they are asked to demonstrate the skill on the card with role play lasting up to 1 minute.

The teams present the roles in random order, while the plenary tries to find out what the skill is. The teams can use the butterfly for reference.

06

The groups communicate to their members the issues facing refugee students in their school. They are then asked to choose one of the issues. Using the butterfly and indicators, they choose a maximum of two competences and two indicators for each.

Evaluation/Assessment

Questionnaire at the end of the activity based on the expected learning outcomes.

Materials/sources

1. Democratic culture competence cards.
2. PowerPoint presentation of the theory of "Capabilities of democratic civilization".
3. Computer.
4. Projector.
5. Evaluation/assessment questionnaire.





The butterfly



Values

**Skills -
Competences**

Attitude

**Knowledge
and critical
understanding**

**Recognition of democracy,
justice, equity, equality,
and the rule of law**

Autonomous learning

Listening and observation

Empathy

**Language, communication
and multilingualism**

Cooperation





The butterfly



Receptiveness to cultural diversity and different beliefs, worldviews and practices

Respect

Responsibility

Self-efficacy

Individuality

Language and communication

World: culture, civilizations, religions

World: history, media, economy, environment, sustainable development

World: politics, law and human rights

Tolerance to ambivalence



Preparation



BEFORE



The butterfly



**Conflict
resolution**

**Civic
engagement**

**Analytical and
critical thinking**

**Flexibility
and adaptability**

**Recognition
of cultural diversity**

**Recognition
of human dignity
and human rights**





11. The butterfly of inclusion

DESCRIPTION

School administration and teachers, after familiarizing themselves with the content of the Competences for Democratic Culture model, and having tested it on issues of concern to their school, use it with parents and refugee students.



OBJECTIVES

The objectives of the activity are:

1. to further use the Competences for Democratic Culture model
2. to apply it for parents and refugee students.



EXPECTED OUTCOME (EO)

Upon completion of the activity, the school's teaching staff is expected to:

1. have used the Competences for Democratic Culture model in practice at school
2. apply the model in planning and implementing activities for the inclusion of refugee children
3. cooperate to achieve common goals.

VALUES

Valuing human dignity and human rights

- 2 Argues that specific rights of children should be respected and protected by society **B**

Valuing cultural diversity

- 9 Expresses the view that the cultural diversity within a society should be positively valued and appreciated **I**

ATTITUDES

Respect

- 29 Treats all people with respect regardless of their cultural background **I**

COMPETENCES FOR DEMOCRATIC CULTURE

Cooperation skills

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

SKILLS

KNOWLEDGE & CRITICAL UNDERSTANDING





The butterfly of inclusion

Activity steps

01

We divide the plenary into groups of 4 to 6 members. Members sit around tables.

The trainer briefly reiterates the Competences for democratic culture (text in the introduction) and explains that just as the host society (management, parents, teachers and local students) need particular skills in order to develop a democratic behavioral culture, so do refugee parents and students need certain skills in order to be included and integrate smoothly in the European school reality.

02

The facilitator hands out a copy of the butterfly to each group, and explains that half of the groups will work with refugee parents and the other half with refugee students.

She asks what they consider important Competences for Democratic Culture from each axis in order for the refugee parents/students to integrate smoothly into the school and as a consequence into the local community. What knowledge should they acquire that will help them understand and adapt to the new cultural environment? What skills should they cultivate, and where should they possibly adapt? What attitudes and values does the European way of life represent?

03

In plenary the groups present the conclusions to the other working groups and discuss possible differences in the choice of competences.

04

Participants return to the working groups and record practical ways of cultivating the specific competences, both in the context of the classroom and the wider school. In what ways can local students and parents get involved in this activity?

05

In plenary the groups present their conclusions and reflect on the next steps.

Materials/sources

1. Copies of the butterfly for each group.





12. The democratic school



DESCRIPTION

Members of the school community (administration, teachers, parents) connect personal school experiences with democratic values and build a model of a democratic school based on their suggestions.



OBJECTIVES

The objectives of the activity are for members of the school community to:

1. Actively recognize that implementing EDC/HRE in the school for the benefit of children
 - goes beyond subjects and disciplines
 - requires a whole school approach,
 - it needs principals and teachers, as well as parents to their fair share, to be partners in creating a democratic culture,
 - a relationship where the role of the local community is essential.



EXPECTED OUTCOME (EO)



Upon completion of the activity, members of the school community are expected to:

1. connect their personal school experiences with values of democratic culture,
2. describe empirically the three areas of the whole-school approach,
3. propose ideas for actions inside and outside the classroom,
4. create a collaborative relationship between the stakeholders in the school community.





The democratic school

VALUES

Valuing human dignity and human rights

- 1 Argues that human rights should always be protected and respected **B**
- 2 Argues that the specific rights of children should be respected and protected by society. **A**

Valuing democracy, justice, fairness, equality and the rule of law

- 12 Argues that schools should teach students about democracy and how to act as a democratic citizen **B**

ATTITUDES

Respect

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

Civic-mindedness

- 36 Discusses what can be done to help make the community a better place **I**

COMPETENCES FOR A DEMOCRATIC CULTURE

Analytical and critical thinking skills

- 65 Uses evidence to support his/her opinions **B**
- 69 Can use explicit and specifiable criteria, principles or values to make judgments **A**

Flexibility and adaptability

- 85 Adapts to new situations by applying his/her knowledge in a different way **I**

Cooperation skills

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

SKILLS

Knowledge and critical understanding of human rights, cultures and civilizations

- 119 Can describe basic cultural practices (e.g. eating habits, greeting practices, ways of addressing people, politeness) in one other culture **B**
- 125 Can reflect critically on the root causes of human rights violations, including the role of stereotypes and prejudice in the processes that lead to human rights violations **I**

KNOWLEDGE & CRITICAL UNDERSTANDING





The democratic school

Activity steps

01

We divide into 3 groups with 6-7 members each. If there are more persons, we create groups of multiples of 3, so that we then assign a pillar to each group.

We explain that in this session, group members will reflect on ways that democratic culture competences can be taught through reflecting on each member's personal experience.

02

Personal experiences

The trainees recall experiences from their school life as students.

- In one minute, individually, each group member chooses one positive (felt good, was proud of) and one negative (wish it hadn't happened) personal experience as a student and then selects one of these to work with.
- In pairs (3 minutes + 3 minutes), participants share their chosen experience and listen to the other person's. If the number of participants is uneven, you can work in triads.
- In the group, the listeners (not those who shared the stories) recount the story they heard to the group (15 minutes in total).

Allow for 30 minutes in total.

03

Linking personal experiences to core democratic values

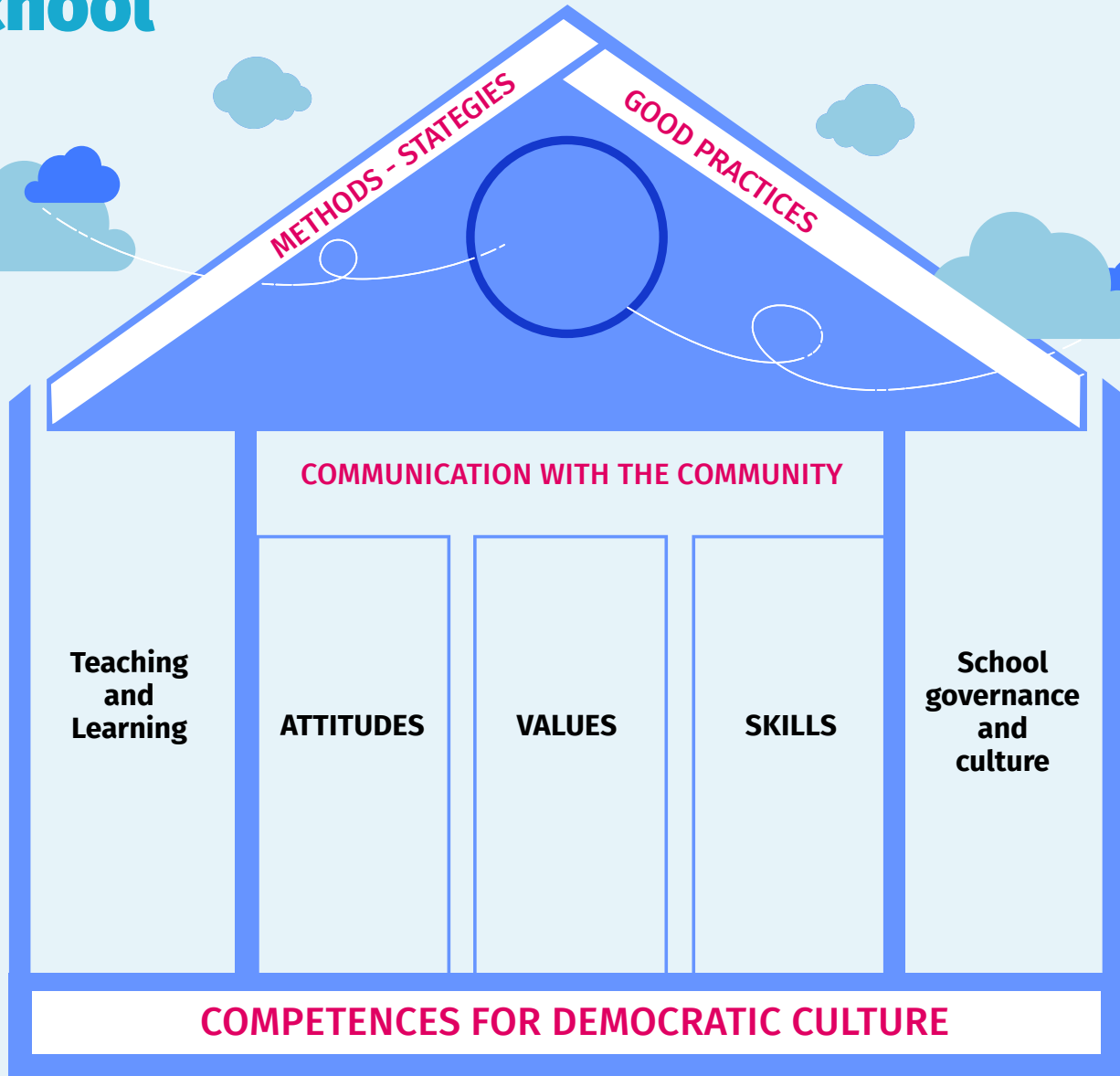
- Distribute three A4 color cards, cut horizontally in half to each group.
- The group works on the question: "Which values or competences were respected and caused your good memories and which were disrespected and caused the bad ones?"
- Group members write values or skills (only positive ones, e.g., justice, not injustice) one on each colored card.
- As each group finishes, they place their cards on the wall, in the space we have designated to create the school model (see image below).
- We read the democratic values and skills stuck up on the wall. We underline the repetitions. We comment on the thought that there are values and/or skills behind everything that happens in the school.

Allow for 15 minutes in total.





The democratic school



Activity steps

04

Presentation of the whole school approach:

- Teaching and learning.
- School governance and school culture.
- Cooperation with the community.

Allow for 5 minutes.





The democratic school

05

Construction of the elements of the democratic school model

- Give each group a sheet of paper from a flipchart block, cut vertically.
- Assign one pillar to each group (all pillars must be assigned to at least one group).
- Each group chooses one or at most two values/competences from those on the wall.
- Each group creates two proposals for specific activities that respect the selected value(s) (e.g., pillar=School governance, value=Respect, proposal=Give all members equal speaking time at council meetings).
- Each group creates a poster with their suggestions on the flipchart.

The trainer explains:

The pillars "Teaching and learning" and "School governance" create the walls of the model, so they are written vertically; the pillar "Communicating with the community" creates the ceiling, so it is written horizontally.

Allow for 30 minutes.

06

Building the model of the democratic school by all groups. Each group places their poster on the wall.

- Invite the group to stand in front of the model.
- Add the "roof" with joined colored cards that say "strategies, methods, tools, good practices".
- Add to the empty space in the front of the school the door where we write VALUES (on A4 paper) and two windows where we write SKILLS and ATTITUDE.

Allow for 10 minutes.

Evaluation/Assessment

Feedback and reflection discussion at the end in plenary, focusing on the expected learning outcomes in reference to the building on the wall.

Materials/sources

1. Wall where we can stick paper.
2. Flipchart paper.
3. Markers, at least three colors per group.
4. A4 paper of different colors.
5. Paper tape and/or blue tack.
6. Scissors.





13. I participate - Do you?

DESCRIPTION

The teachers identify the different levels of their own and their students' participation based on the UNICEF scale "Children's participation, from tokenism to citizenship".

(https://www.unicef-irc.org/publications/pdf/childrens_participation.pdf), linking them experientially to the educational practice in order to reflect on their personal participation in the inclusion of refugee children in their school.



OBJECTIVES

The objectives of the activity are for teachers to:

1. compare different levels of inclusiveness in a school activity and identify the differences between them,
2. relate these levels to their educational experience as teachers and in their relationship with children,
3. identify ways in which they can improve their personal involvement in joint actions and help their students become more active as well.



EXPECTED OUTCOME (EO)

Upon completion of the activity, teachers are expected to:

1. identify elements and practices that make it difficult for students to participate in joint actions,
2. enhance their personal involvement in the inclusion of refugee students in their school,
3. choose participatory ways of cooperation among adults and among children.





I participate - Do you?

VALUES

Valuing democracy

- 12 Argues that schools should teach students about democracy and how to act as a democratic citizen

B

ATTITUDES

Tolerance of ambiguity

- 50 Engages well with other people who have a variety of different points of view
- 53 Deals with uncertainty in a positive and constructive manner

B

I

COMPETENCES FOR A DEMOCRATIC CULTURE

Cooperation skills

- 95 When working as a member of a group, does his/her share of the group's work
- 99 When working with others, supports other people despite differences in points of view

B

П

SKILLS

Knowledge and critical understanding of one's self

- 106 Can describe his/her motivation
- 111 Can reflect critically on his/her own emotions and feelings in a wide range of situations

B

A

KNOWLEDGE & CRITICAL UNDERSTANDING

Activity steps

01

We place the chairs in a circle, no tables needed. In the middle of the circle, on the floor, we make a ladder with eight steps using paper tape. On each step we glue numbers from one (at the base) to eight (at the top).





I participate - Do you?

Activity steps

02

In this introductory activity, participants form two different shapes: trees, where two participants raise their hands and join palms. Squirrels, where participants bend their knees, forming a squirrel shape.

The trainer begins with a story:

"We are walking through a forest (motion to the participants to start walking inside the circle of chairs). The forest has trees (the trainer raises her hands and join palms with a nearby person, inviting others to follow, forming pairs of trees).

And we walk in the forest (trees break up and everyone starts to walk again), and the forest has trees (group members form trees), and we walk in the forest (trees break up, everyone walks).

But a proper forrest also has squirrels (the trainer bends her knees, inviting each member of the group to follow); And we walk in the forest (everyone stands up and starts walking again). And the forest has trees (palms are joined and trees are formed).

But each tree has one, and sometimes two squirrels (some trees must be broken up and members change into squirrels who move under the trees; time is allowed for trees to form with one or two squirrels depending on the number of people).

In this forest, the trees move horizontally, and they find a different squirrel (the squirrels stay where they are, while the trees move to a new squirrel). But the squirrels also change trees (now the squirrels move to another tree). And we walk in the forest..."

We can have 1-2 more rounds of these changes from trees to squirrels and to squirrel trees. We change the frequency of the instructions.

At the end of the activity, we go back to our chairs. Invite brief discussion with questions such as:

- What democratic culture skills did we use in this exercise?
- What is required for group members to work together equally and effectively?

03

The trainer presents the ladder of participation:

Roger Hart, an American professor of Environmental Psychology since 1979, investigated with a group of colleagues and students the levels at which children are invited to participate in environmental projects. In 1992, UNICEF included the results of Hart's long-term research, entitled "Children's Participation, from tokenism to Citizenship", in its publications.

(https://www.unicef-irc.org/publications/pdf/childrens_participation.pdf)

In this work, Hart identifies eight levels of inclusiveness: from manipulation, to children's actions calling on adults to cooperate.

Distribute Worksheet 1 to group members and briefly introduce the eight levels.





I participate - Do you?

Activity steps

04

We divide the whole group into eight

The facilitator invites one member from each group to take at random one of eight folded pieces of paper on which we have written numbers from 1 to 8. She asks the groups not to reveal their number.

We give the groups 20 minutes to create a school scene that demonstrates, with a 2-minute role play, the level of participation that has occurred in the group.

05

We invite a member of each group to take at random another one of eight folded papers on which we have written numbers from 1 to 8 and create a presentation order.

Each group has up to three minutes to present - in the center of the circle of chairs - the scene they have prepared.

After each presentation, we ask the plenary to point to the level they think they have presented. The facilitator collects the different numbers and asks the persons who pointed to them to justify their choice. At the end of this discussion, the group that showed the scene reveals the level and states its characteristics.

Evaluation/Assessment

Feedback and reflection after each presentation.

Materials/sources

1. Worksheet 1.
2. Paper tape.
3. A4 Paper.





I participate - Do you?

Worksheet 1. The Roger Hart scale of cooperativeness

Level 1 - Manipulation

Occurs when adults use minors to support their cause and pretend that this cause is inspired by the minors. Children do not understand the issues that require their involvement or their role in them.

Example:

In the Reception Classroom, children are asked to draw “their dream classroom”. The school management then submits the drawings to the municipality as the children’s proposals for the school renovation. The children are not involved in the process that results in these renovation proposals, and the recipients are not informed about the process of producing the children’s works. Students are left unaware of the fate of their artistic expression.

2. Decorative element

Occurs when children are used in support of a cause in an indirect way, although adults do not state that their cause is inspired by the children. Children participate in an activity or event organized for a certain purpose, but do not understand the importance or reason for their participation.

Example:

At a reception for officials or at a school event, refugee children are assigned to read poems and sing songs, and they are asked to wear their traditional national dress. The children are not informed or do not understand the reason for the gathering. They attend the event, adding vibrancy to it, without participating in its conceptualisation.

3. Symbolic participation

Children are asked questions, given the opportunity to speak, but have little or no choice in shaping the views they present or the way they express them.

Example:

At a School Council meeting, children who look “different” and speak some Greek are chosen to represent “the refugee students” of the school, and these characteristics are considered sufficient for their participation. There is no preparation or collaboration with the peers they are asked to represent. The children do not know how they were selected or whose views they represent, so their participation is symbolic, and they are not participating fully.





I participate - Do you?

Worksheet 1. The Roger Hart scale of cooperativeness

4. Information and task assignment

Occurs when the children understand the purpose of an action, know who decided on their participation and why, and have a meaningful voluntary role.

Example:

At a meeting of representatives of the municipality, parents and teaching staff, together with local students, new students are informed about the purpose and process of the meeting, and volunteer to take roles in welcoming, treating and guiding visitors to their school.

5. Consultation and information

Occurs when something is planned and implemented by adults while children act as their advisors. Children have full knowledge and understanding of the purpose and process and their opinion is taken into account by the adults.

Example:

Students' communities, with universal participation, meet and formulate proposals to ensure that the school canteen carries products that take into account the dietary needs of all children. The proposals are submitted and taken considered in decision-making.

6. Adult initiative, joint decisions

Occurs when adults take the initiatives, but share all decision-making or management with the children.

Example:

Wanting to help with the inclusion of refugee children in the school, the Teachers' Council takes the initiative and responsibility for setting up and finalizing a school newspaper. It invites children to participate in an inclusive editorial group, where teachers and students work together, writing and editing the material.

7. Children's initiative led by children

Children have the initial idea and decide on ways to implement it. Adults observe and help, but do not interfere in the process or take control over the project.

Example:

The children propose to decorate a school wall with graffiti showing the cultural diversity of the student community. The teachers' association ensures approval and provides the necessary materials. The teachers are involved in an advisory capacity in the selection of themes and the execution of the project.





I participate - Do you?

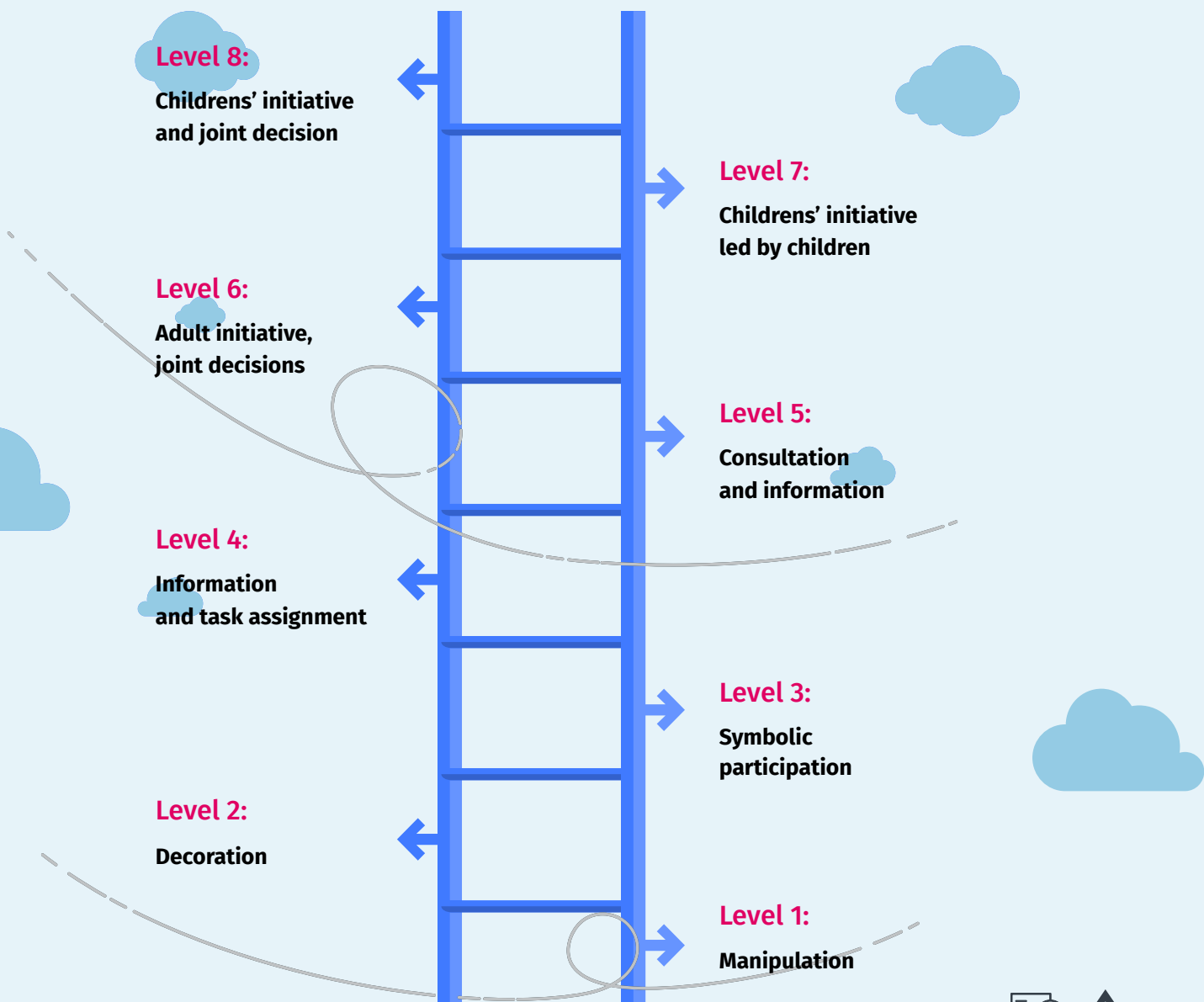
Worksheet 1. The Roger Hart scale of cooperativeness

8. Children's initiative and joint decision

Occurs when children have the initial idea and invite adults to participate in the decisions.

Example:

Teenage students decide to carry out an anti-war campaign in their school and in their area. They plan the content and actions and invite the teachers' association to cooperate on the funding, the necessary contacts, the materials needed, etc.



← BEFORE

IMPLEMENTATION

- 14. No teacher left out
- 15. No students left out
- 16. Joint training with other schools
- 17. Joint action with other schools



14. No teacher left out



DESCRIPTION

Teachers participate in an experiential workshop focusing on the concept of cooperation, one of the central principles and values of Peace and Inclusive Education.



OBJECTIVES

The objectives of the activity are for teachers to:

1. collaborate with each other, putting aside the stress of competition and achieving victory,
2. cultivate positive attitudes and behaviors, focusing on the value of “playing together” and “working together”,
3. come together and communicate,
4. be trained in the experiential learning method.



EXPECTED OUTCOME (EO)

Upon completion of the activity teachers are expected to:

1. recognize the value of teamwork and cooperation,
2. invent ways of being creative within the framework of certain rules,
3. work creatively with their colleagues as teammates,
4. be more interested in applications of experiential learning in teaching at their school.

VALUES

Valuing cultural diversity

8 Promotes the view that one should always strive for mutual understanding and meaningful dialogue between people and groups who are perceived to be "different" from one another

B

ATTITUDES

Openness to cultural otherness

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

Respect

29 Treats all people with respect regardless of their cultural background I

Civic-mindedness

33 Expresses a willingness to cooperate and work with others B

34 Cooperates with other people for common interest causes B

COMPETENCES FOR A DEMOCRATIC CULTURE

SKILLS

Cooperation skills

94 Builds positive relationships with other people in a group B

96 Works to build consensus to achieve group goals I

98 Generates enthusiasm among group members for accomplishing shared goals A

KNOWLEDGE & CRITICAL UNDERSTANDING

Knowledge and critical understanding of the world (including politics, law, human rights, culture, cultures, religions, history, media, economies, the environment and sustainability)

120 Can reflect critically on how his/her own world view is just one of many world views B





No teacher left out

Activity Steps

01

The action is initiated by the teachers.

The facilitation of the workshop can be done by a teacher with training or other experience in experiential learning or by an external collaborator of the school.

The teachers' council is informed and the realisation of the activity is agreed upon. The interested teachers register their participation.

02

The teacher(s) in charge set the date(s) when the activity will take place, as well as its location. If the facilitator is an external partner, an agreement is made and the place, time and duration of the activity are defined.

03

The workshop takes place

The trainers can use the following introduction and subsequent activities, but can also vary them (depending on the experience of the facilitator, the relationships in the group, the experience of the group in related activities, etc) while maintaining the spirit and structure of the workshop.

Introduction: Games have rules. That's how we learn to play. And they also have competition. That's how we learn to compete. But somewhere along the way, are we forgetting something? Do we overdo it with competition? In this workshop we will discover our commonalities, move towards common goals and reflect on this experience. Perhaps we will thus be able to revisit concepts such as cooperation, the achievement of a common goal and the functioning of the group in terms of inclusion.

Activity 1: Which country are you?

The members of the group stand up and form a circle. Each person introduces himself/herself by mentioning a country beginning with the same letter as his/her first name (the group and the trainer help if someone cannot think of a country). After everyone has chosen a country, a team member chooses one of the other countries, and the two swap places with each other.

The aim of the exercise: to break the ice.





No teacher left out

Activity Steps

03

Activity 2: Let anyone who...

The members of the group stand in a circle. One person steps into the center of the circle. S/he starts a sentence with "Let anyone who... change places" and inserts something that applies to him or her (something that may or may not be visible on the outside but is true). If what was said applies to one or more people in the circle, they move to the place that was left behind by the person in the center. As there is always one less place, the one left in the center without a place continues the game. (description from "It could be me - it could be you").

The aim of the exercise: to share common characteristics and elements, to build a climate of safety and trust, to have fun, to get to know each other better.

Activity 3: Who is the leader?

One member of the group leaves the room, and the others decide on a leader. The group must follow the leader's movements. The one who is absent returns and tries to guess who the leader is. The team tries to find ways to prevent him/her from noticing the leader.

Aim of the exercise: to develop the participants' sense of "togetherness", teamwork and working towards a common goal.

Activity 4: One to Ten

The group stands in a circle. The aim is to manage to count from 1 to 10 as a group. The following rules apply:

- No prior agreement during the exercise.
- The numbers must be spoken in order (1,2,3,4...).
- Each number must be said by one person at a time. If it is said by more than one person, the
- count must be restarted.

Follow with a reflective discussion focusing on the skills that each participant used to achieve the result, how they felt in the process etc.

Aim of the exercise: to make the participants aware of their personal contribution, to develop collaboration and group perception.





No teacher left out

Activity Steps

03

Activity 5: Final reflection - Discussion

The trainer and the participants sit or stand in a circle, discussing the activities they have carried out.

- What did they learn?
- How did they feel?
- What was the value of the competition?
- How can we cultivate these values in our lives?
- How can we cultivate them in our students and the school in
- General? What are the possible difficulties that may arise?
- How can these difficulties be overcome?

Aim of the exercise: to take stock, make sense of the exercises and relate them to life and everyday life

Suggested next step: Activity 15. No students left out

Evaluation/Assessment

Reflective discussion at the end of the workshop.

Materials/sources

Indicative resources for theater and other activities to raise awareness on human rights and refugee issue:

- "It could be me - it could be you" Theater-pedagogical activities for raising awareness on human rights and refugee issues - Panhellenic Network for Theatre in Education, Editing Nasia Holeva

<https://theatroedu.gr/en/What-we-do/Projects/It-could-be-me-it-could-be-you/It-could-be-me-it-could-be-you/evr/1/artmid/1261/articleid/9116>

- "Experiential learning activities on human and refugee rights (6 - 18 years old)" - UNHCR



15. No students left out



2-4 meetings
(indicative
duration)

DESCRIPTION

The students from one class participate in an experiential workshop, which aims at cultivating positive attitudes and behaviors, focusing on the value of "playing together" and "working together", leaving aside the stress of competition and achieving victory. Cooperation is one of the core principles and values of Education for Peace and Inclusion.



OBJECTIVES

The objectives of the activity are for students to:

1. cooperate with the other students in their class, especially with refugee students,
2. involve all students in a joint activity on the issue of cooperation.



EXPECTED OUTCOME (EO)



Upon completion of the activity, students (including refugee students) are expected to:

1. recognize the value of teamwork and cooperation,
2. invent ways of being creative within the framework of certain rules,
3. work creatively with their peers as teammates.





2-4 meetings
(indicative duration)

No students left out

VALUES

Valuing cultural diversity

- 7 Promotes the view that we should be tolerant of the different beliefs that are held by others in society **B**

Valuing democracy, justice, equity, equality and the rule of law

- 12 Argues that schools should teach students about democracy and how to act as a democratic citizen **B**

ATTITUDES

Openness to cultural otherness

- 24 Expresses an appreciation of the opportunity to have experiences of other cultures **I**
- 25 Seeks and welcomes opportunities for encountering people with different values, customs and behavior. **A**

Respect

- 29 Treats all people with respect regardless of their cultural background **I**

Civic-mindedness

- 33 Expresses willingness to co-operate and work with others **B**
- 34 Collaborates with other people for common interest causes **B**

COMPETENCES FOR A DEMOCRATIC CULTURE

SKILLS

Cooperation skills

- 94 Builds positive relationships with other people in a group. **B**
- 96 Works to build consensus to achieve group goals **I**
- 98 Generates enthusiasm among group members for accomplishing shared goals **A**

Knowledge and critical understanding of the world

(including politics, law, human rights, culture, cultures, religions, history, media, economies, the environment and sustainability)

- 120 Can reflect critically on how his/her own world view is just one of many world views **B**

KNOWLEDGE & CRITICAL UNDERSTANDING



No students left out



2-4 meetings
(indicative duration)

Activity Steps

01

The action is initiated by the teachers. The workshop is suitable for all age levels, and adaptations to the proposed activities can be made by the facilitator.

If needed, obtain relevant permissions (e.g. from the principal, teacher council).

02

The teachers in charge decide which class(es) of students will participate, which teacher(s) will facilitate the activity, when and for how long.

03

The workshop takes place

Introduction: Games have rules. That's how we learn to play. And they have competition. That's how we learn to compete. But somewhere along the way, are we forgetting something? Do we overdo it with competition? In this workshop we will play some games in a different way.

The facilitator of the activities can use the following suggested activities but can also vary them (depending on the age of the students, the relationships of the group, the experience of the facilitator, etc.) while keeping the spirit and structure of the workshop.

Activity 1: Which country are you?

The members of the group stand up and form a circle. Each person introduces himself/herself by mentioning a country beginning with the same letter as his/her first name (the group and the trainer help if someone cannot think of a country). After everyone has chosen a country, a team member chooses one of the other countries, and the two swap places with each other.

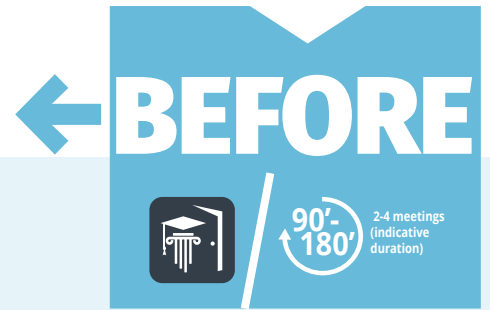
The aim of the exercise: to break the ice.

Activity 2: Let anyone who...

The members of the group stand in a circle. One person steps into the center of the circle. S/he starts a sentence with "Let anyone who... change places" and inserts something that applies to him or her (something that may or may not be visible on the outside but is true). If what was said applies to one or more people in the circle, they move to the place that was left behind by the person in the center. As there is always one less place, the one left in the center without a place continues the game (description from "It could be me - it could be you").

The aim of the exercise: to share common characteristics and elements, to build a climate of safety and trust, to have fun, to get to know each other better.





No students left out

Activity Steps

03 Activity 3: Who is the leader?

One member of the group steps out/leaves the group and the others decide on a leader. The group must follow the leader's movements. The one who is out returns and tries to guess who the leader is. The team tries to find ways to prevent "one" from noticing the leader.

Aim of the exercise: to develop the participants' sense of "togetherness", teamwork and working towards a common goal.

Activity 4: The boom!

Students are divided into groups of 3 and each group has 11 things (various small things like pens, erasers, keys, etc.):

- One person in each group closes his/her eyes while the other two decide which object will be the "boom!" object. The third person opens his/her eyes and starts collecting objects until he/she finds the "boom!". The roles alternate.
- Two people close their eyes, and the third removes one of the objects. The two who had closed their eyes try to find which object is missing. They can cooperate.
- Two people close their eyes and the third changes the position of two objects. The two open their eyes try to spot the change. They can cooperate.

At the end of the exercises, the facilitator asks the group to reflect on the winning factors in each phase of the game. In phase 1 the luck factor is decisive, while in phases 2 and 3 cooperation is decisive.

Aim of the exercise: to help students to understand cooperation as a tool for achieving objectives.

Activity 5: A different game (musical chairs)

Chairs are placed in the room and students are asked to move to the music. When the music stops, everyone must touch one of the chairs. No student is excluded, and they can touch the same chair. After each stop of the music, one or more chairs are taken out. At the end, everyone must find a creative way to be in contact with (rather than sitting on) the remaining chair.

Aim of the exercise: to help the students realize the value of being creative within the rules.



No students left out



2-4 meetings
(indicative
duration)

Activity Steps

03

Activity 6: Final reflection - Discussion

The trainer sits or stands in a circle with the students and discuss the activities they have carried out.

- What did they learn,
- How did they feel?

If they could change other rules that apply in games, in school, in society, what would those rules be? Which ones would they change, which ones would they take away entirely, and which ones would they add? Why?

Aim of the exercise: reflection, making sense of the exercises and bringing them back to everyday life.

Evaluation/Assessment

The reflective discussion circle at the end of the workshop.

Written feedback from the students (text or drawing).

Reflective discussion with the group about the activity.

Materials/sources

1. Music.
2. Computer/speakers.
3. Chairs.
4. Small objects (paper clips, pens).





16. Joint training with other schools

DESCRIPTION

In cooperation with one or more schools in the region, the school organizes a training activity for the teachers on a topic of concern related to the inclusion of refugee students.



OBJECTIVES

The objectives of the activity are

- To cooperate with other schools on a common issue of concern to the school communities involved,
- To strengthen cooperation and to create bridges and open communities.



EXPECTED OUTCOME (EO)

Upon completion of the activity, teachers are expected to:

- identify the issues that affect the school community,
- identify their weaknesses and address them through action,
- understand that they are not the only ones facing such difficulties,
- organize actions that will empower them, both as professionals and as a school community, to include refugee students,
- cooperate with colleagues in their school and in other schools,
- share common experiences in a common context in order to strengthen relationships and build a community of schools in the same area,
- reflect critically on their actions and participation.



Joint training with other schools



1 MONTH
preparation & training
4 - 30 hours
(indicative)

VALUES

Valuing human dignity and human rights

- 1 Argues 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

B

Civic-mindedness

- 34 Collaborates with other people for common interest causes
- 36 Discusses what can be done to help make the community a better place

B

I

Tolerance of ambiguity

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

I

COMPETENCES FOR A DEMOCRATIC CULTURE

Autonomous learning skills

- 58 Shows ability to identify resources for learning (e.g. people, books, internet)
- 62 Can select the most reliable sources of information or advice from the range available

B

A

Analytical and critical thinking skills

- 69 Can use explicit and specifiable criteria, principles or values to make judgments

A

Cooperation skills

- 94 Builds positive relationships with other people in a group
- 95 When working as a member of a group, does his/her share of the group's work

B

B

SKILLS

Knowledge and critical understanding of one's self

- 111 Can reflect critically on his/her own emotions and feelings in a wide range of situations

A

KNOWLEDGE & CRITICAL UNDERSTANDING





Joint training with other schools

Activity steps

01

The teachers' council, the action coordination group or a teacher selects one or more issues related to the inclusion of refugee students that they are concerned with or which the teachers need empowerment, training, or education. The coordination team can identify teachers' needs through a questionnaire, interviews, or structured discussions.

(see the questionnaire in Activity 6. Reflection: To what extent am I ready to welcome Refugee children into the school?)

02

The organizers contact one or several schools in the area, either directly or through the local coordination offices, sharing the intention of organizing a joint training and detects the interest.

If the school/schools agree, the school appoints a team to coordinate the organization of the training or, alternatively, an organization team with representatives from the schools involved in the joint training is appointed.

03

The organizing group chooses the type of training and whether it will entail internal training by a particular teacher, or the sharing of good practices between schools, or a program offered by an external trainer / partner organization.

04

After the relevant discussions and required permissions and briefings, the time and location of the training are set by the organizing team, and all participating teachers are informed. Participation is suggested to be voluntary. Interested persons should register to attend..



Joint training with other schools



Evaluation/Assessment

Written evaluation of the training by the teachers who participated, defining the degree of satisfaction (1-5, with 1=slightly satisfied and 5=completely satisfied).

The coordination team collects and analyses the data and presents it to the association of each school.



17. Joint action with other schools



DESCRIPTION

The school decides to take action and organizes (plans and implements) in cooperation with another school (other schools) in the area, a joint action aimed at the inclusion of refugee students.



OBJECTIVES

The objectives of the activity are for the school to:

1. cooperate with other schools in a joint action,
2. create bridges between schools in order to communicate and develop,
3. open up to the community (teachers, parents, refugee and non-refugee students).



EXPECTED OUTCOME (EO)



Upon completion of the activity teachers are expected to:

1. collaborate with colleagues in joint activities to include refugee students,
2. include refugee students in activities with other schools,
3. cooperate with colleagues from other schools,
4. share common experiences in a common context in order to strengthen relations and create a community of schools in the same area by including refugee pupils,
5. reflect critically on their actions and participation.

The students are expected to:

1. collaborate with other students from the wider community,
2. share experiences with peers,
3. reflect on shared experiences.



Joint action with other schools



4 MONTHS
preparation & training
4 - 30 hours
(indicative)

VALUES

Valuing human dignity and human rights

- 1 Argues 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

Civic-mindedness

- 36 Discusses what can be done to help make the community a better place

I

Tolerance of ambiguity

- 50 Engages well with other people who have a variety of different points of view.

B

COMPETENCES FOR A DEMOCRATIC CULTURE

Autonomous learning skills

- 62 Can select the most reliable sources of information or advice from the range available

I

Cooperation skills

- 94 Builds positive relationships with other people in a group

B

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

B

SKILLS

Knowledge and critical understanding of one's self

- 111 Can reflect critically on his/her own emotions and feelings in a wide range of situations

A

KNOWLEDGE & CRITICAL UNDERSTANDING

Activity steps

01

The organizers contact one or several schools in the area, either directly or through the local co-ordination offices, sharing the intention of organizing a joint training and checking for interest.

If the other schools agree, the organizing school appoints a team to coordinate the organization of the training or, alternatively, sets up an organization team with representatives from all schools involved.





Joint action with other schools

Activity steps

02

An action outside the school.

- An excursion to a local museum.
- An excursion to a place of interest in local history.
- An excursion to a museum/site of local refugee/immigrant memory/history.

An in-school activity:

- A joint experiential workshop by an institution.
- Other activities that each school carries out and shares the results.

Activities 30. Inclusion I and **31. Inclusion II**

03

The organizing team selects the action(s) and informs the teachers involved. If some preparation is needed by each school, the organizing team makes sure that a timetable is drawn up and communicated to the schools. The date(s) of the joint action are set and agreed upon.

04

The action is carried out. The organizing team has taken care of transport (if necessary), and collection of photo/video material (if appropriate permissions are available).

05

The teachers involved and the organizing team have decided on and put in place reflection/feedback from the students who take part in the action, through discussion, writing or an activity after the action is completed (immediately after or as soon as possible).



Joint action with other schools



4
MONTHS
preparation & training
4 - 30 hours
(indicative)

Evaluation/Assessment

Teacher feedback (written or oral) from each school in relation to the action. Dissemination of the reflections of the students and teachers to all schools involved.

Materials/sources

Indicative Programs/ Institutions:

- Monuments, Museums and Archaeological Sites of Greece: <http://odysseus.culture.gr/h/1/eh10.jsp>
- Network of Museums and Cultural Institutions of Athens: <http://www.athensmuseums.net/index.php?lang=en>
- Actions Together - "It could be me - it could be you". A program of awareness raising on human rights and refugee issues" - Panhellenic Network for Theater in Education:

<http://theatroedu.gr/en/What-we-do/Projects/It-could-be-me-it-could-be-you/Actions/Together>



DURING

PREPARATION

- 18. Agreement on the team operation (secondary education)
- 19. Rights, responsibilities and rules in the classroom (primary education)

IMPLEMENTATION

- 20. Creation of an Action Plan
- 21. Mentors in school (students and parents)
- 22. Creation and translation of signs/signposts and rules
- 23. Inclusion actions at school I
- 24. Inclusion actions at school II
- 25. Compare it



↔ DURING

PREPARATION

- 18. Agreement on the team operation (secondary education)
- 19. Rights, responsibilities and rules in the classroom (primary education)





18. Agreement on the team operation (secondary education)

DESCRIPTION

A workshop for the students to decide together what they need to do in order to work inclusively and efficiently in the school environment. The communication that develops within the workshop is important, as well as the sense of responsibility that develops in the group when it co-evolves with the inclusion of new members, the refugees. Together, everyone decides on the terms of their agreement and maintains it throughout the year, as it will determine how the group works for the benefit of all.



OBJECTIVES

The objectives of the activity are:

1. for the students to communicate about a common purpose
2. to define which of their behaviors at school contribute to the good functioning of the group and includes all students,
3. to take personal and collective responsibility for the inclusive functioning of the group.



EXPECTED OUTCOME (EO)

Upon completion of the activity, students are expected to:

1. know each other better,
2. recognize the importance of communication and multilingualism,
3. develop a sense of shared responsibility for group functioning and inclusiveness,
4. feel equal members of the group regardless of when they joined, the language they speak or their differences,
5. respect the rules.





Agreement on the team operation (secondary education)

VALUES

Valuing cultural diversity

- 8 Promotes the view that one should always strive for mutual understanding and meaningful dialogue between people and groups who are perceived to be 'different' from one other. **B**

ATTITUDES

Civic-mindedness

- 33 Expresses a willingness to cooperate and work with others **B**
- 34 Collaborates with other people for common interest causes **B**
- 35 Expresses commitment to not being a bystander when the dignity and rights of others are violated **I**
- 36 Discusses what can be done to help make the community a better place **I**

Responsibility

- 39 Shows that he/she accepts responsibility for his/her actions **B**

Tolerance of ambiguity

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

COMPETENCES FOR A DEMOCRATIC CULTURE

Linguistic, communicative and plurilingual skills

- 88 Can express his/her thoughts on a problem **B**

SKILLS

KNOWLEDGE & CRITICAL UNDERSTANDING





Agreement on the team operation (secondary education)

Activity steps

01

The group sits in a circle and the teacher distributes a piece of paper and a pen to everyone. S/he asks the students to think of a group or class that was the best they have ever experienced because they felt together and united.

"Think about what the teacher and the students did that contributed to you remembering this group or class so positively... Draw a circle on your paper, like the one I am drawing on the board now, and draw two intersecting lines to write on each one what it was about this group that made you happy and made you feel like you belonged to it, like everyone else. You can add more lines if you want, if there are more elements you want to record. You have 10 minutes. I will do the same."

Instructions are given in a variety of communicative ways (gesture, drawing, body language, etc.) or in a language that all children can understand (such as English). The workshop can also be held in a room where a computer is available and using a translation application. In the latter case the teacher should provide the written instructions. S/he may have arranged to have them translated into the children's languages already and to show them in a PowerPoint presentation. However, it is important to demonstrate different ways of communication, linguistic and non-linguistic, because the students will also need to communicate with gestures and in other ways.

02

The teacher asks students to sit in pairs with someone they are least familiar with, and describe what they have recorded on their paper. If they do not speak the same language, they should think about how to explain what they have written. In the end, both participants in the pair should know their partner's suggestions for the good and inclusive functioning of a group. Ask the pairs to sit in chairs facing each other so they can make eye contact and get a good view of each other. The teacher provides as much time as needed for all pairs to complete their exchange.

03

The pairs become foursomes, and further communication is fostered between them to decide what the common characteristics of a good team are according to the four members.

The teacher says: "Now let each pair pick another pair, and let the four of them sit in a circle again. Let each student present the outcome of his or her previous discussion to the other members of the group in the most communicative way possible. It is important that we all learn from everyone. Let one of you take over as secretary to record on a piece of paper what the characteristics of a "good" and "inclusive" class are. It is good to discuss the similarities and overlaps and come up with common characteristics for the whole group. The number of characteristics is not limited. You have 30 minutes at your disposal."

The teacher stays close to the groups and observes the multi-layered process within the groups and the various ways they find to communicate. S/he offers help or suggestions only if necessary. During the discussion s/he approaches each group and asks:

"Please decide, apart from the secretary, who will present the results."





Agreement on the team operation (secondary education)

Activity steps

04

The teacher takes a large piece of paper, such as from a flipchart, and lays it out on a flat surface (joined desks, floor, wall, etc.). The students draw a circle, and the teacher asks each group to present the results of their collaboration in the most efficient way. It is important that everyone understands, regardless of their mother tongue. The teacher records the results in the circle. They can use different languages, symbols, drawings, etc. If the groups refer to common terms of the group's functioning, note the common preference and emphasize the similarities.

After the groups have finished, reflective questions are asked to help group members better understand the process and its results:

- What have we done so far?
- Why did we do it?
- In what ways did we communicate and get our message across in the group?

The teacher completes the step:

"We have discovered what we believe are the elements that will help us feel like a team and that we belong to it. Let's take our thoughts with us and attempt to think about and suggest to our community, each of us personally, what we are willing to do, in order to have the best classroom that is inclusive of all of us. Of course, I will do the same."

05

The teacher asks the students to go back to their groups and answer the following questions:

- What are you willing to do to give to get the best classroom you have ever had, in which we all feel united and accepted.
- What can you offer to make our classroom "better", with those characteristics that we agreed upon and you see in the circle?

S/he says: "Let the secretary of each group write down in sentences what you are willing to do as students and community members, and I will do the same as a teacher on my own piece of paper. It is good to use verbs that indicate the actions we will take or the behaviors we will show, e.g. willingly cooperate with all children and not only with our friends. Please make sure all group members understand and participate as best they can. Work as meaningfully as you can, because it is important for all of us to agree on rules that we will abide by. One person from each group will write and another will present. Please let them be different from last time. You have 30 minutes."

For his/her part, the teacher also records what s/he is willing to do, such as recognize students' effort and participation, practice cooperative group teaching, do more video projection, use different languages, etc.

Everyone returns to the circle. The teacher writes the rules on the paper outside the circle. All the sentences are written down. Clarifications are given for ambiguities and the terms are explained to everyone. Then the teacher announces and writes down his/her own list.





Agreement on the team operation (secondary education)

Activity steps

05

Based on what has been written down, a plenary discussion takes place with an effort to involve everyone. Suggestions are discussed, so that a text with terms can be drafted to make the classroom friendly and inclusive for all students. These chosen terms will become mandatory for all members of the community...

06

The teacher drafts the text of the agreement with the common terms and makes sure that it is translated into the languages of the refugee children.

Reflect on the following points:

- What does this agreement mean for all of us and for each of us?
- Who is responsible for the good functioning of the group so that everyone feels included?
- Are you ready to contribute to improving the situation of everyone in our community?

Evaluation/Assessment

Formative evaluation with reflection after step 4 and final evaluation after step six, with reflective discussion. Use the scale of 1-5, where 1=very dissatisfied and 5=very satisfied.

Materials/sources

1. Paper.
2. Markers.
3. Flipchart paper or roll of paper.
4. Computer with internet connection.

The workshop is adapted from the book by Marios Koukounaras Liagkis, *Sciences of Pedagogy and Early Adolescence*, Athens, Gutenberg, 2015.





19. Rights, responsibilities and rules in the classroom (primary education)

DESCRIPTION

Through an experiential activity, groups of students will learn about the connection between rights, responsibilities and rules. They will democratically define the rules for the proper operation of their own classroom.



OBJECTIVES

The objectives of the activity are for students to:

1. communicate,
2. experience that their input matters, and that they can influence the drafting of rules,
3. collaborate,
4. develop a sense of “ownership” of the classroom contract,
5. experience active participation in shaping the classroom community as a micro-society.



EXPECTED OUTCOME (EO)

Upon completion of the activity, students are expected to:

1. recognize the responsibilities arising from their rights,
2. cooperate to achieve common goals.
3. follow predetermined rules.

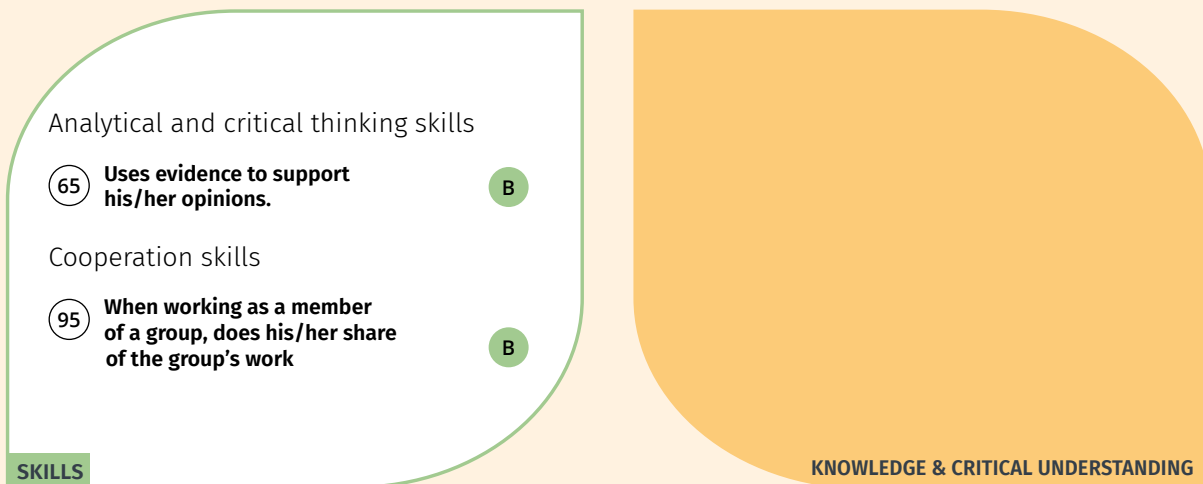




Rights, responsibilities and rules in the classroom (primary education)



COMPETENCES FOR A DEMOCRATIC CULTURE





Rights, responsibilities

and rules in the classroom (primary education)

Activity steps

01

The teacher divides the students into three groups and gives them an A3 paper divided into three parts. They use the top part of the paper to record what they think are everyone's rights in a classroom.

02

The teacher asks them to pass their work to the next group (A to B, B to C, C to A). Each group reads the list of rights created by the previous group, and writes down the corresponding responsibilities in the middle of the paper.

The teacher poses questions, for discussion:

- What responsibilities do we have in order to respect these rights?
- What do we have to do?
- How do we need to behave? For example, if “everyone has the right to be heard”, then “we have the responsibility to listen”.

03

Students pass their paper to the next group one more time. The groups take into account all the information from the two previous groups and agree on a maximum of five rules as derived from the rights and responsibilities. These are written in bold letters on the third and last piece of paper.

The rules should be

1. Worded positively - “DO” something rather than “DON'T” something.
2. Specific in describing the required behavior. For example, Right: the right to be heard.

Responsibility: we have the responsibility to listen. Rule: remain silent when others speak.





Rights, responsibilities and rules in the classroom (primary education)

Activity steps

04

The papers are put up on a wall. One representative from each group explains their rules to the plenary. This is followed by a guided discussion in order for the students to identify repetitions, overlaps, rewrite if necessary, and finally decide on a final version that everyone agrees on.

A ballot can also be held. Each student has four tokens to “spend” on those rules that he/she thinks should be included. They can vote by allocating their chips as they wish. For example, they may want to give all their votes to one rule or distribute them equally. The four rules with the highest number of votes become the rules of the class. They can be clearly written, signed by each student, and posted in a prominent place in the room.

Reflection and discussion:

- What did we do?
- Why did we do it?
- What is changing in our lives in our classroom?
- Is it easy to follow the rules?

Evaluation/Assessment

Reflective discussion at the end of the activity.

Materials/sources

1. A3 paper.
2. Markers.

The activity is adapted from the educational material:

<https://www.living-democracy.com/textbooks/volume-6/chapter-1/exercise-2/>





DURING

IMPLEMENTATION

- 20. Creation of an Action Plan
- 21. Mentors in school (students and parents)
- 22. Creation and translation of signs/signposts and rules
- 23. Inclusion activities in and out of the classroom I
- 24. Inclusion activities in and out of the classroom II
- 25. Compare it





20. Creation of an Action Plan

DESCRIPTION

The Teachers' Council forms an action team with the principal, school teachers, students and parents of the children (and refugee children) and assigns it to create, design and coordinate the implementation of an Action Plan for the inclusion of the school's refugee children.



OBJECTIVES

The objectives of the activity are:

1. to help the stakeholders of the school community work together,
2. for the school to cooperate with organizations dealing with refugees,
3. to set up a working group to establish an Action Plan
4. to implement the Action Plan method and model in the school



EXPECTED OUTCOME (EO)

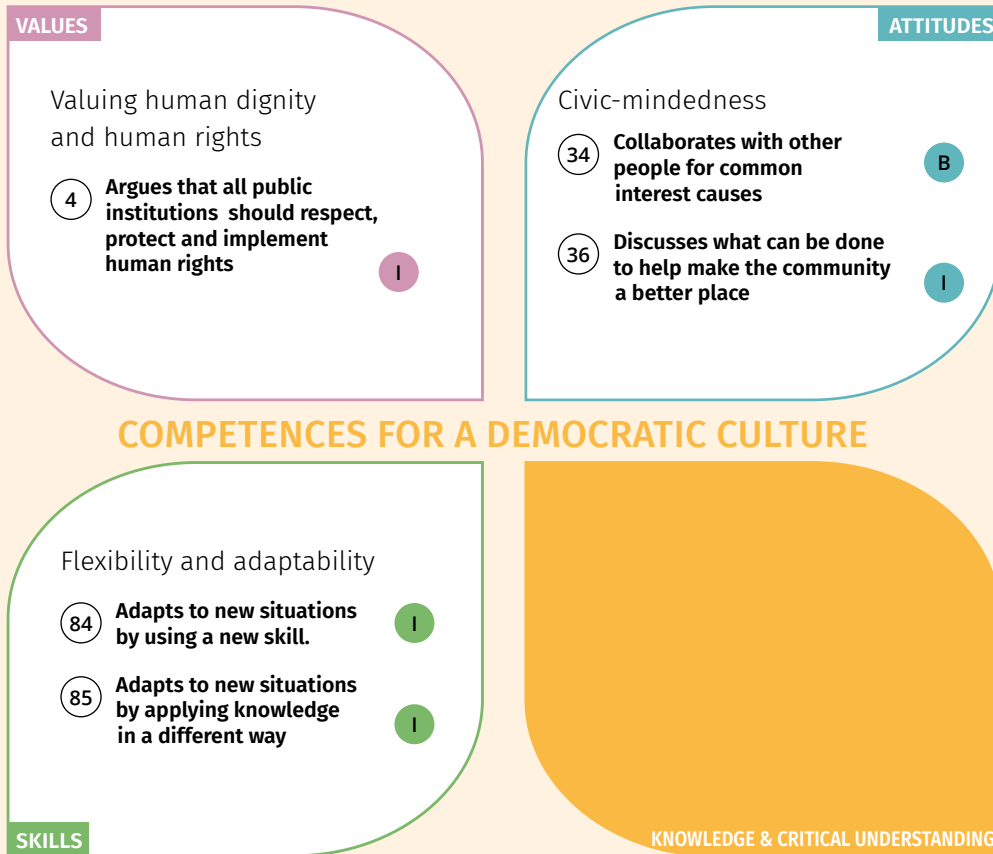
Upon completion of the activity the stakeholders are expected to:

1. take action to include refugee children in their school,
2. work together to achieve common goals,
3. identify school needs related to the inclusion of refugee children and create actions to address them,
4. use the Action Plan method to coordinate actions needed by the school.





Creation of an Action Plan



Activity steps

01

The Teachers' Council of the school decides to set up an Action Plan for the inclusion of refugee students. It sets up a working group consisting (depending on the size of the school community) of the school's principal, at least two teachers, at least two students and at least two parents. The working group will describe the relevant actions and activities already undertaken in the school, investigate the degree of inclusiveness of the school community, propose actions that need to be taken, as well as define objectives, priority areas and areas for improvement.

The Teachers' Council will decide how many and which of its members will participate in the working group and decide on the number of members from other groups in the school community.

02

The teaching staff of the working group invites the student community and the Parents' Association to elect or select members for the working group.





Creation of an Action Plan

Activity steps

03

The working group assesses the inclusive climate of the school and records the school's experience and actions regarding the inclusion of refugee children. The group also assesses the priority areas for action and formulates the overall purpose of the action as well as its objectives.

(See Activity 8. To what extent are we a democratic and inclusive school community?)

04

The working group contacts teachers and/or parents, or other groups who can plan and implement activities, requesting for ideas and suggestions. The group also contacts refugee care providers to ensure their cooperation. Finally, the group outlines steps to implement activities that meet the objectives of the Action Plan.

05

The working group coordinates the people involved in the Action Plan activities: description, detailed steps (who, where, when, how), methods and techniques for evaluation, allocation of responsibilities. All activities are recorded in the timetable of the Action Plan.

06

The working group assesses the potential difficulties that may hinder the implementation of the Action Plan, and creates a plan to address them with alternative solutions. It then lists the tools and resources that will be used in the activities, and the possible financial resources that will be needed.

07

The working group describes the methods and tools for evaluating the implementation of the Action Plan.

08

The Teachers' Council discusses and decides on the final form of the Action Plan and how to disseminate and present the results of its implementation.





Creation of an Action Plan



Evaluation/Assessment

The tools for evaluating the implementation of the Action Plan proposed by the working group will be distributed to all stakeholders in the school community.

Materials/sources

Worksheet 1. Action Plan Form.

Worksheet 1

Action Plan Form

PHASE A Our school and the inclusion of refugee children

In answering the following questions, briefly describe the actions and activities undertaken by our school for the inclusion of refugee children:

What have we done for refugee children as teachers, parents, students, administration?

What have we done for the guardians of refugee children as teachers, parents, administration?

What have we done to help the students and parents of the school to welcome refugee children?

What have we done for the teachers of our school in relation to the inclusion of refugee children?

Write down the general objective of the action (include duration, sector(s) and issue(s) addressed):





Creation of an Action Plan

PHASE B

What are the objectives of the action we are planning, taking into account the areas we need to improve and the indicators we need to develop to make our school more inclusive:

Description of the activities we intend to undertake:

ACTIVITY (brief description)	AREAS OF ACTION	THE ACTIVITY IN STEPS	EVALUATION OF RESULTS (methods and techniques of evaluation based on indicators)	Adaptation for distance learning (online)	PERSON RESPONSIBLE* – COOPERATION (administration, teachers, parents, other bodies, etc.)
---------------------------------	-----------------	-----------------------	---	---	---

1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					

*The person responsible for the activity undertakes, in accordance with the planning, the activities concerning cooperation with institutions, coordination of the activity team, the evaluation of the progress and results of the activity and the recording of relevant reports.

What actions do we need to take to secure the cooperation of others needed for our activities (if required)?





Creation of an Action Plan

The timetable of the action (note in weeks the duration of each activity, including all its stages, from planning to the final evaluation of the results):

ACTIVITY	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE
1						
2						
3						
4						
5						
6						

What possible difficulties will we face:

Difficulty and which activity/ activities it is related to	How likely is it? Not at all, not very, somewhat, quite, very likely	Prevention or response plan
1		
2		
3		
4		





Creation of an Action Plan

The tools and resources we will use:

What financial resources will we use and how will we obtain them (if required):

PHASE C:

Now that we have formulated our action and decided on all its activities, let's think about how to organize the evaluation of our action concerning the inclusion of refugee children:

How will we evaluate the impact of our action on the inclusion of refugee children in our school? (e.g., surveys before and after; observation; target groups, interviews, etc.)

The overall objectives and indicators of the action will help us in planning the evaluation.

How do we intend to present the results of our project? (e.g. reports, articles, statistics, dissemination, artifacts, etc.)





21. Mentors at school (students and parents)

DESCRIPTION

A workshop for parents, students, or a mixed group of both, with the objective of training in peer-to-peer mentoring (student-student-parent or parent-parent) in order to develop peer-to-peer counseling and support relationships within the school community. Refugee children and parents participate in the group as much as possible (it would be good to have interpreters in their language). In the workshop, participants are introduced to and define the concepts of "mentor" and "mentoring relationship". They reflect on the necessity and importance of the role of the mentor in their own school community in supporting the inclusion of refugees and commit to making a planned contribution through mentorship, when needed, to supporting refugees on issues related to inclusion in school.



OBJECTIVES

The objectives of the activity are for those involved to:

1. define the concepts of "mentor" and "mentoring relationship",
2. identify the necessity and importance of the role of the mentor for the inclusion of refugees in the school community,
3. analyze all the parameters of the mentoring work according to their status,
4. take on the work of the mentor or have a mentor take them on,
5. coordinate a one-to-one support and mentoring program that works for everyone and can be coordinated by the group coordinator.



EXPECTED OUTCOME (EO)

Upon completion of the activity, members of the school community are expected to:

1. identify the role of the mentor and the mentoring relationship,
2. appreciate how necessary and functional the mentor's activities are in the school community,
3. demonstrate an active interest in supporting and advising mentors for their functional inclusion in the school community,
4. have the responsibility to support and advise a peer-to-peer mentor or to be available to serve as a mentor if needed.





Mentors at school (students and parents)

VALUES

ATTITUDES

Openness to cultural otherness

21 Shows interest in learning about people's beliefs, values, traditions and world views

B

COMPETENCES FOR A DEMOCRATIC CULTURE

Empathy

76 Can recognise when a companion needs his/her help

B

77 Expresses sympathy for the bad things that he/she has seen happen to other people

B

Cooperation skills

94 Builds positive relationships with other people in the group

B

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

B

SKILLS

KNOWLEDGE & CRITICAL UNDERSTANDING

Activity steps

01

The group sits in a circle and gets to know each other by saying their names and something that characterizes them: a favorite color, an occupation, something they like to do. The aim is to get to know each other, create a warm atmosphere and find common ground.





Mentors at school (students and parents)

Activity steps

02

The facilitator divides the participants into mixed groups and asks them to sit with their chairs in a circle or around a table. S/he offers them a card with the following discussion topic:

- What does it mean to have a mentor role? Discuss. Consider that the Mentor was Ulysses' loyal fatherly friend in Homer's Odyssey. He took on the role of supporter, guide and advisor to Ulysses' young and weak son, Telemachus, during the years when Ulysses was taken away from his son for the war in Troy.

Allow 20-25 minutes. Afterwards, ask one person to write up the group's results and another person to take charge of presenting them.

After the presentations are made, the trainer invites to further discussion:

- Which words from the Mentor's elucidates his/her role,
- Is the mentor's role voluntary or obligatory?

The participants return to their groups and, based on the discussion, write down what the mentoring relationship might mean for someone who is new to the school (in this case, a refugee) and someone who is already part of the school community; or between parents who are new to the school (in this case, refugees' parents) and those who are already familiar with the way it functions.

Issues may be raised concerning language, communication, the length of time the newcomers wish to stay, and so on, but also their need or advice, support and guidance.

03

The facilitator asks the groups to reflect on and record the skills and characteristics of the refugee mentor in the school community.

On a flipchart or a large piece of paper, s/he draws an outline of a person and asks one participant from each group to write the results of the group into this outline.

There is a discussion and reference to the characteristics of good communication, multilingualism, patience, perseverance, respect, reciprocity, mutual trust, solidarity, readiness, friendliness, etc.

The trainer asks the participants who they feel can act as a mentor for refugee children or parents.





180'

Mentors at school (students and parents)

Activity steps

04

The facilitator refers in detail to the mentor's responsibilities or shows them in a presentation.

It is important to set up a joint meeting or communication between the two parties to discuss a refugee's needs regarding school community procedures. It is also crucial to understand that mentoring is about inclusion and about addressing issues that a child or parent may be aware of. Therefore, the mentor should know who to refer to when s/he does not know how to resolve the issue.

The coordinator makes sure that the pairs are formed (it is preferable that the students can sit at the same desk) and that all the people involved are regularly informed about the progress of the project.

S/he acts as a mentor to the mentors. It would be great to have established a coordinating group of mentor teachers.

The workshop concludes with a reference to the regular evaluation of the program: mentor diary, regular meetings.

Evaluation/Assessment

Exit form from the workshop.

Reflective diary of mentors with event reports.

Regular meeting of the coordinator with the mentor team and the whole team.

Materials/sources

1. Computer.
2. Projector.
3. PowerPoint presentation.
4. Markers.
5. Card-worksheet.
6. Flipchart paper or roll of paper.





22. Creation

and translation of signs/signposts and rules

DESCRIPTION

In this activity students will work together to learn about the countries of origin and mother tongues of their multilingual classmates or children with refugee experience. Furthermore, they will decide what signs need to be placed in the school and translated into all tongues, as well as the texts of regulations in order for all students to gain knowledge and understanding of both the layout of the school and the basic rules of the school.



OBJECTIVES

The objectives of the activity are for students to:

1. cooperate by overcoming language barriers,
2. gain knowledge of the school layout and key points to be aware of,
3. gain knowledge of the basic rules necessary for the proper functioning of the school and the smooth integration of multilingual children in it,
4. bring native students into contact with the linguistic diversity of students from other linguistic backgrounds
5. interact with the children so that they bond as a group,
6. foster their creativity,
7. create a pleasant and positive classroom atmosphere,
8. highlight the value of multilingualism and inter-lingualism,
9. use the vocabulary relevant in the school environment.



EXPECTED OUTCOME (EO)

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

1. communicate more efficiently,
2. be able to get to know their school layout and orient themselves
3. better recognize their new educational reality and consequently the culture, traditions and rules of the country,
4. enhance their self-esteem through the inclusion of their home language and through linguistic awakening/acquaintance with new language repertoires.





Creation

and translation of signs/signposts and rules

VALUES

ATTITUDES

Respect

27 Gives space for others to express themselves

B

Civic-mindedness

33 Expresses a willingness to cooperate and work with others

B

COMPETENCES FOR A DEMOCRATIC CULTURE

Linguistic, communicative and plurilingual skills

89 Uses gestures as a way to try to get his/her meaning across

B

Cooperation skills

95 When working as a member of a team, contributes to teamwork to the extent of his/her competence

B

97 When working as a member of a group, keeps others informed about any relevant or useful information

I

SKILLS

KNOWLEDGE & CRITICAL UNDERSTANDING

Activity steps

01

The Teachers' Council decides that everything that pupils need in their everyday life at school should be available in the mother tongues of all children, and appoints a working group of its members for this purpose (the number of members depends on the particular circumstances of the school). After an assembly, it raises the issue of the school's accessibility and the school's positive attitude to the inclusion of home languages for children who may or may not be literate in their first language.

The working group communicates the decision to the student community and asks it to elect a representative cooperation group for this purpose (the number of members is determined by the working group, depending on the particular circumstances of the school).





Creation

and translation of signs/signposts and rules

Activity steps

02

The working group collects information on the origin of all students in the school. It records the countries of origin and the mother tongues spoken there. It would be interesting to collect data from fellow native students. Each student who is a senior in the school will become a mentor to a student with refugee experience.

(See Activity 21. Mentors at school)

03

Students are given an illustrated layout of the school, so that the context is clear.

A tour of the school premises by classmates and a responsible teacher may be given. The students may also provide a map of the school drawn by themselves.

From the tour, an initial discussion with the children can arise about the signs they consider necessary in the school area, so that students with refugee background can know what everything is, or where everything is located (e.g. signs marking areas such as classrooms, the canteen, the computer room, the headmaster's office, the teachers' room, the multipurpose room and so on; as well as a list of cafeteria products, and a basic dictionary of relevant words used by teachers and children on a daily basis).

04

The working group collaborates to come up with the final list of signposts.

Afterwards, they use translation applications and/or ask the children to draw or point. The result of this collaboration can decorate the final products. The multilingual students who are literate may be asked to render signs in their own language with or without their parents' assistance. External services may be consulted regarding the final spelling version.





Creation

and translation of signs/signposts and rules

Activity steps

05

The Teachers' Council validates the outcome of the team's work and ensures its implementation. Students co-create the final sign products. After approval they can be printed by graphic designers or simply glued authentically as produced by the students themselves (graffiti, collage, etc.)

As a symbolic opening to multilingualism, the inscriptions could be placed in the presence of the school community.

The Parents' Association and the local community are potential partners who could help by organizing a small welcome party with some small treats, etc.

Evaluation/Assessment

Reflection: Discussion with students about the feelings they had when they saw or heard other languages, or when their mother tongue was included in the school (legitimized by the official school system).

Materials/sources

<https://www.refugee.info/greece/education--greece?language=en>

https://liseo.france-education-international.fr/index.php?lvl=notice_display&id=34953 (in French)

Gatsi G. (2020) Educational practices of empowering the ever-evolving identity of children with refugee backgrounds in and out of the classroom, *Refugees and Education. Field studies and theoretical issues*. Edited by Nikos Gogonas - Stamoulis A. Thessaloniki p.227-257 (in Greek).





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

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

COMPETENCES FOR A DEMOCRATIC CULTURE

<p>Flexibility and adaptability</p> <p>⑧3 Can change the decisions that he/she has made if the consequences of those decisions show that this is required B</p> <p>Cooperation skills</p> <p>⑨5 When working as a member of a group, does his/her share of the group's work B</p> <p>⑨6 Works to build consensus to achieve group goals I</p> <p>SKILLS</p>	<p>Knowledge and critical understanding of one's self</p> <p>⑩9 Can reflect critically on himself/herself from a number of different perspectives I</p> <p style="text-align: right;">KNOWLEDGE & CRITICAL UNDERSTANDING</p>
---	---





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.





Inclusion activities in and out of the classroom |

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.





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.





The duration of each activity is between 45' & 180'

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.





The duration of each activity is between 45' & 180'

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?





25. Compare it



or several workshops
depending on the number
of games to be presented

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 in the school.

The other pupils are expected to:

2. cooperate with the refugee students.

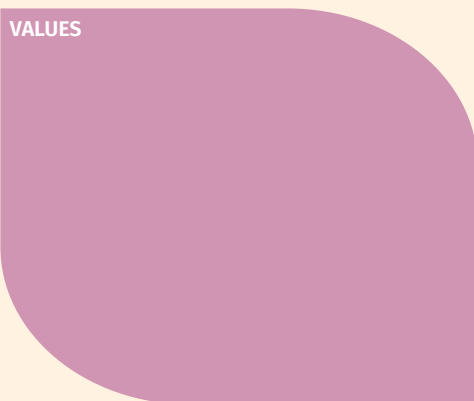




Compare it



or several workshops depending on the number of games to be presented



ATTITUDES

Openness to cultural otherness

21 Shows interest in learning about people's beliefs, values, traditions and world views

B

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

I

Respect

27 Gives space to others to express themselves

B

Responsibility

41 Submits required work on time

I

COMPETENCES FOR A DEMOCRATIC CULTURE

Autonomous learning skills

58 Shows ability to identify resources for learning (e.g. people, books, internet)

B

59 Seeks clarification of new information from other people when needed

B

Analytical and critical thinking skills

64 Can identify similarities and differences between new information and what is already known

B

Listening and observation skills

72 Watches speakers' gestures and general body language to help himself/herself to figure out the meaning of what they are saying

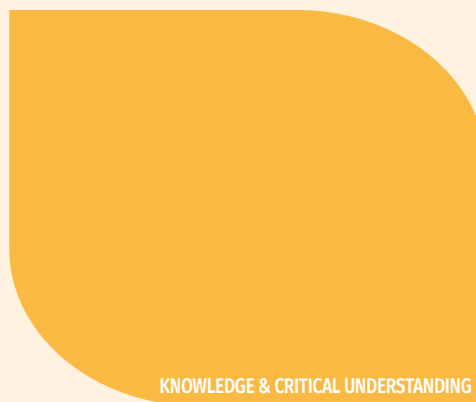
I

Flexibility and adaptability

86 Adopts the sociocultural conventions of other cultural target groups when interacting with members of those groups

A

SKILLS





or several workshops
depending on the number
of games to be presented

Compare it

Activity steps

01

The teacher asks the students to prepare a presentation on a traditional game from their country of origin. S/he explains that they can use material from the Internet or books, or draw information from their own or their family's experiences. When writing about their game, they should keep in mind, among other things, the following elements:

- does the name of the game have a meaning?
- does the game require equipment (ball, racket, etc.)?
- does the game promote cooperation or competition?
- does the game promote some other values that are not so immediately apparent?
- does the game focus more on moving activity or on social interaction and entertainment?
- does it require any particular skills?
- is the game accessible to both sexes? (are boys and girls allowed to play together?)

02

The teacher decides, depending on the number of games, how many of them will be presented and played in each workshop/lesson.

Ideally, the presentation of each game is followed by a practice session where students have the opportunity to play it (a prerequisite is the availability of appropriate equipment or a variant of it).

03

At the end of each lesson there is a reflective discussion with the students:

- What similarities and differences can be identified between the games?
- What values does each game promote, such as competitiveness and cooperation, fair play, respect?

The teacher offers the opportunity to reflect on the richness and diversity of the world and the importance of learning and respecting the practices of others in order to understand them better. It is suggested to create a list of all the games and, as an extension of the activity, the students can enrich it with games from all over the world, by talking to their family members and by using Internet and books as aids.



Implementation



DURING



or several workshops
depending on the number
of games to be presented

Compare it

Evaluation/Assessment

Reflective discussion at the end of the lesson/workshop.

Materials/sources

The materials required for each game.

"Learning to Play Together"

<https://jilflc.com/wp-content/uploads/2018/08/Arigatou-GPS-No2-Learning-to-Play-Together-EN.pdf>



→ AFTER

AWARENESS

- 26. What I stand for
- 27. Strangers, but able to change
- 28. Musical chairs
- 29. The world I dream of

IMPLEMENTATION

- 30. Inclusion activities in and out of the classroom I
- 31. Inclusion activities in and out of the classroom II



→ AFTER

AWARENESS

- 26. What I stand for
- 27. Strangers, but able to change
- 28. Musical chairs
- 29. The world I dream of





26. What I stand for

DESCRIPTION

The school community (management, teachers, parents, local community representatives) will explore in an experiential way their beliefs and prejudices on various issues of the refugee phenomenon, and will have the opportunity to develop and listen to different perspectives.



OBJECTIVES

The objectives of the activity are for teachers to:

1. listen carefully to others without making comments or interventions,
2. think analytically and critically,
3. develop arguments and counter-arguments for each controversial statement,
4. reflect on their personal beliefs.



EXPECTED OUTCOME (EO)

Upon completion of the activity, teachers are expected to:

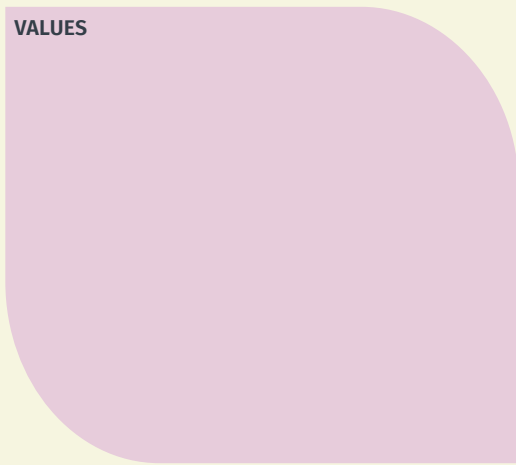
1. listen actively and without interference to other people's arguments,
2. think analytically and critically about all aspects of an issue before forming an opinion,
3. reflect on their personal beliefs and any prejudices on controversial issues.





What I stand for

VALUES



ATTITUDES

Respect

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

28 Expresses respect for different opinions, worldviews and lifestyles unless they violate human rights **B**

Tolerance of ambiguity

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

COMPETENCES FOR A DEMOCRATIC CULTURE

Analytical and critical thinking skills

64 Can draw conclusions from the analysis of an argument **B**

Skills of listening and observing

70 Listens carefully to differing opinions **B**

71 Listens attentively to other people **B**

Flexibility and adaptability

82 Modifies his/her opinions if he/she is shown through rational argument that this is required **B**

SKILLS

Knowledge and critical understanding of one's self

108 Can critically reflect on his/her values and beliefs **I**

110 Can reflect critically on his/her own prejudices and stereotypes and what lies behind them **A**

KNOWLEDGE & CRITICAL UNDERSTANDING





What I stand for

Activity steps

01

The facilitator prepares reflective statements (see examples below). S/he creates a dividing line in the room and places an A4 sticker with the word AGREE on one side and another with the word DISAGREE on the other side.

02

S/he explains to the participants that s/he will read a series of statements with which they are asked to agree or disagree, and to place themselves accordingly in the space created with the words AGREE and DISAGREE. If they do not have a clear opinion, they can stand with one foot on one side and the other foot on the other side.

03

After each statement, the facilitator asks the participants to explain why they chose the position they took. He/She explains that while the arguments for the different positions are being exchanged, the participants may move and change positions.

04

Chairs are placed in a circle for reflection:

- How did you feel about the statements?
- Was the decision easy each time?
- If you moved after the first decision, what is it that made you change your mind?

Evaluation/Assessment

Reflective discussion at the end of the workshop.

Materials/sources

1. Short list of controversial statements, no more than 5 or 6.
2. 2 pieces of paper with the words DISAGREE and AGREE.

This activity is an adaptation of the activity "What I stand for" from the manual "Learning to Live Together".

<https://gnrc.net/en/knowledge-center/documents/document/1132-learning-to-live-together-programme>





What I stand for

- Refugees must adopt the European way of life in the host countries.
- A country should first meet the needs of its citizens and then provide services to refugees.
- Host countries should ensure that basic subjects, such as mathematics, are taught in the mother tongues of refugee children.
- This country should be a transit country and not a destination country for refugees.
- Refugees should be employed in professional sectors that the host country needs.
- Those born here should automatically receive citizenship.
- This country must provide public places of worship for the religions of refugees.
- Schools should provide teaching of the mother tongues of refugee children.
- Girls should be forbidden to wear headscarves in school.
- Refugee children must learn this country's official language in preparatory programs and be enrolled in schools after they have mastered its basics.
- Schools should provide places for prayer for children of other religions.





27. Strangers, but able to change

DESCRIPTION

A workshop for students, teachers, parents or a mixed group, to encourage the school community to communicate and act together to change and address racism. Participants will work together based on the short film Strangers (2004) by Erez Tadmor & Guy Nattiv, in order to reflect on the possibilities of communicating with others regardless of language, cultural background, or religion, for a common purpose, such as fighting racism and showing solidarity with people in need.

<https://www.youtube.com/watch?v=RpjHSiQLPmA>



OBJECTIVES

The objectives of the activity are for the participants to:

1. appreciate the value of non-linguistic communication,
2. explain what can bring strangers together,
3. evaluate the evils caused by racism,
4. feel that any of us can be a victim of discrimination or racism,
5. think about their own responsibility for change and showing solidarity with people in need.



EXPECTED OUTCOME (EO)

Upon completion of the activity, participants are expected to:

1. reflect on their responsibility and what they can do to address racism,
2. reflect on how they will take action for change and inclusion of refugees,
3. appreciate the value of communicating with all regardless of their differences,
4. feel that there is always something connecting us with other people.





Strangers, but able to change

VALUES

Valuing cultural diversity

- 8 Promotes the view that we should be tolerant of the different beliefs that are held by others in society **B**

ATTITUDES

Respect

- 28 Expresses respect for other people as equal human beings **B**
- 29 Treats all people with respect regardless of their cultural background **I**

Civic-mindedness

- 35 Expresses commitment to not being a bystander when the dignity and rights of others are violated **I**

COMPETENCES FOR A DEMOCRATIC CULTURE

Empathy

- 76 Can recognise when a companion needs his/her help **B**
- 77 Expresses sympathy for the bad things that he/she has seen happen to other people **B**

Conflict resolution skills

- 101 Can identify options for resolving conflicts **B**

SKILLS

KNOWLEDGE & CRITICAL UNDERSTANDING

Activity steps

01

The group sits in a circle and gets to know each other by saying their names. They then take turns sharing something they like (e.g., a favourite kind of food). Finally, everyone is asked to complete the sentence: Today I came here because...

The purpose is to get to know each other to create a warm atmosphere, and to bring out the motivation and expectations that help the facilitator in the development of the group and the workshop.





Strangers, but able to change

Activity steps

02

The group is informed about the film and its participants and asked to pay attention to what happens in the film, because the facilitator will pause it while they discuss what they see.

Part A 0:00-2:00

1. What is the relationship between the two leading characters?
2. What unites them?
3. What separates them?
4. What are their feelings at the moment?
5. What do they think about each other?

Part B 2:01-4:46

1. What changes in the lives of the two protagonists?
2. What unites them?
3. What would you advise them to do and why?
4. Can they act together to change the difficult situation they both live in?

Part C 4:47-7:11

1. What unites them?
2. How did they communicate about joint action?
3. What was the result of their joint action?

03

The facilitator divides the participants into groups and asks them to continue the story after the protagonists leave the underground railway. They are given 15 minutes to think about the scene just after the exit and present it either verbally or with a still image created by all group members, lasting 1 minute.

Each presentation is followed by a reflective short discussion:

- Why did you choose this continuation?
- Why do they continue (or not continue) to get to know each other and act together?
- (In case the two protagonists do not continue their interconnection) what could we do to change things so that what unites them contributes to their interconnection?





Strangers, but able to change

Activity steps

04

The trainer asks everyone to sit in a circle for a final reflection:

- What is it like to feel like a stranger somewhere?
- Is it possible that we all feel like strangers in some situations?
- What is our attitude towards others, especially those in need or victims of violence?
- What can we do when the rights and dignity of others are violated?
- What can we do as a group against discrimination, racism and violence?

The workshop ends with a word from everyone that reflects their current experience.

Evaluation/Assessment

Reflection circle at the end of the workshop.

Materials/sources

1. Computer.
2. Projector.
3. Speakers.
4. A4 paper.
5. Pens.





28. Musical chairs

DESCRIPTION

The school community (administration, teachers, parents, local community representatives) will explore their beliefs and prejudices through an argumentation game. They will have the opportunity to develop and listen to different perspectives on a topic.



OBJECTIVES

The objectives of the activity are for the participants to:

1. listen carefully to others without making comments or interventions,
2. think analytically and critically,
3. develop arguments and counter-arguments for each controversial statement,
4. reflect on their personal beliefs.



EXPECTED OUTCOME (EO)

Upon completion of the activity, participants are expected to:

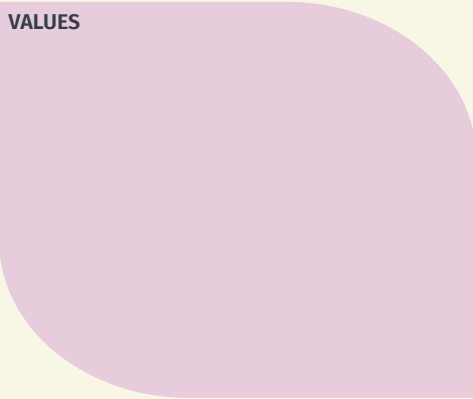
1. listen actively and without interference to someone's arguments,
2. think analytically and critically about all aspects of an issue before forming an opinion,
3. reflect on their personal beliefs and any prejudices on controversial issues.





Musical chairs

VALUES



ATTITUDES

Respect

27 Gives space others to express themselves

B

28 Expresses respect for different opinions, worldviews and lifestyles unless they violate human rights

B

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 of listening and observing

70 Listens carefully to differing opinions

B

71 Listens attentively to other people

B

Flexibility and adaptability

82 Modifies his/her opinions if he/she is shown through rational argument that this is required

B

SKILLS

Knowledge and critical understanding of one's self

108 Can critically reflect on his/her values and beliefs

I

110 Can reflect critically on his/her own prejudices and stereotypes and what lies behind them

A

KNOWLEDGE & CRITICAL UNDERSTANDING

Activity steps

01

The trainer prepares the room by spreading out the chairs in pairs and placing them opposite each other.

02

The facilitator informs the participants that they will be listening to music. While the music is playing, they may walk or even dance. Then, when the music stops, they should quickly sit down in the chair closest to them so that they end up in pairs, one facing the other. The trainer will then read out a controversial statement (see examples below). The person who sat down first will have one minute to tell their partner their personal views on the statement. S/he can say whatever s/he wants. Their partner should remain silent and give no indication as to whether they agree with them or not. Then it is the other participant's turn to express their views on the same statement for a minute.

This process will be repeated several times, as the number of statements or as time allows.





Musical chairs

Activity steps

03

Place the chairs in a circle for reflection:

- How did you feel about the statements?
- How did you feel when listening to the other person?
- Did you want in some cases to respond or react? Why?
- How did you feel when you could not speak or react?
- Did what you heard from the other person make you reconsider your own position on the issue?

Evaluation/Assessment

Reflective discussion at the end.

Materials/sources

1. Equipment for playing music, e.g., CD player, laptop and speakers
2. Short list of controversial statements, no more than 5 or 6.

The activity is a variation of the "Musical Chairs" activity from the manual "Teaching controversial issues".

<https://edoc.coe.int/en/human-rights-democratic-citizenship-and-interculturalism/7738-teaching-controversial-issues.html>





Musical chairs

- Refugees must adopt the European way of life in the host countries.
- A country should first meet the needs of its citizens and then provide services to refugees.
- Host countries should ensure that basic subjects, such as mathematics, are taught in the mother tongues of refugee children.
- This country should be a transit country and not a destination country for refugees.
- Refugees should be employed in professional sectors that the host country needs.
- Those born in this country should automatically receive citizenship.
- This country must provide public places of worship for the religions of refugees.
- Schools should provide teaching of the mother tongues of refugee children.
- Girls should be forbidden to wear headscarves in school.
- Refugee children must learn this country's official language in preparatory programs and be enrolled in schools after they have mastered its basics.
- Schools should provide places for prayer for children of other religions.





90'
or two 60'
workshops

29. The world I dream of

DESCRIPTION

The school community (students, teachers, parents) will create together a representation of the world as they see and experience it, and the world they dream of. They will reflect on individual and collective ways to create the world they dream of.



OBJECTIVES

The objectives of the activity are for participants to:

1. think critically about their community and the world they live in,
2. consider the extent of their individual and collective responsibility for the state of the world around them,
3. reflect on ways and practices to improve the reality around them.



EXPECTED OUTCOME (EO)

Upon completion of the activity, participants are expected to:

1. reflect on what is happening around them,
2. consider the extent of their own responsibility for what is happening,
3. find ways to improve everyday life and reality for themselves and others around them.





90'
or two 60'
workshops

The world I dream of

VALUES

Valuing human dignity and human rights

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

Valuing cultural diversity

⑨ **Expresses the view that the cultural diversity within a society should be positively valued and appreciated** I

ATTITUDES

Respect

②9 **Treats all people with respect regardless of their cultural background** I

Civic-mindedness

③6 **Discusses what can be done to help make the community a better place** I

Responsibility

③9 **Shows that he/she accepts responsibility for his/her actions** B

COMPETENCES FOR A DEMOCRATIC CULTURE

SKILLS

Empathy

⑦7 **Expresses sympathy for the bad things that he/she has seen happen to other people** B

Cooperation skills

⑨4 **Builds positive relationships with other people in a group** B

KNOWLEDGE & CRITICAL UNDERSTANDING

Knowledge and critical understanding of history, media, economics, environment and sustainability

⑫1 **Can assess society's impact on the natural world, for example, in terms of population growth, population development, resource consumption** B

Activity steps

01

The facilitator creates groups (about 4 persons each) and gives each group flipchart paper, newspapers, magazines, glue, scissors and markers. S/he asks them to discuss and create together a collage (with photos, texts, captions, words, drawings) of their world and society as they experience it.





The world I dream of

Activity steps

02

When they have finished, they post the collages in a prominent place. The facilitator allows for some time for people to look at the collages. Then s/he asks reflective questions such as:

- What is happening in the world?
- What do you see in the collages?
- What feelings are evoked by what you see?
- Are we responsible for what we see? for some of it? to what extent?
- In what ways have we contributed to the reality around us?

03

The facilitator asks the participants to go back to their groups and choose new images, texts, words, captions, drawings to make a collage of the world they dream of.

04

When they have finished, they post the collages in a prominent place and the facilitator allows for some time to look at them. S/he then asks reflective questions such as:

- What is different about this world?
- What feelings does it evoke in you?
- How can you contribute individually to transform from the current world to the world you dream of?
- In what ways and practices can you collectively create the world you dream of in your personal life? in your professional life? in your community/neighborhood?

Evaluation/Assessment

The two reflective discussions in the second and fourth step.

Materials/sources

1. Flipchart paper or paper roll cut into large pieces.
2. Newspapers, magazines.
3. Glue.
4. Scissors.
5. Markers.



→ AFTER

IMPLEMENTATION

- 30. Inclusion activities in and out of the classroom I
- 31. Inclusion activities in and out of the classroom II





30. Inclusion

activities in and out of the classroom |

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 |

VALUES

Valuing human dignity and human rights

① **Argues 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 space to others 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

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:

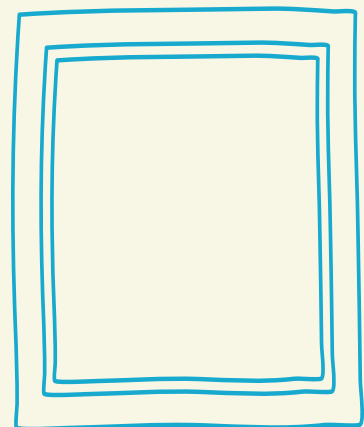
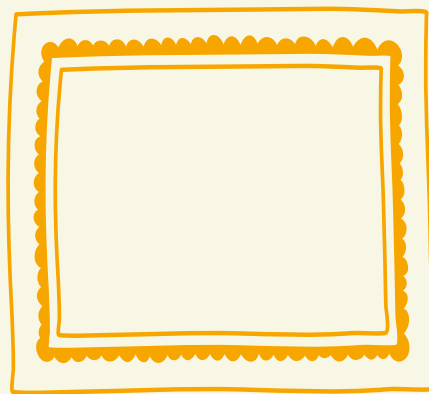
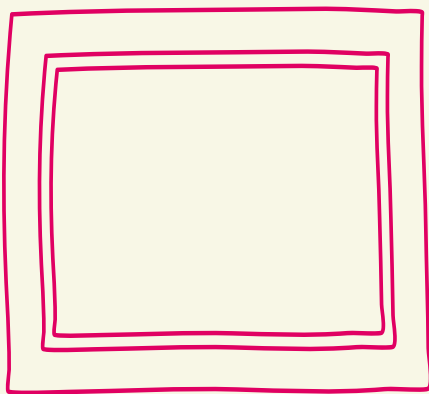
Teachers inform the students about the action and the steps of its implementation.

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

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:

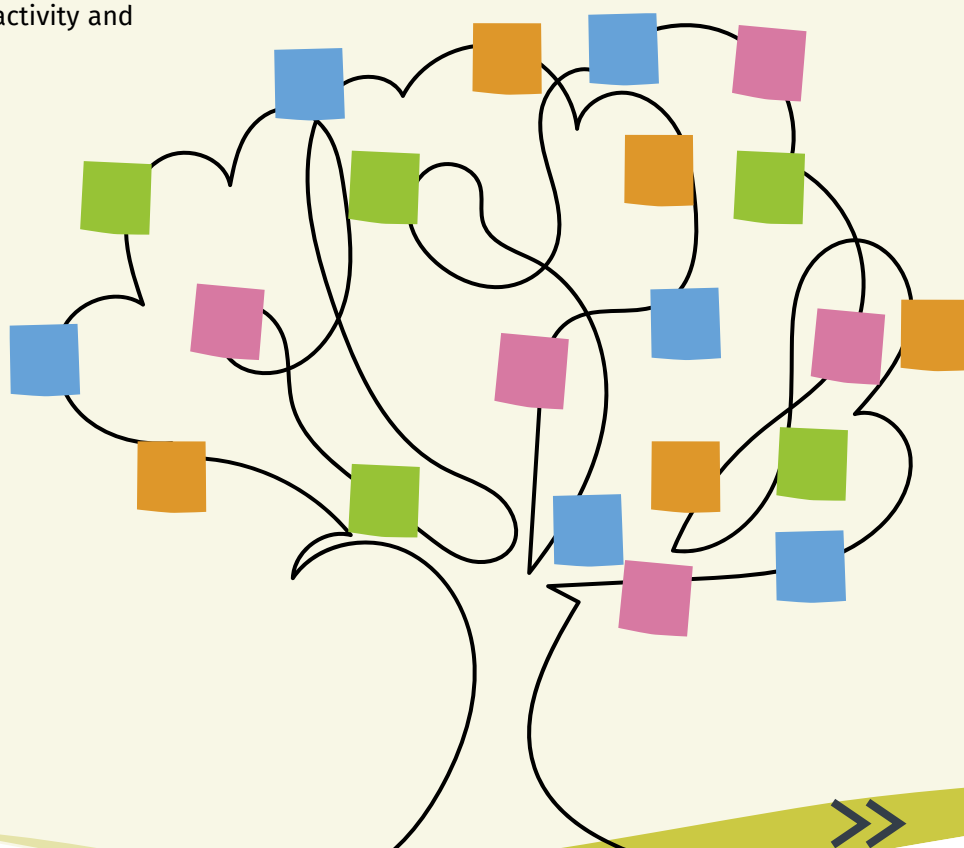
The inclusion corner:

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.





Inclusion

activities in and out of the classroom |

Ideas and alternatives

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?





31. Inclusion

activities in and out of the classroom II

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 in the school.

The other pupils are expected to:

2. cooperate with the refugee students.





Inclusion

activities in and out of the classroom II

VALUES

Valuing human dignity and human rights

① **Argues 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 space to others 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

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

Activity steps

01

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





Inclusion

activities in and out of the classroom II

Activity steps

02

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

03

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

04

Create stories:

Teachers invite students to participate in creating a shared story or a series of stories based on a stimulus (a painting, a photograph, a piece of music, a historical day, a theatrical performance, etc.)

Initially the students are divided into groups.

Then the topic and the instructions for collaboration and writing are given.

The stories are written and then translated into the languages of the students in the group.

It is decided jointly by the group how to share these stories: in print or digital format, in a newspaper, magazine or blog, in audio (podcast) or video format.

The relevant actions are organized (in groups if necessary, in specific actions, at a specific time) depending on the way of publication (e.g. if the stories are to be shared by podcast, a group is responsible for collecting the stories, a group is responsible for finding the recording medium and recording, a group is responsible for the narration, etc.)

Create a print, a digital newspaper or a radio station

Teachers invite students to participate in creating a school newspaper and/or a school radio station.

Initially, students are asked to research and study other newspapers and radio stations. The students suggest ideas for the style and the way of operation.

The roles (teams) in the newspaper/radio station are defined: editors-in-chief, production technicians and journalists/reporters.

The teams meet at specific intervals and define responsibilities and actions to be carried out over a certain period of time.

The technical production team ensures that the electronic or printed newspaper is produced, or that the radio show is broadcast on a local radio station.

The editorial team is responsible for the planning and assignment of topics and columns, as well as the coordination of the journalist/reporters. Of course, they are also involved in research and production.

The team of journalists/reporters, writes and reports, for the newspaper or radio show.





Inclusion

activities in and out of the classroom II

Activity steps

05

A presentation event is organized to disseminate and communicate the activities 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?





art designer: Yota Sotiropoulou

The project **“Schools For All”** is being implemented under the “Local Development and Poverty Reduction” program in Greece, by the European Wergeland Centre (EWC), under the auspices of the Ministry of Education and Religious Affairs and with the support of the Institute of Educational Policy (IEP). The “Local Development and Poverty Reduction” programme in Greece, financed by Iceland, Liechtenstein and Norway, was awarded a total budget of 6,5 million euros as part of the EEA Grants 2014 – 2021. The program aspires to contribute to enhancement of social cohesion and reduction of economic and social disparities. The Fund Operator for the “Local Development and Poverty Reduction” programme in Greece is SOL Consulting S.A in partnership with HumanRights360.

More information: <https://www.asylumandmigration-eeagrants.gr>