

A TRAINING COURSE ON **INCLUSION** FOR TEACHERS

SWITCH *it* ON

Więcbork, Poland 27/07 - 04/08/2015



Erasmus+

Participating organisations:

"Adults for Children" Association - **Poland**; Association for Initiatives and Cooperation "Yard" - **Latvia**;
Centrul de Voluntariat Cluj-Napoca - **Romania**; Moves4ideas - **Sweden**; EuroDemos Youth
Mobility NGO - **Italy**; Kaş İlçe Milli Eğitim Müdürlüğü - **Turkey**; You in Europe - **Greece**; Rääma
Noorte Ühing Noorus - **Estonia**.

Introduction to the training

Getting to know each other

Team - the trainers and organizers welcomed the participants, shortly reminded about the "big picture" on why the training is taking place and also share the info on how the practicalities will be organized.

The first getting to know each other activity was „Sharing the letters of the name” - in this game the every participant wrote his name on a papper, and he had to find, people that have in their names, letters that match his name.



The third game „Facebook profiles” participants made their facebook profile on the papper, that includeed : name, plece of work, hobbies, their status. The fourth game „Scales” - the participants where ask questions like : Where is your school?, How big is your school?, How big is your class? ,What subject are you teaching?, What projects do you have in your school?

The second activity: „the symbol”. Before TC, each participant was asked to bring with him/her a symbolic object that is related to exclusion/inclusion topic. Each participant explained its meaning and why it is important.

Expectations, motivation, approach, methodology, programme

Ice-breaking activities and trust building

Aim and Objectives”- after dividing the partipants into 6 groups, they received one aim and five objectives - they were asked to try to explain what is the objective about and how it is related to the training course.

Non-formal education and formal education.

To make it clear and to let to understand how does non-formal education work, trainers shortly presented characteristics of NFL: process-oriented learnig, power of reflaction, active participation, experimental learning, holistic learning, learning with/from each other. There was a chance to reflect on relations of NFL principles with formal learning.

„To learn , to share, to be happy” - participants shared their expactations towards this trainnig, what they want to learn , what they want to share with others and what makes them happy.

Team-building exercises and debriefing

„The Pen Game”.

Participants were connected with another by two pens(straws), only hold by each person's index fingers. They had to move around and talk without letting the pen fall. After that pairs joined with other pairs and discussed some topics together.

„Tower of power”.

Participants had to build a tower consists of wooden bricks using a special „tool”: hanger connected with ropes/strings. Each participants was hlosing one string. They had to move to lift bricks and build a tower. To succeed they had to work together and communicate.

„The balloon game”.

In this game the participants where standing in a circle, and they two pass two balloons in the opposite direction, to the second person from them.

„Crossing the river”

The participants were split in 2 teams. They had to think a strategy to cross the river safely. They could only cross on stones, can not go back on a revious stone, stone can be moved but without hands, if a stone activated and there is noone on it, it is taken away forever, only when everyone is on the river, you can start leaving it. Special roles: blind person, pregnant person, a participant couldn't use the hands,a participants couldn't touch the opposite sex. The crocodile is always right.

Personal learning objectives and setting up Learning Diary (Youthpass framework)

Participants were asked to set up their personal learning objectives of the training course: what do they want to learn, what skills they wish to develop etc. The idea of Learning Diary was introduced. Participants received notebookes where every day they will be asked to reflect on their own learning proces/outcomes. They will receive special stickers with some tips-questions that might be helpful during self-reflection. Learning diary i also to put some notes, stick information given by trainers – not to

forget about TC content.

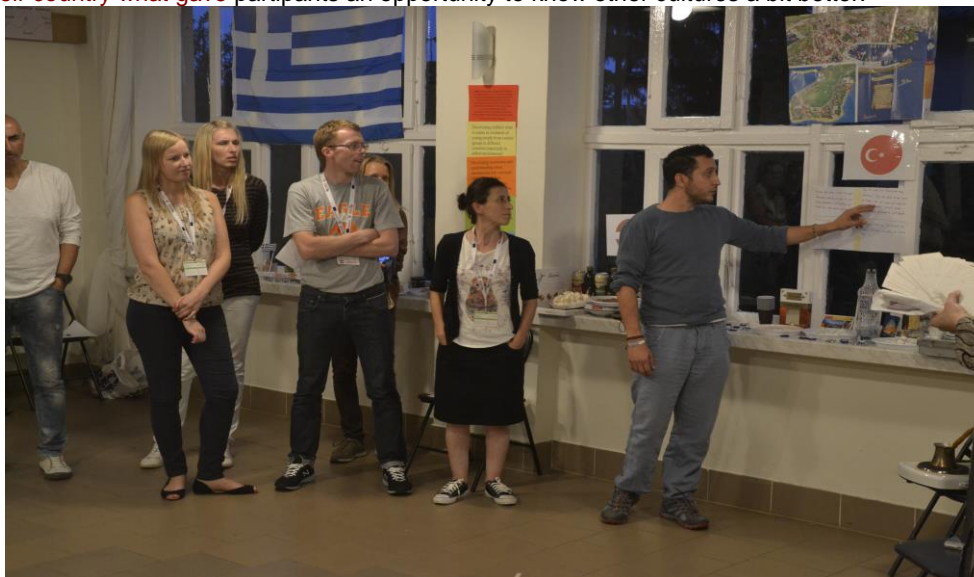
Reflection groups

„Families” - participants were split in five groups of five people. Every evening they will be meeting in their families and sharing each other how was the day. Each group will share the main things discussed through chosen “reporter” with organizers and trainers. It will be a good way to see how things are going (monitoring) and chance to adjust activities to actual needs of group.

Integration evening

Intercultural evening.

During the intercultural evening participants presented food, drinks, leaflets. **Every country had their own table, and everyone present briefly their country what gave** participants an opportunity to know other cultures a bit better.



DAY 3

Opening discussion on understanding the concept of inclusion/exclusion

- ~ To see the various concepts related to inclusion/exclusion, firstly we will make brainstorming on it and identify the keywords and discuss in groups if all of them are clear. If necessary, trainers will give own input on terms.
- ~ „Moving debate” - in 2 parallel groups opinions on various controversial statements related to inclusion/exclusion and school will be made and participants will have to agree or disagree with them and state the arguments for it.
- ~ Summing up of the session and connection to the differing local realities.

Sharing of national and local realities on who are the marginalized groups of young people

- ~ „Step forward exercise” with debriefing after that.
- ~ National teams discuss the types of young people that are usually excluded – in their country. Identifying also WHO is excluding these young people and FROM WHAT? Coming together and sharing the ideas (through posters).
- ~ Reflecting on the role of school (and teachers) for inclusion and identifying (in mixed groups this time) concrete examples of exclusion of young people that are a problem in their school and local community. These issues should be placed on one of the concentric circles – something that is in our CONTROL to change (in the very center); something that we can influence if we cooperate with others around (the middle circle); something that is out of our influence (the outer circle).
- ~ Input from trainers on different levels of oppression/violence/exclusion – systematic, cultural and direct and discussion on which of them we can control and influence.
- ~ Short practical exercise on stereotypes and prejudices and discrimination and theoretical input on how the mechanisms of oppression/discrimination and exclusion work.

Colorful drape game” The group was divided into 2 teams, separated by the drape. Each team chose a participant to sit right behind the drape. When the drape was put down, the two people facing each other had to remember the other's name the quicker they could, the loser having to join the opposite team.



Secret mission- every participant got a secret mission.



Understanding Exclusion
Mechanisms: Stereotypes, Prejudices, Discrimination

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„Step forward” - the participants had to put themselves in someone else's shoes. They were given a scenario with people that are excluded, and they had to decide if the statements given by the trainers fit their story.
The scenarios that participants had to use: Unemployed single mother, 23 years old, living in Ukraine.

- A young Muslim girl living with parents who are very religious people in some isolated village in Eastern part of Turkey.
- 17 years young guy without any stable occupation, who had troubles with school and dropped out at the age of 14. Since then you had several problems with police.

- 17 year old Roma girl who still did not manage to finish primary school living in Romania.
- 28 year old homosexual man living in a Catholic village in Italy. You would like to marry one day, but almost no one knows about your sexual orientation.
- 22 year old Lesbian who lives together with her girlfriend in middle size town in Estonia. You are an artist.
- 24 year old student of Engineering from a rich family living in Rome.
- You are 29 years old female lawyer, you work in Athens in non-governmental organization supported by many foreign donors.
- Daughter of the president of the bank living in the capital and studying economics.
- 35 years old prostitute with HIV/AIDS. Many years ago you were a victim of trafficking and were taken to Western Europe. Later you stayed there.
- You are 17. You live in a suburb of capital in some country I Western Europe. Your mother is having a low paid job, your father is drinking. You spend a lot of time on the street with your friends.
- You are 28 years old dancer at ballet. You are always too busy.
- You are a young guy on a wheelchair living on one of the small islands in Greece.
- You are young person looking for luck in rich EU country as illegal immigrant from a poor village in Moldova.
- You are 18 years old young immigrant living now in a small village in Sweden. You recently arrived from Syria, but have lost many of your family members during the last years.
- You are a 19 year old guy working at car service in small town in Poland. You have always been independent.
- You are 16 years old girl. You have serious eating disorders - anorexia.

The statements:

You never never had any serious financial difficulties.

You have never been ashamed of your house or clothing.

You are not stressed about your future.

When you are walking on the street people are not staring at you (or making comments).

Noone is doubting how suitable you could be for the role of a parent.

You can hold hands with the person you love on the streets.

In the school, teachers treated you equally with other pupil.

Once in a week you can afford to go to a cinema.

You feel that your language, culture and religion are respected in the society where you live.

You are not afraid of being stopped by police.

You know where to get help and advice if you need it.

You have never felt discriminated because of your gender and/or sexual orientation.

If needed, you can get good medical services.

You can invite friends for dinner at home.

You can study and follow profession of your choice.

You are not afraid of being harrassed or attacked in streets or media.

You are not afraid for the future of your children.

You can freely be together with the person you love.

You have respect in your society.

You can move freely in your society and abroad.

You have a chance to be involved in „ERASMUS+” projects (youth exchanges, etc.).



„japanese theater” - the participants were split in to teams and they had to act together as a team an japanese charater. They had to choose between three characters: dragon, gheisha and samurai.



„Statements on INCLUSION” - the participants were split in two teams. Evry team had received statements, and they had to agree or disagree with the statement and argue their answer. The statements were:

- Green tea is better than coffee
- All different – All equal!
- Diversity makes many things more complicated
- Respect for diversity and equality is obvious
- In many societies people are not ready for inclusion
- Inclusion is more important for people who are excluded
- Schools are the main players to promote inclusion of young people All the people are being excluded at some point in life

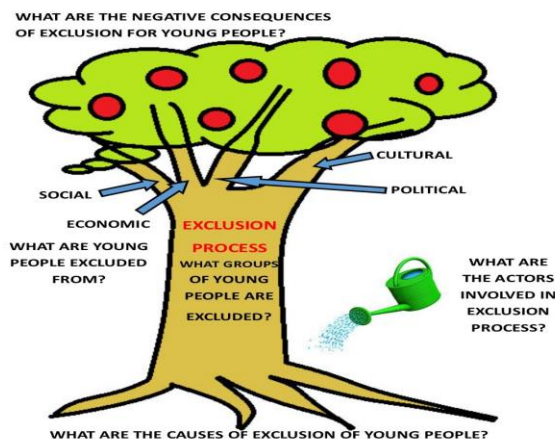
- All the people are excluding others at some point in life
- To promote inclusion at school it is important for teachers to treat everyone the same
- Segregation is better for people with fewer opportunities
- Social exclusion is sometimes a choice
- Integration is the same as inclusion
- In my school there is no exclusion
- All students and all teachers are OK



Creativity in practice time – preparation for Intercultural Exclusion&Inclusion Evening

Basing on the exchanged experience and gained theoretical input participants have a task to prepare a presentation/activity for Intercultural evening that would enable others to understand better "Exclusion" and "Inclusion" aspects of their culture

„50 grosze game"- tha participants were split in three grups using this game.
The grups were ask to think about the four elements that create exclusion:-economic
-social
-political
-cultural



They had think about conseqenses of exclusion for young people.

„do you love your neghbour"- participants were fighting to keep their chair.

Me and my school

A few minutes presentation made by every participant according to following topics: „name and type”, „why my school is special/different”, „good practices on inclusion/challenges”, „what is special about my students?”, „some datas/contact”, „if i had a magic stick what would you change?”



Reflection groups

See description from Day 2

Open library – you can be a open book , and other people could „read” you and ask questions about your story.



Living library evening

Programme prepared by participants (food and drinks available if paxs want it...no emphasis and pressure on it from our side...)

DAY 4

Oppression and Domination Techniques

Identifying main challenges related to exclusion in the school environment

- ~ Creative exercises to make people comfortable acting.
- ~ Introduction of Forum Theatre idea and structure.
- ~ Introduction of the framework of 8 domination and oppression techniques commonly used among groups to oppress some of the members.
- ~ Sharing of stories for each of the techniques as an example.
- ~ Developing Forum theatre play to show the oppression/exclusion situation.
- ~ Forum theatre plays with a chance to get involved and change the reality. Analysis and discussion.
- ~ Short reflection on Forum theatre as a tool.

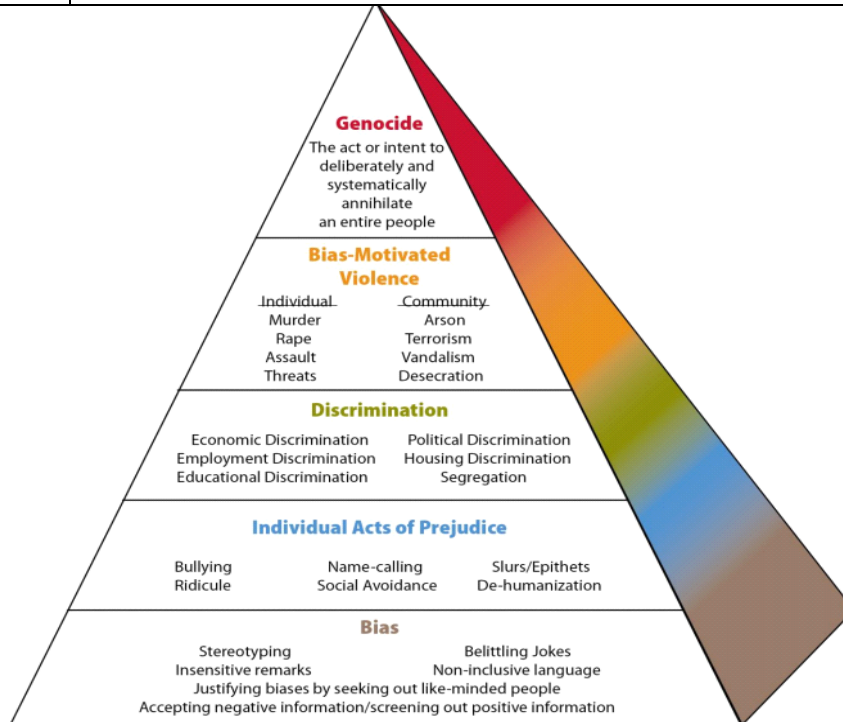
Two most important conclusions on exclusion/inclusion from yesterday-participants were split in groups of three, and they to share their conclusions. The conclusions presented by the participants: -listen focus on other people

- we need awarness about exclusion /inclusion
- we have many stereotypes
- everyone is excluded sometimed
- difficult to know how others feel
- i is hard
- „difference is ok, but”
- there are many forms of E
- exclusion roots – in attitudes& values (not easy)
- step out of our shoes
- be positive and see things from different perspectives

- what are benefits of i
- exclusion is multi-faced
- „should everyone be included?“
- „is segregation a good thing?“
- Exclusion/inclusion topic is to deep
- teachers can start inclusion, but need others help and involvement
- consequences of exclusion

. Five types of character. You have to find yours without taking.

Forum Theatre on Inclusion in School environment	<ul style="list-style-type: none"> ~ Creative exercises to make people comfortable acting. ~ Introduction of Forum Theatre idea and structure. ~ Introduction of the framework of 8 domination and oppression techniques commonly used among groups to oppress some of the members. ~ Sharing of stories for each of the techniques as an example. ~ Developing Forum theatre play to show the oppression/exclusion situation. ~ Forum theatre plays with a chance to get involved and change the reality. Analysis and discussion. ~ Short reflection on Forum theatre as a tool.
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The pyramid of exclusion

The participants were split in five groups, and they had to choose a story about exclusion, and make a five-minute theatrical scene. They had to play specific roles: the oppressed, the oppressor, the ally of the oppressor, the ally of the oppressed, the neutral person. They had to find together a solution for every case.

<p>Understanding different types of learning</p> <p>Standards of good quality non-formal learning process – characteristics and how to make it work</p>	<ul style="list-style-type: none"> ~ Based on experience from before and previous days working together, clarifying if for everyone it is clear the difference between formal, non-formal and informal learning. Giving examples of it. ~ Identifying true and false (and some “it depends...”) characteristics of NFL and discussion in groups on principles and values of good quality NFL and how to make it work. ~ Sharing examples from NFL in school environment.
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DAY 5

<p>Study visit to local organization active in inclusion field - Dorosli Dzieciom</p> <p>Meeting with experts on Inclusion and visiting local school</p>	<p>Getting to know local reality and approach to work with youth by visiting organization.</p>
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Excursion to Torun

DAY 6

Reflection after study visits	<ul style="list-style-type: none"> ~ Reflection after study visit – sharing impressions and asking extra questions. ~ Discussion in groups and identifying concrete ways how teachers can act as agents of inclusion and promote it as a value in the school
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Discussion on power of teachers to promote inclusion	
How to design a non-formal learning tool	<ul style="list-style-type: none"> ~ Discussion on competency framework (with emphasis on values..) that are required for young people to be able to be more inclusive towards other youngsters and use their full potential. ~ Theoretical input on what are NFL tools and tips on what should be taken into account while designing NFL activity; different learning styles. ~ Reminding of Experiential learning cycle and Debriefing questions. ~Theoretical input on kinesthetic learning elements (do's and don'ts) ~Space for Discussion – experience of participants.
Practical part: Laboratory of tools – developing NFL activities to promote Inclusion	Dividing participants in groups of ~3 people to prepare activities for the next day. They will have to follow concrete guidelines while developing the activities and will have the chance to consult the trainers.

The participants were divided in three groups. Every 30 min they had to choose from the three from three topics. The three topics were Group dynamic and tools, experimental learning and debriefing and non violent communication and feedback.



„Create an activity to promote inclusion”- the participants had to create a non-formal learning activity that will contribute to inclusion process within the school context . They had to achieve one of the objectives:

- raising awareness about the importance of respecting diversity and inclusion as a value
- increasing awareness about the importance of negative stereotypes and prejudice
- developing participants empathy and sensitivity towards young people fewer opportunities
- enabling young people from different background to understand each better (dialogue..) and cooperate
- something that would help contribute to greater inclusion at school context.

The participants were split in eight groups of three

First round

- „Rolling stones” - Vasilieios Padadopolos, Arianna Cangianelli, Hasan Emrah Ilhan
- „Basket for all” - Kinga Iulia Kiss, Eleni Lempidaki, Bulent Behrem

Second Round

- „Building a bridge” - Anna Sobieszczyk, Inese Tepeorena, Flavia Adriana Ardelean
- „The art of listening” -Beata Maciejewska, Aimar Silivalja, Janis Zeimanis

Third round

- „Teachers dilemmas”- Giuseppa Vegna, Agnieszka Matula, Nurdane Kaya
- „Naming Game”- Paraskievi Mandraki, Giulia Cabrelle, Kristiana Supole

Fourth round

- „Survival on deserted island”- Ann-Margreth Jagbarant, Elisabeth Samuelson, Birgitta Nestor



Reflection groups	See description from Day 2
<i>DAY 7</i>	
Implementation of worked out tools (in 2 paralell groups) Reflection and feedback	<ul style="list-style-type: none"> ~ Small groups (trainers team) are implementing NFE activities with inclusion elements (the others are participants and observers) ~ Structured feedback to facilitators by participants, observers and trainers. Suggestions for improvement. Encouragement.
Reflection groups	See description from Day 3

DAY 8

The power of non-formal learning – personal and group reflection Short intro to Erasmus+ and other resources	~ Summing up of practical part with discussion on controversial statements on inclusion, NFL and facilitation ~ Interactive presentation using visual aids on main points. Encouragement to look for more info with their sending organization and NAs.
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The participants were split in four groups. Each group received a set of questions/statements about inclusion/exclusion. Participants were split in three groups and they talked about erasmus plus programs

Me and my school – setting aims for changes Developing ideas on follow-up steps (personal, community and international level) and Networking	~ Guided meditation – „travel back to the local reality – school” and identifying concrete needs related to inclusion. Space for personal reflection (or group reflection if several teachers are from the same school..) on what could be done. ~ Developing more concrete ideas on follow-up steps (personal, community and international level) and Networking and sharing them with the rest of the group.
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Reflection on learning outcomes	Space to write down learning outcomes – in 8 competency framework or without it (if paxs are not yet ready for that and prefer to do it after some time at home).
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Evaluation of Training Closing	~ “Travel back in time” – remembering what was happening during event ~ Evaluation of TC in group (concrete method will be chosen later) ~ Written evaluation ~ Official closing by handing Youthpass certificate (first 2 pages...)
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Farewell evening	Co-organized by paxs (each reflection group has some responsibility – to prepare the space, etc.)
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DAY 9

Packing, farewell and departure of participants (depends for each country..)	Departure
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Activities on inclusion was created and implemented for the first time by teachers – participants of Erasmus+ Training Course “Switch it on! Inclusion for Teachers” taking place in Więcbork, Poland, July 27 – August 4, 2015.

Project was organized by “Adults for Children” Association, Sępólno Krajeńskie, Poland and financed by Erasmus + Programme.

INCLUSION ACTIVITY number 1: Survival on a desert island

Activity created by (names):

Elisabeth, Ann-Margreth, Birgitta

Title of activity (if you have one...)

Survival on a desert island

Keywords, themes that the activity tackles:

Inclusion, stereotypes and prejudices

Target group (age, profile and number of ,):

From 12 year and up, a class

What will be achieved by this activity (learning outcomes)

- All are equal
- Be aware of prejudices and stereotypes
- Try to find out other solutions

Structure of the activity (minute by minute) and methods used. A 40-minute session can consist of several activities/games that are linked, but remember not to overload the sessions with too many activities (less is sometimes more..) and definitely remember to include also debriefing:

Persons:

The nurse, the cook, the engineer, the sailor, the adventurer, the musician, the lazy guy, the old lady

- Short presentation of the story about the captain and his passengers....
- Listen to the story and put up some drawings(ship, islands, lifeboat.....)
- A new presentation about the passengers and their items. (See the paper in the link)
- Individual task to choose(and rank) the five persons to have a seat in the lifeboat.(5 min.)
- Build groups with about 4-5 students.
- Make a new list together (5 min) and all of you must agree.
- Compare your individual list with your group list.

Debriefing

- **Reflection** for the whole group :

How many passengers from your own list are still on your group list?

How do you feel about your result?

What criterion did you have when you made your choices?

Have you thought about any other solutions when you mustn't select?

Must they accept the captain's solution?

- **Conceptualize**

There are a lot of different solutions.

In what situations do you have to do make choices in the school?

Are they always fair and must we accept them?

- **Applying**

How can we apply this exercise in the school situation?

All are equal.

We have a lot of prejudices and stereotypes.

Make as less choices for your students as possible. This is very important when you make groups.

Location that it could be implemented in (indoors/outdoors/gym/class...):

Indoors/ outdoors

Resources and materials:

Papers and pencils

INCLUSION ACTIVITY number 2: Basketball for ALL

Activity created by (names):

The Balkans

Title of activity (if you have one...)

Basketball for All

Keywords, themes that the activity tackles:

Inclusion, exclusion, diversity, privileges, unprivileged

Target group (age, profile and number of participants):

12-14, different economic, social background, students without disabilities, 10 participants

What will be achieved by this activity (learning outcomes)

- 1). Raising the awareness about economically disprivileged students as well as students with disabilities
- 2) Foster tolerance and sensitivity towards children that have disabilities or come from socially weaker backgrounds.

Structure of the activity (minute by minute) and methods used. A 40-minute session can consist of several activities/games that are linked, but remember not to overload the sessions with too many activities (less is sometimes more..) and definitely remember to include also debriefing:

Icebreaker: Untie the knot. (Students are asked to group in threes and need to cross their right hand over their left and hold on to the hand of the people they have next to them. The idea is to turn and twist so that they untie the knot but without letting go of their hands. Firstly can be done with eyes open then with eyes closed. 5 ‘

1). Role- assigning. In this part students are asked to pick at random a small piece of paper. Each of them is assigned the role of a person (10 different roles: blind person +guide, person in a wheelchair, left-handed person, right-handed person, person with his back to the box, his guide, economically privileged person, observer).

2). In the courtyard, there are three zones assigned and split up and people are asked to find their place and stand according to the zone they belong to. When this has been done, the first zone people are asked to throw three times their paperballs into a box. Each of the participants will get three chances and they do this activity in turn. Later, in clockwise order students will change the zones (the economically privileged will become blind person, etc)As the moving and shifting roles have been done, students will have again three balls to try and throw in the box. Facilitators, can encourage meanwhile participants.

Blind person+ guide
Person with wheelchair
Person with his back to the box + guide

Left-handed person
Right-handed person

OBSERVER

Economically privileged student

PAPERBOX

Questions for debriefing:

Debriefing: What do you think has happened? How did you feel after the first round? How many balls have you managed to throw in the box? How did you feel in your role? (blind person, person with wheelchair, etc) What did you need to succeed? What made it difficult to succeed? How could you feel when you could change zones? How does this game can be related to real life? Can you identify/ Give examples of similar situations from your background. Are there any unprivileged students in your class/school?

Location that it could be implemented in (indoors/outdoors/gym/class...):

OUTDOORS/GYM

Resources and materials:

Paperbox, paper for the paperballs, calk probably to draw the zones

INCLUSION ACTIVITY number 3: Building a Bridge

Activity created by (names):

Anie, Inese, Flavia

Title of activity (if you have one...)

Building a bridge

Keywords, themes that the activity tackles:

Inclusion, integration, communication

Target group (age, profile and number of participants):

15-99

What will be achieved by this activity (learning outcomes)

To learn to communicate with persons with limited abilities and restriction, to pay attention to the persons next to them

Structure of the activity (minute by minute) and methods used. A 40-minute session can consist of several activities/games that are linked, but remember not to overload the sessions with too many activities (less is sometimes more..) and definitely remember to include also debriefing:

Players:

1 mute and deaf person

4 persons team 1 (builders)

4 persons team 2(builders)

Mission for the mute person

You are the person who link the 2 groups in order to accomplish the mission: building a bridge . Is one isolated village XAX where 75 pupils must travel 30km to get to school every day up and down.

If the bridge will be build in 10-15 minutes the pupils can get to school walking.

Rules for mute:

1 You may not speak , you will only get written message from teams.

2 You may not speak or write anything.

3 you can accomplish only the mission that is written in blue pen and have the word PLEASE.

4 You are free to move from one group to another when you like, or when you want to take the mission.

5 you can exchange tools between groups respecting all the previous rules and only if they give you one tool for exchange

Mission for builders

You are a group of the most skilled engineers in EU. You are getting the job of your life, that will make you rich and famous. In XAX you have to build a 200m bridge that will enable 75 pupils to get to school in 10-15 minutes. At the moment they must walk 30 km up and 30km down, to get to school.

Rules for engineers:

1 you have some tools that you can use in order to build the bridge

2 you can ask an outsider for more tools but only if you give one tool that you have in exchange

3 each member of the team must take part to the mission

4 there is another team of engineers working for the same bridge.

5 the bridge must hold in the end all the tools that you used for building.

Timing :

- 5 minutes for explaining the rules to each team
- 15 minutes to build the bridge
- 1 minute to join the 2 pieces of the bridge.
- 19 minutes for debriefing

Questions for debriefing:

- 1 please describe what happened?(do not reveal the rules)-one group at the time.
- 2 how did you feel when you got the rules?
- 3 how did you feel when you had to stick to the rules?
- 4 how did you feel when you realized that the outsider didn't understand you?
- 5 how was to experience lack of understanding
- 6 how did it go for you the process of building the bridge?
- 7 what were the results of you work?
- 8 why did this miscommunication happened?
- 9 what do the results of miscommunication mean to you?
- 10 what did you learned from this activity?
- 11 what do you think that you will do different next time?
- 12 how can you use this experience in your real life?

Location that it could be implemented in (indoors/outdoors/gym/class...):

- 2 locations (indoor/outdoor)
- Groups must be separated by distance

Resources and materials:

- Papers 4
- Scissors 1
- Glue 1
- 2 red pens
- 2 blue pens
- 1 ruler
- 1 pencil

INCLUSION ACTIVITY number 3: Tabboo

Activity created by (names):

"GiuKriPar"
Giulia, Kristiana, Paraskevi

Title of activity (if you have one...)

"Taboo", naming game

Keywords, themes that the activity tackles:

Stereotypes, empathy, awareness, prejudices, diversity

Target group (age, profile and number of participants):

High school students (from 15 to 19 years old)

What will be achieved by this activity (learning outcomes)

By this activity you achieve two learning outcomes, since you play two roles.
Empathy: feeling on your skin what means being stereotypized, being in the shoes of somebody else.
Responsibility: being responsible of what you say and the words you pick.

Structure of the activity (minute by minute) and methods used. A 40-minute session can consist of several activities/games that are linked, but remember not to overload the sessions with too many activities (less is sometimes more..) and definitely remember to include also debriefing:

The method used is a game, structured as following: 5 minutes instructions, 2 minutes welcome game, 15 minutes game, 3 minutes ventilating activity and 15 minutes debriefing.

Game structure: in a group of 8-9 participants, everybody will play both the victim and the oppressor. First there is a short welcome game, in which the Group forms a circle and there is a chain of saying Hello. One person picks a paper, without reading what is written on it, and stick it on his/her own back. In each paper there is a victim role followed by 2 words that cannot be used by the group to define that role (for ex, role: gay; words not to be used: homosexual, men). The Group will tell words to the victim that need to guess who he/she is, while paper balls are thrown to the victim to symbolize that words can be like stones. Then the roles change so everybody play both the "named" and the Group namer.

After this there is a short game to ventilate and go out of the role:

At the end there is the debriefing with the questions about the game, especially regarding the feelings of both victim and oppressor roles.

Questions for debriefing:

How did you feel in the first role (victim)? What would you have said in the other role?

How did you feel in the other role (Group of oppressors)?

Do you have any example of this situation in Real life?

Location that it could be implemented in (indoors/outdoors/gym/class...):

Outdoor to ventilate

Resources and materials:

Sheets of paper for both definitions and balls of papers.

INCLUSION ACTIVITY number 5: The art of listening

Activity created by (names):

Beata (Poland)

Janis (Latvia)

Aimar (Estonia)

Title of activity (if you have one...)

The Art of LISTENING

Keywords, themes that the activity tackles:

miscommunication, empathy, cooperation, reading non-verbal communication codes

Target group (age, profile and number of participants):

any

What will be achieved by this activity (learning outcomes)

This paired activity allows participants to define their feelings and the problems created on their role cards. The participants will practically apply active listening strategies according to the provided context. The participants will become more aware of the importance of ignorance due to misreading non-verbal communication codes.

Structure of the activity (minute by minute) and methods used. A 40-minute session can consist of several activities/games that are linked, but remember not to overload the sessions with too many activities (less is sometimes more..) and definitely remember to include also debriefing:

1 minute	Greet the group and introduce the topic.
5 minutes	Ask the participants to create the word LISTEN just by using their own bodies. Each body may represent one letter or there may be several people forming the same letter.
1 minute	Make sure you can spell the word by distinct letters. Give the praise for successful completion of the task.
2 minutes	Ask everyone to choose a card where there is a picture or a word on it. Each participant has to find the corresponding match.
5 minutes	Instruct that those with words on their cards will have to adopt the role of speakers, and those with a picture – listeners. The speakers are to speak for the indicated time on the topic provided; the listeners are to act according to the instructions given on their cards. The listeners’ team is made aware that when hearing the secret signal, they are to follow the second set of instructions on their cards (this may work better if speakers are unaware of such code thus each group (listeners and speakers) instructed separately).
5 minutes	The participants pair up and complete the task according to the given instructions. After the first two minutes give the secret code so the listeners may change their roles and continue their stories for another two minutes. The advice is to make such code very distinctive.
20 minutes	Stop the activity and proceed to the debriefing stage as described below.
1 minute	Close the activity by stressing the key concepts learnt/ revised.

Questions for debriefing:

Facilitate the discussion around the importance of active listening and ability of reading various communication signals in order to avoid ignorance/ avoidance.

Can you describe what happened in the activity?

How did you feel as a speaker/ listener? What was it like to speak in the two provided settings? What were your reactions when you had to react differently as a listener in the two different settings? What was more difficult for you? Why was it difficult? Did you as a speaker adjust your story according to the listener’s reactions? What major problem do these situations indicate? / Should ignorance be fought with ignorance? Did you learn something more about yourself or others?

Were the situations (choose any from the role cards) in your real life, would your reactions be different if the listener was a friend of yours or a stranger?

Location that it could be implemented in (indoors/outdoors/gym/class...):

any

Resources and materials:

Cards for pairing up the participants (word cards and their corresponding picture cards)

Role cards (speakers, listeners)