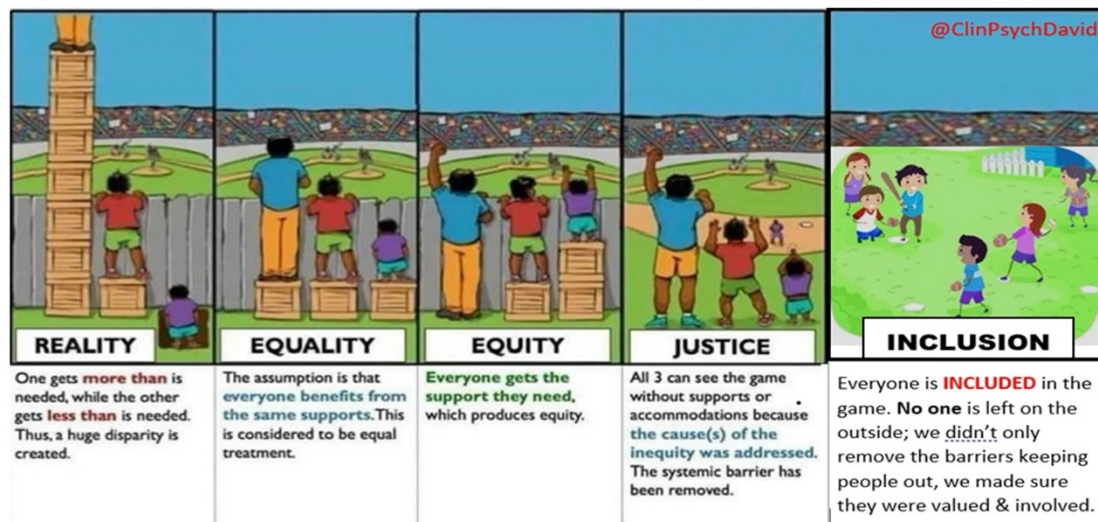


LFEE INCLUSION FOR TEACHERS PROGRAMME



"We do not learn from experience. We learn from reflecting on experience." – John Dewey

P=participant

F=facilitator

SUNDAY 7th July

Names and balls

Ps stand in a circle. When throwing the ball, each P makes eye contact and says their name. In the first round Ps pass around the ball saying their own name. In the second round they say the name of the person they pass the ball to.

What have I got in my hand?

Each participant gets one object out of his or her bag or pocket, something that is important for them. They go around and exchange objects in the following way: everybody walks up to one-an-other, tell their name to each other, a story about the object and they change objects. After the first exchange they don't tell their own name, but the one of the owner of the object that they have in their hands.

The game continues for a few more minutes so that everyone exchanges objects at least 3 times. At the end everyone stands in a circle and one by one gives back the objects to their owner and tells the story that they got to know.

For example: This pen is Clara's and it is important for her because she got it from her grandmother who she loves very much.

After this game hand out nametags to make sure they can call each other by their name.

What do we have in common?

The task for Ps is to find things they have in common with other Ps. Starting in pairs, they have two minutes to find as many things in common as possible (you may wish to set a target number of items, or 'ban' things which are true for everyone in the class or in general, as well as things that are visibly obvious). Feedback on some things in common, then put pairs of participants in groups with other pairs, in groups of four or six. This time they have to find things they all have in common. You can keep making the groups larger until you get to half of the class in a group. As a final recap, put the whole class together and ask people to suggest things everyone present has in common.

Group order

Ps must stand in a line in order of their names, from those starting with A to those starting with Z or birthdays, from January to December.

Drawing the changing me

Participants are invited to create two drawings: one which represents them at the beginning of their teaching career and one that represents them now. The pictures are shared with another Ps. Ps stand behind the chair of their pair and tell one thing about them in first person singular.

World café

Ps work in 4 small groups at tables covered with a large piece of paper. One person is appointed to be the table host in each group. This person has the responsibility of taking notes, but others can draw, write, doodle, as well. The participants have 6-10 minutes to discuss different topics at the 4 tables. After each round the people move to a new table, leaving only the table host sitting in the same place. After each round the table hosts give a short sum-up of the discussions, and the new group continues the discussion based on what has already been said.

Questions:

1. What do you think inclusion is?
2. What inclusive practices do you have in your country?
3. What are the barriers to inclusion in your country?
4. What would help you to be more inclusive?

MONDAY 8TH JULY

Movement and sound

Ps stand in a circle. The first P makes a sound with voice or body (e.g clapping, stamping); the next P repeats the first P's sound and movement and adds one of their own; each subsequent P tries to repeat as much as they can of the sequence of sounds and movements.

What's in a name

Ps 'explain' their names. Use some of the following prompts or the F can model:

Why did your parents give you this name? Does your name/surname have a meaning? How do names work in your country/community (surnames, middle names, patronymics)? Do you know the origin of your name/surname?

Students can work in small groups/pairs, then report back on what they learned about each other's names

Yes, Let's

Begin by loudly suggesting an activity for all the group to do. Everyone simultaneously yells 'yes, lets', and starts to do the activity. Once the activity has been played for a while another one is yelled out and the group responds with 'yes lets' and begins the new activity. For example, if someone calls out "let's all dig holes". The group responds with "yes, let's all dig holes", and every manner of hole digging mime will begin (complete with sound effects). Then someone will suggest a new activity and the cycle continues.

Communication wheel

Person 1 EXPLAINS the term,

Person 2 gives an EXAMPLE,

Person 3 TIES the term to another term or concept,

Person 4 SUMS UP what 1-2-3 has said

Rules:

Person with the shortest hair is Person 1 (others get numbers clockwise)

Only whole sentences are allowed

Helping each other is allowed as well!

Opinion line

Ps stand in a straight line. F says a statement, Ps decide where they stand on the line if one end of the line means they agree 100%, the other means they disagree 100% with the statement. F asks some of the Ps to comment on where they stand and why.

Statements: All students should have equal opportunities. All parents must be part of school life. All students have special needs. If there are difficulties with parent-teacher communication, it is always the teacher who should find a solution. Parents and teachers always want the best for children. Diversity, equity, and inclusion includes people who reject these values.

Say hello

Walk around and greet the people you meet in the room as if you were....

- a small child
- a self-satisfied politician
- an escaped prisoner on the run
- very, very old
- an angel come to earth
- an animal that woke up in a human's body
- a time traveller
- an alien disguised as a human

Walk around and greet the people you meet in the room as if you were....

- absolutely exhausted
- extremely excited
- in a tremendous hurry
- very impressed by the people you meet
- completely lost
- desperate to find a bathroom
- in love for the first time
- confused about who you are

Walk around the room as if you were.... who is.....

- | | |
|--|---|
| - a small child | - absolutely exhausted |
| - a self-satisfied politician | - extremely excited |
| - an escaped prisoner on the run | - in a tremendous hurry |
| - very, very old | - very impressed by the people you meet |
| - an angel come to earth | - completely lost |
| - an animal that woke up in a human's body | - desperate to find a bathroom |
| - a time traveller | - in love for the first time |
| - an alien disguised as a human | - confused about who you are |

The party of prejudices

F will write in some stickers with different “roles” living in the society or in school environment as many as the Ps (i.e woman, man, teacher, headteacher, thief, priest, homosexual, person in a wheelchair, homeless person, policeman/woman)

Each P will have a role assigned blindly and they will put the sticker on their forehead.

Ps will start to walk around the room. They have to interact with each other showing how people would react meeting them in a party of prejudice.

Ps sit in a circle sharing their experience.

Letter statues 1

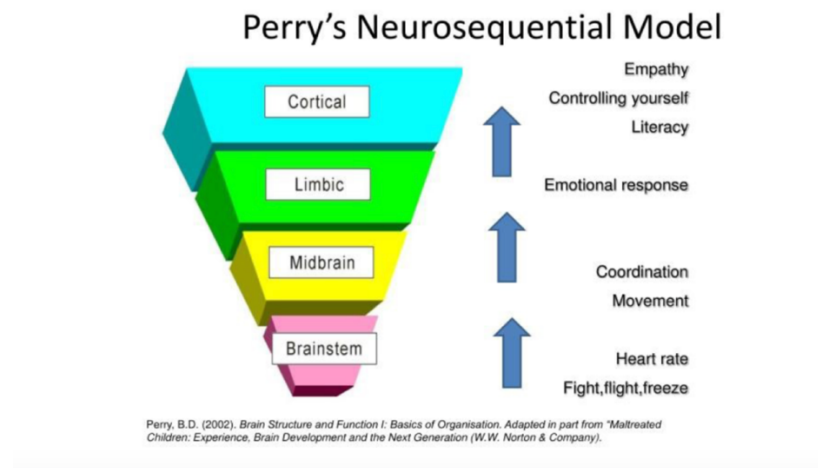
Ps dance to lively music. When the music stops, the F shouts a letter. Ps must form a statue of a word that starts with that letter. If two Ps have the same word, they drop out of the game.

Wheel of emotions

<https://www.imom.com/printable/printable-feelings-wheel/>

Ps sit in groups in circles. The names of emotions are printed on pieces of paper and put in an envelope for each group. Ps pull one out one by one and share a story from their work with students when they felt that particular emotion. Ps should only share stories that they are comfortable with.

Trauma-conscious education



Angels and devils

All Ps has to secretly and silently choose their angel and their devil. Ps move around to music and must try to keep their angel between themselves and their devil. F stops the music. If their devil is in direct line of sight from them, and they are not protected by their angel standing between them they are 'dead' and they must act out various ways of dying. This calls for some serious acting!

Building resilience

Ps work in groups listing ways of building resilience in their students.

TUESDAY 9TH JULY

Valuable Threes

All Ps stand in a circle. After P1 steps into the circle, stating what they are and representing that thing, P2 adds something related and P3 finishes the sequence.

Example

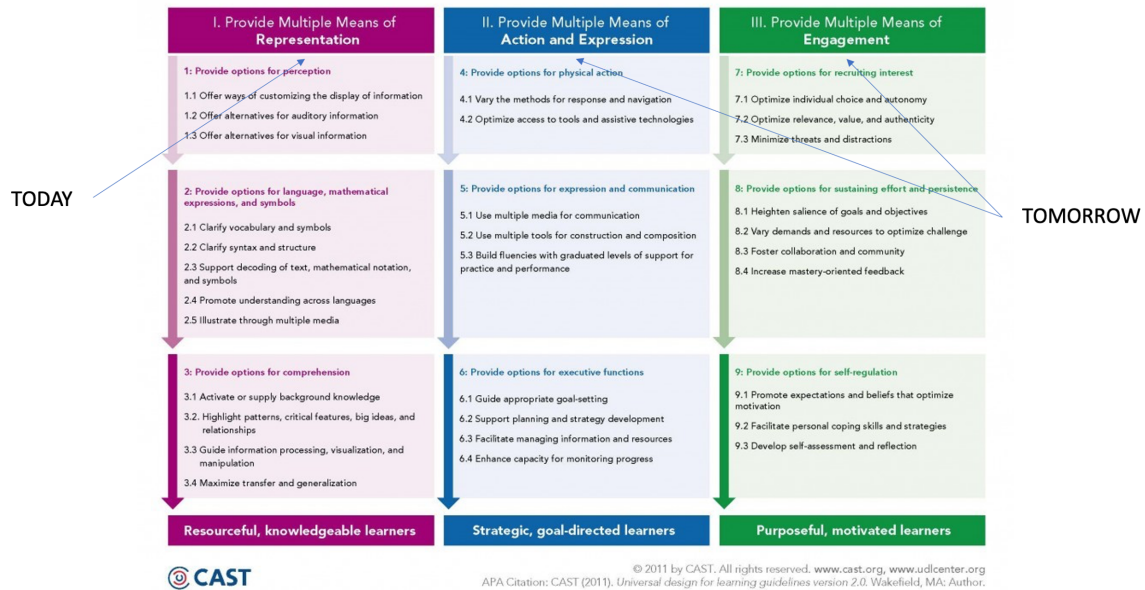
P1: I am a dog (crouches down on all fours and barks). Player 2: I am a bone (lies in front of the dog). P3: I am the lamppost. The dog may interact with the lamppost! P1 and P2 leaves. P3 remains and becomes the new P1, stating what they are and becoming that thing.

Universal design

Universal Design for Learning (UDL) is a framework to improve and optimize teaching and learning for all people based on scientific insights into how humans learn.

<https://udlguidelines.cast.org/>

Universal Design for Learning Guidelines



Equity trash ball

Ps are given a piece of scrap paper and instructed to scrunch it up into a ball. Place a box or waste paper basket some distance away. Ask Ps to try to throw their paper ball into the basket from where they are, or just ask them if they think they could get the ball into the basket from where they are. Ask them if it would be easier if they were closer. Tell them they are going to take one step closer for each 'yes' they can answer to the statements you are going to read out. Read from the list of equity statements on the document or in the description of the linked video.

Equity statements

Take one step forward if the following are true for you:

- Both of my parents went to university.
- We studied the history and culture of people like me and my family at school.
- My parents were always able to help me with my homework.
- I never missed more than a few days because of ill health.
- I always had a safe adult to talk to about a problem when I was a child.
- I had a job while I was at secondary school/ high school.
- It was safe to walk around my neighbourhood when I was a child and teenager.
- The air and water are clean where I live.
- My teachers always seemed to believe that I could do well in their classes.
- No one from my family has ever been in prison.
- I lived with both my mother and my father throughout my childhood/teenage years.
- Both of my parents could communicate confidently with teachers and people in authority.
- My parents were never unemployed.
- I never had to share a bedroom as a teenager.
- I had a quiet place to do my homework.
- People who are similar to me are often on television in my country.
- I never had to change the way I speak for people at school or in authority to accept me.

- One or both of my parents worked nights or weekends so that my family would have enough.
- I have confidence in the police/authorities where I live.
- I never had to be alone (without adults) in the house when I was a child.
- People similar to me and family are in positions of authority where I live.

Inspired by this video, where the questions are US-centric.

<https://www.youtube.com/watch?v=hD5f8GuNuGQ>

Multiple inclusion

Ps work in groups. Each group gets a role card and reflect on privileges but also prejudices based on diverse backgrounds in the educational system.

<p>Bahira, a Syrian girl You fled with your mother, father and two younger siblings because of the war. You live with your family in a two-room apartment. Your father was a judge in Syria and now has no job opportunities. Your mother takes care of 3 younger siblings. Your mother and father have completed a basic language course - language skills are improving, but extra help is needed. There is not always enough money to buy food at the end of the month. Because of the lack of language skills, the family withdraws a lot.</p>	<p>Jada, a Jamaican girl Your mother is a university professor, and your father works in an international company. Before moving here, you have lived in several countries, you speak several languages and you have always visited private schools. Every summer holiday your family visits different countries and in winter, you go skiing. Your mother and father are interested in literature, classical music, and art.</p>
<p>Thiago, an Argentinian boy You are new to the school and not familiar with the process. Your mother is a former teacher and you have been taught at home for several years. Your parents play the most important role in your social life. You are very interested in art, and your mother has taken you to various museums and exhibitions to suit your interests. In your new school, you feel uncomfortable because you are not treated as much as an individual as you used to be.</p>	<p>Vladimir, a Russian boy Your parents are divorced. You live with your mother and your father still lives in Russia. You only visit him every Christmas, but you skype regularly. Both of your parents work, you are their only child. You get pocket money every month and if you need clothes or anything for school, your parents buy you these items for you. Due to illness, you need medical treatment every month, require a special diet and you must not attend sport lessons. Last year you missed several weeks of school due to treatments. Sometimes you just do not know how to deal with your situation, and you have few friends to talk to.</p>

Isabella, an American girl

You have been in a wheelchair since birth. Your father has no job and your mother works part-time. You have 2 brothers. Although the school building has barrier-free access and an elevator, your classmates or teachers have to carry you up the stairs for physics, chemistry and music lessons. In the laboratories, there are all kinds of equipment. All of the materials are stored in boxes and due to their height, your colleagues have to help you to get to the materials. You are interested in sports, especially basketball.

Justin, a Canadian boy

Your mother and father are both unemployed and sit at home all the time watching TV. Education is not seen as an important topic and there is no one supporting you at home. You are very curious about different scientific subjects, but you do not think you can become a scientist one day. You are shy and reserved and you are afraid that you will be like your parents when you grow up.

Shapes

Ps work in groups. There is lively music. When the music stops F gives an order telling the groups to form a shape. As soon as one shape is completed, the music continues.

Freeze frames

Ps work in groups. They must represent an event in History or Cinema in 3 connecting freeze frames. The wider group watches in silence and after they say if they know the movie. F may ask Ps questions (Who are you? What are you doing?)

WEDNESDAY 10TH JULY**Molecules**

Ps move around in the room. F shouts a number, and that number of Ps must hold hands.

Passing the You

The word “you” is simply passed across the circle. The response is ‘me?’ ‘You!’ (passing it somebody else).

Emotions such as happiness, sadness, anger, defensiveness, romance, etc. may be introduced.

Count to 20

Ps sit in a circle. They have to count to 20 (or as many as they are), but only one person can speak at the same time. If two people start speaking, they have to start again.

Anthill

Ps have to move around without touching each other. F moves the chairs to make the space smaller and smaller.

Active Listening

Participants work in pairs, and they decide who will be the ‘talker’ and the ‘listener’ in the first round. The ‘talker’ selects a genuinely precious, positive life event (e.g. getting married/

family event) that they can talk about for 2 minutes. The 'listener' needs to find non-verbal ways of 'NOT LISTENING' for 2 minutes, including: sleeping; yawning; getting up and stretching; reading a book; The talker must keep talking for 2 minutes (even if they are sitting alone).

In the next round participants repeat exactly the same activity (keeping to the same roles), except this time, the listener will be a 'good listener' and use active listening strategies, including:

- Good eye contact, use of expressive eyes;
- Head nodding/ head tilting;
- Non-verbal utterances
- Summarising what they've heard;

In the next round, participants swap roles and repeat the two rounds.

The facilitator asks for feedback and sums up the importance of structuring conversations and using active listening to support communication, self-identity, building trust and belonging and inclusivity

Consultation Group

Between 4 and 8 people sit in a circle and form the consultation group.

There is a facilitator and a problem holder/solution seeker. The group strictly follows the structure.

1. The problem holder/solution seeker describes and outlines the problem and why they are seeking a solution.
2. Individuals in the Consultation Group can ask the problem holder/solution seeker questions, seeking further clarification or more detail etc. **THEY MUST NOT DONATE A SOLUTION or BEGIN TO CHANGE THE NARRATIVE**; group members must only seek further information from the problem holder/solution seeker about the specific problem. The F must **STRONGLY** stop anyone changing the subject, talking about their own experience or suggesting a solution (it will happen).
3. Once the F is sure everyone, including the problem holder/solution seeker has a common understanding of the problem, ask the problem holder/solution seeker to sum up their position. This is because the act of articulating a problem can lead to a solution (implicit knowledge to explicit knowledge). Secondly the process of answering a series of questions can lead to a solution).
4. Consultation Group members start generating solutions, answers to the problem. They must be creative, innovative, realistic, impractical, practical, sensible, crazy – anything that could establish a way forward.
5. The problem holder/solution seeker gives feedback on what they will take away from the process.
6. The Ps one-by-one share an aspect of their experience of The Consultation Group.
7. The F thanks everyone for their hard work, creativity, support and participation.

Mirrors

In this activity Ps act as each other's reflections. Begin with Ps in pairs, facing one another. The reflection must follow her partner's movements as closely as they can. At first, instruct Ps to move only their hands, gradually adding in further movement. Swap roles. Follow up

by asking Ps to represent different situations/characters/emotions. Their reflections repeat the actions as closely as they can, then say what they were doing/who they were/where they were etc.

Give me a smile

Ps stand in a circle. P1 walks around, chooses another P and says: Give me a smile! The other P must not smile and must say: Sorry. I cannot smile. If the Ps smiles all laughs, they change places.

THURSDAY 11TH JULY

Music statues

Ps dance to lively music, when the music stops they must not move or smile or they drop out of the game.

Comfort zone

COMFORT ZONE – CHALLENGE/GROWTH ZONE – PANIC/STRESS ZONE



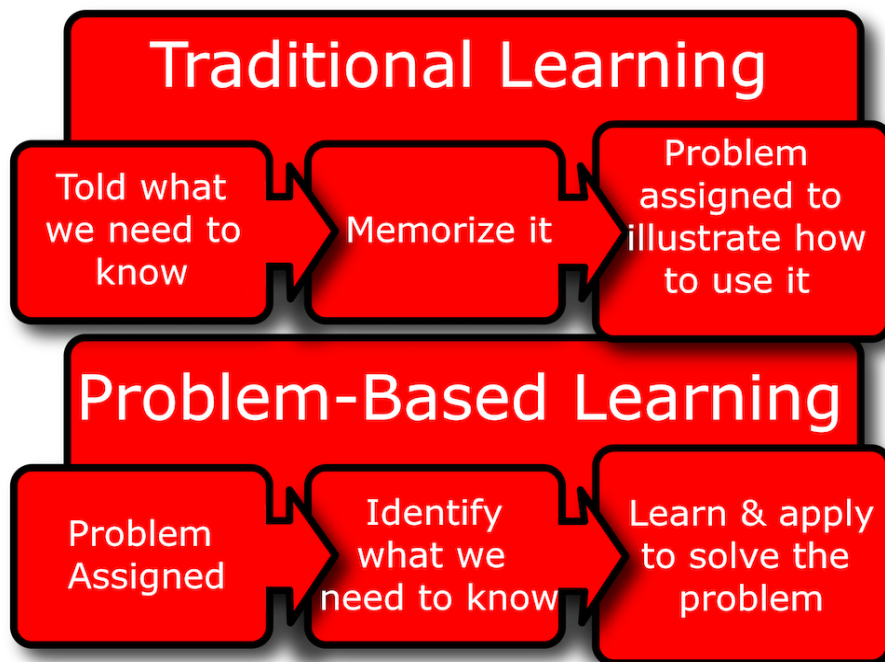
A smaller and a bigger circle is formed (by ropes or drawn by chalk). F explains that the inner circle is the comfort zone, the zone between the two circles is the challenge zone, the zone outside the bigger circle is the panic zone. Where would Ps stand if they had to

- talk to a mass of people

- dress a bleeding wound
- talk to an angry parent
- pet a spider
- cooperate with a strict teacher
- comfort a crying child
- plan a wedding for a hundred people
- apply for a scholarship
- visit the headmaster's office
- make an official complaint
- sing publicly
- attend the school ball or similar celebration

Other activities can be added.

Student-centred methods



I Discover: Look for Patterns;
Interpret, Reflect, Conclude,
Communicate Discoveries

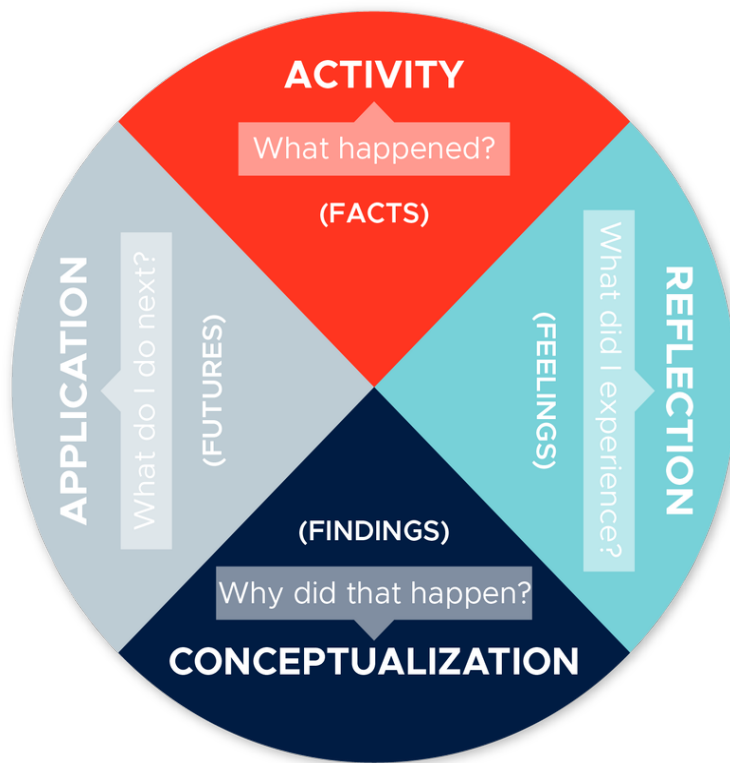
I Wonder: Notice, Ask
Questions, State Problems

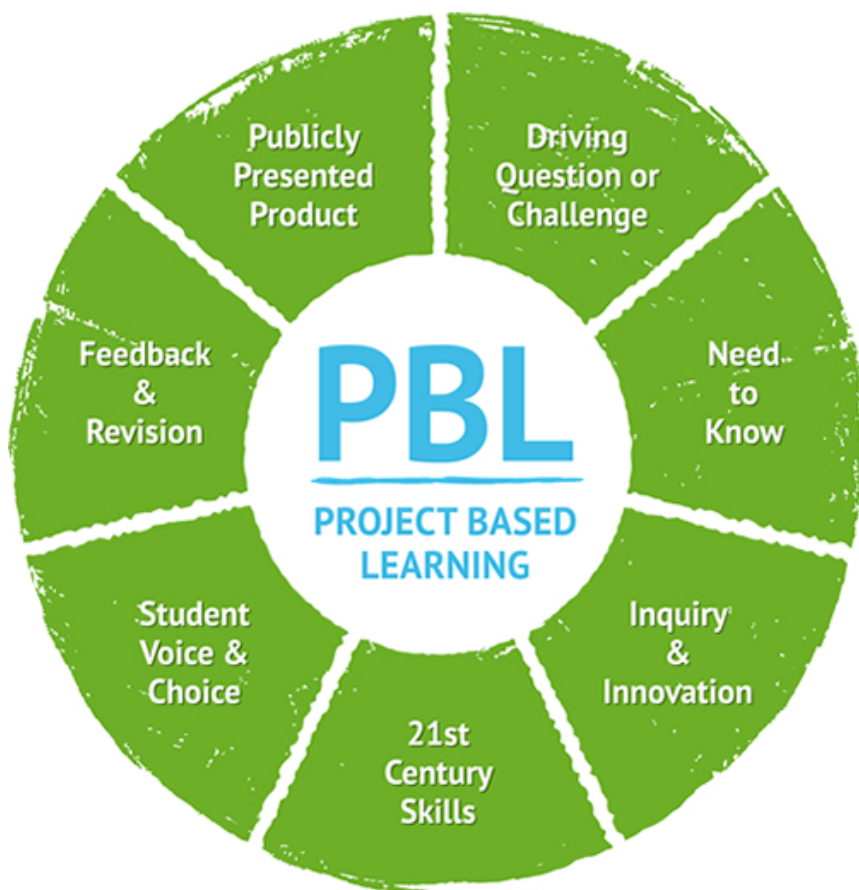
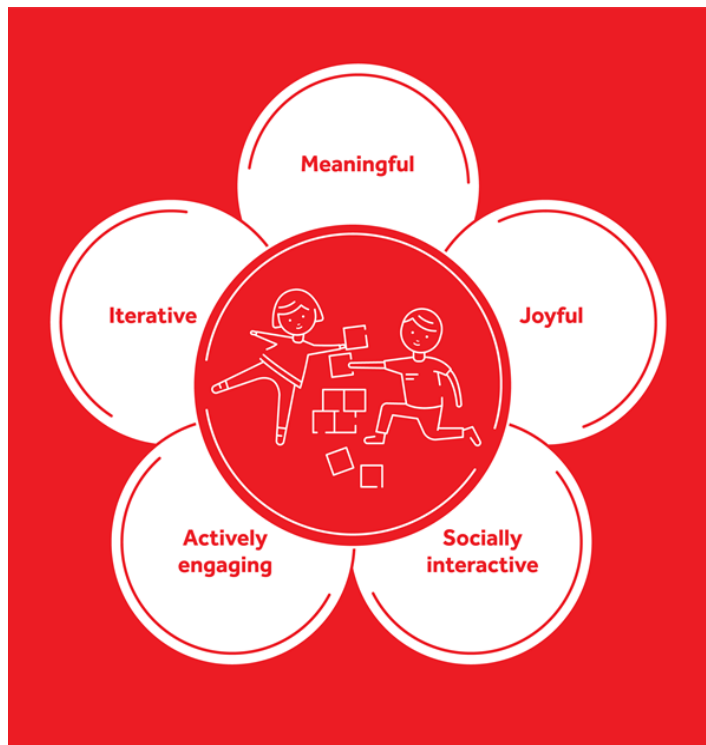
I Record: Record Data,
Organize, Describe, Classify,
Graph, Draw

I Think: Consider, Gather
Information, Predict

I Observe: Watch, Examine,
Measure

I Try : Experiment Model, Test
Ideas, Repeat







EXPERIENTIAL LEARNING is an engaged learning process whereby students “learn by doing” and by reflecting on the experience.

PLAYFUL LEARNING is partially rooted in the concept of flow and positive psychology according to which the ideal state for learning is a situation that is challenging, but not overchallenging for the individual and requires the experience to be joyful.

GAMIFICATION is NOT game-based learning. It builds on successful principles of (primarily computer) games to make learning more interesting. The approach is based on the gratification players feel in computer games. The gamer has to solve difficult problems, they need to think hard, dedicate all available resources to it – and if they do, in the end success crowns their efforts. Gamified assessment methods, based on awards and no punishments are an especially useful method for motivation, helping students to focus on their weaker points, and achieving learning goals.

INQUIRY-BASED LEARNING offers students the possibility to identify the problem themselves and design an exploratory route of inquiry to refine their problem and find solutions for that themselves.

PROBLEM-BASED LEARNING flips the traditional approach to school learning by making the students identify what needs to be known rather than pre-defining it.

PROJECT-BASED LEARNING: Students work on a project over an extended period of time – from a week up to a semester – that engages them in solving a real-world problem or answering a complex question. They demonstrate their knowledge and skills by creating a public product or presentation for a real audience.

Responsibility

Ps sit in two rows of chairs with their backs to each other. The rows hold hands and close their eyes, except the first person in each row. At the end of the rows there is a chair in the middle with a cap on it. F stands in front of the rows and flips a coin. F shows the coin to the first persons. If it is tails, nothing happens. If it is heads, the first persons squeeze the hand of the second persons. They pass the squeeze along the row to the last person who sits next to the chair with the cap. The quicker they pass the squeeze along the row, the more chance they have that the last person in their row can grab the cap. If one team gets the cap, they all change places: the first person takes the second place, the last person in the row becomes the first person. The two teams compete. If the first person sends a false alarm (because it was tails, and they should not have started the squeeze), the other team gets the point and they can move one person forward. If the number of Ps is not even, one person can be appointed to be High Judge, making sure that nobody cheats and deciding who was the quicker if they both grab the cap.

Whole school approach

<https://youtu.be/MVchWdJAIAE?si=7QRcy2ouIqzLloFW>

A whole school approach (WSA from now on) belongs to a learner-centred vision of education, within the frame of a communitarian sense of learning and development. International bodies and their declarations introduce WSA as a key factor for quality education as well as for building up an inclusive system which provides education for all. The UNESCO defines WSA as the educational process that “involves addressing the needs of learners, staff, and the wider community, not only within the curriculum, but across the whole-school and learning environment. It implies collective and collaborative action in and by a school community to improve student learning, behaviour and wellbeing, and the conditions that support these”. The focus of this international organisation on WSA goes back to the UNESCO Guidelines on intercultural education in 2006 which recommended the use of approaches that connect the school to the community and identified the importance of parental involvement in whole school approaches and community schooling to foster tolerance in children. The most up to date UNESCO’s reference to WSA can be found within the statements on SDG4 and the policy recommendations on how to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all by 2030. The WSA, as a perspective for inclusive and sustainable schools, cannot be implemented without considering some key preconditions. Without these preconditions, it is unlikely that a WSA might take place. The most remarkable precondition is to have a sense of community. Sometimes the sense of community is previous to a WSA implementation. On other occasions, the community is the outcome of a WSA process. Nevertheless, WSA and community sense go together to achieve inclusion and sustainability. The generation of a sense of community can be achieved through WSA that is developed simultaneously from different dimensions. Without a doubt, formal education appears as one of the most important, the school becomes an ideal framework for that. However, we must also be aware of the rigid structure of the school (timetable, curriculum, architecture) as a strong limitation.

Empty chair

Ps sit on chairs that are placed in disorder all over the room (not in a circle!). There is an empty chair. F walks slowly and tries to sit down. Ps try to prevent this by sitting on the empty chair. But when one P sits in the empty chair, their original chair becomes empty, so F

can sit on that. Once a P got up from a chair, they cannot sit back onto the same chair. After the first unsuccessful attempt, F offers Ps two minutes of discussion time to form a strategy.

Family engagement: World café

Questions:

1. How do you engage parents who have low levels of education?
2. How do you engage parents who have much higher socio-economic status than you?
3. How do you include the voice of younger children in decision-making?
4. How do you engage grandparents and other family members (not parents)?

Letter statues 2

Ps dance to lively music. When the music stops, the F shouts out a word. Ps must form the first letter of the word in 5 seconds. Repeat several rounds.
her or time.

Changing perspectives (role play)

Ps work in small groups. They receive a situation they must act out, but they cannot act their real role (e.g. a teacher cannot be a teacher).

Situations in role play:

- the parent did not send in the required amount of money for the school excursion
- the child does not have the necessary equipment for the PE lesson
- the child is caught smoking after school
- the child bullies a classmate
- the parent slaps a classmate for bullying their child
- an expensive mobile phone disappears from class
- the parent storms into school because the child got a bad mark
- the school psychologist has evidence that some children are cutting themselves as an after-school activity
- the teacher receives threatening messages from a parent
- the parents argue about Christmas gifts for the head teacher
- the parents argue against the Nativity play in the school

Chain mime

Four volunteers leave the room. One participant is the first 'mime'. Other students, standing around her in a large circle, help her to decide what action she is going to mime and to develop it by suggesting actions to perform.

The first volunteer returns to the room and silently observes the mime, then tries to recreate the mime without knowing what action he is performing. One by one the volunteers return. They observe the mime and try to recreate it as closely as they can. After the last volunteer has performed the mime, ask her what she thinks she was doing, followed by the other volunteers.

Some suggestions: changing a nappy, putting clothes in the washing machine, putting a collar on a dog, changing a car tyre, making a salad...

Communication channels

Ps work in groups and reflect on what communications channels they would use to solve this problem:

- A. It is Sunday. School will be closed on Monday and Tuesday due to a power shortage.
- B. The venue of the teacher training has changed.
- C. One of the students has not attended school for a week.
- D. There is headlice in the class.

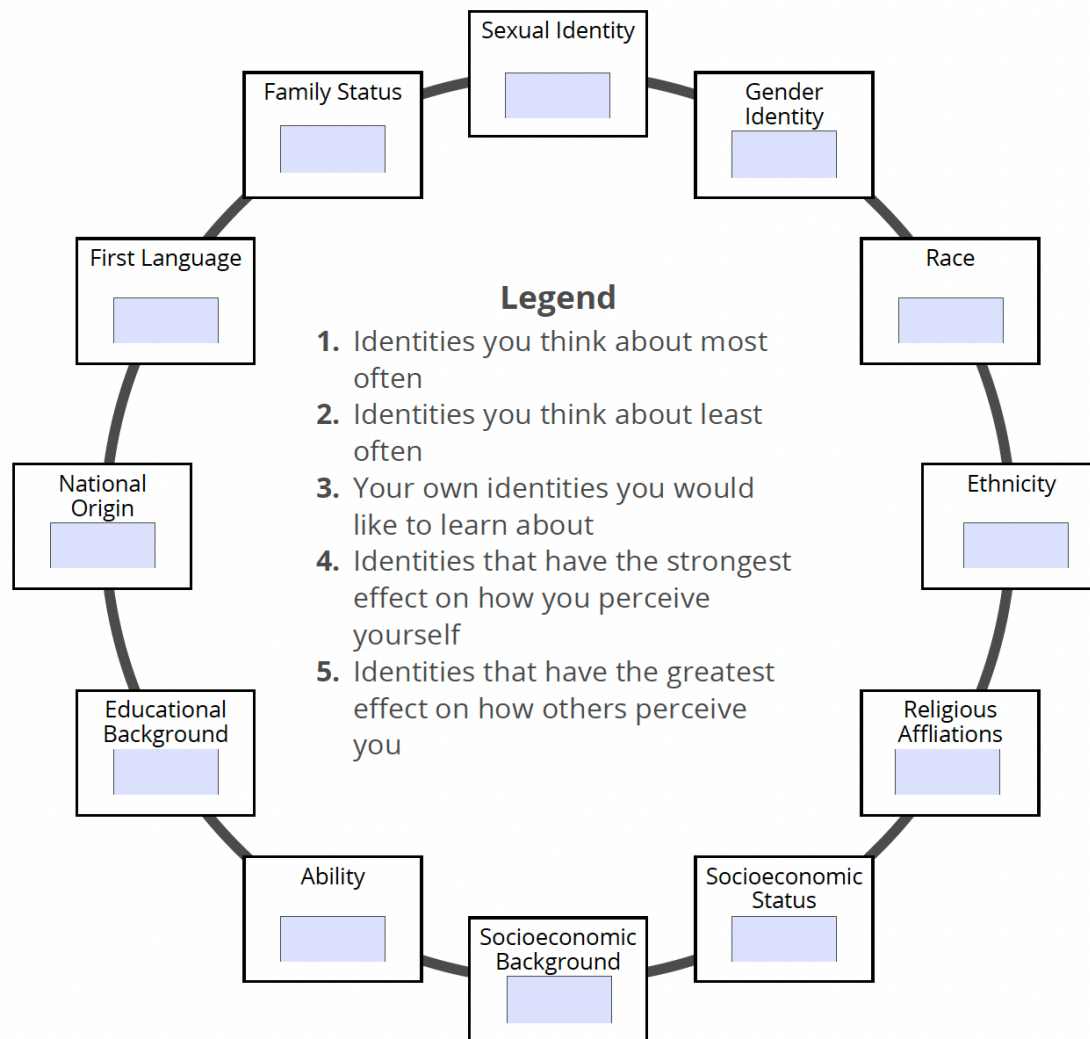
FRIDAY 12TH JULY

Musical imitation

Move to the music (dance if you like, or just walk around) as if you were one of the other people in the group. In a large group, divide into two groups one of 'movers' and the other of observers. When the music stops, can people guess who you were acting as?

Identity wheel

Activity: Complete the Identity Wheel



Flow ring

https://www.youtube.com/watch?v=5kh0X_EINhA

Balance bird

<https://a.co/d/0hqrICdF>

Linguistic diversity – translation for parents

Explain this text to a parent with low education

What is meant by inclusion? Different definitions of inclusive education abound, problematising education research, reforms and implementation of practices. In 1994, inclusion was presented as a promising new pedagogical approach at the World Conference on Special Needs Education in Salamanca). Building on the Salamanca declaration, the global movement of 'Education for All', states that the inclusion of all children in regular schools is the most effective way to counteract discriminatory attitudes and achieve the goal of inclusive education. In the decades since, inclusive education has become an intensively discussed and empirically investigated concept and pedagogical reform project around the world, even as education systems differ considerably in both their classification and inclusion

rates. Mandated by the 2006 UN Convention on the Rights of Persons with Disabilities that has been ratified by more than 175 countries, inclusive education has become a truly global norm.

Alphabet harvest

The facilitator writes the alphabet on the blackboard, participants say words starting with each letter, saying what they take away from the training. E.g. I take away Awareness for A.

Blue pill or red pill?

In the first episode of the film trilogy The Matrix, lead character Neo was given the option of taking a red pill, which would enable him to understand what was actually occurring outside the illusion created by the Matrix, or a blue pill, which would allow him to return to experiencing only that illusion.

SO? WHAT IS YOUR CHOICE?

<https://www.youtube.com/watch?v=zE7PKRjrid4>

Before the training today...., after the training today....

Participants are asked to complete the sentence.